



**THE REGENT GRADUATE
CATALOG**

2017

(Fall 2017)

Regent University

1000 Regent University Drive
Virginia Beach, VA 23464-9800

800.373.5504

admissions@regent.edu

www.regent.edu

PREFACE

Regional Accreditation

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

National and State Accreditation

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

- **The Academy of Strategic and Entrepreneurial Leadership (ASEL)** The Master of Arts in Organizational Leadership, Doctor of Philosophy in Organizational Leadership and the Doctor of Strategic Leadership bestowed by the School of *Business & Leadership* are accredited by the Academy of Strategic and Entrepreneurial Leadership, PO Box 670, Candler, NC 28715. Website: www.aselaccreditation.org
- **The American Bar Association (ABA)** *The School of Law* is fully approved by the American Bar Association. Council of the Section of Legal Education and Admission to the Bar of the American Bar Association, 321 N. Clark, 21st Floor, Chicago, IL 60654 Phone: (312) 988-6738 Website: www.abanet.org
- **The American Psychological Association (APA)** The Doctoral Program in Clinical Psychology is accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA): Phone: (202) 336-5979 Website: <http://www.apa.org/ed/accreditation/> Mailing Address: Office of Program Consultation and Accreditation 750 First Street, NE Washington, DC 20002-4242
- **The Association of Theological Schools in the United States and Canada (ATS)** The Regent University School of Divinity is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved: MDiv, M.A. in Missiology, M.A. in Practical Theology, M.A., MTS, DMin, Ph.D.

Approved for a Comprehensive Distance Education Program

The Commission contact information is:

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

10 Summit Park Drive

Pittsburgh, PA 15275

Telephone: 412-788-6505

Fax: 412-788-6510

Website: www.ats.edu

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

- **Council for Higher Education Accreditation (CHEA)** (www.chea.org/)
- **Commission of the Council for the Accreditation of Educator Preparation (CAEP)**

The School of Education’s educational leadership and teacher preparation programs and the College of Arts and Science’s interdisciplinary studies program are awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, to 12/31/2023. The accreditation does not include individual education courses that these programs offer to P-12 educators for professional development, re-licensure, or other purposes. For more information on this accreditation, visit caepnet.org

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

Equal Opportunity Policy for Students

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

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

TABLE OF CONTENTS

PREFACE	ii
Accreditation.....	ii
Equal Opportunity Policy for Students.....	iii
TABLE OF CONTENTS	iv
THE UNIVERSITY	7
Message from Our Chancellor & CEO	7
Mission Statement	8
Philosophy of Education	8
History of the University	8
Standard of Personal Conduct	9
Campus Facilities	9
The University Library	10
Library Faculty.....	10
Student Life, Campus Services and Academic Support	11
Student Services	11
The University Writing Center	14
Information Technology	15
Psychological Services Center.....	17
Commencement.....	17
Graduate Academic Information and Policies	18
Freedom of Expression	18
Student Records Confidentiality.....	18
Access to Student Educational Records by Others.....	18
Virginia Tidewater Consortium Program.....	19
Graduate Academic Programs (Degrees, etc.)	19
Graduate Full-time Classification.....	22
Academic Advising	22
Repeating a Course.....	22
Grading Systems	23
Appeals and Grievances.....	25
Academic Integrity.....	25
Academic Probation and Dismissal	25
Petitioning for Reinstatement	26
Graduation Requirements	26
Graduation Procedure.....	26
University Requirements.....	27
Centers and Institutes.....	27
Cornerstone and Capstone Requirements	28
Off-Campus Study Opportunities	29
Admission to Regent Graduate Schools	29
Contact Information.....	29
Admission Criteria	29
Admission for International Students	33
Enrollment Status Classification.....	38
Graduate Transfer Credit.....	39
Graduate Credit by Advanced Standing.....	39
Registration and Payment	40
University Academic Calendar (Graduate Schools)	41
Auditing a Course	41

Course Changes (Add/Drop) and Refund Policy	41
Genisys®	42
Individual Study	42
Registration	42
Withdrawal from Course Grades	42
Transcripts	43
Financial Holds on Academic Records.....	43
Withdrawal from the University.....	43
Payment	43
Tuition per Credit Hour.....	44
Fees	44
Payments and Late Fees.....	44
Tuition Installment Plan	44
Refund Policy	44
Financial Aid	45
Virginia Tuition Assistance Grant.....	45
State Assistance for Students from States other than Virginia.....	45
University-wide Endowed Scholarships.....	45
Teach Grant Program	47
Loan Programs	47
Satisfactory Academic Progress (SAP)	51
Student Employment	53
Veteran's Benefits	53
More Information.....	53
E-mail Notification and GENISYS®	53
<i>GRADUATE SCHOOLS</i>.....	55
Business and Leadership.....	56
Degree Programs	64
Course Descriptions	86
Faculty.....	96
College of Arts & Sciences	97
Degree Programs	99
Course Descriptions	102
Faculty	103
Communication and the Arts	104
Degree Programs	107
Course Descriptions.....	121
Faculty	131
Divinity.....	132
Degree Programs	141
Course Descriptions	165
Faculty.....	183
Education	184
Degree Programs	189
Course Descriptions	221
Faculty.....	245
Government, Robertson School of.....	246
Degree Program	254
Course Descriptions	269
Faculty.....	275
Law	276
Degree Programs	283

Course Descriptions	298
Faculty.....	313
Psychology and Counseling	314
Degree Programs	317
Course Descriptions	329
Faculty.....	345

THE UNIVERSITY

MESSAGE FROM OUR CHANCELLOR & CEO

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

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

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

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

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

Dr. M. G. "Pat" Robertson

Chancellor & CEO

MISSION STATEMENT

Preamble

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

Vision

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

Mission

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

PHILOSOPHY OF EDUCATION

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

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

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

HISTORY OF THE UNIVERSITY

Dr. M. G. “Pat” Robertson, founder 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 10,000 students earning associates, bachelors, masters, or doctoral degrees at our Virginia Beach Campus or online via the worldwide web.

STANDARD OF PERSONAL CONDUCT

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

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

CAMPUS FACILITIES

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

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

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

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

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

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

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

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

THE UNIVERSITY LIBRARY

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

The University Library collections consist of over 322,000 printed volumes, over 170 online databases, more than 480,000 electronic books, over 30,000 media items including digital video, DVDs, films, audio materials, etc. Over 350,000 full-text journal titles are available 24/7 through our online resources.

Multidisciplinary databases such as Academic Search Complete, JSTOR, and ProQuest Researcher, as well as, subject-specific databases such as APA PsychNet, ATLA Religion, International Index to the Performing Arts, Science Direct, and many others are available through the Library. E-book collections include ABC-CLIO, eBook Academic (EBSCO), ebrary Academic Complete (ProQuest), Safari Books, and many others.

Over 593,000 microforms include archives of many journals and special sets, such as Evans Early American Imprints, Library of American Civilization, the complete *New York Times* and Educational Resources Information Center (ERIC) documents.

The Special Collections area includes the University Archives, the Rev. Dennis J. Bennett Papers, the Clark Hymnology Collection of 9,000 volumes, the Pentecostal Research Collection, the John Wimber Collection, the Baptista Film Collection comprising 125 early Christian Baptista films, the John Lawing Collection of Christian cartooning, an 18th century Torah scroll and other rare books, documents, and artifacts. The Film Research Center on the fourth floor holds 5,500 films of different genres including over 3,000 Christian films, some of which date back to the 1930s.

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

Library social media outlets include a Facebook group, Pinterest, Flickr, YouTube, Google+, and a blog titled *Library Link*.

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

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

LIBRARY FACULTY

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

Bordner, Georgianne (2002), M.L.S., Rutgers University; M.S.Sc., Syracuse University; Head of Technical Services, University Library; Librarian

Diehl Detar, Melody (2012), M.L.I.S., University of Pittsburgh; Assistant Librarian

Hargett, Dorothy (2000), M.L.I.S., University of Tennessee; M.A., Regent University; Head of Access Services, University Library; Assistant Librarian

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

Moriarty, Ann (2015), MBA, Old Dominion University; M.L.I.S., University of Alabama; Assistant Librarian

Washington, Vivian (2017), M.A., Hampton University; M.L.I.S., University of South Carolina; Assistant Librarian

Yaegle, Sandra (1991), M.Ed., Indiana University of Pennsylvania; M.L.S., Clarion University; Head of Public Services, University Library; Associate Librarian

Emeritus Faculty

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

Strum, Leanne (1984), Ph.D., Nova Southwestern University

STUDENT LIFE, CAMPUS SERVICES AND ACADEMIC SUPPORT

STUDENT SERVICES

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

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

- Campus Ministries
- Career Services
- Center for Student Happiness
- Council of Graduate Students
- Counseling Services
- Disability Services
- Health Center
- International Student Services
- Regent Bookstore
- Regent Gift Shop
- Regent Ordinary/Food Service
- Residence Life

Student Activities and Leadership

University Shuttle Service

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

Campus Ministries

Campus Ministries exists to encourage students on their spiritual journey as they grow into an image of the Son. We believe that if Jesus was growing, so should we. Our hope is that students will take the opportunity to grow spiritually on four journeys while at Regent. We encourage the Journey Up through active participation in worship, weekly chapels, and prayer gatherings. The Journey Together involves weekly discipleship groups (LIFE Groups) as well as other leadership opportunities such as ministry teams. Our Journey In assists students in identifying their calling and gifting through our apprenticeship program and the practice of corporate spiritual disciplines. Finally the Journey Out sees students encouraged to activate their faith in service-based learning opportunities. Spring Break offers an opportunity to service urban cities on our annual mission trip. Regent is a rich tapestry of more than forty (40) denominations and religious backgrounds which allows for diverse expressions of worship and Christian growth, in a context where we are learning from one another. We also strongly encourage involvement in one of the many wonderful local churches to students for their continued spiritual growth, as we see Campus Ministries as a support ministry to students; but not a substitute for church.

Career Services

Career Services exists to provide students and alumni with excellent services, programs, and resources, that will enhance their opportunities to choose, prepare adequately for, and enter career fields in which they can serve as global Christian leaders. Because your calling and career are intrinsically connected, we want to help you manage your career path well. Career Services offers students an abundance of resources to facilitate meaningful career development. You will find that some career services are offered one-on-one while others are school-specific and available on the web or your mobile device 24/7 in the career portal “CAREERLink.” We encourage you to actively engage with the opportunities: access job postings, network with alumni, improve your interview skills, receive career assessments and consultations, polish your résumé, and more. To learn more, go online at www.regent.edu/cs.

Center for Student Happiness

The Center for Student Happiness (CSH) exists to increase the quality of the student’s experience at Regent University. The heart of CSH is to cultivate an environment that engenders student happiness through a biblical model.

- **24/7 Support through Regent C.A.R.E.S.** – Regent C.A.R.E.S. (Connection, Access, & Resources for Every Student) is a student-focused peer support and information hotline providing minor technical support, connection to information and resources, and encouragement and prayer during difficult times. Contact Regent C.A.R.E.S. anytime at 757.352.4444 or toll-free at 855.352.4780.
- **Success Coaching** – This free service helps students discover the best of what God has already placed within them. Common topics include managing stress or time, setting goals and priorities, and overcoming obstacles to your success. Students will leave within an action plan as well as greater sense of focus, support, encouragement, and accountability. Appointments are available in person, by phone, or via video chat. Sign up through the Student section within the MyRegent portal or stop by SC 135.
- **New Student Orientation** – All new students studying on campus should plan to attend the appropriate orientation (www.regent.edu/orientation). Each school determines participation based on program. Check with your Academic Advisor.

Learn more about these services at www.regent.edu/csh. In addition, we welcome ideas or feedback about student happiness at csh@regent.edu.

Council of Graduate Students

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

Counseling Services

Counseling Services exists for the purpose of providing Christian mental health resources for the betterment of undergraduate and graduate students. Regent University provides counseling to any student, undergraduate or graduate, as a free service of Student Services. All counseling is provided or supervised by licensed professionals. Services are confidential and adhere to all laws and ethics of the counseling profession.

Disability Services

The university may provide academic support services and accommodations to students with disabilities including those with learning, mobility, sensory, health, or psychological impairments. These services may include liaison with faculty members, promotion of self-advocacy skills, and securing appropriate classroom accommodations. Regent University will make appropriate efforts to provide a reasonable accommodation in compliance with the Americans with Disabilities Act. However, the university reserves the right to choose among reasonable accommodations as long as the chosen accommodation is effective. Students with disabilities are encouraged to contact the Disability Services Coordinator to discuss required documentation and appropriate accommodations. Documentation should be no more than three years old. Diagnosis by an appropriately trained professional is also required. For more information on Disability Services, please visit www.regent.edu/disabilities.

Health Center

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

International Student Services

The Office of International Student Services (OISS) provides vital services that support the immigration and adjustment needs of Regent's international students here on F-1 visas. From enrollment to graduation, and even beyond, the staff of the OISS is committed to providing the best services possible to our international student community. OISS develops and maintains university policies/procedures to insure Regent's compliance with federal government immigration regulations and makes determinations about immigration status. www.regent.edu/oiss

Regent Bookstore

The Regent University Bookstore transitioned to an online-only store in the summer of 2015. The bookstore is conveniently embedded within Blackboard. The Blackboard Store offers competitive pricing, upfront guaranteed buyback offers, rental options, financial aid credit, 24/7 customer support, and free ground shipping at the start of each term. To access the store, students should log in to the MyRegent portal to access their Blackboard account. The Blackboard Store is prominently located on the main Blackboard entry screen, and is also in the Tools and RU Resources sections. For guests and prospective students who do not have access to Blackboard, they can create a Regent Blackboard Store account here. For more information, please visit www.regent.edu/bookstore.

Regent Gift Shop

Regent's Gift Shop is located on the first floor of the Student Center. You can purchase Regent clothing, gifts, school supplies, and snacks there. Open M-F, 10am-4pm. The Gift Shop also sells clothes and gift items online at www.regent.edu/giftshop.

Regent Ordinary/Food Service

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

Residence Life

On-campus Living

The Office of Residence Life is dedicated to providing housing to full-time (9 credits per term for graduate students, 12 credits per term for undergraduate students) on-campus students. Two residential areas are available to serve the housing needs of the Regent student community. Apartment-style housing assignments in Regent Village, both furnished and unfurnished options, are available to single graduate students and single older undergraduate students (25+ years of age).

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

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

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

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

Off-Campus Housing

The Residence Life website provides information on a number of apartment complexes that are close to the University. For more information on off-campus housing, please visit the following website: www.regent.edu/campus/housing/off-campus.cfm.

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

Student Activities and Leadership

The purpose of the Office of Student Activities and Leadership (OSAL) is to enrich the development of Regent University students outside of the classroom through the encouragement and engagement of social, cultural, recreational, and leadership development opportunities. Students can choose from over 55 student organizations to join, or can stay active by playing on an intramural sports team. The Student Activities Board (SAB) plans events on and off-campus to keep students involved and connected in the Regent community.

University Shuttle Service

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

THE UNIVERSITY WRITING CENTER

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

Coaching Sessions

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

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

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

Workshops

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

Online Resources Page

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

Tutoring Writing

ENGL 501

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

Cross-listed with ENGL 301.

INFORMATION TECHNOLOGY

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

MyRegent

MyRegent is your portal into many of the systems and services available to you at Regent University. We recommend using the MyRegent Portal for integrated access to all of your online Regent resources. After logging in to the MyRegent Portal,

you can conveniently access your Student Mail by Google, Blackboard, Genisys, DegreeWorks, and the library Databases as well as many other Regent Systems. You can log in to the MyRegent Portal at my.regent.edu.

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

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

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

RegentALERT

RegentALERT is an Emergency Notification System (ENS). Its primary purpose is to notify Regent faculty, staff and enrolled students in the event of an emergency on or near campus, such as a man-made or natural disaster. Be sure to update your RegentALERT contact information the next time you log in to my.regent.edu.

Help Desk

The Help Desk is your initial point of contact for the Information Technology Department. If you are having problems accessing any regent systems (MyRegent, Genisys, Blackboard and Regent Apps & Mail), need your password reset, or are having difficulties with a Regent University computer or printer, the Help Desk is here to help! We have a large searchable knowledge base of solutions to common issues please browse it at support.regent.edu.

Call: 757-352-4076, Monday - Friday, 8 a.m. to 10 p.m.

Email: helpdesk@regent.edu

Click: www.regent.edu/it

Visit: COM 300, Monday - Friday, 8 a.m. to 5 p.m.

The Help Desk will be glad to assist you with Regent-owned computers and systems, but we cannot provide repair support for personal computers. However, we do provide coupons for a trusted local computer repair shop.

Computer Labs

There are four computer labs on campus for student and staff use. They are located in COM 154, SC 119, LIB 327 and CRB 239. Printing is available in the labs for 5 cents per page. Each new student is given an initial \$5.00 credit in their account and additional printing credit is available for purchase on line. Go to www.regent.edu/it/labs for more information.

Student Mail by Google

All Regent University students are provided with a Google mail and apps account. This Google account is the official student mail account of the University. All official Regent University electronic correspondence will be sent to the Regent provided Google email account. Google accounts offer a wide array of features, such as email, calendar, Google Drive (free cloud based storage) and Google Hangouts (text, voice and video messaging service). These features are available through the MyRegent Portal at my.regent.edu or by directly logging into accounts.google.com. The Student Mail by Google email address is the in the form of MyRegentID@mail.regent.edu.

Microsoft Office 365

Regent University students are provided access to Microsoft Office 365 for as long as they are a student at the university. Office 365 allows users to create and edit Office documents either at home or on the go. To get started, go to www.regent.edu/office and log in with your MyRegentID@regent.edu and your MyRegent Portal password. For more information, please see support.regent.edu and search for "Office 365."

On Campus Wi-Fi

Wi-Fi is available all across campus and the network names are regent_public and regent_resnet in the Regent Commons. These are the only authorized wireless networks supplied by Regent University.

The wireless network is open to all students, faculty, staff, and campus visitors. There are no passwords in place for these networks as they are available to anyone.

Blackboard

Blackboard is the Learning Management System (LMS) that Regent University uses for course delivery. Blackboard courses usually remain available for five semesters after which time the course is removed from Blackboard. It is critical that students save all submitted work and any downloads from a course prior to the course end date. Google drive is provided as part of the Google Apps suite for students and is the perfect location to store course material and content so that it will not be lost.

Computer Requirements

The degree programs and courses are delivered entirely or in part through the Blackboard Learn and Collaboration system. Computer literacy is required of all students. It is imperative that all students have access to a computer system that meets the minimum requirements outlined at www.regent.edu/it/helpdesk/document/standards.cfm.

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

Community colleges, public libraries, or computer training centers can provide valuable courses on basic Internet and personal computer use or other topics. Free basic computer skill learning resources are available online at www.gcflearnfree.org/computers. Regent University does not teach or train students in basic computer use outside of specific undergraduate courses.

PSYCHOLOGICAL SERVICES CENTER

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

COMMENCEMENT

Regent University holds an annual commencement at the end of the spring semester. Students must obtain approval to participate. Students approved to graduate in the fall, spring, or summer semesters are strongly encouraged to participate in commencement for the conferring of the degree. All graduates are asked to RSVP as per the instructions provided by the Registrar's Office in early spring.

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

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

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

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

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

GRADUATE ACADEMIC INFORMATION AND POLICIES

FREEDOM OF EXPRESSION

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

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

STUDENT RECORDS CONFIDENTIALITY

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

ACCESS TO STUDENT EDUCATIONAL RECORDS BY OTHERS

1. Directory Information

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

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

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

2. Non-directory Information

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

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

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

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

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

3. Parental Access

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

VIRGINIA TIDEWATER CONSORTIUM PROGRAM

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

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

GRADUATE ACADEMIC PROGRAMS (Degrees, etc.)

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

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

Graduate Degree Programs Limits

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

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

Business and Leadership (SBL)

- Master of Business Administration (MBA)
- Master of Arts (M.A.) in Business & Design Management (MABD)
- Master of Arts (M.A.) in Church Leadership
- Master of Arts (M.A.) in Not-for-Profit Leadership
- Master of Arts (M.A.) in Organizational Leadership
- Master of Science (M.S.) in Business Analytics
- Certificate of Graduate Studies in Franchising (CGS)
- Certificate of Graduate Studies in Leadership (CGS)
- Certificate of Advanced Graduate Studies (CAGS)
- Doctor of Philosophy (Ph.D.) in Organizational Leadership
- Doctor of Strategic Leadership (DSL)
- Certificate of Post-Doctoral Studies in Organizational Leadership (CPD)

College of Arts & Sciences (CAS)

- Master of Science (M.S.) in Cosmogony
- Master of Science (M.S.) in Cybersecurity
- Certificate of Graduate Studies in Cosmogony (CGS)

Communication and the Arts (SCA)

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

Divinity (SOD)

- Master of Arts (M.A.) in Practical Theology
- Master of Theological Studies (MTS)
- Master of Divinity (MDiv)

- Master of Theology (ThM)
- Doctor of Ministry (DMin)
- Doctor of Philosophy (Ph.D.) in Renewal Theology

Education (SOE)

- Master of Education (M.Ed.)
- Certificate of Advanced Graduate Studies (CAGS)
- Career Switcher Certificate (CGS)
- Educational Specialist Degree (Ed.S.)
- Teaching English to Speakers of Other Languages (TESOL) Certificate
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.) in Education
- Post-Master's Certificate in Advancing Leadership (CAL)
- Certificate in Autism (CGS)

Government (RSG)

- Master of Arts (M.A.) in Government
- Master of Arts (M.A.) in National Security Studies
- Master of Public Administration (MPA)
- Graduate Certificate Program

Law (SOL)

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

Psychology and Counseling (SPC)

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

- Master of Arts in Pastoral Counseling (Online)
- Master of Arts in School Counseling (On-campus or Online)

Joint Degrees

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

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

Guidelines

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

GRADUATE FULL-TIME CLASSIFICATION

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

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

responsibility to notify the Registrar's Office in writing, via Academic Petition, at the beginning of each applicable term.

ACADEMIC ADVISING

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

REPEATING A COURSE

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

- **Divinity Courses**

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

- **Law School Courses (JD/LL.M. only)**

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

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

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

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

GRADING SYSTEMS

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

A+	4.00
A	4.00
A-	3.67

B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Notes:

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

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

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

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

Incomplete Grades

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

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

In-Progress Grades

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

APPEALS AND GRIEVANCES

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

ACADEMIC INTEGRITY

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

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

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

ACADEMIC PROBATION AND DISMISSAL

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

1. Academic Probation

When a student's cumulative GPA falls below 3.00 (3.25 for ThM, 2.50 for MDiv, M.A. in Practical Theology, M.S. in Cosmogony and M.S. in Cybersecurity; 2.00 for J.D. and LL.M.), the student shall be placed on academic probation for the next term of enrollment of substandard GPA. Students on academic probation should consult with their advisors to improve their academic performance. Academic probation status is recorded in the student's academic record. When a student is placed on probation, the dean shall notify the student in writing of any specific instructions for improving academic performance. A student will be removed from academic probation when the cumulative GPA is 3.00 (3.25 for ThM, 2.50 for MDiv, M.A. in Practical Theology, M.S. in Cosmogony and M.S. in Cybersecurity; 2.00 for J.D. and LL.M.) or above.

2. Academic Dismissal

A student on probation whose cumulative GPA is below 3.00 (3.25 for ThM, 2.50 for MDiv, M.A. in Practical Theology, M.S. in Cosmogony and M.S. in Cybersecurity; 2.00 for J.D. and LL.M.) at the end of the probationary term shall be subject to dismissal. (In other words, the student has one term to bring the low GPA back to the acceptable 3.00 [3.25 for ThM, 2.50 for MDiv, M.A. in Practical Theology, M.S. in Cosmogony and M.S. in Cybersecurity; 2.00 for J.D. and LL.M.]). In the School of Law, the dismissal action is taken at the end of the spring term. The dean will notify the student, in writing, of the dismissal.

PETITIONING FOR REINSTATEMENT

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

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

GRADUATION REQUIREMENTS

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

GRADUATION PROCEDURE

1. All students desiring to graduate must file a Graduation Application with the Registrar's Office by September 15 for fall graduation and by December 1 for graduation in either spring or summer of the following year. A \$25 late fee will be applied to all graduation applications submitted after the deadlines.
2. The Registrar's Office obtains approval of the Graduation Application from each student's dean and advisor.
3. Students who are not approved to graduate in the semester stated on the Graduation Application must file another Application in a subsequent semester. It is not necessary to pay the graduation fee again.
4. The Registrar's Office posts degrees on transcripts and issues diplomas only when the registrar and the dean have certified that all graduation requirements have been met. These requirements include the following:
 - a. Satisfactory completion of all degree requirements as specified in the Catalog for the student's degree program. Students who have been approved to pursue a degree according to an Approved Degree Plan (ADP) must satisfy all course and credit requirements of that plan prior to graduating.
 - b. Completion of all requirements within two years for the Master of Theology program, five years for any certificate, other master's degree programs (seven years for the MDiv), and the full-time juris doctor program; six years for the part-time juris doctor program; and seven years for all doctoral degrees from the date of the student's initial enrollment. Extensions may be granted for good cause and with approval of the student's advisor and the dean of the school in which the student is enrolled.
 - c. A minimum cumulative GPA of 3.00 (3.25 for ThM; 2.50 for MDiv and M.A. in Practical Theology; 2.00 for J.D. and LL.M students)
 - d. Payment of graduation fee (joint degrees applicants pay two fees) and all university financial obligations, including housing.
5. Students on academic or disciplinary probation will not be allowed to graduate.

UNIVERSITY REQUIREMENTS

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

UNIV 500: REGENT FOUNDATIONS FOR GRADUATE SUCCESS

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

UNIV 500 is a university requirement for all graduate students *with the following exceptions*:

- Students enrolled in doctoral and post-master's degree programs (except SOE)
- Students enrolled in master's or post-master's level certificate programs
- Students enrolled in master's level licensure programs in the School of Psychology & Counseling
- Students enrolled in the MFA in Acting program
- Students who score a 6 on the criterion admissions writing sample requirement (with the exception of M.A. in Law students – see below)
- Students returning to Regent who have previously completed UNIV 500 within the past three (3) calendar years

All students not required to complete UNIV 500 must complete the University Library's Information Research and Resources course (UNIV LIB) as specified below.

The University Library offers a required noncredit information research and resources course (UNIV LIB) for graduate students (see below for several exceptions). Completion of UNIV LIB or UNIV 500 is a requirement for graduation. The Registrar's Office will include on each student's transcript the course name and a P for successful completion.

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

School of Education: Post-master's and doctoral Education students will take UNIV LIB if they score a 6 on the criterion admissions writing sample. If students do not score a 6, they must enroll in UNIV 500 their first semester of post-master's coursework.

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

Returning Students: Students returning to Regent who have previously completed UNIV LIB must repeat the course if more than three (3) calendar years have elapsed since the course was completed. Students who have completed the undergraduate section of the course or who have completed GENE 101 must also complete the graduate section of the course.

CENTERS AND INSTITUTES

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

University Sponsored Center

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

Specialized Graduate School Centers

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

Business & Leadership

- The Center for Entrepreneurship

Communication & the Arts

- Center for the Performing Arts
- Center for the Study of Faith and Culture

Divinity

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

Education

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

Law

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

Psychology and Counseling

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

CORNERSTONE AND CAPSTONE REQUIREMENT

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

OFF-CAMPUS STUDY OPPORTUNITIES

Summer Study Abroad

Robertson School of Government

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

Law

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

Please check the web links for details.

ADMISSION TO REGENT GRADUATE SCHOOLS

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

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

CONTACT INFORMATION

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

Enrollment Support Services
Regent University
1000 Regent University Drive

Virginia Beach, VA 23464-9800
800.373.5504 or 757.352.4127; Fax: 757.352.4381
E-mail: admissions@regent.edu
Website: www.regent.edu/admissions

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

Office of Admissions and Financial Aid
School of Law
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757.352.4584; Fax: 757.352.4139
E-mail: lawschool@regent.edu
Website: www.regent.edu/law

ADMISSION CRITERIA

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

Master's or Professional Degree Programs

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

Post-Master's or Doctoral Program

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

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

Law School's Juris Doctor Program

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

The School of Law may admit a limited number of second-year transfer students. No third-year transfer students will be accepted; however, a third-year student may apply for visitor status. Transfer students must submit, along with the

application for admission, a letter signed by the dean of the current law school certifying that the applicant is a student in good standing and eligible to return to that school. A maximum of 30 term credits or 45 quarter credits, with course grades of C (or equivalent) or better, may be accepted for transfer credit, subject to a determination of course similarity or otherwise acceptable course content. All transfer students are required to take Common Law and Constitutional Law at Regent University.

Joint Degrees Program

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

Graduate Application Process

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

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

Applicants whose native language is not English may take either the Test of English as a Foreign Language (TOEFL®), PTE Academic® exam, or International English Language Testing System (IELTS®). The minimum TOEFL requirement is a score 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 minimum IELTS® requirement is a band score of 7. The tests may be waived in the following circumstances:

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

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

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

Admission to Graduate Nondegree Status

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

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

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

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

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

Processing and Notification

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

application is complete. Applications are reviewed and evaluated in the order in which they are received for most programs. Admission decisions are communicated to applicants in writing as soon as possible after the decision has been made, typically within one to two weeks. If an application, or any of its supporting materials, is received after the application deadline, the Admissions Committee reserves the right to defer the application until the start of the next admissions cycle.

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

Professional Development Enrollment

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

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

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

To be eligible for any other academic status, professional development students must submit a regular application or a nondegree application for a specific school by the application deadline for the term desired. All additional admissions requirements must be met. The school will notify the students of its decision. Since all courses completed by professional development students are posted on a nondegree transcript, students accepted to a specific school must petition in writing to have those credits count toward their academic program completion. The petition must include an official transcript verifying attainment of a bachelor's degree.

Readmission

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

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

ADMISSION FOR INTERNATIONAL STUDENTS

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

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

International Students Admission Requirements

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

1. In order to provide prospective students with sufficient time to apply for the student visa, Regent University should receive admission materials at least five to nine months prior to the anticipated semester of enrollment.

This will provide adequate time to process the application, determine acceptance and admittance decisions, and issue the SEVIS I-20, which is needed for the student visa application.

2. All application materials must be completed in English or have appropriate English translations attached.
3. An applicant must have completed a bachelor's degree (or its equivalent) from (a) an accredited U.S. post-secondary institution; (b) the equivalent degree from a foreign institution (16 years of formal education); or (c) an international institution with which Regent University has a special articulation agreement or has otherwise approved.
4. The applicant must meet the normal minimum undergraduate GPA requirements or provide evidence of equivalent academic performance if a standard grade point system was not used.
5. Applicants who do not meet the criteria specified in item 3 above must submit an official **course-by-course** or detailed evaluation of all academic credit received from foreign educational institutions. These evaluations will serve as the applicant's official record of academic achievement and will be used to determine eligibility for Regent's program offerings. Regent University will **only** accept official **course-by-course** or detailed 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 Perspectives, NFP

www.edperspective.org

E-mail: info@edperspective.org

P.O. Box A3462

Chicago, IL 60690-3462

Tel: (312) 421-9300

Educational Credential Evaluators, Inc.

www.ecc.org

P.O. Box 51470

Milwaukee, WI 53203-3470

Tel: (414) 289-3400

6. Applicants whose native language is not English may take either the Test of English as a Foreign Language (TOEFL®), PTE Academic® exam, or International English Language Testing System (IELTS®) 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 minimum IELTS® requirement is a band score of 7.

The tests can be waived in the following circumstances:

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

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

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

Conditional Enrollment

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

International Transfer Students

1. According to immigration definitions, the following applicants are considered Transfer students and must abide by the F-1 nonimmigrant transfer procedures:
 - a. Those who are currently attending a school in the U.S. in F-1 immigration status and wanting to change schools before completing the degree at the first school.
 - b. Those in F-1 status who have just completed a degree at one U.S. school and want to attend another U.S. school for another degree program.

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

International Admission Process

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

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

Conditions for Issuing SEVIS Forms I-20

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

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

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

Enrollment Term	International Application Deadlines <small>(Date by which the applicant must submit his/her application and all required Admissions documents)</small>	I-20 Issuance Deadlines <small>(Date by which all applicants must submit all documents required for the I-20)</small>
<u>Fall Semester</u>		
Overseas/Initial Attendance Students	February 15	April 1
Immigration Transfer Students/ Regent COL	March 15	May 15

(F-1 students who are transferring from another U.S. institution or students who are changing their degree levels at Regent.)	*current I-20 must be valid	
<u>Spring Semester</u>		
Overseas/Initial Attendance Students	June 15	August 1
Immigration Transfer Students/ Regent COL (F-1 students who are transferring from another U.S. institution or students who are changing their degree levels at Regent.)	July 15 *current I-20 must be valid	September 1

Visa Information

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

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

Special Notes:

--Students from Canada & Bermuda, Bahamian Nationals, & British Subjects in the Bahamas, Cayman, Turks, or Caicos Islands do not need an F-1 visa, but will need the Regent I-20 to apply for the F-1 student immigration status at the U.S. Port of Entry.

--Students admitted to Regent University for on campus degree programs should NOT enter the U.S. in the B-1/B-2 visitor/tourist status to attend classes at Regent because federal regulations strictly prohibit enrollment in an on campus degree program in the B-1/B-2 visitor/tourist status.

--Due to immigration rules, students who are in F-1 immigration status through post-completion OPT or an on-campus degree program at another school, will not be able to remain in the U.S. for online enrollment at Regent once their F-1 status with the other school expires.

International Students and On-Campus Residencies

Residency is a term that Regent University uses to describe the portion of an online academic program that meets on campus for seminars, workshops, or intense study during a one to four week period of time. Residency may be one week

in length during the first year of the program or it may be one or two weeks in length each year of the program depending on the academic program requirements. A residency may consist of online classes or on campus classes.

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

Mandatory International Student Orientation

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

Lawful Immigration Status Required for Enrollment

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

International Student Enrollment and Registration

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

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

ENROLLMENT STATUS CLASSIFICATION

Regular (Degree-Seeking) Students

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

Provisional

If the admissions committee believes that the applicant has the potential for success in the degree program to which admission is sought, they may accept the applicant into the degree program on a provisional basis. Students accepted on a provisional basis may be considered for need-based assistance grants and student employment, but

will not be considered for scholarships until the provisional designation is removed. The student on provisional enrollment basis must meet the following requirements to no longer be classified as provisional.

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

Conditional

Graduate applicants who have submitted all application material except test results, an official transcript or a letter of reference may be admitted on a conditional enrollment status. 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. For purposes of this policy, a "session of study" means one full academic semester – either the Fall Semester (August-December), the Spring Semester (January-May), or the Summer Semester (May-August). When all required documents have been received by the University, the student's enrollment classification will be changed to regular status. Any request for an exception to this registration block must be submitted to the dean of the school through an academic petition.

Nondegree Students

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

GRADUATE TRANSFER CREDIT

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

Criteria guiding the acceptability of transfer credit include:

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

- **Course grades**—Courses with grades of B- and below (C- and below for the J.D., MDiv and M.A. in Practical Theology programs) will not be accepted for transfer.

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

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

GRADUATE CREDIT BY ADVANCED STANDING

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

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

Criteria guiding the acceptability of advanced standing credit include:

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

- **Experiential learning vs. formal coursework** — Advanced standing with credit may not be granted for life experience. Experiential learning may only be considered under the course exemption/no credit option.

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

1. Students who desire advanced standing in a Regent University degree program shall initiate an official request through the dean's office or the student's academic advisor.
2. Students must submit an official transcript for each course/area of study proposed for advanced standing. A preliminary evaluation may be made using unofficial transcripts; however, official transcripts are required for final processing. Schools may establish other requirements for evaluating advanced standing credit, such as a copy of the course syllabus or a copy of the course description from the prior institution's course catalog.
3. The schools make their specific advanced standing evaluation procedure available to students, including the requirements for awarding credit for life experience (if applicable).

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

REGISTRATION AND PAYMENT

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

ACADEMIC CALENDAR

See <http://www.regent.edu/admin/registrar/academiccalendar.cfm>.

AUDITING A COURSE

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

Changing from Audit to Credit

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

Changing from Credit to Audit

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

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

COURSE CHANGES (ADD/DROP) AND REFUND POLICY

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

http://www.regent.edu/acad/schlaw/student_life/docs/ppmanual.pdf

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

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

- 100% refund through the end of the second week of either an eight (8) week session or the fifteen (15) week university-defined term
- No refund after the start of the third (3) week of the university-defined term
- NOTE: withdrawal from a course may have significant financial aid consequences resulting in repayments of distributed funds. Students are responsible for seeking counsel from the Central Financial Aid Office.

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

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

GENISYS®

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

INDIVIDUAL STUDY

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

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

REGISTRATION

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

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

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

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

WITHDRAWAL FROM COURSE GRADES

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

TRANSCRIPTS

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

FINANCIAL HOLDS ON ACADEMIC RECORDS

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

WITHDRAWAL FROM THE UNIVERSITY

Students who wish to withdraw voluntarily from the university during a term shall meet with the dean of the school or his/her designee and secure school approval on the withdrawal form. Students must satisfy all financial obligations before leaving campus or they will not receive transcripts or be allowed to re-enroll. Grades of W (Withdrawn), WF (Withdrawn Failing), or NP (No Pass) shall be placed on the students' transcripts for the courses in which they were enrolled.

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

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

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

PAYMENT

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

TUITION

Tuition and fees are subject to change without notice as determined by the Board of Trustees of Regent University. Tuition varies for each school/college represented at Regent.

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

Tuition Rates (subject to change)

See https://www.regent.edu/admin/busoff/tuition_rates_current.cfm for tuition rates.

FEES

See https://www.regent.edu/admin/busoff/tuition_rates_current.cfm for fees.

Payments and Late Fees

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

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

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

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

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

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

Tuition Installment Plan (TIP)

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

Refund Policy

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

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

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

FINANCIAL AID

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

The Central Financial Aid Office administers the following programs: federal and private education loans, the Virginia Tuition Assistance Grant Program (VTAG), the TEACH grant program, and the university-wide endowed scholarships. Students should apply and/or re-apply annually for these financial aid programs.

VIRGINIA TUITION ASSISTANCE GRANT

Regent University participates in the Virginia Tuition Assistance Grant Program (VTAG). Students in the Master's in Human Services program are the only graduate students eligible to receive VTAG. Virginia residents enrolled full-time, (a

minimum of 9 credit hours per semester for graduate students) in this degree program, may be eligible for an award. An applicant must have been a Virginia domiciliary resident for one year prior to enrollment. If the student begins classes within one year of moving to Virginia, the student is ineligible. Domicile is established by at least 12 months of consecutive residence in Virginia prior to enrolling in school supported by actions that demonstrate intent to remain in Virginia indefinitely. The amount of the award varies per academic year. The maximum graduate level award for the 2015-2016 academic year was \$1,550 for graduate students (2016-2017 award amounts were not released prior to catalog publication). Awards are based upon State funding and may be reduced to an amount lower than originally offered; depending upon the State's appropriated funds. VTAG awards are only available for the fall and spring semesters. A completed VTAG application must be submitted to the Central Financial Aid Office by July 31 for the following academic year. The recommended application date is April 15 to ensure the appropriate coordination of all aid offered to a student. For more information and an application, contact the Central Financial Aid Office.

STATE ASSISTANCE FOR STUDENTS FROM STATES OTHER THAN VIRGINIA

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

UNIVERSITY-WIDE ENDOWED SCHOLARSHIPS

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

Azusa Scholarship

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

Beazley Scholarship

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

Dooner Scholarship

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

John G. C. Miller Scholarship

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

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

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

The Robertson Endowed Honors Scholarship

This scholarship was established by Regent University to recognize the vision, leadership, and Christian service of its founder Dr. M.G. "Pat" Robertson. The scholarship pays for 100% tuition plus a yearly stipend of at least \$2,000 per semester. Graduate students must be enrolled in at least 6 credits per semester unless they are in the last term of their program. This scholarship application is by invitation only.

McCormack Endowed Honors Scholarship

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

Saltgiver Endowed Honors Scholarship

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

TEACH GRANT PROGRAM

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

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

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

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

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

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

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

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

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

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

LOAN PROGRAMS

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

To have eligibility determined for a Stafford and/or Graduate Plus loan, the student must complete a Free Application for Federal Student Aid (FAFSA). Students pursuing a loan for the next academic year (beginning with the fall semester) should submit the FAFSA as close as possible to, but not before, January 1. Submission of the FAFSA by March 15 is recommended for students who will be attending the following fall semester. Federal loans can only pay for courses that are part of the student's degree plan.

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

Federal Direct Stafford Loan Program

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

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

Minimum number of credits for loans:	Fall	Spring	Summer
Undergraduate	6	6	6

SBL - Business & Leadership	5	5	5
Other Graduate Students	5	5	3
Doctoral Students	3	3	3

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

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

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

150% Direct Subsidized Loan Limit Information

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

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

Unsubsidized Stafford Direct Loans

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

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

Federal Direct Graduate PLUS Loans

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

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

- One or more debts that are 90 or more days delinquent or that are in collection or have been charged off during the two years preceding the date of the applicant’s credit report, but only if the total combined outstanding balance of those debts is greater than \$2,085.
 - Has been the subject of a default determination, bankruptcy discharge, foreclosure, repossession, tax lien, wage garnishment or charge-offs/write-off of a debt during the five years preceding the date of the credit report.
2. Parent PLUS loans are available to parents of dependent undergraduate students (see the Undergraduate Catalog for more information).

Alternative Education Loan Programs

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

Estimated Monthly Payments Based on a 10-year Repayment Period

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

Deferment of Prior Loans

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

Private Grants and Scholarships

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

Withdrawals and Return of Title IV Funds Policy

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

- Official Withdrawals - A student who withdraws is one who either officially goes through a "withdrawal from the university," is administratively withdrawn, suspended, or withdraws from all of his or her courses taken for credit.
- Unofficial Withdrawals – At the end of each semester, all federal financial aid recipients who receive no passing grades (NP or F grades) will be reviewed to determine if the non-passing grade was earned while attending or due to no longer attending class. If the grade was earned due to no attendance, then the student will be

unofficially withdrawn with a UF grade, which will negatively affect the student's GPA and may have a direct impact on future eligibility for and receipt of financial aid.

A student's withdrawal date is:

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

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

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

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

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

Regent University is responsible for:

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

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

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

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

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

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

SATISFACTORY ACADEMIC PROGRESS (SAP)

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

Minimum Requirements

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

- Minimum Cumulative GPA of 3.00 in the student's current academic program transcript level (except students in the J.D program transcript level which requires a 2.00 minimum, students in the MDiv, M.A. in Practical Theology, and M.S. in Cosmogony and M.S. in Cybersecurity programs which require a 2.50 minimum, and students in the ThM program which requires a 3.25 minimum.
- Successful completion* of 50 percent of all credits attempted at a particular transcript level of graduate and/or professional programs of study (e.g., general graduate, Law, MDiv, etc.)
* "Successful completion" is defined as credits finished with grades other than an "F," "I," "IP," "W," "WF," "WX," "FX," "NP," "NG," or "AU" at the time grades are posted for the term being reviewed and/or when the satisfactory academic progress review for the prior term is made.
- For students enrolled in a Master's (other than the ThM) or Juris Doctorate program, the student can be enrolled for no more than five calendar years from the beginning of the semester in which the program was initially begun, including periods of non-enrollment.
- For students enrolled in a doctoral program, the student has been enrolled for no more than seven calendar years from the beginning of the semester in which the program was initially begun (including periods of non-enrollment).
- For students enrolled in the Master of Theology program (ThM), the student has been enrolled for no more than two calendar years from the beginning of the semester in which the program was initially begun (including periods of non-enrollment).
- Student must be in otherwise good academic standing with the university (as defined by the university's academic policies). A student placed on academic probation is automatically on financial aid warning.

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

Appeal Procedures

If a student is found to be ineligible for financial aid because satisfactory progress requirements were not met, the student may appeal this decision to the Dean of the School through the school's financial aid representative. Reasons for appeal may include such extenuating circumstances as prolonged illness, hospitalization, death of an immediate family member, etc. The appeal must be submitted in written form on a "Satisfactory Academic Progress Appeal for Financial Aid Form" and indicate the reasons why the minimum requirements were not met and why aid should not be terminated. Appealing students must also provide an academic plan on the Satisfactory Academic Progress (SAP) appeal form. In addition, students are encouraged to complete four online modules from the TG Learning Center. Information on how to access those modules is included on the SAP form.

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

Reinstatement

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

Repeated Courses

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

Transfer Students

Courses that transfer students took at previous institutions prior to attending Regent are counted as both completed and attempted hours; however, they do not affect a student's GPA at Regent, per the university's academic policy.

Periods of Non-Enrollment

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

Joint Degrees and/or Multiple Degree Programs

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

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

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

NOTE

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

STUDENT EMPLOYMENT

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

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

VETERAN'S BENEFITS

For information concerning veteran's benefits, contact the Military and Veterans Affairs office at 757-352-4757 or http://www.regent.edu/military/va_benefits/home.cfm. Allow 45 days for paperwork to be processed by the Veteran's Administration.

MORE INFORMATION

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

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

E-MAIL NOTIFICATION AND GENISYS®

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

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

THE GRADUATE SCHOOLS

Regent University is composed of seven graduate schools— Business & Leadership; Communication & the Arts; Divinity; Education; Government; Law; and Psychology & Counseling – and the College of Arts & Sciences, which accommodates both graduate and undergraduate programs.



SCHOOL OF BUSINESS & LEADERSHIP

DEAN'S MESSAGE

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

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

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

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

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

Doris Gomez, Ph.D.

Dean

CONTACT INFORMATION

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

School of Business & Leadership

Regent University

1000 Regent University Drive

Virginia Beach, VA 23464-9800

Phone: 757.352.4550 | 800.373.5504 | Fax: 757.352.4823

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

MISSION AND PHILOSOPHY

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

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

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

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

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

DISTINCTIVES OF THE SCHOOL

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

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

PROGRAM OVERVIEW

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

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

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

- Master of Business Administration (MBA)
- Master of Arts (M.A.)
 - Business & Design Management (MABD)
 - Church Leadership (MACL)
 - Not-For-Profit Leadership (MANFPL)
 - Organizational Leadership (MAOL)
- Master of Science (M.S.) in Business Analytics

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

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

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

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

ADVANCED STANDING

Students who complete the M.A. in Organizational Leadership, the M.A. in Not-For-Profit Leadership, or the M.A. in Church Leadership receive a maximum of 9 credit hours of Advanced Standing in the Doctor of Strategic Leadership (DSL) under the following conditions:

- Courses approved for advanced standing must have been completed within 10 years of start of DSL program.
- Courses with grades of B- and below will not be considered for advanced standing.
- Students must still apply for acceptance to the DSL program after completion of one of the listed above masters programs.
- Advanced Standing will be granted for any of the following courses (up to a maximum of 9 credits):
 - LMOL 601 (3) for LDSL 723 (3)
 - LMOL 603 (3) for LDSL 730 (3)
 - LMOL 605 (3) for LDSL 721 (3)
 - LMOL 606 (3) for LDSL 711 (3)
- If students received transfer credit or Advanced Standing from another university as part of a MOU for one of SBL's M.A. degrees and that course is one of the courses that qualifies for Advanced Standing, SBL will grant the Advanced Standing.

JOINT DEGREES

The School of Business & Leadership (SBL) offers students the opportunity to pursue a joint degree between its MBA and its other master's degrees. Students must apply and be accepted to both programs as a joint degree student. Under the joint-degree agreement, students complete 27 (instead of 33) credit hours in SBL's masters and 36 (instead of 42) credit hours in the MBA program. The credit hour reductions apply to elective courses only and no courses may be counted double.

In addition, School of Business & Leadership master's students have the opportunity to pursue joint degrees between the School of Business & Leadership and other graduate schools at Regent University. Under a joint degree arrangement, students must apply and be accepted in both schools as a joint degree student. Joint degree students subsequently earn a separate degree from each school and must complete both degree programs before being approved for graduation. Completion of these two degrees usually requires two to three years of full-time study. The School of Business & Leadership joint degree requirement for the MBA is a reduction of 6 credit hours to 36 credit hours consisting of 30 credit hours of core coursework and 6 credit hours of electives. The School of Business & Leadership joint degree requirement for the M.A. is a reduction of 6 credit hours to 27 credit hours. The credit hours reductions apply to elective courses only and no courses may be counted double.

COMBINATION OF DEGREES

Regent University offers a combination of degree programs that allow selected undergraduate students from Regent University's College of Arts & Sciences to take specified courses related to their majors from an appropriate designated Regent graduate school. Undergraduate students must still complete 120 hours for their bachelor's degree, with the master's courses counting toward that total. Students may then enter the master's program (if accepted) with master's credit and/or advanced standing for those undergraduate courses taken. Students who intend to obtain master's credit for these undergraduate courses must complete additional coursework, more advanced in academic content, as determined by both schools. To participate in a combination of degree programs, an undergraduate student must normally submit an application to the appropriate Regent graduate school during his or her junior year. Students pursuing the B.S. in Business and MBA must select the General Management concentration. Students pursuing the B.A. in Leadership Studies and M.A. in Organizational Leadership must select the Interdisciplinary studies concentration. The School of Business & Leadership offers the following combination of degree programs for students from Regent University's College of Arts & Sciences.

- **B.S. in Business & MBA**

The following undergraduate courses & courses (6 credits) will be counted toward MBA concentration requirements**:*
MGMT 280 Principles of Management (3)
MGMT 370 Managerial Decision-Making (3)
The following graduate courses (6 credits) will be counted toward B.S. Business elective course requirements**:*
MBA 600 Corporate & Personal Ethics (3)
MBA 621 Innovation & Technological Success (3)

*University Advising will automatically petition the Registrar's Office for Advanced Standing for these courses, provided the following conditions are met:

- The course is completed with a grade of B or higher and the student maintains an overall GPA of 3.00 or higher within the undergraduate degree.
- Students must complete their Bachelor's degree at Regent University.

**Students must work with their academic advisor on selecting their remaining elective courses. Students participating in the Combined Programs policy will pursue the General Management concentration in the MBA.

- **B.A. in Leadership Studies & M.A. in Organizational Leadership (MAOL)**

The following undergraduate courses (6 credits) will be counted toward MAOL concentration requirements**:*
MGMT 280 Principles of Management (3)
MGMT 370 Managerial Decision-Making (3)
The following graduate courses (6 credits) will be counted toward B.A. in Leadership Studies as elective course requirements**:*
LMOL 601 Foundations of Leadership: History, Theory, Application & Development (3)
LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)

*University Advising will automatically petition the Registrar's Office for Advanced Standing for these courses, provided the following conditions are met:

- The course is completed with a grade of B or higher and the student maintains an overall GPA of 3.00 or higher within the undergraduate degree.
- Students must complete their Bachelor's degree at Regent University.

**Students must work with their academic advisor on selecting their remaining elective courses. Students participating in the Combined Programs policy will pursue the Interdisciplinary concentration in the MAOL.

FINANCIAL AID

A graduate education requires a significant investment of time and money, but the payoff in terms of personal satisfaction and career advancement is well worth it. Regent University has many forms of financial aid available including scholarships, grants, tuition discounts for military and government employees, and participation in the federal student loan program.

Students are encouraged to explore the various financial aid opportunities noted on the Financial Aid website at www.regent.edu/edu/admin/finaid/grads.cfm.

SBL Need-Based Grants

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

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

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

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

Military Education Benefits

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

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

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

Corporate Partner Employee Benefits

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

Merit Scholarships

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

The Merit Scholarships are for the duration of full-time enrollment and presumed number of credit hours per semester. If a student receives an award and then reduces his or her enrolled credits, then the amount of the award will be reduced according to the percentage of credits below the presumed number of credit hours, and may automatically renew as the

student remains in good academic standing within the graduate program. A student may be offered a merit tuition discount if the student does not qualify for a funded scholarship, corporate discount, military discount, Sub-Saharan discount, or other established discount.

Student Loan Programs

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

Undergraduate Alumni Discount & Benefits

Regent University College of Arts & Sciences graduates with a GPA of 3.0 or higher will receive the following benefits should they decide to pursue graduate study in the School of Business & Leadership:

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

Please note: All School of Business & Leadership applicants must meet the [graduate admission requirements](#) prior to applying for Regent University scholarships. Scholarship and financial funding opportunities do change. Students are encouraged to connect with their admission counselor or academic advisor for the many opportunities to fund their education.

CAREER OBJECTIVES

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

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

STUDENT PROFILE

Representing a wealth of diversity in professional, ethnic, and denominational backgrounds, our students embrace the many opportunities to interact with peers in group projects and online discussions. This interactive process allows students to naturally grow as they encounter ideas, people, and experiences different from their own.

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

ADMISSIONS REQUIREMENTS

Master's Degree Admission Requirements

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

1. School of Business & Leadership Application form online
2. \$50 non-refundable application fee
3. Professional Resume or Curriculum Vitae
4. Admissions Essay
5. Official transcripts indicating successful completion of a bachelor's degree program from an accredited or approved unaccredited institution.

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

Doctoral Degree Admission Requirements

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

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

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

The school will notify applicants if additional requirements are needed. If an applicant decides not to enroll, the School of Business & Leadership maintains the accepted status for one year from the applicant's initial enrollment semester as noted on the application. After one year, anyone wishing to re-apply must submit a readmission application to be reconsidered for the applicable program. Due to the high number of qualified applicants and the competitive nature of entry into the doctoral programs, automatic deferral of entry is not permitted.

Admission for International Students

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

ACADEMIC POLICIES

Enrollment Policy

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

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

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

Transfer of Graduate Credits

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

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

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

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

Satisfactory Progress

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

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

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

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

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

FACULTY ACCESS

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

STUDYING ONLINE AT REGENT

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

Computer Requirements

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

Doctoral Residency

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

Doctoral Students Enrolled Fall 2016 and Beyond

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

The Ph.D. program in the School of Business & Leadership includes two required residencies. The first residency covers program orientation and in-class instruction for some of the Block One Courses. The second residency focused on quantitative analysis and in-class instruction for some of the Block Two Courses. LPHD 759, a zero-credit online course, is used at the end of all coursework to help prepare students for the comprehensive exams and the dissertation.

Students Enrolled Fall 2014 to Summer 2016:

Doctoral students who began their doctoral program at Regent in Fall 2014 to Summer 2016 complete three residencies.

Students Enrolled Prior to Fall 2014:

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

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

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

DEGREE PROGRAMS

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

Doctor of Philosophy Degree (Ph.D.)

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

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

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

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

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

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

Dissertation

A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research. Each Ph.D. student must register for a minimum of 12 credit hours of dissertation research. If a student needs additional time to complete the dissertation after registering and paying for 60 credit hours, the student then continues to register for one dissertation credit hour per semester for each semester until the dissertation is successfully completed and defended.

Ph.D. Core Curriculum

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

Courses	Blocks one and two must begin with the residency course	All courses in Block one must be completed prior to taking courses in Block two or may take LPHD 754 concurrently with the last Block one course.				
		Must complete all core content and research/analysis courses before taking a concentration course, or the first concentration course may be taken concurrently with the last core course				
Block one	LPHD 751 (R) UNIV LIB**	LPHD 752*	LPHD 753	LPHD 756	LPHD 761	LPHD 763
Block two	LPHD 754 (R)*	LPHD 757*	LPHD 762	LPHD 764	LPHD 758*	

	No residency Concentration Course	Concentration Course	Concentration Course	Concentration Course	Seminar Concentration Course - must be the last concentration course taken	LPHD 759 Taken with the last course
Block three						
Dissertation	Comprehensive Exam	LPHD 861	LPHD 862	LPHD 863	LPHD 864	LPHD 865 every semester thereafter until the dissertation is complete

*These courses have one or more prerequisites.

** All students are required to take UNIV LIB (0), but the course is waived if a student successfully completes UNIV 500 (2). Student are registered for UNIV 500 instead of UNIV LIB based on their admissions writing sample score.

(R) Required Residency Course

Ph.D. Residencies

The Ph.D. program in the School of Business & Leadership includes two required residencies. The first residency covers program orientation and in-class instruction for some of the Block One Courses. The second residency focused on quantitative analysis and in-class instruction for some of the Block Two Courses. LPHD 759, a zero-credit online course is used at the end of all coursework to help prepare students for the comprehensive exams and the dissertation.

Ph.D. Concentrations

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

Ph.D. in Organizational Leadership with a concentration in Ecclesial Leadership

(15 credit hours)

LPEC 761 Ecclesial Leadership Theology & Philosophy (3)

LPEC 762 Historic Research & Ecclesial Leadership (3)

LPEC 763 Ecclesial Organizational Design & Leadership Development (3)

LPEC 764 Spiritual Formation & the Ecclesial Leader (3)

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

Ph.D. in Organizational Leadership with a concentration in Entrepreneurial Leadership

(15 credit hours)

LPEN 768 Theoretical Foundations of Leading Entrepreneurial Ventures (3)
LPEN 769 Kingdom Business Leadership Strategies (3)
LPEN 770 Theories of the Firm in Developing Economies (3)
LPEN 771 Entrepreneurial Strategies to Lead Technological and Innovational Change (3)
LPEN 785 Seminar: Global Entrepreneurial Activity (3)

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

LHRD 761 Human Resource Development (3)
LHRD 762 Autonomous Learning & Human Resource Development (3)
LHRD 763 Design of Adult Learning Communities (3)
LHRD 764 Ethical Human Resource Development (3)
LHRD 785 Seminar: Learner Centered Leadership & Human Resource Development (3)

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

LPOL 761 Organizational Culture & Climate (3)
LPOL 762 Followership (3)
LPOL 763 Organizational Spirituality (3)
LPOL 764 Organizational Communication (3)
LPOL 785 Seminar: Trends in Organizational Leadership Research (3)

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

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

Admission to Candidacy

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

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

- Compliance with all applicable requirements of Regent University.

Doctor of Strategic Leadership Degree (DSL)

DSL Program (60 credit hours)

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

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

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

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

The DSL can be completed in as little as three and a half years, but most likely in four to four and a half years. The maximum time allowed to complete the program is seven years.

Requirements

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

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

DSL Residencies

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

Required Courses for All DSL Concentrations*

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

LDSL 710 Organizational Strategy & Design (3)
LDSL 711 Strategic Foresight (3)
LDSL 720 Applied Exegetical Studies (3)
LDSL 721 Leadership Communications (3)
LDSL 722 Leaders and Followers (3)
LDSL 723 Leadership Theory (3)
LDSL 724 Culture & Values (3)
LDSL 725 Leadership Faith & Ethics (3)
LDSL 726 Human Resource Development (3)
LDSL 727 Global Leadership (3)
LDSL 730 Leadership Analytics (3)
LDSL 731 Consulting Principles (3)
LDSL 732 Creativity & Innovation (3)
LDSL 733 Leadership Development (3)
LDSL 861-862 (863 as required) DSL Project (6 min)

*The following courses must be completed before students will be able to register for LDSL 727 and their second residency: UNIV LIB, LDSL 720, 721, 722, 723, 724, and 725. Student Academic Advising will work with each student to develop their degree plan accordingly.

DSL Concentrations

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

DSL with a concentration in Ecclesial Leadership

(12 credit hours)

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

LPEC 761 Ecclesial Leadership Theology & Philosophy (3)
LPEC 762 Historic Research & Ecclesial Leadership (3)
LPEC 763 Ecclesial Organizational Design & Leadership Development (3)
LPEC 764 Spiritual Formation & the Ecclesial Leader (3)

DSL with a concentration in Global Consulting

(12 credit hours)

Designed to equip students with a solid foundation of consulting principles and practice, the Global Consulting concentration will develop key cross-cultural interpersonal consulting skills and competencies, prepare students to assist

significant international organizations through strategic interventions and guidance, and plan and build a successful consulting practice.

LDSL 761 Consulting Design (3)

LDSL 762 Ethical Interventions (3)

LDSL 763 Consulting Strategies (3)

LDSL 764 Global Consulting (3)

DSL with a concentration in Healthcare Leadership

(12 credit hours)

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

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

LDSL 792 Healthcare: Self Leading & Professionalism (3)

LDSL 793 Healthcare: Team Leadership & Engagement (3)

LDSL 794 Healthcare: Theory & Practice (3)

Individualized Concentration

(12 credit hours)

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

DSL with a concentration in Leadership Coaching

(12 credit hours)

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

LDSL 751 History & Theory (3)

LDSL 752 Skills & Assessments (3)

LDSL 753 Organizational Initiatives (3)

LDSL 754 Advanced Coaching (3)

DSL with a concentration in Servant Leadership

(12 credit hours)

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

LDSL 771 Models & Theories of Servant Leadership (3)

LDSL 772 Servant Leadership & Social Issues (3)

LDSL 773 Biblical Perspectives & Servant Leadership (3)

LDSL 774 Servant Leadership & the Experiential (3)

DSL with a concentration in Strategic Foresight

(12 credit hours)

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

LDSL 741 Systems Dynamics (3)

LDSL 742 Global Futures (3)

LDSL 743 Social Change (3)

LDSL 744 Issues Management (3)

DSL with a concentration in Strategic Leadership

(12 credit hours)

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

LDSL 734 Learning Organizations (3)

LDSL 735 Design Thinking (3)

LDSL 736 Venture Development (3)

LDSL 737 Change Management (3)

Admission to Candidacy

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

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

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

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

Once a student has successfully completed the program orientation and 30 credit hours of doctoral coursework, he/she may choose to receive the CAGS. In some cases, attaining this post-graduate certificate assists students with job promotion

and/or salary increase. Once a student reaches this level, he/she is encouraged to continue his/her studies to complete the Ph.D. or DSL, which involves an additional 30 credit hours of coursework an integrative paper or comprehensive exam, and a DSL project or scholarly dissertation, depending on the doctoral program in which the student is enrolled. Students wanting to receive the CAGS must complete and submit the CAGS Graduation Application found on the Registrar's Office web page.

Certificate of Post-Doctoral Studies in Organizational Leadership

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

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

Requirements

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

Required Courses

UNIV LIB Information Research & Resources (0)

LPHD 761 Contemporary Perspectives in Organizational Leadership Theory (3)

LPHD 762 Organizational Theory & Design (3)

Elective Courses

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

Total (18)

Master of Business Administration Degree (MBA)

MBA Program (42 credit hours)

(Program delivered online and face-to-face.)

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

The degree addresses strategic opportunities produced by a global economy as well as entrepreneurial approaches to solving problems and capitalizing on new business ventures. The degree is firmly grounded in traditional business theory and contemporary concepts and a biblical worldview. Throughout the MBA programs, students will further refine their knowledge of key business principles as well as hone their skills in creativity, innovation and leadership to successfully develop, launch, and lead new or expanded enterprises anywhere across the globe.

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

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses:

MBA 500 Orientation (0)

MBA 509 Program Assessment (0)

MBA 600 Corporate & Personal Ethics (3)

MBA 610 Managerial Economics (3)

MBA 621 Innovation & Technological Success (3)

MBA 630 Marketing (3)

MBA 640 Managing People (3)

MBA 645 Managing Organizations (3)

MBA 650 Accounting (3)

MBA 655 Finance (3)

MBA 660 Operations & Supply Chain Management (3)

MBA 679 Business Planning & Launch (3)

Total (30)

MBA with a concentration in Accounting

Required Courses (12 credit hours)

ACCT 605 Financial Statement Analysis (3)

ACCT 610 Management Control Systems (3)

ACCT 611 Managerial Accounting (3)

ACCT 615 Not-for-Profit Accounting (3)

MBA with a concentration in Economics

Required Courses (12 credit hours)

FNCE 620 Data Analysis for Decision Making (3)

GOV 602 Principles of Economics (3)

GOV 615 Economic Policy (3)

Plus choice of:

LMOL 641 Multinational Organizations (3)

LMOL 642 International Business Law (3)

MBA with a concentration in Entrepreneurship

Required Courses (12 credit hours)

Choose 4 courses with the consultation and approval of the academic advisor.

- ENTR 622 Quality Management (3)
- ENTR 651 Investment, Financing, & Funding Relationships (3)
- ENTR 670 Strategic Management (3)
- FRAN 601 Fundamentals of Franchising (3)
- FRAN 604 Franchise Strategy (3)
- MKTG 631 Advertising & Promotion (3)

MBA with a concentration in Finance and Investing

Required Courses (12 credit hours)

Choose 4 courses with the consultation and approval of the academic advisor.

- FNCE 620 Data Analysis for Decision Making (3)
- FNCE 651 Investment, Financing & Funding Relationships (3)
- FNCE 652 Financial Planning (3)
- FNCE 653 Financial Analysis (3)
- FNCE 654 Portfolio Analysis (3)

MBA with a concentration in General Management

Required Courses (12 credit hours)

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

MBA with a concentration in Healthcare Management

Required Courses (12 credit hours)

- HLTH 606 Managing Change in Healthcare Organizations (3)
- HLTH 607 Healthcare Finance (3)
- GOV 683 Healthcare Policy & Ethics (3)
- MLAW 643 Health Care Law (3)

MBA with a concentration in Human Resource Management

Required Courses (12 credit hours)

- HRMT 641 Training & Development (3)
- HRMT 642 Labor Relations & Collective Bargaining (3)
- HRMT 643 Performance Management (3)
- HRMT 644 Strategic Human Resource Management & Issues (3)

MBA with a concentration in Innovation Management

Required Courses (12 credit hours)

- INNV 601 Corporate Learning & Change (3)
- INNV 603 Prototyping Methods (3)
- INNV 604 New Product Development (3)
- MKTG 632 Consumer Behavior - the Psychology of Marketing (3)

MBA with a concentration in Kingdom Business

Required Courses (12 credit hours)

- ENTR 601 Principles of Biblical Entrepreneurship & Management (3)
- ENTR 602 Kingdom Business Planning Strategies (3)
- ENTR 604 Project Management (3)
- MKTG 632 Consumer Behavior – The Psychology of Marketing (3)

MBA with a concentration in Leadership

Required Courses (12 credit hours)

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

MBA with a concentration in Marketing

Required Courses (12 credit hours)

- MKTG 631 Advertising & Promotion (3)
- MKTG 632 Consumer Behavior - The Psychology of Marketing (3)
- MKTG 633 Public Relations, Media Management, & Crisis Communications (3)
- MKTG 634 Viral Marketing (3)

MBA with a concentration in Not-for-Profit Management

Required Courses (12 credit hours)

- GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)
- GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
- GOV 696 Special Topics in Not-for-Profit & Faith-Based Organizations Management (3)
- LMOL 601 Foundations of Leadership: History, Theory, Application & Development (3)

MBA with a concentration in Servant Management

Required Courses (12 credit hours)

- ENTR 604 Project Management (3)

SVNT 601 Servant Leadership: Models & Theories (3)
SVNT 602 Servant Leadership: Practices (3)
SVNT 603 Servant Leadership: A Biblical Perspective (3)

MBA with a concentration in Small Business Data Analytics

Required Courses (12 credit hours)

BIST 601 Managing Small Business Data Analytics (3)
BIST 602 Small Business Data Mining & Management (3)
ENTR 604 Project Management (3)
FNCE 620 Data Analysis for Decision Making (3)

MBA with a concentration in Small Business Information Technology

Required Courses (12 credit hours)

BIST 603 Management of Small Business Information Systems & Technologies (3)
BIST 604 Small Business IT Analysis (3)
ENTR 604 Project Management (3)
FNCE 620 Data Analysis for Decision Making (3)

Master of Arts Degrees (M.A.)

M.A. in Business & Design Management (33 credit hours)

Unlike historical business, modern business is a wildly dynamic and highly competitive marketplace that requires new and constantly-evolving personal capabilities. The skills that were important to successfully lead an enterprise a decade ago are insufficient to guide a start-up venture or forward-thinking company. Traditional companies are organization- and process-focused, whereas new-economy enterprises are intensely customer-experience driven. For those reasons, the Regent University School of Business & Leadership has developed a powerful, unique Master of Arts in Business & Design Management (MABD) program.

The M.A. in Business & Design Management is a *doing* degree that focuses on innovation, prototyping, consumer behavior, and the development of products and services. The program is taught entirely online using autonomous learning methods and communication technology. While using the threaded discussions, email, audio and video computer-based presentations, and electronic information access used in all School of Business & Leadership courses, the M.A. in Business & Design Management also employs hands-on shaping of prototypes, uses the latest in design software, and anticipates that students will have to get out from behind their desks to learn how to be successful designers and product managers. In addition, the M.A. in Business & Design Management is formatted to allow incredible flexibility as students build their coursework around other work and personal responsibilities. Although the program requires no on-campus residency, a completely voluntary semi-annual hands-on workshop is offered.

The M.A. in Business & Design Management provides students with a curriculum rich in product and service development tools used by designers, product managers, start-up CEOs, and leaders moving their organizations forward in the global marketplace.

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

- Integrate the Christian faith and learning through critical thinking, research, writing, and learning from the

normative base of a Christian worldview.

- Experience education in the virtual communication environment.
- Move outside their comfort zone and interact with others in the external community.
- Learn and utilize skills in innovation, prototyping, consumer behavior, and the development of products and services.
- Plan, launch, and successfully run a start-up company.

Throughout this program students will:

- Integrate the practice of leadership with biblically informed values.
- Demonstrate effective research and problem-solving skills using multidisciplinary approaches.
- Acquire and apply design and product-management skills in actual business environments.
- Analyze and synthesize knowledge of economics, accounting, finance, fund-raising, marketing, consumer behavior, prototyping, and production.
- Research contemporary issues in modern start-up and other new-economy companies to provide practical solutions.

Degree Requirements

To successfully complete the M.A. in Business & Design Management, students must complete 33 credit hours of coursework as noted in this section of the catalog and must demonstrate independent scholarly ability at the master's level.

Full-time students can complete the M.A. in Business & Design Management in as little as 12 months. Part-time students can complete the program in approximately 16-36 months. Regent University considers 9 credit hours to be full-time. The maximum time allowed to complete the degree is five years. No residency is required, though voluntary workshops are offered.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (33 credit hours)

COM/JRN 607 Social Media & Internet Marketing (3)

INNV 601 Corporate Learning & Change (3)

INNV 603 Prototyping Methods (3)

INNV 604 New Product Development (3)

INNV 605 Design Strategy (3)

INNV 606 Entrepreneurial Economics (3)

INNV 698 Business Design Final Project (3)

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

MBA 600 Corporate & Personal Ethics (3)

MBA 621 Innovation & Technological Success (3)

MKTG 632 Consumer Behavior - Psychology of Marketing (3)

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

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

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

- Integrate the Christian faith and learning through critical thinking, research, writing, and learning from the normative base of a Christian worldview.
- Experience education in the virtual communication environment.
- Explore multidisciplinary approaches for enhancing corporate culture and human development values-based leadership.
- Develop and exchange concepts relating to understanding and improving not-for-profit organizations around the world.
- Experience innovative learning situations, which enable students to acquire the knowledge, dispositions, and abilities required of Church leaders.

Throughout this program students will:

- Integrate the practice of leadership with biblically informed values.
- Demonstrate collaborative and effective problem-solving skills using multidisciplinary approaches.
- Apply acquired multidisciplinary concepts, skills and principles to actual leadership situations.
- Analyze and synthesize knowledge of leadership theories, human development, and communication theories.
- Research contemporary issues in Church Leadership to provide practical solutions

Degree Requirements

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

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

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses (18 credit hours)

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

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

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

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

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

LMOL 609 Culminating Experience (3)

Required Elective Courses (15 credit hours)

Select 5 from the following list of courses:

- GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)
- GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
- LDRC 501 Leadership Coaching: Transformations (3)
- LDRC 502 Leadership Coaching: Convergences (3)
- LDRC 503 Leadership Coaching: Activations (3)
- MBA 600 Corporate & Personal Ethics (3)
- PMIN 501 Leadership in Church & Ministry (3)
- PMIN 511 Pastoral Care, Counseling, & Conflict (3)
- PMIN 515 The Ministry Leader: Lifestyle & Skills (3)
- PMIN 600 Online Technologies and Digital Media in Ministry (3)
- PMIN 519 Ministry Administration (3)
- SFRM 501 Spiritual Formation Foundations (3)
- SVNT 601 Servant Leadership: Models & Theory (3)
- SVNT 602 Servant Leadership: Practices (3)
- SVNT 603 Servant Leadership: A Biblical Perspective (3)

M.A. in Not-For-Profit Leadership Program (33 credit hours)

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

The M.A. in Not-For-Profit Leadership provides students with a core curriculum of in-depth critical leadership and organizational development topics combined with a focused concentration on the particular needs of Not-For-Profit organizations and leaders.

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

- Integrate the Christian faith and learning through critical thinking, research, writing, and learning from the normative base of a Christian worldview.
- Experience education in the virtual communication environment.
- Explore multidisciplinary approaches for enhancing corporate culture and human development values-based leadership.
- Develop and exchange concepts relating to understanding and improving not-for-profit organizations around the world.
- Experience innovative learning situations, which enable students to acquire the knowledge, dispositions, and abilities required of not-for-profit leaders.

Throughout this program students will:

- Integrate the practice of leadership with biblically informed values.
- Demonstrate collaborative and effective problem-solving skills using multidisciplinary approaches.
- Apply acquired multidisciplinary concepts, skills and principles to actual leadership situations.
- Analyze and synthesize knowledge of leadership theories, human development, and communication theories.
- Research contemporary issues in not-for-profit leadership to provide practical solutions

Degree Requirements

To successfully complete the M.A. in Not-For-Profit Leadership, students must complete 33 credit hours of core and elective coursework as noted in this section of the catalog and must demonstrate independent scholarly ability at the master's level.

Full-time students can complete the M.A. in Not-For-Profit Leadership in as little as 12 months. Part-time students can complete the program in approximately 16-36 months. Regent University considers 9 credit hours to be full-time. The maximum time allowed to complete the degree is five years. No residency is required.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses (24 credit hours)

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

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

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

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

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

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

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

LMOL 609 Culminating Experience (3)

Required Electives (9 credit hours)

Students must select 3 from the following list of courses:

GOV 604 Christian Foundations of Government (3)

LDRC 501 Leadership Coaching: Transformations (3)

LDRC 502 Leadership Coaching: Convergences (3)

LDRC 503 Leadership Coaching: Activations (3)

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

MBA 600 Corporate & Personal Ethics (3)

MBA 630 Marketing (3)

PMIN 501 Leadership in Church & Ministry (3)
PMIN 511 Pastoral Care, Counseling, & Conflict (3)
PMIN 515 The Ministry Leader: Lifestyle & Skills (3)
PMIN 519 Ministry Administration (3)
PMIN 600 Online Technologies and Digital Media in Ministry (3)
SVNT 601 Servant Leadership: Models & Theory (3)
SVNT 602 Servant Leadership: Practices (3)
SVNT 603 Servant Leadership: A Biblical Perspective (3)

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

(Program delivered entirely online.)

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

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

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

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

Throughout this program students will:

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

results through clear, concise, and appropriate media.

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

- Futures Studies
- Healthcare Management
- Human Resource Management
- Interdisciplinary Studies
- International Organizations
- Kingdom Business
- Leadership Coaching & Mentoring
- Not-for-Profit Management
- Organizational Business Analytics
- Organizational Communication
- Organizational Development Consulting
- Servant Leadership
- Small Business Information Technology

Degree Requirements

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

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

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

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

(24 credit hours)

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

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

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

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

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

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

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

LMOL 609 Culminating Experience (3)

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

(9 credit hours)

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

LMSF 602 Survey of Futures Studies (3)

LMSF 605 Forecasting Techniques (3)

LMSF 618 Organizational Futures (3)

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

(9 credit hours)

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

HLTH 606 Managing Change in Healthcare Organizations (3)

GOV 683 Healthcare Policy & Ethics (3)

MLAW 643 Health Care Law (3)

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

(9 credit hours)

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

HRMT 641 Training & Development (3)

HRMT 642 Labor Relations & Collective Bargaining (3)

HRMT 644 Strategic Human Resource Management & Issues (3)

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

(9 credit hours)

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

M.A. in Organizational Leadership in concentration in International Organizations

(9 credit hours)

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

LMOL 641 Multinational Organizations (3)

LMOL 642 International Business Law (3)

LMOL 643 Regional Assessment (3)

M.A. in Organizational Leadership with a concentration in Kingdom Business

(9 credit hours)

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

ENTR 601 Principles of Biblical Entrepreneurship & Management (3)

ENTR 602 Kingdom Business Planning Strategies (3)

SVNT 603 Servant Leadership: A Biblical Perspective (3)

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

(9 credit hours)

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

LDRC 501 Leadership Coaching: Transformations (3)

LDRC 502 Leadership Coaching: Convergences (3)

LDRC 503 Leadership Coaching: Activations (3)

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

(9 credit hours)

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

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

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

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

M.A. in Organizational Leadership with a concentration in Organizational Business Analytics

(9 credit hours)

The concentration in Organizational Business Analytics combines with core M.A. in Organizational Leadership courses to develop the competencies for continuous exploration and investigation of organizational performance in order to drive informed organizational planning.

BIST 601 Managing Small Business Data Analytics (3)

BIST 602 Small Business Data Mining & Management (3)

FNCE 620 Data Analysis for Decision Making (3)

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

(9 credit hours)

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

COM 600 Story, Popular Culture, & Worldview (3)

LMOL 665 Organizational Communication Theory (3)

LMOL 667 Organizational Communication Methods & Strategies (3)

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

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

LMOL 611 Consulting Practices (3)

LMOL 612 Organizational Diagnosis & Intervention (3)

LMOL 613 Measurement & Analysis (3)

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

(9 credit hours)

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

SVNT 601 Servant Leadership: Models & Theories (3)

SVNT 602 Servant Leadership: Practices (3)

SVNT 603 Servant Leadership: A Biblical Perspective (3)

M.A. in Organizational Leadership with a concentration in Small Business Information Technology

(9 credit hours)

The concentration in Small Business Information Technology combines with core M.A. in Organizational Leadership courses to provide a range of tools leaders can use to guide their organizations effectively within the context of increased technological developments.

BIST 603 Management of Small Business Information Systems & Technologies (3)

BIST 604 Small Business IT Analysis (3)

FNCE 620 Data Analysis for Decision Making (3)

Master of Science Degree (M.S.)

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

(Program delivered entirely online.)

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

Degree Requirements

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

Full-time students can complete the M.S. in Business in as little as 12 months. Part-time students can complete the program in approximately 16-30 months. Regent University considers 9 credit hours to be full-time. The maximum time allowed to complete the degree is five years. No residency is required, though voluntary workshops are offered.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Required Courses (30 credit hours)

BAN 600 Business Decision-Making (3)

BAN 605 Corporate Ethics & Data Privacy (3)

BAN 610 Foundations of Analytics (3)

BAN 615 Descriptive Analytics (3)

BAN 620 Decision Models (3)

BAN 625 Enterprise Data Management (3)

BAN 630 Predictive Analytics (3)

BAN 635 Data Mining & Web Analytics (3)

BAN 640 Analytics Programming (3)

BAN 698 Analytics Capstone Project (3)

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

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

Required Courses

UNIV LIB Information Research & Resources (0)

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

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

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

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

LMOL 609 Culminating Experience (3)

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

Certificate of Graduate Studies in Franchising (12 credit hours)

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

UNIV LIB Information Research & Resources (0)

FRAN 601 Fundamentals of Franchising (3)

FRAN 602 Franchise Sales (3)

FRAN 603 Franchise Operations (3)

FRAN 604 Franchise Strategy (3)

COURSE DESCRIPTIONS

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

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

Master's Courses

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

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

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

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

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

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

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

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

BAN 620 Decision Models (3) Hands-on use of modern analytical software, algorithms, and methodologies to solve discrete real-world case studies as key aids to rational decision-making in organizations.

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

BAN 630 Predictive Analytics (3) Covers foundational analytics concepts using selected industry tools, eg. AZURE, and methods for interpreting business requirements, describing, summarizing, and presenting data, and making predictions using statistical analysis.

BAN 635 Data Mining & Web Analytics (3) Techniques to intelligently extract and analyze useful information stored in large data sets using machine learning algorithms such as Locality Sensitive Hashing (LSH), web analytics and social network analysis, decision trees and their applications in business intelligence, are covered.

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

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

BIST 601 Managing Small Business Data Analytics (3) An overview of data analytics in small business management and the technologies that can be used to enhance data-driven decision making.

BIST 602 Small Business Data Mining & Management (3) The fundamental concepts and techniques of data mining in conjunction with the application of social media database concepts to management information systems.

BIST 603 Management of Small Business Information Systems & Technologies (3) Enables leaders and managers to understand the tradeoffs in information systems hardware, software, and architecture for effective use in the small business environment.

BIST 604 Small Business IT Analysis (3) The treatment of Decision Support Systems (DSS) as managerial tools, with special emphasis in a small business e-commerce environment.

ENTR 601 Principles of Biblical Entrepreneurship & Management (3) Research and analysis of the foundational biblical principle and models upon which the Kingdom Business precepts are based and their integration/application to modern business culture and practices.

ENTR 602 Kingdom Business Planning Strategies (3) Organizing, evaluating, and blending global economic needs, opportunities, and resources required to build kingdom-strategic business ventures; the unique constructs of the world of business and the world of missions that merge and contextualize into an entity significantly different from either alone.

ENTR 604 Project Management (3) The project management process from a small business perspective. Consultative approach involves designing and developing a real project in detail.

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

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

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

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

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

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

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

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

FRAN 601 Fundamentals of Franchising (3) Current and prospective franchisees, franchise industry employees and service providers, and franchisors will learn how to assess an industry's potential for franchising, how to identify and implement the key success drivers in a franchise business model, and how to choose a franchise that best first your purpose, personality, and passion.

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

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

FRAN 604 Franchise Strategy (3) Current and aspiring multi-unit franchisees, franchise industry employees and service providers, and franchisors will learn to develop and implement successful growth strategies that utilize optimal franchise development, financial and operations models and methods.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LDRC 503 Leadership Coaching: Activations (3) Prepares the student to build a coach-client relationship with leaders through the use of interpersonal communication. In addition, this course helps the student conduct a feasibility analysis in preparation for starting a coaching consultancy or improving an existing consulting operation. The course is one of three courses (LDRC 501, LDRC 502, LDRC 503) that comprises the concentration in Coaching and is constructed to align with the academic requirements outlined by the International Coach Federation (ICF) portfolio certification track. ICF certification requirements are posted at www.coachfederation.org and require a combination of direct training and mentoring, coaching experience, and other items to receive certification.

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

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

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

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

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

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

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

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

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

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

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

LMOL 641 Multinational Organizations (3) Examines leadership from a multinational perspective concerning local, regional, and global issues affecting organizational planning and implementation, including cross-cultural differences of

individuals, dynamics of international work groups, and motivation. Addresses leadership issues and functions necessary to become effective in a multinational environment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MBA 655 Finance (3) Concepts in financial management including financial evaluation, financial forecasting, working capital management, capital budgeting, long-term financing, valuation and cost of capital. Prerequisite: MBA 650.

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

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

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

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

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

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

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

SVNT 602 Servant Leadership: Practices (3) Examines the practices of Servant Leadership by exploring the behavior of Servant Leaders and their effect on organizations.

SVNT 603 Servant Leadership: A Biblical Perspective (3) Biblical perspectives of Servant Leadership with an investigation of Scripture for Servant Leadership examples, insights and perceptions.

Doctoral Courses

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

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

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

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

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

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

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

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

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

LDSL 727 Global Leadership (3) Understanding of global issues and the significance of global leadership competencies. Prerequisites: LDSL 720, 721, 722, 723, 724, and 725.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LDSL 771 Models & Theories of Servant Leadership (3) Engages existing Servant Leadership models and theories within the context of both leadership and followership.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LHRD 785 Seminar: Learner Centered Leadership & Human Resource Development (3) Current topics and trends in learner centered leadership and human resource development. Students must present a paper developed in the seminar at an academic conference, either in person or virtual. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

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

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

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

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

LPEC 785 Seminar: Contemporary Challenges & the Future of Ecclesial Leadership (3) The contemporary challenges that ecclesial organizations and leaders face, eschatological visions of ecclesiology and leadership, emerging theologies of ecclesial leadership, and biblical and historic models of ecclesial foresight. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

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

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

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

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

LPEN 785 Seminar: Global Entrepreneurial Activity (3) The process of global business incubation and the facilitation of investors, professional service providers, and other entrepreneurs to include more than 500 million adults worldwide annually engaged in some form of entrepreneurial activity from a phenomenological perspective. Prerequisites: LPHD 752, 754, 757, 761, 762, 763, and 764.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE FACULTY

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

Full-Time Faculty

Gomez, Doris (2004), Ph.D., Regent University; Dean

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

Firestone, Steve (2015), Ph.D., Northcentral University; Program Director, Master of Arts in Organizational Leadership/Church Leadership/Not-for-Profit Leadership; Assistant Professor

Mulford, John E. (1982), Ph.D., Cornell University; Director, Center for Entrepreneurship; Professor

Oster, Gary (2007), DSL, Regent University; Program Director, Master of Arts in Business & Design Management; Professor

Patterson, Kathleen (2003), Ph.D., Regent University; Program Director, Doctor of Strategic Leadership; Professor

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

Root, Andrew (2016), MBA, Regent University, Lecturer

Stone, A. Gregory (1995), Ph.D., Indiana University; Director, Master of Business Administration; Professor

Winston, Bruce (1991), Ph.D., Virginia Commonwealth University; Program Director, Ph.D. in Organizational Leadership; Professor

Part-Time Faculty

Bocamea, Mihai (1995), Ph.D., Regent University; Associate Professor



COLLEGE OF ARTS & SCIENCES

DEAN'S MESSAGE

Welcome to Regent University.

Now is the perfect time to join us and be a part of the change happening on campus in Virginia Beach and online around the world. The College of Arts & Sciences 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.

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.

Robert Herron, Ph.D.

Dean

CONTACT INFORMATION

Contact Information

Applications for admission may be completed online on the College of Arts & Sciences website www.regent.edu/undergrad. To request an overview brochure, please visit www.regent.edu/undergrad and click on Request Information. Documents required to complete the application can be sent to:

Regent University Enrollment Support Services

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

MISSION AND PHILOSOPHY

The mission of the College of Arts & Sciences is to graduate exceptional students deeply committed to Christ's calling to cherish character, challenge culture, and serve the world.

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

DISTINCTIVES

The College of Arts & Sciences is shaped by its distinct identity and approach to higher education. The following principles characterize this distinction:

- **Christian philosophy of education.** Regent's mission is "Training Christian Leaders to Change the World." The College of Arts & Sciences is committed to delivering an unparalleled and cutting-edge academic education integrated with biblical principles and Christian values to prepare ethical leaders for the 21st century.
- **Transformed lives.** Transformation is essential to the Christian experience. As believers, we are continuously transformed by the renewing of the mind (Romans 12:2). As transformation is essential to the Christian walk, the College of Arts & Sciences is committed to delivering courses and learning experiences that are designed to change students. We will engage the students' mind, heart, body, and soul in order to encourage and support intellectual, spiritual, and emotional transformation.
- **Holistic Life.** In Matthew 22:37, Jesus Christ commands that we must love the Lord with all of our heart, soul, and mind. This reflects the totality of the human being – nothing should be reserved for ourselves, all should be given to God. The College of Arts & Sciences is dedicated to helping students grow in their total commitment to Christ through the renewals of their minds, characters, and lives in a vibrant and Spirit-filled Christian faith community.
- **Living Inheritance.** Inheritances are gifts from the past to be used in the present to benefit the future. The College of Arts & Sciences stands at the intersection of many inheritances: Regent University, the American founding principles, Christian liberal arts, the earth, and the Kingdom of Jesus Christ. We are committed to our students so they can be blessed and bless generations to come.

FINANCIAL AID

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

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

PROGRAM OVERVIEW

Regent University College of Arts & Sciences offers certificate, as well as masters programs:

- **Certificate of Cosmogony Studies**

- **Master of Science in Cosmogony (M.S.)***
- **Master of Science in Cybersecurity (M.S.)**

All of these programs are delivered completely online.

*Please note that the M.S. in Cosmogony requires a final research seminar as the culminating experience.

ADMISSIONS REQUIREMENTS

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

CAMPUS VISITS

Call the College of Arts & Sciences Admissions Office at 888.718.1222 to arrange a visit or attend one of our Regent Preview Weekends held twice a year. For more information, log onto <http://www.regent.edu/acad/undergrad/admissions/home.cfm>.

CONTACT INFORMATION

College of Arts & Sciences Office of Admissions

DIV 270

1000 Regent University Drive

Virginia Beach, VA 23464-9800

Phone: 888.718.1222 or 757.352.4960

Email: undergradadmissions@regent.edu

COMPUTER REQUIREMENTS

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

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

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

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

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

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

DEGREE PROGRAMS

In addition to undergraduate degrees, the College of Arts & Sciences offers graduate degree programs. The curriculum is both stimulating and relevant, preparing students to enter influential industries in the new millennium. The curriculum links theory to practice to enable students to implement their studies immediately.

Science, Technology, and Mathematics

Department Chair: Robert S. Stewart, Ph.D.

The Department of Science, Technology, and Mathematics offers graduate degrees in Cosmogony and Cybersecurity. Department faculty members strive to enable students to understand important scientific and technological concepts, and to acquire advanced knowledge and to develop skills in scientific and technological reasoning with application to current issues and vocational opportunities. Regardless of the program, the department seeks to challenge students to demonstrate Christian leadership having a transformative effect in their sphere of influence, and to enable them to think critically about these subjects from a Christian perspective.

Master of Science in Cosmogony (M.S.) (30 credits)

The Master of Science in Cosmogony is an innovative science program that rigorously engages scientific inquiry while acknowledging the indebtedness of science to God's power, majesty, and providence. The curriculum provides scientific insights and biblical perspectives on the origin of the universe. Through this program, Christians will be equipped with the knowledge to actively and intellectually engage scientific thought, the skills to communicate biblically-informed responses to faith-science inquiries, and the ability to conduct research that can bridge the gap between theological and scientific thinking. Fulfilling the College's mission to challenge culture, this program will encourage students to evaluate all viewpoints and ideas through the lens of Scripture (2 Tim. 3:16). The program will examine critical areas of science related to cosmology, human origins, chemistry, physics, astronomy, biology, and science-faith integration models. Graduates may pursue employment as journalists, think-tank fellows, Christian educators, parachurch staff, and researchers. The program will also serve to enhance the education of pastors as they seek ways to better engage science in the culture and educate their congregations. Comprised of 10 courses (30 credits), the M.S. in Cosmogony will be offered completely online.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

COSM 610 Philosophy of Science (3)

COSM 615 Foundations of Scientific Inquiry (3)

COSM 623 Foundations of Cosmogony: Biology (3)

COSM 625 Foundations of Cosmogony: Chemistry (3)

COSM 627 Foundations of Cosmogony: Astronomy & Physics (3)

COSM 631 Origins of Life (3)

COSM 632 Origins of the Cosmos (3)

COSM 640 Issues in Cosmogony (3)

COSM 650 Science Leadership & Communication (3)

COSM 685 Research Seminar (3)

Certificate Courses

Students not seeking the full Master of Science degree may complete and separately earn one graduate certificate for the purpose of enhancing knowledge and job competencies. The Certificate of Graduate Studies in Cosmogony is comprised of 12 credits hours of classes as designated below. Students can later apply for admission to the M.S. in Cosmogony program and transfer all 12 credits to the Master of Science degree upon formal admission.

All certificate students must take the following co-requisite their first semester of matriculation:

UNIV LIB Information Research & Resources (0)

Certificate courses (12 credits)

Required (6 credits):

COSM 610 Philosophy of Science (3)

COSM 650 Science Leadership & Communication (3)

Choose two (2) (6 credits):

COSM 631 Origins of Life (3)

COSM 632 Origins of the Cosmos (3)

COSM 640 Issues in Cosmogony (3)

Master of Science in Cybersecurity (M.S.) (30 credits)

The Master of Science in Cybersecurity is designed to equip leaders with the skills necessary to effectively develop, implement, and maintain a digital security strategy for the protection of organizational data. Students will learn about network security, systems security, identity management, network defense, information assurance compliance, strategic planning, organizational leadership, disaster recovery, business continuation, and cybersecurity ethics. The program will equip graduates to become effective security and information assurance executives across a variety of public and private sector organizations.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

CYBR 610 Cybersecurity Ethics (3)

CYBR 630 Information Systems Security & Assurance (3)

CYBR 635 Internet & Network Security (3)

CYBR 640 Digital Systems Design & Forensics (3)

CYBR 645 Information Security Management (3)

CYBR 650 Business Continuation & Disaster Recovery (3)

CYBR 660 Cybersecurity Compliance (3)

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

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

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

COURSE DESCRIPTIONS

COSM 610 Philosophy of Science (3) Development of a Christian philosophy of science and a hermeneutical, biblical approach to evaluate scientific theories, concepts, and applications. Cross-listed with COSU 310.

COSM 615 Foundations of Scientific Inquiry (3) The theories, methods, and interpretations of scientific inquiry and analysis. Cross-listed with COSU 315.

COSM 623 Foundations of Cosmogony: Biology (3) Application of the key theories, methods, and models of biology to support the study of cosmogony. Prerequisite: COSM 615.

COSM 625 Foundations of Cosmogony: Chemistry (3) Application of the key theories, methods, and models of chemistry to support the study of cosmogony. Prerequisite: COSM 615.

COSM 627 Foundations of Cosmogony: Physics & Astronomy (3) Application of the key theories, methods, and models of physics & astronomy to support the study of cosmogony. Prerequisite: COSM 615.

COSM 631 Origins of Life (3) The integration of theological and scientific accounts of humanity's origin and the investigation of eternal life. Prerequisite: COSM 610. Cross-listed with COSU 431.

COSM 632 Origins of the Cosmos (3) Scientific and theological study of the origins of the universe. Prerequisite: COSM 610.

COSM 640 Issues in Cosmogony (3) Investigation of selected topics in cosmogony. Prerequisite: COSM 610. Cross-listed with COSU 440.

COSM 650 Science Leadership & Communication (3) Effective leadership and communication strategies to improve the understanding of science and faith issues in the public square. Prerequisite: COSM 610.

COSM 685 Research Seminar (3) Capstone research seminar related to cosmogony. Must be taken as the final course in program.

CYBR 610 Cybersecurity Ethics (3) Ethical principles, issues, and responsibilities associated with information systems security, cyber warfare, and ethical hacking.

CYBR 630 Information Systems Security & Assurance (3) Development of information systems security and assurance frameworks, policies, roles, responsibilities, practices, and procedures.

CYBR 635 Internet & Network Security (3) Investigation of Internet and network architectures and procedures for preventing and addressing security vulnerabilities, threats, and attacks.

CYBR 640 Digital Systems Design & Forensics (3) Techniques of systems design and analysis and best practices in digital forensics.

CYBR 645 Information Security Management (3) Examination of information security management issues for government, corporations, and other organizations.

CYBR 650 Business Continuation & Disaster Recovery (3) Development of business continuation and disaster recovery strategies and plans.

CYBR 660 Cybersecurity Compliance (3) Essential principles for network security and risk management. Prepares students for relevant industry certification.

THE FACULTY

Department of Science, Technology and Mathematics

Moreno-Riaño, Gerson (2006), Ph.D., University of Cincinnati; *Professor, Government, History and Criminal Justice; Executive Vice President for Academic Affairs*

Choi, Young B. (2010), Ph.D., University of Missouri; *Professor, Science, Technology and Mathematics*

Lutz, Patricia B. (2014), Ph.D., Old Dominion University; *Assistant Professor, Science, Technology and Mathematics*

Pevarnik, Matthew (2016), Ph.D., University of California - Irvine; *Assistant Professor, Science, Technology and Mathematics*

Saur, Joseph (2015), M.S., Old Dominion University; *Principal Lecturer, Science, Technology and Mathematics*

Stewart, Robert S. Jr. (2012), Ph.D., University of California-Davis; *Professor, Science, Technology and Mathematics; Chair, Science, Technology and Mathematics*

Wantz, Kenneth L. (2009), Ph.D., University of Delaware; *Professor, Science, Technology and Mathematics*



COLLEGE OF ARTS & SCIENCES
SCHOOL OF COMMUNICATION AND THE ARTS

DIRECTOR'S MESSAGE

The vision of Regent’s School of Communication and the Arts is to prepare for service generations of students committed to excellence in craft and depth in faith. Our exceptional professors have included Fulbright scholars and numerous award-winning artists, authors, scholars, and professionals experienced in major media and entertainment markets—Los Angeles, Chicago, Atlanta, New York, Washington, and around the world.

The study of communication and the arts is central to what God has called us to as creatures made in His image, and in particular as those redeemed by Jesus Christ. Our work together as a vibrant Christian community brings order, meaning, and beauty to those around us. We search for new ways to take joy in God and his creation—by engaging in aesthetic beauty, in story, in humor, in emotion, all the various means we have to connect with others, and doing so on the highest professional level. In so doing we make visible the invisible God and bring Christ to the world.

Peter Fraser, Ph.D.
Director

CONTACT INFORMATION

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

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

MISSION AND PHILOSOPHY

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

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

DISTINCTIVES OF THE SCHOOL

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

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

FINANCIAL AID

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

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

PROGRAM OVERVIEW

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

- **Certificate of Graduate Studies.** We offer a certificate of graduate studies in Theatre Practices. Certificate students can matriculate into the M.A. in Theatre degree program.
- **Master of Arts in Film-Television (M.A.).** We offer three concentrations in the M.A., including production, script writing and producing (online only). Students complete a directed project or portfolio to meet degree requirements.
- **Master of Arts in Communication (M.A.).** We offer two concentrations within the M.A. in communication, which are strategic communication and political communication. Students can choose a directed study or thesis option.
- **Master of Arts in Journalism (M.A.).** We offer a curriculum that includes courses in theory, broadcast, print and the Internet. Students can choose a directed project or thesis option.

- **Master of Arts in Theatre (M.A.).** The Master of Arts in Theatre requires the thesis as the culminating experience. Please note that the practical course options require at least a summer residency, yet the M.A. in Theatre can be completed entirely online.
- **Master of Fine Arts (MFA) in Film-Television.** The MFA is a terminal degree that places more emphasis on skills and performance than on original research. We offer a major in Film-Television with concentrations in Script & Screenwriting, Directing, and Producing. The goal of this program is to prepare graduates to become leaders who will be creative communicators or artists. These programs provide a select number of students the opportunity to refine their creative abilities as media professionals, as teachers of script and screenwriting or producers and directors. Students must complete a portfolio project or a thesis/creative project.
- **Master of Fine Arts (MFA) in Acting.** The second MFA degree is offered by the Department of Theatre Arts; this is the Master of Fine Arts in Acting with two concentrations, directing or general. The goal of this program is to prepare graduates to become leaders who will be creative communicators or artists. These programs provide a select number of students the opportunity to refine their creative abilities as media professionals, as teachers of script and screenwriting or actors and directors. Students must complete a portfolio project or a thesis/creative project.
- **Doctor of Philosophy (Ph.D.) in Communication.** The degree of Doctor of Philosophy at Regent University is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation within their field of study which presents the results of independent, original research. The degree program's emphasis is on preparation for competent professional and scholarly performance. The Ph.D. in Communication program enables students to conduct pure and applied research in all areas of study offered in the School. The strengths and research interests of current faculty determine original research projects. Students develop their coursework in consultation with their doctoral advisor/Senior Tutor.

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

JOINT DEGREES

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

CAREER OBJECTIVES

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

STUDENT PROFILE

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

ADMISSIONS REQUIREMENTS

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

CAMPUS VISITS

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

CONTACT INFORMATION

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

Phone: 888.777.7729 or 757.352.4243

FAX: 757.352.4394

Email: comadmissions@regent.edu

DISTANCE EDUCATION

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

COMPUTER REQUIREMENTS

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

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

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

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

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

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

DEGREE PROGRAMS

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

Department of Strategic Communication and Journalism

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

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

Master of Arts (M.A.)

M.A. in Communication Program

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

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

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

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses (6 credit hours)

COM 600 Story, Popular Culture & Worldview (3)

COM 601 Media Research & Analysis (3)

Required Elective Courses (choose 24 credit hours of coursework from the list below)

COM 542 Multiplatform Writing (3)

COM 607 Social Media & Internet Marketing (3)

COM 610 Influence through Entertainment (3)

COM 611 Media & Social Influence (3)

COM 614 Issues in Media Law & Ethics (3)

COM 628 Leadership Theory & Communication (3)

COM 631 Organizational Communication in the Digital Age (3)

COM 632 Media & the Church (3)
COM 636 Critical Approaches in Strategic Communication (3)
COM 651 Public Relations: Cases & Campaigns (3)
COM 652 Crisis Communication & Organizational Image (3)
COM 685 Seminar (3)

Required Capstone Course (3 credit hours): Students will choose one of the following capstone courses as a culminating experience during their final semester:

COM 696 Directed Project (3)
COM 699 M.A. Thesis (3)

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

The M.A. in Communication degree with a concentration in political communication is an interdisciplinary concentration 33 credit hour program that can be completed entirely online or can be taken on campus with both online and residency components. It requires 60% of the coursework to be taken in COM and 40% to be taken in GOV. Students who don't possess an undergraduate degree in Mass Communication, Public Relations, Journalism or a similar discipline will also be required to initially complete an additional 3 credit course – COM 504 Introduction to Communication Studies.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (15 Credit Hours)

COM/JRN 600 Story, Popular Culture & Worldview (3)
COM/JRN 601 Media Research & Analysis (3)
COM 611 Media & Social Influence (3)
GOV 604 Christian Foundations of Government (3)
GOV 614 American Politics (3)

Plus 15 hours of electives:

9 hours of COM or JRN electives

Plus Government Elective Group: Two classes (6 hours) from the following list:

GOV 615 Economic Policy (3)
GOV 625 International Relations Theory (3)
GOV 646, 647, 648 Special Topics in Government and Politics (Subject to department approval) (3)
GOV 658 American Political Thought (3)
GOV 677 Terrorism and Homeland Defense (3)
GOV 678 Crisis/Disaster Consequence Management (3)
GOV 683 Healthcare Policy & Ethics (3)

Required Capstone Course (3 credit hours): Students will choose one of the following capstone courses as a culminating experience during their final semester:

COM 595 Internship (3 hours) / or GOV 695 Internship (3)
COM 696 Directed Project (3)
COM 699 Thesis (3)

M.A. in Communication with a concentration in Media & Arts Management and Promotion

Students in the Media & Arts Management and Promotion concentration will complete 33 credit hours that can be completed entirely online with an option to complete a large proportion of the degree on campus if so desired. This

program prepares students for careers in management of media companies and arts organizations such as theatres specifically, but allows the student to tailor many components of the curriculum to meet their specific interests in the area of communication and arts management and promotion.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (15 hours)

COM/JRN 600 Story, Popular Culture & Worldview (3)
COM/JRN 628 Leadership Theory & Communication (3)
CTV 643 The Business of Film (2)
CTV 644 The Production Company (1)
THE 651 Theatre Promotion & Management (3)
COM/CTV/THE 696 Directed Project (3)

Students will choose one research course (3 hours)

COM/JRN 601 Media Research & Analysis (3)
LMOL 603 Organizational Research, Analysis & Problem Solving (3)

Students will choose three credit hours from the following Business Plan & Finance courses (3 hours)

CTV 522 The Development Process (1)
CTV 523 Production Management (2)
CTV 524 Role of the Producer (2)
ENTR 679 Business Plan & Launch (3)
FNCE/ENTR 651 Investment, Financing, & Funding Relationships (3)

Students must select from the following law courses (3 hours)

COM/JRN 614 Issues in Media Law & Ethics (3)
MLAW 521 Contract Law (3)
MLAW 623 Non-Profit Organizations (3)
MLAW 628 Employment Law (3)
MLAW 655 Negotiations (3)

And students must select from the following courses on marketing, image, and promotion (3 hours)

COM/JRN 607 Social Media & Internet Marketing (3)
COM 652 Crisis Communication & Organizational Image (3)
MKTG 631 Advertising & Promotion (3)
MKTG 634 Viral Marketing (3)

Students select an additional 6 elective hours from courses listed above to achieve a total of 33 credit hours. At least 6 credit hours in the degree must be taken from courses outside the School of Communication and the Arts.

M.A. in Journalism Program

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

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

Requirements for the Master of Arts in Journalism

Students pursuing the 33 credit-hour Master of Arts in Journalism focus their attention on reporting, writing, and distributing news and information through a converged global media environment. Attention will be focused on developing knowledge and expertise in using the multimedia platforms employed by the news media industry, including web-based and mobile communication technologies. Graduates will be able to produce audio and visual content for dissemination through radio, television, mobile phones, smart pads, personal computers, and other mobile communication devices. By combining narrative techniques and refined writing skills with technical proficiency, graduates will prepare themselves for positions of leadership and expertise across all sectors of the news media industry.

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

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (30 credit hours)

- JRN 550 Journalism Technology Tools (3)
- JRN 600 Story, Popular Culture & Worldview (3)
- JRN 601 Media Research & Analysis (3)
- JRN 607 Social Media & Internet Marketing (3)
- JRN 610 News Writing & Reporting (3)
- JRN 613 Feature Writing & Specialty Reporting (3)
- JRN 614 Issues in Media Law & Ethics (3)
- JRN 628 Leadership Theory & Communication (3)
- JRN 633 Multimedia Reporting & Mobile Field Production (3)
- JRN 661 Community, Citizen & Civic Journalism (3)

Required Culminating Capstone Course (3 credit hours)

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

JRN 696 Directed Project (3)

JRN 699 Thesis (3)

Doctor of Philosophy (Ph.D.)

Ph.D. in Communication Program

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

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

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

Doctoral Program Model & Philosophy

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

1. Formal Coursework:

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

2. Special Lectures and Presentations:

Each year special lectures and scholarly presentations will be offered by faculty members and doctoral students on specific areas of research in which they are engaged. These lectures and presentations will be given on campus and made available online.

3. Meetings with Faculty:

Each doctoral student will meet with his/her doctoral faculty members on a regular basis. These meetings may be in small groups and/or one-on-one. During these meetings students will discuss their research and writing projects with the doctoral faculty and other doctoral students. These meetings will be held during the fall and spring semesters.

4. Teaching and Research Collaboration:

Doctoral students will be given the opportunity to collaborate with faculty on teaching classes and conducting scholarly research. Students can receive doctoral credit for this collaboration by enrolling in COM 791 Doctoral Mentoring: Pedagogy (1-3) or COM 792 Doctoral Mentoring: Research & Writing (1-3). Since students are both online and on campus, both distance and on campus students may be involved in teaching and research collaboration.

Requirements for Ph.D. in Communication

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

1. The completion of all core courses and additional courses required by the student's doctoral committee. While the number of hours is dependent on a student's individually approved degree program developed in conjunction with his or her doctoral advisor, students must complete a minimum of 44 credit hours of coursework before the qualifying exams, a minimum of three credit hours of qualifying exam, and a minimum of nine credit hours of dissertation research.
2. COM 700 Introduction to Doctoral Studies in Communication, which is offered on campus and is taken the summer before the first full semester of doctoral coursework.
3. Completion of 12 credit hours of doctoral research courses listed below. Students must take all four (4) research courses and must demonstrate their research competence in the methodology they plan to use in their dissertation research. (Students who have not previously taken a graduate-level research methods course may, upon faculty review, be required to take an appropriate remedial course.)
 - COM 701 Communication Research: Historical/Critical Methodologies
 - COM 702 Communication Research: Quantitative Methodologies
 - COM 703 Communication Research: Qualitative Methodologies
 - COM 704 Communication Research: Applied Methods
4. Completion of three additional mandatory doctoral courses listed below:
 - COM 705 Advanced Communication Theory
 - COM 708 History of Communication
 - COM 709 Theology & Communication
5. Completion of at least 3 credit hours of graduate seminar coursework (COM 685/785). The maximum number of this type of course is dependent upon the student's individual program. Students must pass all sections of the two-day qualifying examination following the completion of their coursework. The first part examines the student's knowledge of the whole field of communication and the ability to think in broad research terms. It is interdisciplinary in nature and based in part on material covered in the mandatory doctoral courses. The second part of the qualifying examination covers the student's major field of study (and minor area of study if so chosen). The field-specific portion of the qualifying examination will also cover the research methodology area (COM 701, COM 702, COM 703, and COM 704) that the student plans to employ in his or her dissertation research.
6. Dissertation. A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research. Doctoral students are required to complete a minimum of nine credit hours of COM 799 dissertation research over three semesters (not including summer terms).
7. Elective Courses: In addition to the 27 cr/hrs of required coursework noted above, students complete the remaining 17 hours of coursework by taking elective courses and up to 4 dissertation research credit hours (COM 795). Recommended elective courses include COM 707, COM 710, COM 730, COM 791 and COM 792.

8. UNIV LIB Information Research & Resources (0)

Design of the Program

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

Each student's program of study, which ordinarily must be completed within seven (7) years from admittance, is developed in conjunction with and guided by an individually assigned doctoral advisor/mentor chosen from faculty members whose expertise relates to the student's expressed goals and interests. The structure of the doctoral student's individual program of study will be dependent upon the student's special interest in the broad field of communication study and topics for research must focus on original research. Other than the dissertation study area, each student's program will incorporate a combination of the three types of courses: (1) required doctoral courses as previously outlined, (2) graduate/doctoral seminars, and (3) elective graduate courses (600 or 700 level courses) in the School of Communication and the Arts that are theory and research-based courses. Performance courses will not be approved for inclusion in a student's doctoral program coursework.

Admission to Candidacy

Admission to the doctoral program DOES NOT constitute a student's admission to candidacy for the Ph.D. degree. Admission to candidacy is contingent upon:

1. Successful completion of all coursework, with a minimum of a B average (3.0 GPA);
2. Successful completion of both portions of the qualifying examinations;
3. Meeting the residency requirement for the track in which the student is accepted into the program;
4. Recommendations by the student's doctoral committee/mentor(s); and
5. The approval vote of the doctoral faculty committee and the faculty of the School.

Residency

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

All doctoral students must attend a 3-credit hour on-campus seminar, COM 700 Introduction to Doctoral Studies in Communication, scheduled for one week in the summer before the student's first fall term of study. This seminar is a daily, intensive reading/lecture/writing course in the field of communication studies. The course also is designed to orient students to the doctoral program, the School's faculty, and doctoral-level study in the communication field.

Doctoral students have a seven-year limit within which they are normally expected to complete all requirements for the Ph.D. degree. Doctoral course offerings are normally on an 18-month rotation so that full-time students can complete their required coursework in a 24 to 36 month time period.

Department of Film-Television

The department, in addition to the MFA degree presented in another section below, offers the M.A. in Film-Television with concentrations in Production, Script-Writing, and Producing (online only). Production facilities are made available to all film-television students. The department is committed to providing ample equipment and facilities for student use as well as an outstanding production experience. Each year the department funds a number of student-led films that have a pro-social theme or redemptive message. Students are welcome to self-fund other projects of their own interest that reflect the mission and vision of the School. The resources of the Department of Film-Television include a fully equipped television studio, a film sound stage, non-linear editing suites, an animation lab and digital audio post-production facilities.

M.A. in Film-Television Program

The M.A. in Film-Television requires 30 credit hours.

Areas of Study

There are three concentrations for film-television students: 1) production, 2) script writing, and 3) producing (online only).

M.A. in Film-Television with a concentration in Producing

(Concentration delivered entirely online.)

The producing concentration is designed for students who desire to work in the producing and executive sectors of the entertainment industry. Students take a series of courses that cover the theoretical as well as practical side of how the media industry works and what it means to be a producer and leader. Students seeking this option are required to complete a Business plan as a culminating project. Students take the following 30 credits of online courses.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses

CTV 522 The Development Process (1)

CTV 523 Production Management (2)

CTV 524 Role of the Producer (2)

CTV 528 Production Strategies (2)

CTV 580 Practicum (1)

CTV 604 Redemptive Film (3)

CTV 609 Topics in the Critical Study of Film-Television (3)

CTV 612 Legal Issues (2)

CTV 636 Financing, Marketing, & Distribution (3)

CTV 643 The Business of Film (2)

CTV 644 The Production Company (1)

CTV 696 Directed Project (2)

SSW 510 Story Structure for Stage & Screen (3)

SSW 514 Writing for Television (3)

Or

SSW 614 Topics in Scriptwriting (3)

M.A. Film-Television with a concentration in Production

(Concentration delivered entirely face-to-face.)

This concentration is designed to equip the student in all aspects of production, from “script to screen.” Students will take courses in production as well as critical analysis of film and television, specifically from the viewpoint of how film can

be redemptive. Students seeking this option are required to complete a directed project as a culminating experience. Students take 30 credit hours of the following required courses:

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses

CTV 502 Film-Television Equipment Workshop (1)
CTV 505 Aesthetics for the Contemporary Communicator (3)
CTV 527 The Production Process: Script to Screen (3)
CTV 530 Directing Single Camera for Film-Television (3)
CTV 531 Producing & Directing for Multi-Camera (3)
CTV 547 Lighting & Cinematography (3)
CTV 557 Aesthetics & Techniques of Editing (3)
CTV 604 Redemptive Film (3)
CTV 638 Advanced Production (1)
CTV 658 Sound Production & Design (3)
CTV 696 Directed Project (1)
SSW 512 Writing the Short Film (3)

M.A. in Film-Television with a concentration in Script Writing

(Concentration delivered entirely face-to-face or entirely online.)

The script writing concentration is designed for students who want to increase their writing skills to advance their careers as writing professionals for film, television or theatre. Those interested in writing for the stage are encouraged to develop potential for screenwriting skills and vice versa. This degree concentration is available on campus and online.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses

CTV 505 Aesthetics for the Contemporary Communicator (3)
CTV 604 Redemptive Film (3)
CTV 609 Topics in the Critical Study of Film-Television (3)
SSW 502 Writing Tools (1)
SSW 510 Story Structure for Stage & Screen (3)
SSW 511 Playwriting (3)
SSW 512 Writing the Short Film (3)
SSW 514 Writing for Television (3)
SSW 612 Feature Film Scriptwriting (3)

SSW 614 Topics in Scriptwriting (3)

Required Capstone course (2 credit hours): Students will choose one of the following capstone courses as a culminating experience during their final semester:

SSW 596 Directed Project (2)

SSW 598 Portfolio (2)

SSW 599 Thesis (2)

In addition to the M.A. in Film-Television above, the department offers the Master of Fine Arts (MFA) in Film-Television with concentrations in directing, producing and script & screenwriting. The MFA is a terminal degree that places more emphasis on skills and performance than on original research. Production facilities are made available to all film-television students. The department is committed to providing ample equipment and facilities for student use as well as an outstanding production experience. Each year the department funds a number of student-led films that have a pro-social theme or redemptive message. Students are welcome to self-fund other projects of their own interest that reflect the mission and vision of the School. The resources of the Department of Film-Television include a fully equipped television studio, a film sound stage, non-linear editing suites, an animation lab and fully digital audio post-production facilities.

All film-television students are required to complete the film-television equipment workshop, CTV 502. This course is required before students will be permitted to check out Regent owned equipment for media projects. This course covers video camera, grip/electric, sound basics, laptop proficiency, set operations and film camera.

MFA in Film-Television with a concentration in Directing

(Concentration delivered entirely face-to-face.)

The MFA in CTV degree with a concentration in Directing is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Directing concentration will be challenged to grow academically, professionally and spiritually. Academically, the concentration is devoted to applying current knowledge, research and skills in Film-Television to train directors for film, television and converged media. Specific areas within the directing focus are determined by the strengths of current faculty. The concentration is administered and shaped to help students integrate their Christian faith with their chosen media of expression.

The program of study requires students to complete a minimum of 44 credit hours of coursework, workshops, practica and a portfolio.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (44 credit hours)

CTV 502 Film-Television Equipment Workshop (1)

CTV 530 Directing Single Camera for Film-Television (3)

CTV 531 Producing & Directing for Multi-Camera (3)

CTV 547 Lighting & Cinematography (3)

CTV 557 Aesthetics & Techniques of Editing (3)

CTV 604 Redemptive Film (3)

CTV 609 Topics in the Critical Study of Film-Television (3)

CTV 630 Advanced Directing for Film-Television (3)

CTV 638 Advanced Production (3)
CTV 640 Directing Actors for the Camera (3)
CTV 658 Sound Production & Design (3)
CTV 680 Practicum (1)
CTV 698 Portfolio (3)
SSW 510 Story Structure for Stage & Screen (3)
SSW 514 Writing for Television (3)
SSW 612 Feature Film Scriptwriting (3)

Students accepted into the MFA degree program and found not to have a sufficient coursework or knowledge of aesthetics may be additionally required to take CTV 505 Aesthetics for the Contemporary Communicator.

MFA in Film-Television with a concentration in Producing

(Concentration delivered entirely face-to-face.)

The MFA concentration in Producing is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Producing concentration will be challenged to grow academically, professionally and spiritually. Academically, the concentration is devoted to applying current knowledge, research and skills in Film-Television to develop producers for film, television and converged media. Specific focus areas within the producing concentration are determined by the strengths of current faculty. The concentration is designed and administered to help students integrate their Christian faith with their chosen media of expression.

The program of study requires students to complete a minimum of 44 credit hours of coursework, workshops, practica and a portfolio.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses for the MFA concentration in Producing (44) credit hours):

CTV 502 Film-Television Equipment Workshop (1)
CTV 525 The Business of Film-Television (3)
CTV 527 The Production Process: Script to Screen (3)
CTV 531 Producing & Directing for Multi-Camera (3)
CTV 557 Aesthetics & Techniques of Editing (3)
CTV 604 Redemptive Film (3)
CTV 609 Topics in the Critical Study of Film-Television (3)
CTV 627 Scheduling & Budgeting for Film-Television (3)
CTV 636 Financing, Marketing & Distribution (3)
CTV 638 Advanced Production (3)
CTV 658 Sound Production & Design (3)
CTV 680 Practicum (1)
CTV 698 Portfolio (3)
SSW 510 Story Structure for Stage & Screen (3)

SSW 514 Writing for Television (3)

SSW 612 Feature Film Scriptwriting (3)

Students accepted into the MFA degree program and found not to have a sufficient coursework or knowledge of aesthetics may be additionally required to take CTV 505 Aesthetics for the Contemporary Communicator.

MFA in Film-Television with a concentration in Script & Screenwriting

(Concentration delivered entirely face-to-face or entirely online.)

The MFA concentration in Script & Screenwriting is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Script & Screenwriting concentration will be challenged to grow academically, professionally, and spiritually. Academically, the concentration is devoted to applying current knowledge, research and skills in film-television studies to develop writers who create important and effective narratives in multiple genres and styles through stage and media productions. Specific areas of writing focus are determined by the strengths of current faculty. The concentration is administered and shaped to help students integrate the Christian faith with their chosen profession.

All those pursuing the MFA concentration in script & screenwriting must complete

1. a minimum of 44 credit hours beyond the bachelor's degree. The number of hours is dependent upon a student's individually approved degree program in conjunction with his or her faculty mentor.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses

CTV 505 Aesthetics for the Contemporary Communicator (3)

CTV 604 Redemptive Film (3)

CTV 609 Topics in the Critical Study of Film-Television (6 min) [Student must take CTV 609 at least twice with different topics.]

SSW 510 Story Structure for Stage & Screen (3)

SSW 511 Playwriting (3)

SSW 512 Writing the Short Film (3)

SSW 514 Writing for Television (3)

SSW 612 Feature Film Scriptwriting (3)

SSW 614 Topics in Scriptwriting (6 min) [Student must take SSW 614 at least twice with different topics]

SSW 680 MFA Practicum (2-6) [SSW 502 Writing Tools may substitute for 1 credit hour of SSW 680 MFA Practicum.]

SSW 698 MFA Portfolio (3 min)

General Electives (6 min)

Advanced Standing

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

Department of Theatre Arts

It is the mission of the Department of Theatre Arts to educate and train graduate students to incisively examine and effectively communicate, through intellectual analysis and the realization of live theatrical performance, the great truths of the human condition as perceived through the lens of a Christian worldview. The department is dedicated to equipping artists of the theatre with the skills, insight, and knowledge required for successful and influential careers in professional theatre, the academy, and ministry. The department seeks to develop professional caliber artists who will function with moral and spiritual integrity offering redemptive messages creatively and thoughtfully expressed through the theatre arts.

The Department of Theatre Arts offers a certificate of graduate studies in Theatre Practices, as well as the Master of Arts in Theatre and the Master of Fine Arts in Acting.

Certificate of Graduate Studies (CGS) in Theatre Practices (15 credit hours)

CGS in Theatre Practices exists to educate the master artist in the practical implications of theatre art, producing well-rounded artists equipped for godly influence through theatrical mediums. Students pursuing the CGS in Theatre Practices will focus their attention on the theories of Christian aesthetics through a series of practitioner-oriented disciplines including acting, directing, dramaturgy and design. Students who complete the certificate program and who desire to continue their studies may apply the credits to the M.A. if accepted to the program. An additional 15 credit hours of coursework is required to complete the master's degree. The maximum time permitted to complete the CGS is five years. There is a mandatory residency to complete this certificate. Students desiring to earn the CGS must complete the following School of Communication and the Arts courses:

Required Courses

UNIV LIB Information Research (non-credit, fee based, online) (0)

THE 627 Makeup for the Stage & Screen (3)

THE 632 Theories & Concepts in Acting* (3)

THE 633 Theories & Concepts in Directing* (3)

THE 725 Theatrical Design Process 1* (3)

THE 726 Theatrical Design Process 2* (3)

**** Residency Courses***

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

M.A. in Theatre Program

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

The M.A. in Theatre requires a total of thirty (30) credit hours. Please note that the practical course options require at least a summer residency, yet the M.A. in Theatre can be completed entirely online.

All students pursuing the M.A. in Theatre must pass the Theatre Arts General Knowledge Proficiency Examination within their first semester as a registered student in the program (summer/fall/spring semesters). The exam is offered twice each semester, six times a year. All incoming M.A. students are automatically registered for the first exam date of their initial semester. With prior arrangement the exam can be taken at a different time online by distance students. If students do not pass the exam the first time, they are automatically registered for the next exam date. This process continues until students either pass the exam or reach the end of their first semester in the program without a passing score. A score of 70% or higher is considered passing. Failing to pass the exam constitutes dismissal from the program or being assigned to a course of undergraduate level studies in theatre history. The course of action following a failed exam will be determined by the theatre faculty. Exam dates are published annually in the Department Handbook which is available on the department's website. The website also contains a study guide for the exam.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses for M.A. in Theatre (30 credit hours)

THE 595 Internship (3)

THE 597 Comprehensive Exam (1)

THE 635 Theatre in the Church (3)

THE 700 Research & Aesthetics in Theatre (3)

THE 713 Text Analysis for Production (3)

THE 719 Dramaturgy (3)

Choose fourteen (14) credits from the following courses:

SSW 510 Story Structure for Stage & Screen (3)

SSW 511 Playwriting (3)

Any THE course *

Three (3) credits from any SCA graduate course (with advisor approval) (3)

*THE 632 and THE 633 are summer residency courses

MFA in Acting Program

(Program delivered entirely face-to-face.)

The MFA is a terminal degree that places more emphasis on skills and performance than on original research. The Master of Fine Arts (MFA) in Acting program is offered by the Department of Theatre Arts.

It is the mission of the Department of Theatre Arts to educate and train undergraduate and graduate students to incisively examine and effectively communicate, through intellectual analysis and the realization of live theatrical performance, the great truths of the human condition as perceived through the lens of a Christian worldview. The department is dedicated to equipping artists of the theatre with the skills, insight, and knowledge required for successful and influential careers in professional theatre, the academy, and ministry. The department seeks to develop professional caliber artists who will function with moral and spiritual integrity offering redemptive messages creatively and thoughtfully expressed through the theatre arts.

The MFA in Acting degree requires a minimum of 60 credit hours which must be taken over six (6) semesters of residency. The degree is primarily designed to prepare actors to enter the marketplace and compete as professional actors. As a terminal degree, it is also preparatory for a teaching career in higher education. The degree includes an intensive study in stage acting techniques, camera acting technique, vocal production, stage dialects, movement, stage combat, and textual analysis. The MFA in Acting culminates in a Thesis/Creative Project where the student is either assigned a major role in a Mainstage production or required to create a recital consisting of a predetermined list of scenes and monologues culled from a variety of dramatic genres, periods, and styles. The written (or "Thesis") portion of the Creative Project consists of a detailed character analysis, play analysis, historical research, a production journal, reviews and a prescribed list of appendices.

The MFA in Acting degree offers two distinct concentrations. The first is a general concentration, which allows students to choose nine (9) hours of elective coursework in addition to the 51 hours of required courses. The second is a directing concentration, which allows students to take nine (9) hours of prescribed coursework in directing to supplement the

required core of 51 hours. The directing concentration affords students who have exhibited acumen—and who have a strong desire to explore directing in more depth—the opportunity to do so alongside their primary studies in acting.

NOTES:

- Students seeking entrance into the MFA in Acting program must audition and interview. (See “Admissions Requirements” for the School of Communication & the Arts above.) The Department of Theatre Arts holds MFA auditions during the months of January, February, and March at venues across the country. The audition schedule is published each fall on the departmental webpage. Videotaped auditions are accepted, but it is highly recommended that prospective students attend one of the national audition sites or on-site auditions at the university.
- All students pursuing the MFA in Acting must pass the Theatre Arts General Knowledge Proficiency Examination within their first two semesters of residency. The exam is offered four times during the academic year (twice each semester). All incoming MFA students are automatically registered for the first exam date, typically the first Friday of the fall term. If the student does not pass the exam the first time, he/she is automatically registered for the next exam date. This process continues until the student either passes the exam or reaches the end of his/her first year in the program without a passing score. A score of 70% or higher is considered passing. Failing to pass the exam within the first two semesters of residency will constitute grounds for dismissal from the program or being assigned to a course of undergraduate level studies in theatre history. The course of action following a failed exam will be determined by the theatre faculty. Exam dates are published annually in the Departmental Handbook which is available on the department’s website. The website also contains a study guide for the exam.
- Students who already have an M.A. degree may apply for a maximum of 6 credit hours of “advanced standing.” This should be requested at the time of admission.
- At Regent University, theatre students benefit from the close relationship the Department of Theatre Arts enjoys with the Department of Film-Television. Students pursuing the MFA in Acting receive not only a firm grounding in stage acting, but also intensive study in screen acting (including opportunities to participate in film-television productions and to take approved CTV courses as electives).
- Students also benefit from Society of American Fight Directors (SAFD) stage combat training in a variety of SAFD sanctioned styles and weaponry. MFA Actors take three stage combat courses and, with the approval of the instructor, may take the SAFD Skills Proficiency Test each spring, which can lead to achieving Actor-Combatant status with the Society of American Fight Directors.
- Each student admitted to the program is required to have an “End-of-Year Interview” with the performance faculty, at which time progress will be discussed in detail. Continuation in the program is by invitation.

Many of the courses in the MFA in Acting degree program are offered on a two-year rotation. It is incumbent on the student to communicate closely with his or her advisor to insure the appropriate courses are taken as they arise in the rotation.

University Requirement

UNIV LIB Information Research & Resources (0)

Required Core Courses (51 credit hours)

THE 700 Research & Aesthetics in Theatre (3)

THE 710 The Meisner Technique 1 (3)

THE 711 The Meisner Technique 2 (3)

THE 713 Text Analysis for Production (3)

THE 714 Combat for the Stage (3)
THE 715 Voice and Movement: Foundations (3)
THE 716 Voice and Movement: Cycles of Expression (3)
THE 717 Voice and Movement: Dialects (3)
THE 718 Voice and Movement: Performance Integration (3)
THE 721 Rapier & Dagger for the Stage (3)
THE 728 Scene Study (3)
THE 730 Screen Acting 1 (3)
THE 731 Screen Acting 2 (3)
THE 740 Acting Shakespeare (3)
THE 741 Acting in Periods & Styles (3)
THE 750 Auditioning & the Business of Acting (3)
THE 799 MFA Creative/Thesis Project (3)

Degree Concentrations – 9 credit hours (one of two options below)

Option #1: General Concentration

THE 627 Makeup for the Stage & Screen (3)
THE 729 Advanced Scene Study (3)
THE 780 MFA Practicum in Theatre Performance (1)

Students may choose two (2) credit hours of elective coursework to satisfy General Concentration requirements. Students are encouraged to satisfy elective hours through the rotating topics of THE 775: Special Topics in Theatre. However, students may take any graduate-level course offered by the Department of Theatre Arts for elective credit. Students may also take elective coursework outside of the department (including courses offered by the Department of Film-Television) with the approval of their advisor.

Option # 2: Directing Concentration

THE 720 Director/Designer Collaboration (1)
THE 722 Advanced Directing for the Stage 1 (3)
THE 723 Advanced Directing for the Stage 2 (3)
THE 724 Stage Management for the Theatre (1)
THE 781 MFA Practicum in Theatre Production (1)

COURSE DESCRIPTIONS

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

580/680/780 Practicum (1-3) Provides opportunities for practical and hands-on experience in a given area such as magazine, newspaper, public relations, performing arts, film arts and television arts. Pass/No Pass. Note: See listing under specific Schools. All MFA or M.A. practicum have the 80 designation. Theatre practica also have a 681/781 designation.

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

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

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

596/696 Directed Project (1-3) Degree candidates complete a media project as appropriate to their degree plans within the departments of Film-Television and Strategic Communication and Journalism. Pass/No Pass.

597 Comprehensive Examination (1) A written examination with an oral option that serves as a culminating activity. Pass/No Pass.

598/698/798 M.A./MFA Portfolio (1-3) Designed to demonstrate professional competence and creativity in the student's specific area of study. Portfolios should be done close to the end of the program of study. (Pass/No Pass). All portfolios, whether MFA or M.A., have the 98 designation.

599/699/799 M.A./MFA Thesis (1-3) Valuable for those considering advanced graduate or doctoral studies leading to a career in higher education. Students writing a thesis must demonstrate a good understanding of research methods and the ability to apply those methods to a research project. Pass/No Pass. All MFA or M.A. theses have the 99 designation. Doctoral dissertations are designated COM 799.

685/785 Seminar (1-3) Directed study, research, and discussion in a given area. Topics are offered on demand and/or depending on faculty availability. Available for both master's and doctoral students. All seminars have the 85 designation.

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

Department of Strategic Communication and Journalism

COM 504 Introduction to Communication Studies (3) Overview of the historical roots, methodological groundings and present state of the communication field with particular attention to its specialized vocabulary, important writers and works and significant scholarly journals. Pass/No Pass.

COM 542 Multiplatform Writing (3) Principles, aesthetics and writing practices of media professionals seeking to persuade audiences with targeted messages across multiple media platforms. Students will acquire, write, and produce persuasive multimedia content. Multiplatform production lab included. Cross-listed with JRN 542.

COM 600 Story, Popular Culture & Worldview (3) Prominent historical and theoretical perspectives of media and popular culture and their influence on individuals and communities from a Christocentric worldview. Provides media professionals and emergent scholars with an understanding of the role of media and narrative in the development of worldviews. Cross-listed with JRN 600.

COM 601 Media Research & Analysis (3) Media industry research methods, evaluation and analysis techniques, including surveys, content analyses, polling, data mining, in-depth interviews, and focus groups. Common research practices of professional journalists, public relations practitioners, film-television professionals, media analysts and consultants, and communication scholars are examined. Web-based lab included. Cross-listed with JRN 601.

COM 607 Social Media & Internet Marketing (3) Current internet, social media, and mobile media marketing theories, strategies, tools and practices. Includes study of communication methods used by professionals in journalism, film, television, advertising, public relations, and related professions to brand, promote, and distribute products and services. Web-based production lab included. Cross-listed with JRN 607.

COM 610 Influence through Entertainment (3) Strategic use of entertainment media for social change, including serials, telenovas, music videos, films, novels, plays, street theatre, sports, webisodes, mobile and internet-based dramas, and other forms of entertainment. Includes examination of social change theories and research that explains how entertainment influences attitudes, values, beliefs, and behavior. Production lab included.

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

COM 614 Issues in Media Law & Ethics (3) Current issues in media law and ethics governing the creation, production, distribution and ownership of media content, focusing on new communication technologies and services. Issues addressed include intellectual property, freedom of the press, privacy, obscenity, libel, licensing and contracts, guilds and unions, and consumer rights and protections. Cross-listed with JRN 614.

COM 628 Leadership Theory & Communication (3) Contemporary principles and practices of leadership in media-related organizations, both commercial and non-profit, through a biblical lens. Includes current theories on leading organizational change, virtual teams, and entrepreneurship. Lab included. Cross-listed with JRN 628.

COM 631 Organizational Communication in the Digital Age (3) New and emerging communication technologies, their uses and related issues are drastically changing the nature of communication, organizational life generally and cultures in which organizations reside. This course provides students with a communication-based perspective of organizations and organizational leadership, with a special emphasis on the characteristics of a current and future trends and issues associated with organizations in this digital age. A blend of theory and practice, it draws from existing, pertinent theoretical constructs, models, research and generalizations that are relevant to organizational communication and leadership in our increasingly highly mediated environment. It provides opportunities for students to sharpen their critical thinking and further develop their communication skills and learn practical concepts and principles that can be applied creatively to their current or future special areas of interest, organizational settings or professional roles.

COM 632 Media & the Church (3) Current trends, issues, opportunities and cultural influences related to the use of media and communication technologies in the local church and other Christian ministry-related organizational settings, viewed through both leadership decision-making and scholarly research perspectives.

COM 636 Critical Approaches in Strategic Communication (3) Historical and critical frameworks for examining the convergence of new media technologies and cultural norms and practices. Includes study of new media behavior and culture and how individuals and communities are shaped by the way we process and think about mediated communication. Lab included.

COM 651 Public Relations: Cases & Campaigns (3) Public communication campaigns, strategies and practices, including the management of public opinion and the creation of corporate image. National and international cases in politics, health, sports, environment and religion are examined. Applied lab included.

COM 652 Crisis Communication & Organizational Image (3) Professional strategies and practices for developing, maintaining and restoring an organization's image. Emphasis on crisis communication planning and response, including knowledge of how the interactive digital media environment fosters and intensifies organizational crises, creates ethical challenges, and provides innovative response opportunities. Applied lab included.

COM 700 Introduction to Doctoral Studies in Communication (3) Provides overview of the historical roots, methodological grounding and present state of and trends in the communication field with particular attention to its specialized vocabulary, important writers and works, and significant scholarly journals. Computer literary sessions for distance learning, library resources for distance learning and graduate-level writing style form are included. Offered on campus only in the summer.

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

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

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

COM 704 Communication Research: Applied Methods (3) Advanced application of social science research methods and statistics, qualitative research methods, or historical-critical research methods to communication study. Focus on conducting original research using one of these three methodologies in preparation for dissertation work and producing scholarship. May be repeated for credit one time. Prerequisites: Two of the following courses: COM 701, COM 702, COM 703.

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

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

COM 708 History of Communication (3) Interdisciplinary analysis of communication history, with special focus on the emergence and influence of communication systems and technologies on societies and cultures observed through a biblical lens.

COM 709 Theology & Communication (3) The ontological, epistemological and axiological dimensions of the process of communication are examined and critiqued from a theological perspective.

COM 710 Communication in a Global Environment (3) Theories in international and intercultural communication with a special emphasis on transnational media, multinational organizations, and communication technologies and their influence on information and entertainment flow within and across cultures and worldviews. Prerequisite: COM 705.

COM 730 Academic Writing for Publication (2) Academic writing and presentation of scholarship in the field of communication study, including preparation of conference papers, developing conference program proposals, writing for academic journals, writing book chapters, and writing academic books. Prerequisites: COM 701, COM 702, or COM 703. May be repeated for credit one time.

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

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

COM 791 Doctoral Mentoring: Pedagogy (1-3) Doctoral students work closely with one or more faculty members as part of a teaching team. Teaching assignments may include assisting faculty members with courses or overseeing undergraduate courses under the mentorship of a faculty member. Mentoring topics include teaching pedagogy, classroom dynamics, and online teaching skills. May be repeated for up to a maximum of 6 credit hours with approval from a doctoral advisor.

COM 792 Doctoral Mentoring: Research & Writing (1-3) Doctoral students work closely with one or more faculty members as part of a research and writing team. Course assignments may include conducting original research in collaboration with a faculty member or assisting faculty members with their research and writing projects. Mentoring topics include research planning, design and analysis from the historical-critical, qualitative or quantitative research traditions, and academic writing. May be repeated for up to a maximum of 6 credit hours with approval from a doctoral advisor.

COM 795 Dissertation Research (1-4) Doctoral-level, supervised research credit assigned to directed academic work that may be related to the student's dissertation topic. Student normally registers for this course prior to qualifying exams and achieving candidacy. Prerequisites are two of the following three courses: COM 701, COM 702, and/or COM 703. Pass/No Pass

COM 797 Qualifying Examination (3) Doctoral students will register for three credit hours in the semester in which they first take both the written and oral portions of the qualifying examination. This course does not apply to the coursework (pre-qualifying examination) aspect of the individual degree program. Pass/No Pass.

COM 798 Qualifying Examination Continuation (1-3) Students who do not initially pass all questions of the qualifying examination will be allowed, with the recommendation of the qualifying exam committee and the approval of the chair of the doctoral program, to retake those questions the following semester that the exam is offered. Students retaking the exam must register for at least one credit when retaking one or two questions, two credits when retaking three or four questions, and three credits when retaking more than four questions. Only one retake is permitted. Pass/No Pass.

COM 799 Continuing Dissertation Credit (3) Supervised research for the doctoral dissertation. After successfully passing the qualifying examination, the doctoral candidate must remain registered with three (3) continuing dissertation credits every academic semester until the dissertation manuscript is successfully defended. All students must complete a minimum of nine credits over three semesters (not including summer terms). See doctoral handbook for on-campus, online and fellowship student requirements.

JRN 550 Journalism Technology Tools (3) Software and web-based tools used in the production and distribution of multimedia and mobile news content. Includes essential programming languages such as HTML, CSS, and Java-Script and learning computer-assisted journalism that integrates technology with high quality news-authoring. Multiplatform production lab included.

JRN 600 Story, Popular Culture & Worldview (3) Prominent historical and theoretical perspectives of media and popular culture and their influence on individuals and communities from a Christocentric worldview. Provides media professionals and emergent scholars with an understanding of the role of media and narrative in the development of worldviews. Cross-listed with COM 600.

JRN 601 Media Research & Analysis (3) Media industry research methods, evaluation and analysis techniques, including surveys, content analyses, polling, data mining, in-depth interviews, and focus groups. Common research practices of professional journalists, public relations practitioners, film-television professionals, media analysts and consultants, and communication scholars are examined. Web-based lab included. Cross-listed with COM 601.

JRN 607 Social Media & Internet Marketing (3) Current internet, social media, and mobile media marketing theories, strategies, tools and practices. Includes study of communication methods used by professionals in journalism, film, television, advertising, public relations, and related professions to brand, promote, and distribute products and services. Web-based production lab included. Cross-listed with COM 607.

JRN 610 News Writing & Reporting (3) Professional journalistic practices of news reporting and storytelling within the emerging digital media environments. Students will investigate research, interview, gather data, research, write and edit stories for multiple media platforms. Multimedia production lab included.

JRN 613 Feature Writing & Specialty Reporting (3) Techniques and writing styles required for feature writing, editorials, essays, blogs and for in-depth stories in business, politics, health, entertainment, religion, national and international affairs. News production lab included.

JRN 614 Issues in Media Law & Ethics (3) Current issues in media law and ethics governing the creation, production, distribution and ownership of media content, focusing on new communication technologies and services. Issues addressed include intellectual property, freedom of the press, privacy, obscenity, libel, licensing and contracts, guilds and unions, and consumer rights and protections. Cross-listed with COM 614.

JRN 628 Leadership Theory & Communication (3) Contemporary principles and practices of leadership in media-related organizations, both commercial and non-profit, through a biblical lens. Includes current theories on leading organizational change, virtual teams, and entrepreneurship. Lab included. Cross-listed with COM 628.

JRN 630 Broadcast News Program Producing (3) Editorial, managerial, aesthetic and production aspects of producing live or live-to-tape broadcast news in-studio programs. Through classroom study and practical studio experiences, a variety of formats are explored, including daily hard news program format and the news/talk program format. News production lab included. Prerequisite: JRN 610.

JRN 633 Multimedia Reporting & Mobile Field Production (3) Professional principles, aesthetics, and field craft of news reporting and producing for dissemination across multiple media platforms, including use of mobile technology. News production lab included.

JRN 661 Community, Citizen & Civic Journalism (3) Community and citizen reporting in the development of news and information. Includes investigating, writing, producing and creating local and regional news, including analysis of common strategies and practices employed to cover community issues and events and to engage civic leaders and organizations. Includes production of weekly news stories.

Department of Film-Television

CTV 502 Film-Television Equipment Workshop (1) Required for those who plan to check out equipment for media projects. Covers in an intensive time frame: video camera, grip/electric, audio, set safety and protocol.

CTV 505 Aesthetics for the Contemporary Communicator (3) Aesthetic experience in various media, including the relationships between morality and art, between beauty and truth seen through the lens of the Christian faith, provide an emergent media literacy.

CTV 522 The Development Process (1) Provides students with an introduction to the process of developing a script from concept to page. Emphasis is placed on creating a sellable product in the entertainment marketplace.

CTV 523 Production Management (2) The pre-production phase of a project, including script breakdown, scheduling and budgeting, as well as theories and practical application of management skills.

CTV 524 Role of the Producer (2) Responsibilities and duties of the producer in various media formats including film, television, web media, live events and emerging technologies. Students examine theories of leadership and practical application to various media projects.

CTV 525 The Business of Film-Television (3) Focus is on two aspects of the motion picture industry, proposing a project through a prospectus and designing and creating a film production company. Emphasis is placed on the role of the producer in these endeavors in the independent film market as well as productions involving participation of major Hollywood entities.

CTV 527 The Production Process: Script to Screen (3) Survey of the work of the organizational core of production crew, including the unit production manager, the first and second assistant directors, the production office coordinator and the production auditor. Learn how a film is managed from producing and logistical point of view during production.

CTV 528 Production Strategies (2) Roles of the production team in pre-production to wrap and post-production. Students examine practical aspects of how to manage and lead a team of crew personnel.

CTV 530 Directing Single Camera for Film-Television (3) A hands-on course in directing narrative feature film and television, using single-camera style shooting. Master the aesthetics, theory and practice of camera placement, shot execution, and directing the actor. Students create and develop their directing style.

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

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

CTV 547 Lighting & Cinematography (3) Aesthetic and technical aspects of lighting and cinematography in various media. Job responsibilities of the camera, grip and lighting teams.

CTV 557 Aesthetics & Techniques of Editing (3) Development and practice of editing theory and style, including the practical impact on filmmaking. Analysis of the evolution of editing aesthetics in planning and visualization.

CTV 604 Redemptive Film (3) Historical/critical investigation of the production of religious films both for specialized evangelistic and didactic purposes, as well as the religious dimensions of the secular film industry. Study for the latter will

focus on the works of Bergman, Bresson and Dryer and modern ethical Hollywood directors such as Allen, Spielberg and Beresford. May be taken online if student can verify access to the films required.

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

CTV 612 Legal Issues (2) Legal issues that entertainment producers encounter, including ownership, copyright, contracts, clearance and releases.

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

CTV 630 Advanced Directing for Film-Television (3) Builds on CTV 530, focusing on refining the use of the technical storytelling tools available to the director, as well as techniques of staging shots, directing the actor and developing a personal directoral style. Permission of instructor is required. Prerequisites: CTV 530 and CTV 557.

CTV 636 Financing, Marketing & Distribution (3) Forms of media production as they relate to raising, financing and creating a marketing plan for a project. Examination of traditional theatrical distribution as well as new distribution avenues, including web and mobile technologies.

CTV 638 Advanced Production (1-3) Affords the student an opportunity for participation in the production of a short film or television project. Student scripts selected competitively from all genres. Normally offered during the summer with the expectation that students will work on location for two or three weeks with shoot-days averaging 10-12 hours. Qualification for crew positions based on experience and level of completed coursework. May be repeated up to 6 credit hours. Permission of instructor is required.

CTV 640 Directing Actors for the Camera (3) Focuses on the process of evaluating, coaching and directing actors for the camera. Intensive work in camera techniques, auditions, cold readings, blocking, and improvisations for both film and television performance is prepared.

CTV 641 Advanced Screen Acting (3) Designed to help sharpen and energize acting skills in front of the camera. Emphasis is placed on professional development. Prerequisite: CTV 541.

CTV 643 The Business of Film (2) Students propose a project through the creation of a business plan. Emphasis is placed on the role of the producer in this endeavor in the independent film market as well as productions involving participation of major Hollywood entities.

CTV 644 The Production Company (1) Students design, set up and run a film production company. Emphasis is placed on the role of the company founders in the independent film industry.

CTV 658 Sound Production & Design (3) Examines the role of the sound crew in production and post-production. Covers sound theory as well as applied practices with location sound recording and the process of audio post-production. Topics include editing dialogue, sound effects, ADR, and creating a final sound mix with Regent's Pro Tools editing and mixing system.

Script and Screenwriting

SSW 502 Writing Tools (1) Practical and spiritual tools useful in creating the life of a professional writer. Professional script formatting and presentation, faith and the business, pitching, networking, time management and writing habits. This class may substitute for 1 credit hour of Practicum (SSW 680).

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

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

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

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

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

SSW 614 Topics in Scriptwriting (3) Various topics involving the writing of scripts for the screen, stage, or other media. Topics will be based on the strengths and interests of the instructor. Topics include, but are not limited to, narrative adaptation, genre writing, and writing for the Internet. May be repeated when topics vary.

Department of Theatre Arts

THE 627 Makeup for the Stage & Screen (3) Opportunity to gain expertise in designing and applying a variety of makeup techniques including: corrective, fantasy, animal, special effects, old age and will culminate in the introduction of latex prosthetic pieces. Student will be required to purchase a personal makeup kit.

THE 632 Theories & Concepts in Acting (3) An in-depth examination of a variety of theories and techniques of dramatic stage acting. Emphasis placed on Constantin Stanislavski's system and the application of his theories and principles in exercises and performance presentations. This course may be taken for doctoral credit with approval.

THE 633 Theories & Concepts in Directing (3) An in-depth examination of a variety of theories and techniques for directing live performances for the stage. Emphasis placed on various principles, techniques, and approaches to directing dramatically effective presentations. The student will participate in classroom exercise work designed to prepare the student to apply what they learn in various types of performance presentations. Emphasis placed on script analysis, principles of staging, and collaborating with actors. Doctoral credit with approval.

THE 635 Theatre in the Church (3) Nexus of Christian church and theatrical elements - playing space, architecture and design, actor/audience relationship, symbolic gesture, mimetic movement, theatrical representation and ritualized dialogue. Strategies and techniques for integrating various forms and types of theatre into the Christian church setting.

THE 641 History and Criticism of the American Musical (3) Explores the evolution of American musical theatre from its origins to recent movie-adaptations. Students also examine the role of the musical theatre historian providing show research and audience within a theatrical organization.

THE 651 Theatre Promotion & Management (3) Operation of facilities, promotion of events, ticketing and house management issues, especially at performance-based arts venues. Budgeting, legal considerations, and marketing of events along with leadership principles are covered.

THE 680 MA Practicum in Theatre Performance (1) Students accrue academic credit for performing in Mainstage and/or studio productions. Acting/Directing students may earn these credits for directing Mainstage and/or studio productions. Pass/No Pass.

THE 681 MA Practicum in Theatre Production (0-3) Students develop proficiencies in the design and technical aspects of a production, as many companies require actors to serve on running crews. Crew assignments may be drawn from a variety of production opportunities in the areas of scenery, costume, makeup, sound, lights, and props. Pass/No Pass.

THE 682 Projects in Theatre Ministry (1) Individual ministry focused performance projects designed for touring, ministry and outreach. (Repeatable up to 3 credit hours).

THE 700 Research & Aesthetics in Theatre (3) An in depth examination of the philosophical and methodological strategies of graduate study within the field of the theatrical arts. Emphasis is placed on historical/critical research methods, principles of formalist analysis, Christian Aesthetics and the completion of individual research projects designed to prepare the student for the culminating experience of the Thesis/Creative Project.

THE 710 The Meisner Technique 1 (3) Meisner's approach trains actors to get out of their own heads and into reading the behavior generated by their scene partners. It accepts as a basic premise that actors build each others' characters, moment by moment, together. The course will explore, in some depth, such Meisner exercises as: "The Reality of Doing,"

“Point of View,” “Pinch and Ouch,” “What’s Happening,” “Working Off,” “Coming to the Door,” “Doing Fully,” “In the Extreme,” “Taking It Personally,” “In Relationship” and “Raising the Stakes.” This course will take as its focal point exercise work as opposed to intense scene study. Any scene work will be drawn from contemporary dramatic literature.

THE 711 The Meisner Technique 2 (3) A continuing study of Sanford Meisner’s Approach to actor training. Focuses on preparing the actor to access and control release of emotion. Exercise work includes: “Setting the Stage,” “Emotional Preparation,” “Coming Home to Be Alone,” “Coming Home to Do,” “Roommates,” and “The Highest Stakes.” Acting 2 has a more demanding scene study component than Acting 1. Scene work will draw upon the dramatic works of Henrik Ibsen and Anton Chekhov.

THE 713 Text Analysis for Production (3) Designed to familiarize students with the principles, methods, and procedures involved in the analysis of written dramatic texts intended for film, television, or theatrical production. Helps students identify the different elements contained within a script and to understand how each of these relate to one another and work together in creating the overall impression as a work of art. Examines the numerous devices used by artists and technicians in production to communicate their ideas about the written text and how these devices can affect interpretation and realization of the text in production. Focuses primarily on the examination and analysis of dramatic texts for the purpose of script, character and artistic interpretation.

THE 714 Combat for the Stage (3) Aesthetic/safety principles and practical techniques utilized in the staging of unarmed combat and medieval broadsword for the stage.

THE 715 Voice and Movement: Foundations (3) A healthy environment for integrated voice and movement work utilizing a psycho-physical approach, including tension/release, proper alignment, centering and breath work, economy of movement and freedom from habitual limitations.

THE 716 Voice and Movement: Cycles of Expression (3) Expressive cycles in the physical life of the actor, including kinesthetic awareness, expressive continuums, integrated breath cycles, physical properties of expression and character energies. Prerequisite: THE 715.

THE 717 Voice and Movement: Dialects (3) Major performance dialects utilizing the International Phonetic Alphabet, ear training and healthy principles of vocal mechanics. Prerequisite: THE 715.

THE 718 Voice and Movement: Performance Integration (3) Practical application of integrated voice and movement training to a range of play texts, focusing on the synthesis of kinesthetically-based techniques. Prerequisite: THE 716.

THE 719 Dramaturgy (3) History and role of the dramaturg in developing production concepts, research, choosing translations, and developing adaptations of literature for performance. The dramaturg’s functions within a theatrical organization to assist in season selection, audience education, and audience development.

THE 720 Director/Designer Collaboration (1) Explores in depth the shared and separate responsibilities of the director and designer, providing a practical perspective on the collaborative process of creating a scenic, costume, lighting and/or audio design.

THE 721 Rapier & Dagger for the Stage (3) Introduces a variety of safety/aesthetic principles as well as practical techniques utilized in staging Renaissance sword fights for the stage. Principles covered include: distance/measure, partnering, cue-reaction-action, masking, reversal of energy, and the pyramid of safety. Techniques covered will be drawn from the following categories: footwork, cuts, thrusts, parries, cross parries, hand parries, reinforced parries, direct and complex attacks, *prise de fer* (taking of the blade) attacks, avoidances, dagger attacks, combining unarmed techniques with blade work.

THE 722 Advanced Directing for the Stage 1 (3) Review of the basics of composition, text analysis, ground plan development, moving on to Central Image Concept and advanced Actor Coaching techniques in directing for the theatre. Deals with contemporary and period dramatic analysis. Students will be prepared for both the practical and visionary aspects of the art of directing.

THE 723 Advanced Directing for the Stage 2 (3) Examine the contributions of a variety of innovative directors of the 20th and 21st centuries. Research application and a variety of dramaturgical techniques are examined. An in-depth examination of the role and function of the director as visionary, artist, craftsman, team leader, dramaturge, scholar, and practitioner, also is a blend of scholarly research and practical application via selected scene work.

THE 724 Stage Management for the Theatre (1) Covers the duties and responsibilities of a production stage manager. Emphasis is placed on learning organizational skills and communication skills affecting all members of a production team. Working with and adapting to Actors Equity regulations is included.

THE 725 Theatrical Design Process 1 (3) Provides an intellectual analysis as well as practical and emotional perspective of the process of creating a scenic, costume, lighting or audio design. Emphasis is placed on script analysis, research methods, implementation and evaluation. Students investigate the impact of resources on the creation of a work of art.

THE 726 Theatrical Design Process 2 (3) Explores in depth the tools and techniques utilized by theatrical designers to bring their work to the stage. Students produce designs for creating scenery, costuming and lighting for a production.

THE 727 Movement for the Actor (3) Well-trained actors have voices and bodies that register the subtlest of thoughts and emotions generated by the actor while in character. Movement for the Actor is a process-oriented course that trains the actor's body to be fully responsive to the demands of physical characterization. Utilizing a mix of stage movement modalities, the student will develop an evolved kinesthetic awareness as a tool in the acting process.

THE 728 Scene Study (3) Utilizes the concepts of "practical aesthetics" to further solidify the advanced actor's application of objective-driven acting technique to scene work. Drawing heavily from the work of the Atlantic Theatre Company, this course proposes practical solutions to balancing pre-production analysis (intellect) and spontaneous, moment-to-moment discoveries in performance (intuition). Course concepts are applied to an intensive scene study, primarily in contemporary theatrical literature.

THE 729 Advanced Scene Study (3) Intensive scene study applied to the texts of major twentieth century playwrights whose works present unique challenges for the contemporary actor. Prerequisite: THE 728.

THE 730 Screen Acting 1 (3) Designed to teach the techniques and methods of screen acting for single-camera productions (although multiple-camera productions are also addressed). Students are required to prepare and perform scenes for presentation in class, to actively participate in classroom exercises and discussions, and to perform as on-camera talent for student productions outside of class in conjunction with other Film and/or Television classes taking place at Regent University.

THE 731 Screen Acting 2 (3) An advanced-level acting course for on-camera performance. Students are expected to already have a basic knowledge of and experience with the unique requirements of screen acting. Students should already be able to adapt the level of performance to various types of camera shots. The class builds on this base knowledge and concentrates on intense scene study to isolate and target those specific moments that define and shape believable, artistically appropriate on-screen performances. The course also focuses on commercial and professional scenes.

THE 740 Acting Shakespeare (3) Provides the advanced actor with the various facets of approaching Shakespearean dramatic texts. An emphasis is placed on diction, voice quality, builds, playing through lines, and finding a physical and emotional subtext for the language. Work is memorized from Sonnets, soliloquies, and dramatic scenes both serious and comic. An ensemble and individual work in vocal dexterity and sensitivity is also applied.

THE 741 Acting in Periods & Styles (3) Focuses on the drama and performance styles of the theatre of Ancient Greece, Neoclassical France and England, the Commedia dell'Arte of Renaissance Italy, and Theatre of the Absurd. Students are introduced to the cultural milieu of each of the above-mentioned historical periods and the theatrical conventions in force at that time; and participate in a variety of exercises designed to immerse him/her in that particular period or style of theatre. Each student performs scene-work drawn from dramatic literature written during each of the abovementioned periods or styles of theatre or drama. Work with Greek and Commedia dell'Arte mask is also included.

THE 750 Auditioning & the Business of Acting (3) Variety of approaches to auditioning examined: the prepared audition, cold reading, and improvisation. Students work on a series of audition pieces so as to have a polished repertoire available upon completion of their degree. Course covers the tools necessary for an actor to market themselves, including head shots, resumes, cover letters, interview technique, and finding "survival" jobs while maintaining a career as an actor.

THE 775 Special Topics in Theatre (1-3) Offered on a rotating basis, designed to provide additional scholarly and practical topics of interest for credit. May be repeated for up to 6 credits.

THE 780 MFA Practicum in Theatre Performance (1) Affords students the opportunity to accrue academic credit for acting in Mainstage and/or studio productions. Acting/Directing students may earn these credits for directing Mainstage and/or studio productions. Students may register for this course to fulfill elective requirements. Pass/No Pass

THE 781 MFA Practicum in Theatre Production (0-1) Participation on production running crews. MFA Acting students are required to serve on a minimum of four (4) running crews during residency. The student may register for 0 to 1 credit per running crew assignment. If taken for credit, this credit may be applied to fulfilling elective requirements. Crew assignments may be drawn from a variety of opportunities in the area of technical support. If taken for zero credits, there is no charge applied for tuition or fees. Pass/No Pass

THE 795 Theatre Internship (3) Students may fulfill elective requirements by being engaged to act with a professional or semi-professional company. The number of credits available to the student is determined based upon the student's contracted responsibilities, but no more than three credits per academic term may be earned. Students may earn a maximum of six credit hours of THE 795 to be applied to fulfilling degree elective requirements. Pass/No Pass

THE 799 MFA Creative/Thesis Project (1-3) MFA Acting students perform a major role in a Mainstage production during one of their final two semesters in residence. MFA Acting/Directing students direct a full-length production. This creative project includes a written component, or thesis, requiring research, analysis, and clear evidence of application. Pass/No Pass

THE FACULTY

Regent University School of Communication and the Arts has an active, distinguished faculty of published scholars, playwrights and media professionals.

Brown, William J. (1992), Ph.D., University of Southern California; *Professor, English and Communication Studies*

Crawford, Kevin (2014), Ph.D., Regent University; *Visiting Assistant Professor, English and Communication Studies*

Fraser, Peter (2010), Ph.D., University of Illinois; M.A., Wheaton College; *Associate Professor, English and Communication Studies; Sr. Associate Dean, the College of Arts and Sciences, Director, School of Communication*

Gompper, Jan (2017), MFA, Minnesota State University; *Associate Professor, Performing Arts and Music*

Harrell, Eric (2005), MFA, University of Nebraska; *Associate Professor, Performing Arts and Music*

Hill-Kirkland, Michael (2002), Ph.D., University of Utah; *Professor, Performing Arts and Music*

Keeler, John D. (1978), Ph.D., University of Texas-Austin; *Professor, English and Communication Studies*

Mattix, Micah (2016), Dr. ès lettres, University of Fribourg; *Associate Professor, English and Communication Studies; Chair*

Perry, Stephen D. (1995), Ph.D., University of Alabama; *Professor, English and Communication Studies*

Quicke, Andrew C. (1986), M.A., Oxford University; *Professor, Media and Visual Arts*

Southerland, Peggy (2001), B.A., University of Maryland; *Professional in Residence, Media and Visual Arts; Chair*

Weaver-Seitz, Megan (2016), M.F.A., Chapman University; *Assistant Professor; Media and Visual Arts*

Williams, Vince (2017), MFA, Chapman University; *Associate Professor, Media and Visual Arts*

Xu, David X. (2011), MFA, Pratt Institute; *Associate Professor, Media and Visual Arts*

EMERITUS FACULTY

Budd, Richard W. (2000), Ph.D., University of Iowa

Clark, David, Ph.D., Bowling Green University; Founding Dean of the School of Communication and the Arts

Lawing, John V. (1978), M.Div., Gordon-Conwell Theological Seminary

Schihl, Robert J. (1978), Ph.D., State University of New York at Buffalo



SCHOOL OF DIVINITY

DEAN'S MESSAGE

Welcome to the School of Divinity!

If I could have a one-on-one conversation with you I would want to know the narrative of your calling and the dream that God has put in you for His kingdom advancement. Only then would I ask you how you think our school can help bring that to pass for you and through you. We believe that you are fearfully and wonderfully made according to Psalm 139. That requires us to know your design, desires, dreams and sense of destiny in order to serve you well.

I know for certain that our teachers are also fathers and mothers in the faith. That means they care about you as much as they educate you. Their dream is to see you stand on their shoulders and do exploits for God that go beyond their own. Their success is your success.

One thing that most of our students have discovered is that much of their formation and training has come from the relationships with both their teachers and their fellow classmates, both face-to-face and online. As a multid denominational divinity school, we stand apart from other seminaries because of the strength and diversity of our distinguished faculty and students who come from many church families and traditions. As iron sharpens iron you will become honed as an instrument for rebuilding the broken walls of our generation through the wonderful men and women who have made this school a key part of their ministry family.

We believe that the Holy Spirit has led you here with a hunger for excellence in your calling and a passion for God's Word that is understood and applied in a Spirit-led manner to the opportunities and challenges in our cultures. Our curriculum is biblically based, Christ-centered and prioritizes the renewing work of the Holy Spirit. We have forged new paths in providing accredited nontraditional ministry education program formats that allow our students to pursue their degree while remaining in their ministry context. Our graduates are at work passionately around the world ministering in churches, the marketplace, the public square and other domains.

The Regent University School of Divinity will prepare you for a ministry that will not look like what we have seen in the past. It will empower women and men to lead in multi-ethnic, multi-cultural and multi-generational ministry; while honoring the best of the past and innovating the best for the future. Here, you will experience academic excellence that reflects the mind of Christ, and enjoy learning best practices to help you serve with the heart of the Father.

Let God Arise!

Corné Bekker, D.Litt. et Phil.

Dean

CONTACT INFORMATION

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

Enrollment Services

School of Divinity

Regent University

1000 Regent University Drive

Virginia Beach, VA 23464-9800

757-352-4016 or 800-723-6162 (Option #1, followed by option #1)

Fax: 757-352-4534

E-mail: divinityadmissions@regent.edu

Website: www.regent.edu/divinity

MISSION AND PHILOSOPHY

The School of Divinity serves students from many church traditions and backgrounds (denominational and independent). We desire to assist students, within their own ministry and church tradition, to become more effective in various spheres of influence. In particular, we seek to serve students and churches within the spiritual renewal movement.

As an educational and faith community we assume that students are active and experienced in ministry. Correspondingly, we seek to encourage growth in spiritual formation, Christian integrity, fruit and gifts of the Spirit, a commitment to the Church, and the outward thrust of evangelism and missions.

Our mission is to provide theological education that seeks to be faithful to the Scriptures and emphasizes the renewing work of the Holy Spirit in order to form men and women who will bear witness to the gospel of Jesus Christ in the church, the academy, and the world.

DISTINCTIVES OF THE SCHOOL

The School of Divinity is committed to providing Christian education and training from a renewal perspective for the spiritual equipping of men and women who will contribute to the renewal of the Church and the evangelization of the world. The school is committed to the following core values:

1. Spiritual formation within the context of life-long learning which recognizes the on-going development of Christ-like character as the primary building block for Christian life and service
2. Leadership development from a renewal perspective which embraces the contemporary expression of the Holy Spirit
3. Excellence in biblical, theological, and academic education which is grounded on the authority of the Bible as the inspired Word of God, and which reflects cutting edge scholarship
4. Practical training and experience which promote healthy habits of the heart, mind, and spirit, and which equip graduate professionals for fruitful ministry in the church, community, and the world
5. Advancement of world evangelization and discipleship, which are primary mandates of the Bible

ACCREDITATION

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

The School of Divinity is also accredited by The Association of Theological Schools in the United States and Canada (ATS), The Commission on Accrediting of the Association of Theological Schools. 10 Summit Park Drive, Pittsburgh, PA 15275, 412-788-6505 www.ats.edu, to offer the following degrees: M.A. in Practical Theology, MTS, MDiv, ThM, DMin and Ph.D. in Renewal Theology.

(<http://www.ats.edu/MemberSchools/Pages/SchoolDetail.aspx?ID=181>)

SPIRITUAL FORMATION

All incoming students, through the process of Spiritual Formation Foundations (SFRM 501), focus on spiritual, intellectual, emotional and relational preparation towards fulfilling their vocational calling in a professional context. Students are

encouraged to develop Christ-like character, relational qualities and professional preparedness toward the achievement of God-directed vision and mission goals in career ministry.

Specifically, students explore vocation from a the perspective of the Bible; investigate the meaning of leadership; discover their own leadership profile, ministry giftings, strengths and weaknesses in relation to personal needs for growth and maturity; examine basic life and faith questions; develop a written vision and mission statement relevant to vocational calling and professional goals; and begin a professional portfolio and resource network to assist in future career placement.

FINANCIAL AID

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

Award Eligibility

The School of Divinity reviews financial aid applications after students have been accepted. Several financial aid options are available to eligible students. To be eligible, students must be enrolled at least full or part time (depending on the award), be in good academic standing (i.e., cannot be on academic probation) and making satisfactory academic progress towards a degree, be able to meet minimum cost-of-living expenses and demonstrate personal initiative through savings, personal support or other income. Following is a list of the various Divinity financial awards. For more information, application deadlines or a financial aid application, contact the School of Divinity Enrollment Services Office.

Divinity Incentive Awards

Divinity Incentive Awards are merit-based awards that seek to provide incentive for: 1) previous academic achievement (cumulative GPA); 2) professional excellence; and 3) ministry/leadership potential. This category includes the Dean's Leadership Incentive Award, the Harvey Memorial Scholarship, and the J. Rodman Williams Scholars Award.

Divinity Investment Grants

Divinity Investment Grants are awards that are investments into the lives of students who demonstrate potential for ministry and are in financial need. These awards are designed to encourage students to complete studies as rapidly as possible and to assume active ministry roles. This category includes the Church and Seminary Matching Grant, the Ministry Partnership Award, the Seminarian Investment Grant (for part-time students), the Seymour/Mason Diversity Award, the Divinity Women in Ministry Award, the Distance Education Award and the Benny Hinn Endowment for World Evangelization.

Grants for International Students

International students may qualify for one of three awards based on academic merit, ministry/leadership potential and demonstrated financial need. These awards are the International Ambassadors Grant, the International Student Fund and the Benny Hinn Scholarship for World Evangelism.

Military Discount

The online distance education program is approved by DAN TES (Defense Activity for Non-Traditional Educational Support). Military students who receive tuition assistance through DAN TES are eligible to receive a tuition discount from Regent University. Once accepted to the program, students may receive extensions to complete their coursework as needed. Students must be in good academic standing (i.e., **cannot** be on academic probation) and be making satisfactory academic progress toward a degree. For additional information, contact the Central Financial Aid Office.

PROGRAM OVERVIEW

The School of Divinity offers both non-degree and degree programs. The School of Divinity has the following non-degree programs: Alumni Continuing Education Program, Certificate Programs, A.C.T.S.; Spouse Observer's Program; Local Pastors' Program; and Continuing Education Program. The School of Divinity offers the following degree programs: Master of Divinity (MDiv) [Professional, with ten concentrations]; M.A. in Practical Theology [Professional with four concentrations]; Master of Theological Studies (MTS) [Academic with four concentrations]; Master of Theology (ThM) [Advanced with three concentrations]; Doctor of Ministry (DMin) [with five concentrations] and Doctor of Philosophy (Ph.D. in Renewal Theology) [with four concentrations].

NON-DEGREE PROGRAMS OVERVIEW

Alumni Continuing Education Program

Allows graduates of the School of Divinity to take one course per term (15 credits maximum) for \$100 (plus a one-time \$25 application fee). Alumni are designated as non-degree students for this ACE program.

Certificate Programs

Divinity certificate programs are designed for those seeking advanced study for continuing education and professional development. Certificate programs are available at the non-degree level in Biblical Studies (3 courses), Christian Spirituality and Formation (4 courses), Church Leadership (3 courses), Marketplace Ministry (4 courses), Missional Discipleship (4 courses), Practical Ministry (3 courses), and Worship and Media (4 courses). These certificates may be completed through a combination of online and modular course formats. Courses are completed at the non-degree level; however, students may earn graduate credit for certificate courses applied toward a degree program if further study is desired. Students who wish to complete a certificate program must complete the abbreviated application form for non-degree students and will not be eligible for federal financial aid. Certificate students wishing to earn an academic degree must apply separately to that degree program and meet full admission requirements. Acceptance into a certificate program does not guarantee acceptance into a degree program.

Certificate of Graduate Studies in Biblical Studies (9 credit hours)

The Certificate in Biblical Studies is a graduate-level certificate designed to provide basic understanding of the content and interpretation of the Christian Scriptures. This certificate is for non-degree seeking students only. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students choose three of the following 3-credit hour courses:

University Requirement:

UNIV LIB Information Research and Resources (0)

BIBL 500 Principles of Bible Study 1

BIBL 504 Biblical Hermeneutics

BIBL 506 Introduction to Biblical Languages

BNTB 500 New Testament

BOTB 500 Old Testament

Certificate of Graduate Studies in Christian Spirituality and Formation (12 credit hours)

The Certificate in Christian Formation and Spirituality (CCFS) program is a graduate-level certificate designed for non-degree seeking students who desire a rigorous yet practical program for one or more of the following reasons: (1) personal knowledge, spiritual growth and Christian life enrichment; (2) preparation for specific ministry, mission, or other vocational endeavors; (3) preparation for, or as continuing education and training in leadership areas relative to Christian formation and discipleship; (4) a prelude to a master's degree program; or (5) a requirement for a shorter yet academically and spiritually substantive program.

This certificate can be completed entirely online or through a combination of online, modular and on-campus courses and requires successful completion of the following four, 3-credit hour master's-level courses:

University Requirement:

UNIV LIB Information Research and Resources (0)

SFRM 501 Spiritual Formation Foundations

SFRM/PMIN 509 Models of Biblical Discipleship

SFRM 510 Christian Spirituality

SFRM 601 Spiritual Formation & Community

Certificate of Graduate Studies in Church Leadership (9 credit hours)

The Certificate in Church Leadership is a graduate-level certificate designed to enhance the skill level and focus of today's Christian church leader. It provides an important look at essential areas of leadership, discipleship, administration, pastoral care, and conflict resolution. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students choose three of the following 3-credit hour courses:

University Requirement:

UNIV LIB Information Research and Resources (0)

SFRM/PMIN 509 Models of Biblical Discipleship

PMIN 511 Pastoral Care, Counseling & Conflict

PMIN 514 Christian Leadership Development

PMIN 515 The Ministry Leader: Lifestyle & Skills

PMIN 519 Ministry Administration

SFRM 501 Spiritual Formation Foundations

Certificate of Graduate Studies in Marketplace Ministry (12 credit hours)

The Certificate of Graduate Studies in Marketplace Ministry is a graduate-level certificate designed to enable students to understand the contemporary marketplace from the perspective of a Christian worldview, to apply biblical and theological principles to the practice of ministry in the 21st century marketplace, and to employ tools of organizational leadership and business within a ministry marketplace context. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students in the CGS in Marketplace Ministry choose any two courses from the School of Divinity courses listed below:

University Requirement:

UNIV LIB Information Research and Resources (0)

BIBL 500 Principles of Bible Study 1

BIBL 510 Unity of the Bible

ICSD 545 Intercultural Communication

PMIN/SFRM 509 Models of Biblical Discipleship

PMIN 600 Online Technologies and Digital Media in Ministry

SFRM 501 Spiritual Formation Foundations

THEO 505 Worldviews

THEO 506 Practicing Theology

THEO 522 Christian Ethics

In addition, students choose any two courses from the School of Business and Leadership or the Robertson School of Government courses listed below:

GOV 693 Managing Not-for-Profit & Faith-Based Organizations

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

GOV 696 Not-for-Profit Start-Up

LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation

LMOL 604 Motivation, Teams, Coaching & Mentoring

LMOL 605 Organizational Communication, Conflict Resolution & Negotiation

LMOL 606 Strategic Thinking, Planning & Organizational Change

LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation *or* MBA 621 Innovation & Technological Success

MBA 630 Marketing

MBA 679 Business Planning & Launch

Certificate of Graduate Studies in Missional Discipleship (12 credit hours)

The Certificate of Graduate Studies in Missional Discipleship is a graduate-level certificate that addresses the challenges of missional discipleship with a particular emphasis on Lutheran studies. Courses within the certificate prepare students to bring biblical, historical, and theological resources to bear on contemporary missional, pastoral, and discipleship tasks in the North American context. This certificate is for non-degree seeking students only. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses and requires successful completion of four of the following 3-credit hour master's-level courses:

University Requirement:

UNIV LIB Information Research and Resources

BIBL 540 Promise, Covenant & Kingdom

HCHT 524 Luther: Man and Mission

HCHT 525 Lutheran Christianity

PMIN 506 Priests, Disciples & Mission

SFRM 501 Spiritual Formation Foundations

SFRM/PMIN 509 Models of Biblical Discipleship

THEO 518 Confessional Theology

THEO 527 Bonhoeffer and Life Together

Certificate of Graduate Studies in Practical Ministry (9 credit hours)

The Certificate in Practical Ministry is a graduate-level certificate designed to encourage the practical application of Christian principles in the context of ministering to others. This certificate is for non-degree seeking students only. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students choose three of the following 3-credit hour courses:

University Requirement:

UNIV LIB Information Research and Resources

SFRM 509/PMIN 509 Models of Biblical Discipleship

PMIN 514 Christian Leadership Development

PMIN 553 Intercession as Ministry: Principles & Practice

PMIN 574 Foundations for Ministry Coaching

SFRM 501 Spiritual Formation Foundations

SFRM 510 Christian Spirituality

Certificate of Graduate Studies in Worship & Media (12 credit hours)

The Certificate in Worship and Media is a graduate-level certificate that allows students to gain an understanding of key aspects of worship ministry as well as to become equipped with the tools and technology that support authentic worship in contemporary contexts. This certificate is for non-degree seeking students only. This certificate can be completed entirely online or through a combination of online, modular and on-campus courses. Students in the Worship and Media Certificate choose any two WSHP courses in the School of Divinity from the list below:

University Requirement:

UNIV LIB Information Research and Resources

WSHP 527 Worship in Everyday Life (3)

WSHP 528 Worship: Biblical Perspectives (3)

WSHP 529 Psalms, Hymns, & Spiritual Songs (3)

WSHP 530 Contemporary Worship (3)

WSHP 531 The Worship Leader (3)

In addition, students choose two of the following courses from the School of Communication and the Arts:

COM 607 Social Media & Internet Marketing (3) cross-listed with JRN 607

COM 632 Media & the Church (3)

CTV 604 Redemptive Film (3)

JRN 550 Journalism Technology Tools (3)

THE 635 Theatre in the Church (3)

Advanced Courses in Theological Studies (A.C.T.S.)

The A.C.T.S. is a non-degree program of up to 36 credit hours. It is designed to assist applicants who possess a master's degree in a theological discipline and three or more years of full-time ministry experience, and wish to become academically eligible to apply to a Doctor of Ministry (DMin) program [those wishing to apply to a seminary Doctor of Philosophy (Ph.D.) program might also be accommodated]. Normally, applicants to DMin programs must possess the Master of Divinity (MDiv) or its academic equivalency to be eligible to apply for admission. The A.C.T.S. builds upon a student's academic experience to provide the academic equivalent of the MDiv (normally considered to be a minimum of 72 hours).

The primary objective of the program is to offer the student theological education as enrichment for professional development, while serving as a prerequisite for applying for admission to a DMin [or seminary Ph.D. program]. Completion of the A.C.T.S. program does not automatically guarantee admission to the doctoral program.

A.C.T.S., although a non-degree program, is graduate level, theological study. To be eligible for the A.C.T.S., applicants must possess an ATS-accredited master's degree in a theological discipline, with no less than 36 credit hours of academic work. The certificate is awarded upon successful completion of all course work. Courses are offered in the areas of Bible, theology, Church history, New Testament Greek and Old Testament Hebrew, and a ministry specialization, depending on the student's individual needs regarding MDiv equivalency. Courses required for the A.C.T.S. are individualized according to the student's needs and previous work reflected on graduate transcripts. A variety of venues for completing the A.C.T.S. are available, including on-campus courses, one-week intensive courses (modular), online courses, and independent studies.

Spouse Observer's Program

The commitment of the School of Divinity does not end with its students, but extends to families also. In many instances after graduation, a student spouse may share in considerable ministry responsibilities. The Spouse Observer's Program allows spouses the opportunity to experience some of the spiritual, academic and professional development opportunities alongside the seminarian. With the permission of the instructor of the course, spouses may join Divinity students in on-campus and modular classes as a nonparticipating observer. While credit is not granted for the experience, the perspectives and skills gained result in stronger seminary families and, eventually, ministry families. Participation is contingent upon space availability and the permission of the instructor.

Pastors' Lifelong Learning Program

A great way of receiving ongoing ministry and academic training, the Pastors' Lifelong Learning Program is designed for pastoral staff members who are:

- in full-time ministry
- paid (not volunteer)
- currently serving in churches
- graduates of accredited institutions with 4-year undergraduate degrees

The Pastors' Lifelong Learning Program is a for-credit (transcripted) program, but is also a non-degree program (i.e. not for pastors who are seeking to earn a master's degree from the School of Divinity). Pastors seeking a degree should, instead, apply through the normal admissions process and ask about financial aid options.

Pastors may enroll in one course per academic year for \$150 plus fees and an initial, \$25 application fee. Pastors may take advantage of this benefit each academic year without ever having to re-apply. Pastors in this non-degree seeking program may take up to 15 credits, enrolling in one course per academic year. Only graduate-level, Divinity courses are offered under the Pastors' Lifelong Learning Program.

Those who are *not* eligible for this program include:

- Regent students in auxiliary pastoral roles
- pastors who are current Regent students and receiving financial aid awards
- pastors who are seeking to take Doctor of Ministry and Ph.D. courses (as well as some master's-level courses with prerequisites)
- those seeking to use Continuing Education Units (CEU)

To enter the program: complete and submit the [Divinity Application](#). A School of Divinity Registration representative will contact you to facilitate registration for the first course. A "pastor's hold" will also be placed on your student account,

meaning that you will be unable to register for another course until the next academic year. Each time you wish to register, you will need to contact [Divinity Enrollment Services](#).

Continuing Education Program

For more information about the CEU Program contact the Divinity Registration Representative.

PARTNERSHIPS AND AFFILIATIONS

The School of Divinity is one of the Associated Schools of Jerusalem University College (formerly the Institute of Holy Land Studies), and is recognized by the Association of Clinical Pastoral Education as providing academic certification requirements. The School of Divinity is a charter member of the Pentecostal Research and Preservation Consortium along with Asbury College, Billy Graham Center at Wheaton College and Oral Roberts University. These partnerships are in keeping with the mission and expanding impact of the School of Divinity and Regent University.

MASTER'S DEGREE REQUIREMENTS

- UNIV 500, unless an exemption is issued. Students granted an exception to UNIV 500 will be required to complete the Divinity-specific section of UNIV LIB.
- Students who plan to graduate in a given year must fulfill the requirements and timetable on a clearance sheet available from University Advising. Items that must be met include:
 1. Review and complete an Academic Degree Plan (ADP) with the Academic Advisor prior to completion of the first year of courses
 2. Completion of core courses for the degree plan
 3. Completion of elective hours
 4. Completion of internship or culminating experience (thesis or comprehensive exam). Details for comprehensive exams are available from the divinity academic dean's office.
 5. Exit survey
 6. NOTE: A student in the LAST TERM of a master's program may apply for an exemption to the final exam(s) in any or all courses taken during the final term. The conditions of an exemption include ALL of the following: (1) a 3.5 average in the class; (2) a 3.5 CGPA in the student's overall program; AND (3) if the professor agrees and concurs that the final exam is not "essential" to the course material and content [i.e., an exemption from final exam will not unduly penalize the student's learning of the course material and content]. The application for exemption is not automatic. The professor is not obligated to grant the request.

Students who choose the internship must follow the procedures in the *Internship Manual*. Students who opt for the thesis must follow the procedures and timetable in the *Thesis Manual* available on the School of Divinity website.

COURSE ATTENDANCE

In order to receive credit for a course, students must attend a minimum of 70% of courses, which have a residency or an on-campus requirement. Whether the course is standard, modular or hybrid in type, residency is an essential component of the requirements for these courses. Merely completing the assigned work is not sufficient to receive a grade for courses that have a residency requirement. This applies to masters and doctoral courses in the School of Divinity. NOTE: particular courses may assign credit for attendance and discount the final grade for a lack of attendance, even above 70% (see course syllabus for particular procedures and requirements). Note that online course also require regular participation as specified in the relevant course syllabus.

AUDITING A COURSE

Certain on-campus School of Divinity courses may be audited with special permission from the Associate Dean of Academics. Ordinarily online and modular courses are not available for auditing. Audit tuition is 50% of the published tuition rate based on the program level of the course. Application for auditing a course is made through the Department of Academic Advising.

ADMISSIONS REQUIREMENTS for the Master's Programs

Refer to the “Admission to Regent Graduate Schools” section of this Catalog for additional information regarding admission procedures and requirements.

The School of Divinity does not require students to have undergraduate courses or degrees in Bible, theology, religion or philosophy. Admission to degree programs is a competitive process and is based on academic achievement as evidenced by college grades (minimum 2.50 GPA; 3.00 GPA preferred), an extemporaneous writing sample, maturity in spiritual and character qualities, personal interview, clergy recommendation, and personal goals consistent with the mission of Regent University. The School of Divinity encourages applications from men and women of all Christian church traditions, denominations and national and ethnic origins.

ADVANCED STANDING

Refer to the “Graduate Credit by Advanced Standing” section of this Catalog for additional information regarding university advanced standing policies. Advanced standing may be granted to students as follows:

- Students applying to Regent with a conferred bachelors or masters degree from **a regionally or ATS accredited institution** may be eligible for advanced standing credits for academic and professional equivalent coursework in the School of Divinity (cf. “Admission Criteria: Master’s or Professional Degree Program” section of the Catalog) Note that criteria for advanced standing are the same as those for transfer of credit.
- Up to 25% of the student’s degree may be granted in advanced standing. A maximum of 18 credits advanced standing may be awarded to a MDiv degree. A maximum of 12 credits of advanced standing may be awarded to a MTS or MA in Practical Theology degree. The combination of advanced and transfer credit may not exceed 49% of the student’s School of Divinity degree
- Graduates with an M.A. from Regent University who wish to be readmitted as MDiv students must submit an application to the MDiv program. Twenty-five percent of the total credits required for the MDiv degree can be subject to advanced standing. This petition is subject to formal review by the Associate Dean for Academics. Applicants are not re-admitted into a degree program and are not eligible to take classes until they have received positive notification from the dean’s office.
- Ordinarily, students applying to Regent from **a non-accredited institution** are not eligible for advanced standing.

TRANSFER CREDIT

Refer to the “Graduate Transfer Credit” section of this Catalog for additional information regarding university transfer credit policies. Transfer credit may be granted to School of Divinity students from coursework completed at a regionally or ATS accredited graduate school. Transfer credit may be granted up to 49% of the student’s School of Divinity degree.

Criteria guiding the acceptability of transfer credit include:

- **Currency of qualifications**—Coursework taken within a decade of the student’s graduation from Regent School of Divinity is available for transfer credit and advanced standing. Courses expire after ten years from completion, therefore coursework taken more than ten years prior may not be applied to a School of Divinity degree.
- **Relevance of the credit/s**—When a student can demonstrate that coursework completed at another institution reflects the curriculum, course content and level of instruction resulting in student competencies at least equivalent to those of assessment criteria of the School of Divinity, the student may be granted transfer credit. Course relevancy is determined by the Associate Dean for Academics.

- **Accredited work**—to be approved for transfer or advanced standing, coursework must have been taken from a regionally or ATS accredited institution. When appropriate, School of Divinity will consider awarding transfer credit for military or workforce training that has been evaluated by the American Council on Education (ACE), in accordance with ACE recommendations. Regent School of Divinity will accept transfer credit for Clinical Pastoral Education (CPE) completed at an institution accredited by The Association for Clinical Pastoral Education (ACPE). Transfer credit or advanced standing will not be awarded for coursework completed at an international institution without U.S. regional accreditation and/or ATS accreditation.
- **Availability of work**—Credits accepted for transfer cannot have been counted on a previously completed degree program at Regent or any other institution.
- **Course grades**—Courses with grades of B- and below for the MTS program or C- and below for the MDiv and M.A. in Practical Theology programs will not be accepted for transfer or advanced standing.

CAREER OBJECTIVES

Master of Divinity (MDiv)

The MDiv is considered by ATS the “normative” professional degree for ministry careers, especially those that focus on congregational ministries wherein ordination is desired. Foundations for sound ministerial philosophy and practice are laid through the in-depth study of the interpretation of the Bible, the languages of the Bible, and church history and doctrine. Practical skills and values are emphasized in practical theology, church leadership and missions-related courses. Students are offered opportunities to specialize in professional concentrations designed with the needs of the Church and society in mind. Patterns of ministerial practice are encouraged and confirmed in spiritual formation groups, fieldwork and internships in the areas related to students’ vocational interests. The MDiv is configured with ten possible concentrations: Biblical Studies, Chaplain Ministry, Christian Theology, Church and Ministry, History of Christianity, Intercultural Studies, Interdisciplinary Studies, Marketplace Ministry, Missional Discipleship, Practical Healing Ministry, and Worship & Media. According to ATS standards, it is the required degree for admission to the Doctor of Ministry program and the recommended first theological degree for admission to advanced programs oriented to theological research and teaching.

Master of Arts (Professional)

The primary purpose of M.A. degrees that ATS designates as professional or oriented toward ministerial leadership (in Specialized Ministry) is to equip persons for competent leadership in some form of specialized ministry in congregations and other settings. Although the MDiv is the standard degree for ordination, this type of M.A. is often sufficient for those interested in ordination within some ministry contexts. The School of Divinity offers an M.A. in Christian Spirituality & Formation and an M.A. in Practical Theology with the following concentrations: Christian Healing, Church and Ministry, Cosmogony, Intercultural Studies, Interdisciplinary Studies, Marketplace Ministry, and Worship & Media.

Master of Theological Studies (Academic)

The purpose of the Master of Theological Studies (MTS) degree is to provide a basic understanding of graduate theological disciplines for further graduate study or for general educational purposes. The MTS prepares graduates for participation in theological research, writing, and teaching by offering a foundation in theological studies, and is ideal for those interested in academic and research pursuits leading to academic doctoral work. The School of Divinity offers four concentrations within the MTS: Christian Theology, History of Christianity, Biblical Studies, and Interdisciplinary Studies.

Master of Theology (ThM)

The purpose of this advanced degree is to provide a fuller mastery of one area or discipline of theological study than is normally provided at the MDiv level. The program serves a variety of aims, including preparation for further graduate

study at the doctoral level, preparation for some forms of teaching, the scholarly enhancement of ministerial practice, or disciplined reflection on a specialized function in ministry.

Online Distance Education (DE)

Students in the MDiv, M.A. in Practical Theology, MTS, and ThM programs can complete their degree programs entirely through online classes or through a combination of online and face-to-face classes (including both traditional and modular classes.) Regardless of the mode of delivery, the course and program content is the same so that all students receive a comparable education within their area of study.

DEGREE PROGRAMS

Master of Theological Studies Degree (MTS)

MTS Program (Program delivered entirely online or partially online and partially face-to-face.)

The MTS is a 48-credit-hour academic degree designed to provide a basic understanding of theological disciplines for further graduate study or for general educational purposes. The MTS in the School of Divinity prepares graduates for participation in theological research, writing, and teaching by offering a general foundation in theological studies and an opportunity for specializing in a concentration. Students in the MTS program are required to maintain a 3.0 GPA.

The MTS is available in four concentrations

- Biblical Studies
- Christian Theology
- History of Christianity
- Interdisciplinary Studies

The goals of this program are to:

- Advance students' levels of proficiency in the content, theory, and practice of theological scholarship.
- Provide an educational experience that supports students' holistic formation with emphasis on Christ-like character and spiritual vitality.
- Enable students to develop competence in biblical literacy and interpretation, the history of Christianity, and theological reflection from a Renewal perspective.
- Prepare students for Christ-centered leadership in the education, training, and development of communities in which they serve.
- Enhance the global competence of students for balanced understanding, practice, and participation in diverse contemporary contexts of life.

Location of Instruction

The MTS may be completed at the Virginia Beach campus, online, or through a combination of distance education and residential courses.

University Requirement (must be completed in first semester):

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Course Requirements (48 credit hours)

Students in the MTS program take 18 credit hours of “context” courses, 12 credit hours of “perspectives” courses, 15 credit hours of “concentration” courses, and 3 credit hours associated with a summative experience.

Context Courses (18 credit hours): Students in this program are required to take the following context courses:

BIBL 504 Biblical Hermeneutics (3)

BNTB 500 New Testament (3)

BOTB 500 Old Testament (3)

Choose one from HCHT 501, HCHT 502, HCHT 503, HCHT 504 (3)

SFRM 501 Spiritual Formation Foundations (3)

THEO 500 Christian Theology (3)

Perspectives Courses (12 credit hours): Students in this program must choose courses as specified from the following perspectives course areas:

One language elective (3 credit hours):

BIBL 506 Introduction to Biblical Languages (3)

BNTB 540 New Testament Greek 1 (3)*

BOTB 540 Biblical Hebrew 1 (3)*

*Note: students choosing to take BNTB 540 or BOTB 540 to fulfill their language elective may choose to take the second course in sequence (BNTB 541 New Testament Greek 2 or BOTB 541 Biblical Hebrew 2) as one of their concentration courses.

One intercultural elective (3 credit hours):

ICSD 521 World Religions (3)

ICSD 500 World Christian Perspectives (3)

ICSD 531 Theology of Global Missions (3)

ICSD 545 Intercultural Communication (3)

THEO 522 Christian Ethics (3)

Two interdisciplinary electives (6 credit hours):

Students in the *Biblical Studies* concentration: one THEO course and one HCHT course

Students in the *Christian Theology* concentration: one HCHT course and one BOTB, BNTB, or BIBL course

Students in the *History of Christianity* concentration: one THEO course and one BOTB, BNTB, or BIBL course

Students in the *Interdisciplinary Studies* concentration: two courses from among the BIBL, BNTB, BOTB, HCHT, and THEO courses

Concentration Courses (15 credit hours): Students in this program choose from a range of classes in their concentration area.

MTS with a concentration in *Biblical Studies*: 15 credit hours in BOTB, BNTB, or BIBL courses beyond the required context courses

MTS with a concentration in *Christian Theology*: 15 credit hours in THEO courses beyond the required context course

MTS with a concentration in *History of Christianity*: 15 credit hours in HCHT courses beyond the required context course

MTS with a concentration in *Interdisciplinary Studies*: 15 credit hours in THEO, HCHT, BOTB, BNTB, or BIBL courses beyond the required context courses

*Note: In each of the above concentrations, one course may be taken in a complementary area within the School of Divinity and counted within the concentration.

Summative Experience (3 credit hours): Students in this program must complete a summative experience in the final year of their program. Students must seek formal approval for their summative experience from the Academic Dean in consultation their academic advisor. Summative experiences normally consist of one of the following:

DGEN 699 Thesis*

SFRM 503 Spiritual & Vocational Integration (3)

*Note: Students choosing to pursue the thesis option will also take DGEN 697 Preparing a Thesis Proposal as one of their concentration courses.

Total Degree (48 hours)

Master of Arts Degree (M.A.)

M.A. in Practical Theology Program (Program delivered entirely online or partially online and partially face-to-face.)

The M.A. in Practical Theology is a 48-credit-hour professional degree for those who have been called to specialized ministry settings. The heart of this program is the understanding from the perspectives of the Bible that theology is intensely practical in its application. Further, this program underscores the importance of balanced reasoning informed by Scripture, which precedes and inspires works of effective ministry. Spiritual formation, coursework, research, internships and practica are directed toward the development of practical solutions to ministry challenges.

This degree is intended to provide relevant studies of the Scripture and ministry foundations for pastors, staff ministers, missionaries, military personnel and other professionals pursuing further graduate work. It is an excellent preparation for anyone aspiring to leadership-service positions within the church, the church staff or within nonprofit organizations, e.g., Christian education director, minister to youth, staff pastoral counselor. Also, the program is ideal for ordination preparation for some churches and denominations.

The M.A. in Practical Theology is a professional degree related to and carrying the same GPA requirements as the MDiv degree. M.A. students are required to maintain a 2.5 GPA. The M.A. in Practical Theology is designed to prepare church leaders and Christian workers in foundational studies of the Bible and ministry skills. Ideal for ministry specialists, it prepares one for roles and tasks that might differ from those expected of senior pastors or other traditional church leadership roles.

Ministry specialists such as pastors to youth, evangelists, discipleship instructors and support-role missionaries may find this degree perfect for their individualized training needs. It provides the Christian ministerial foundations for those called to bi-vocational ministries, i.e., one pastoring a newly planted church while employing professional skills in the marketplace for financial support. The M.A. in Practical Theology is well-suited for ministers at the entry-level stage of development seeking the clarifying input of mentors and faculty. It is just as appropriate for senior ministry staff desiring a sabbatical or refresher experience. This program is the suggested degree plan for those on campus seeking a joint degrees option with one of the other colleges or schools at Regent University.

The M.A. in Practical Theology is available in seven concentrations:

- Church & Ministry
- Cosmogony
- Intercultural Studies
- Interdisciplinary Studies
- Marketplace Ministry
- Practical Healing Ministry
- Worship & Media

The goals of this program are to:

- Advance students' levels of proficiency in the content, theory, and practice of ministry.
- Provide an educational experience that supports students' holistic formation with emphasis on Christ-like character and spiritual vitality.
- Enable students to develop competence in biblical literacy and interpretation, the history of Christianity, and theological reflection from a Renewal perspective.
- Prepare students for Christ-centered leadership in the education, training, and development of communities in which they serve.
- Enhance the global competence of students for balanced understanding, practice, and participation in diverse contemporary contexts of life.

Location of Instruction

The M.A. in Practical Theology degree program may be completed either entirely online or at the Virginia Beach campus through a combination of online and face-to-face classes.

University Requirement (must be completed in first semester):

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Course Requirements (48 credit hours)

Students in the M.A. in Practical Theology program take 18 credit hours of foundational “context” courses, 15 credit hours of “perspectives” courses, and 12 credit hours of “concentration” courses and at least 3 credit hours associated with a supervised ministry experience.

Context Courses (18 credit hours): Students in this program are required to take the following context courses:

BIBL 504 Biblical Hermeneutics (3)

BNTB 500 New Testament (3)

BOTB 500 Old Testament (3)

Choose one from HCHT 501, HCHT 502, HCHT 503, HCHT 504 (3)

SFRM 501 Spiritual Formation Foundations (3)

THEO 500 Christian Theology (3)

Perspectives Courses (15 credit hours): Students in this program must choose courses as specified from the following perspectives course areas:

One intercultural elective (3 credit hours):

ICSD 500 World Christian Perspectives (3)

ICSD 521 World Religions (3)

ICSD 531 Theology of Global Missions (3)

ICSD 545 Intercultural Communication (3)

Three interdisciplinary electives (9 credit hours):

One BIBL BNTB or BOTB course (Biblical Studies)

One HCHT course (History)

One THEO course (Theology)

One ministerial leadership elective (3 credit hours):

PMIN 501 Leadership in Church & Ministry (3)

PMIN 524 Preparation of Biblical Messages (3)

PMIN 525 Pulpit Ministry (3)

THEO 522 Christian Ethics (3)

Concentration Courses (12 credit hours): Students in this program choose from a range of classes in their concentration area:

M.A. in Practical Theology with a concentration in *Church & Ministry*: 12 credit hours in PMIN and SFRM courses beyond the required perspectives course. One course may be taken in a complementary area within the School of Divinity and counted within the concentration.

M.A. in Practical Theology with a concentration in *Cosmogony*: 12 credits beyond the required context and perspective courses to include 6 credit hours in COSM 610 Philosophy of Science and COSM 615 Foundations of Scientific Inquiry and 6 credit hours from the College of Arts & Sciences course work listed below

College of Arts and Sciences: COSM 631 Origins of Life (3); COSM 632 Origins of the Cosmos (3); COSM 640 Issues in Cosmogony (3); COSM 650 Science Leadership & Communication (3)

M.A. in Practical Theology with a concentration in *Intercultural Studies*: 12 credit hours in ICSD courses beyond the required perspectives course. One course may be taken in a complementary area within the School of Divinity and counted within the concentration.

M.A. in Practical Theology with a concentration in *Interdisciplinary Studies*: 12 credit hours of courses in a variety of disciplines beyond the required context and perspectives courses. Up to two courses may be taken in another graduate school within the university.

M.A. in Practical Theology with a concentration in *Marketplace Ministry*: 12 credit hours to include 6 credit hours of School of Divinity coursework from the list below and 6 credit hours of courses from the School of Business and Leadership, School of Communication & the Arts, or the Robertson School of Government coursework from the list below:

Divinity courses: BIBL 500 Principles of Bible Study 1 (3); BIBL 510 Unity of the Bible (3). ICSD 545 Intercultural Communication (3); PMIN 509 Models of Biblical Discipleship (3); PMIN 600 Online Technologies and Digital Media in Ministry (3)

Business and Leadership courses: LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3); LMOL 604 Motivation, Teams, Coaching & Mentoring (3); LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3); LMOL 606 Strategic Thinking, Planning & Organizational Change (3); LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation (3) or MBA 621 Innovation & Technological Success (3); MBA 630 Marketing (3); MBA 679 Business Planning & Launch

Communication and Arts courses: COM 600 Story, Popular Culture & Worldview (3); COM 610 Influence through Entertainment (3); COM 632 Media & the Church (3); CTV 524 The Role of the Producer (2); CTV 612 Legal Issues (2); CTV 604 Redemptive Film (3); JRN 607 Social Media & Internet Marketing (3); JRN 550 Journalism Technology Tools (3); JRN 613 Feature Writing & Specialty Reporting (3); SSW 510 Story Structure for Stage & Screen (3); THE 633 Theories & Concepts in Directing (3); THE 635 Theatre in the Church (3)

Government courses: GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3); GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3); GOV 696 Not-for-Profit Start-Up (3)

M.A. in Practical Theology with a concentration in *Practical Healing Ministry*: 12 credit hours beyond the required perspective courses to include 3 credit hours in either HCHT 555 Healing in Christian Traditions or PMIN 557 Christian Healing and 9 credit hours from the list below:

THEO 504 Angelology & Demonology (3); PMIN 511 Pastoral Care, Counseling & Conflict (3); PMIN 553 Intercession as Ministry: Principles & Practice (3); PMIN 554 Christian Pilgrimage (3); THEO 542 Charismatic Renewal Theology (3); THEO 545 The Charismatic Movement Today (3); THEO 546 Pneumatology: the Doctrine of the Holy Spirit (3)

M.A. in Practical Theology with a concentration in *Worship & Media*: 12 credit hours; 6 hours in Divinity WSHF courses and of 6 hours from the School of Communication & the Arts courses from a selection of approved course options in the areas of Theatre, Strategic Communication and Journalism, or Cinema and Television.

Supervised Ministry (3 credit hours): Students in this program must complete a supervised ministry experience during the course of their program. Students must seek formal approval for their supervised ministry experience through the School of Divinity's Director of Field Education. Supervised ministry normally consists of the following:

SFRM 502 Internship: Ministry Formation (3)

*Note: Students wishing to gain additional practical experience during the course of their program may also wish to enroll in a Practicum (PMIN 580; ICSD 580) or an additional internship (PMIN 595) either of which can be taken in addition to SFRM 502 as one of their concentration courses.

Total Degree (48 hours)

M.A. in Christian Spirituality & Formation Program (Program delivered entirely online or partially online and partially face-to-face.)

The M.A. in Christian Spirituality & Formation is a 36-credit-hour professional degree for those desiring a rigorous yet practical program for their own personal growth in Christ, enrichment in knowledge, preparation for ministry and leadership, and/or as prelude to further study in other academic programs. The program intends to encourage further maturing of one's relationship with God and others. With the Bible as the primary source of recorded knowledge concerning Christian spirituality, formation, discipleship and related areas, the degree also includes theological and historical studies foundational to implementing the processes of formation, conformation and transformation in Christ, and the continuing life journey in discipleship through the empowerment of the Holy Spirit. Ideal for ministry specialists

in ecclesial, parachurch and other contexts, the degree's study program recognizes the vital and essential role of the church in Christian spirituality, formation and equipping for diverse vocations of service and leadership in ministry and mission. The M.A. in Christian Spirituality & Formation is a professional degree related to and carrying the same GPA requirements as the M.Div. degree.

Educational Goals

The goals of this program are to:

- Provide an integrated educational experience that focuses specifically on students' spirituality and holistic formation from a Trinitarian perspective, with emphasis on the individual's continuing inner process of transformation into the character of Jesus Christ through the power of the Holy Spirit.
- Equip students to integrate a sound knowledge of Scripture with practical application of scriptural principles and practices to facilitate formative spirituality and discipleship in personal life and professional contexts.
- Prepare students to serve and to lead others in integrating and applying the knowledge and processes of formative spirituality.
- Prepare and equip students to minister to believers of varying backgrounds and faith traditions by enhancing their understanding and appreciation of how cultural dynamics affect Christian spirituality, formation and discipleship.

Learning Outcomes

Upon completion of the program students will be able to:

- Evaluate the Biblical, theological, historical and contemporary aspects of Christian holistic formation and other relevant formation models from a Renewal traditions perspective.
- Select evaluative models of self-assessment to achieve goals for continuing growth in personal and professional contexts of life and ministry.
- Prioritize Scripture as the primary source of truth in applying the process of theological reflection to contexts and situations involving formational development and discipleship.
- Appraise the spiritual dynamics involved with formation and discipleship at both individual and corporate levels.
- Explain the process of synthesis and integration essential to Christian spirituality, formative spiritual development, discipleship, and Biblical scholarship.
- Evaluate the individual and corporate spiritual formation needs of a community to design and apply a disciplined process for the development of members' Christian growth and missional vision.
- Analyze the dynamics of culture, gender, and faith tradition in order to understand and appreciate how these differing dynamics affect spiritual growth in both personal and corporate contexts.
- Integrate and apply to one's life disciplined spiritual practices, ministries and growth-related processes for maturing in character and the ability to minister with integrity and effectiveness.

Location of Instruction

The M.A. in Christian Spirituality & Formation degree program is offered entirely online or on the Virginia Beach campus through a combination of online and on-campus courses.

University Requirement (must be completed in first semester):

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Course Requirements (36 credit hours)

Students in the M.A. in Christian Spirituality & Formation program take 18 credit hours of foundational “context” courses, 15 credit hours of “concentration” courses, and at least 3 credit hours associated with a supervised ministry experience.

Context Courses (18 credit hours): Students in this program are required to take the following context courses:

- BIBL 504 Biblical Hermeneutics (3)
- BNTB 500 New Testament (3)
- BOTB 500 Old Testament (3)
- Choose one from HCHT 501, HCHT 502, HCHT 503, HCHT 504 (3)
- SFRM 501 Spiritual Formation Foundations (3)
- THEO 500 Christian Theology (3)

Major Courses (15 credit hours): Students in this program choose from a range of classes in their major area:

Two core major courses (6 credit hours):

- SFRM/PMIN 509 Models of Biblical Discipleship (3)
- SFRM 510 Christian Spirituality (3)

Three major electives (9 credit hours):

- ICS 580 Missions Practicum (2-3)
- PMIN 553 Intercession as Ministry: Principles & Practice (3)
- PMIN 554 Christian Pilgrimage (3)
- PMIN 580 Practicum (1-6)
- PMIN 595 Internship (1-6)
- SFRM 601 Spiritual Formation & Community (3)
- SFRM 685 Seminar (3) (Christian Spirituality & Formation Topics)
- WSHP 527 Worship in Everyday Life (3)
- WSHP 528 Worship: Biblical Perspectives (3)
- WSHP 529 Psalms, Hymns, & Spiritual Songs (3)

Supervised Ministry (3 credit hours): Students in this program must complete a supervised ministry experience during the course of their program. Students must seek formal approval for their supervised ministry experience through the School of Divinity’s Director of Field Education. Supervised ministry normally consists of the following:

- SFRM 502 Internship: Ministry Formation (3)

Total Degree (36 hours)

The Master of Divinity Degree (MDiv)

MDiv Program (Program delivered entirely online or partially online and partially face-to-face.)

The MDiv is the traditional seminary degree that prepares men and women for professional ministry leadership roles. The 72 credit-hour MDiv is the comprehensive degree program in the School of Divinity incorporating elements of both the MTS and M.A. in Practical Theology. The MDiv allows students to focus in one of a number of concentration areas (Biblical Studies, Chaplain Ministry, Christian Theology, Church & Ministry, History of Christianity, Intercultural Studies, Interdisciplinary Studies, Marketplace Ministry, Missional Discipleship, Practical Healing Ministry, and Worship & Media). The MDiv prepares students for full-time Christian service leading to ordination by providing training and mentoring for the general practice of ministry in a church or parachurch organization or in a specialized ministry setting. The MDiv provides the broad theological and ministry perspectives required by most ordaining bodies, and is the standard prerequisite for the DMin and other terminal degrees. Students planning to pursue ordination or terminal degrees should consult providers of those opportunities to determine specific requirements.

The goals of this program are to:

- Provide an educational experience that supports students' holistic formation with emphasis on Christ-like character and spiritual vitality.
- Enable students to develop competence in biblical literacy and interpretation, the history of Christianity, and theological reflection from a Renewal perspective.
- Prepare students for Christ-centered leadership in the education, training, and development of communities in which they serve.
- Enhance the global competence of students for balanced understanding, practice, and participation in diverse contemporary contexts of life.
- Advance students' levels of proficiency in the content, theory, and practice of ministerial leadership.
- Advance students' levels of proficiency in a specialized area of theological studies (i.e. their area of concentration).

Location of Instruction

The MDiv may be completed either entirely online or at the Virginia Beach campus or through a combination of online and face-to-face classes.

University Requirement (Must be completed in first semester):

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Course Requirements (72 credit hours)

Students in the MDiv program take 18 credit hours of “context” courses, 30 credit hours of “perspectives” courses, and 18 credit hours of “concentration” courses. In addition, MDiv students take at least 3 credit hours associated with a supervised ministry experience, and 3 credit hours associated with a summative experience. MDiv students are required to maintain a 2.5 GPA.

Context Courses (18 credit hours): Students in this program are required to take the following context courses:

BIBL 504 Biblical Hermeneutics (3)

BNTB 500 New Testament (3)

BOTB 500 Old Testament (3)

SFRM 501 Spiritual Formation Foundations (3)

THEO 500 Christian Theology (3)

Choose one from HCHT 501, HCHT 502, HCHT 503, and HCHT 504 (3)

Perspectives Courses (30 credit hours): Students in this program must choose courses as specified from the following perspectives course areas:

Two intercultural electives (6 credit hours):

ICSD 500 World Christian Perspectives (3)

ICSD 521 World Religions (3)

ICSD 531 Theology of Global Missions (3)

ICSD 545 Intercultural Communication (3)

Four interdisciplinary electives (12 credit hours):

One BIBL or BNTB course (New Testament)

One BIBL or BOTB course (Old Testament)

One HCHT course (History)

One THEO course (Theology)

Two ministerial leadership electives (6 credit hours):

PMIN 501 Leadership in Church & Ministry (3)

PMIN 524 Preparation of Biblical Messages (3)

PMIN 525 Pulpit Ministry (3)

THEO 522 Christian Ethics (3)

Two language electives (6 credit hours):

BNTB 540 New Testament Greek 1 (3)

BNTB 541 New Testament Greek 2 (3)

BOTB 540 Biblical Hebrew 1 (3)

BOTB 541 Biblical Hebrew 2 (3)

*Note: students wishing to take additional language coursework including exegesis or readings courses should take these as part of their concentration courses.

Concentration Courses (18 credit hours): Students in this program choose from a range of classes in their concentration area.

MDiv with a concentration in *Biblical Studies*: 18 credit hours in BIBL, BNTB or BOTB courses beyond the required context and perspective courses. One course may be taken in a complementary area within the School of Divinity and counted within the concentration.

MDiv with a concentration in *Chaplain Ministry*: see specialized program requirements below

MDiv with a concentration in *Christian Theology*: 18 credit hours in THEO courses beyond the required context course. One course may be taken in a complementary area within the School of Divinity and counted within the concentration.

MDiv with a concentration in *Church & Ministry*: 18 credit hours in PMIN courses beyond the required perspectives course. One course may be taken in a complementary area within the School of Divinity and counted within the concentration.

MDiv with a concentration in *History of Christianity*: 18 credit hours in HCHT courses beyond the required context course. One course may be taken in a complementary area within the School of Divinity and counted within the concentration.

MDiv with a concentration in *Intercultural Studies*: 18 credit hours in ICSD courses beyond the required perspectives course. One course may be taken in a complementary area within the School of Divinity and counted within the concentration.

MDiv with a concentration in *Interdisciplinary Studies*: 18 credit hours beyond the required context courses in a variety of disciplines. Up to three courses may be taken in another graduate school within the university.

MDiv with a concentration in *Marketplace Ministry*: 18 credit hours to include 9 credit hours of School of Divinity coursework from the list below and 9 credit hours from the School of Business and Leadership, School of Communication & the Arts, or the Robertson School of Government courses as listed below:

Divinity courses: BIBL 500 Principles of Bible Study 1 (3); BIBL 510 Unity of the Bible (3). ICSD 545 Intercultural Communication (3); PMIN 509 Models of Biblical Discipleship (3); PMIN 600 Online Technologies and Digital Media in Ministry (3)

Business and Leadership courses: LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3); LMOL 604 Motivation, Teams, Coaching & Mentoring (3); LMOL 605 Organizational Communication, Conflict Resolution & Negotiation (3); LMOL 606 Strategic Thinking, Planning & Organizational Change (3); LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation (3) or MBA 621 Innovation & Technological Success (3); MBA 630 Marketing (3); MBA 679 Business Planning & Launch

Communication and Arts courses: COM 600 Story, Popular Culture & Worldview (3); COM 610 Influence through Entertainment (3); COM 632 Media & the Church (3); CTV 524 The Role of the Producer (2); CTV 612 Legal Issues (2); CTV 604 Redemptive Film (3); JRN 607 Social Media & Internet Marketing (3); JRN 550 Journalism Technology Tools (3); JRN 613 Feature Writing & Specialty Reporting (3); SSW 510 Story Structure for Stage & Screen (3); THE 633 Theories & Concepts in Directing (3); THE 635 Theatre in the Church (3)

Government courses: GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3); GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3); GOV 696 Not-for-Profit Start-Up (3)

MDiv with a concentration in *Missional Discipleship*: 18 credit hours as indicated in the specialized program requirements.

Students in the *Missional Discipleship* concentration take 6 credit hours of required concentration courses and choose 12 credit hours from a set of eight concentration electives:

Required concentration courses: BIBL 540 Promise, Covenant & Kingdom (3) and PMIN 506 Priests, Disciples & Mission (3)

Concentration electives (choose 12 credit hours): HCHT 524 Luther: Man and Mission (3); HCHT 525 Lutheran Christianity (3); THEO 518 Confessional Theology (3); THEO 527 Bonhoeffer and Life Together (3); HCHT 503 Early Modern Christianity (3); PMIN 513 Church Planting Models & Methods (3); THEO 546 Pneumatology: The Doctrine of the Holy Spirit (3); SFRM/PMIN 509 Models of Biblical Discipleship (3)

MDiv with a concentration in *Practical Healing Ministry*. 18 credit hours to include either PMIN 557 Christian Healing or HCHT 555 Healing in Christian Traditions and an additional 15 credit hours from the course options listed below:

THEO 504 Angelology & Demonology (3); PMIN 511 Pastoral Care, Counseling & Conflict (3); PMIN 553 Intercession as Ministry: Principles & Practice (3); PMIN 554; Christian Pilgrimage (3); THEO 542 Charismatic Renewal Theology (3); THEO 545 The Charismatic Movement Today (3); THEO 546 Pneumatology: The Doctrine of the Holy Spirit (3)

MDiv with a concentration in *Worship & Media*: 18 credit hours; 9 credit hours of WSHP courses and 9 credit hours from the following courses offered in the School of Communication and the Arts:

Theatre: SSW 510 Story Structure for Stage & Screen (3); THE 633 Theories & Concepts in Directing (3); THE 635 Theatre in the Church (3);

Strategic Communication: COM 600 Story, Popular Culture & Worldview (3); COM 610 Influence through Entertainment (3); COM 632 Media & the Church (3);

Journalism: JRN 607 Social Media & Internet Marketing (3); JRN 550 Journalism Technology Tools (3); JRN 613 Feature Writing & Specialty Reporting (3);

Cinema and Television: CTV 524 The Role of the Producer (2); CTV 612 Legal Issues (2); CTV 604 Redemptive Film (3); SSW 510 Story Structure for Stage & Screen (3).

Students in the **Chaplain Ministry** concentration take a specialized set of classes designed to more effectively prepare them for the demands of chaplaincy in a variety of contexts. These include:

6 credit hours of counseling and related courses (students choose from among PMIN 511 Pastoral Care, Counseling & Conflict [strongly recommended], and related courses within the School of Psychology and Counseling on topics such as crisis counseling, marriage and family, addictive behaviors, and post-traumatic stress).

12 credit hours in the following areas: PMIN 519 Ministry Administration (3); THEO 522 Christian Ethics (3) (or an elective if THEO 522 is taken as a perspectives course); two additional Divinity electives (6).

Students in the **Missional Discipleship** concentration take 6 credit-hours of required concentration courses and choose 12 credit-hours from a set of eight concentration electives:

Required concentration courses: BIBL 540 Promise, Covenant & Kingdom (3) and PMIN 506 Priests, Disciples & Mission (3).

Concentration electives: HCHT 524 Luther: Man and Mission (3); HCHT 525 Lutheran Christianity (3); THEO 518 Confessional Theology (3); THEO 527 Bonhoeffer and Life Together (3); HCHT 503 Early Modern Christianity (3); PMIN 513 Church Planting Models & Methods (3); THEO 546 Pneumatology: The Doctrine of the Holy Spirit (3); SFRM/PMIN 509 Models of Biblical Discipleship (3).

Supervised Ministry (3 credit hours): Students in the MDiv program must complete a supervised ministry experience during the course of their program (3 credit hours). Students must seek formal approval for their supervised ministry experience through the School of Divinity's Director of Field Education. Supervised ministry normally consists of the following:

SFRM 502 Internship: Ministry Formation (3)

*Note: Students wishing to gain additional practical experience during the course of their program may also wish to enroll in a Practicum (ICSD 580, PMIN 580); or an additional internship (ICSD 595, PMIN 595) either of which can be taken in addition to SFRM 502 as one of their concentration courses.

Summative Experience (3 credit hours): Students in the MDiv program must complete a summative experience in the final year of their program. Students must seek formal approval for their summative experience from the Academic Dean through consultation with their academic advisor in University Advising. This requirement is normally met through one of the opportunities listed below:

DGEN 699 Thesis* (3)

SFRM 503 Spiritual & Vocational Integration (3)

*Note: Students wanting to pursue the thesis option are required to take DGEN 697 Preparing a Thesis Proposal as one of their concentration courses.

Total Degree (72 hours)

ADVANCED GRADUATE DEGREE

Master of Theology (ThM)

The ThM is a 24-credit-hour advanced, flexible degree designed to provide a more complete mastery of one area or discipline. The degree is intended for those requiring specialist training in any area of church or marketplace ministry, or for entry into a doctoral program. The ThM can be gained through a combination of course work and research, and through any mode of delivery, including entirely online. Due to the nature of a post-graduate degree, full-time status for the ThM program is 6 credit hours during the coursework phase and 3 credit hours during each semester the student is registered for a Thesis course or the Comprehensive Exam.

Admissions Requirements

Refer to the “Admission to Regent Graduate Schools” and “Admissions Requirements for the Master’s Programs” sections of this Catalog for additional information regarding admission procedures and requirements.

Admission requires an MDiv, MA or MTS, with a GPA of at least 3.5, from an ATS or regionally accredited school, a B+ in all prerequisites for subjects to be taken in the ThM, and a thesis proposal, including footnotes, of not less than 350 and not more than 500 words.

The ThM is available in any of the following concentrations:

- Biblical Studies
- Christian Theology
- History of Christianity

Educational Goals and Learning Outcomes

Upon completion of the program, each student will be able to:

- Demonstrate an advanced understanding of a focused area of theological study
- Utilize the research methods of the discipline
- Write an advanced master’s thesis at a level appropriate to an advanced research degree

Location of Instruction

The ThM may be completed at the Virginia Beach campus, online, or through a combination of distance education and residential courses.

University Requirement

UNIV LIB Information Research & Resources (0)

Course Requirements (24 credit hours)

Students in the ThM (24 hours) take from 9 to 15 credit hours of course work, one 3 credit hour examination, and the remaining 6 to 12 hours as a thesis. A minimum grade of B+ is required for all courses.

There is a two-year time limit for the completion of the degree.

Course work

Students in this program are required to take the following courses.

One concentration-specific methods course (3 credit hours):

Biblical Studies: DCOR 705 Research Design and Methodology

Christian Theology: RTCH 701 Renewal Theological Method

History of Christianity: RTCH 713 Renewal & Reconstruction of the Past

At least one upper division (550+) concentration-specific course, including one chosen from a range of classes in the student's designated concentration area (3-12 credit hours):

Biblical Studies: BIBL, BNTB, BOTB or RTCH courses

Christian Theology: RTCH, THEO courses

History of Christianity: RTCH, HCHT courses

At least one upper division (550+) course:

Prerequisites (at a B+ or higher) can be met by subjects taken in the previous 10 (ten) years.

Language prerequisites (at a B+ or higher) must have been gained in the last three (3) years.

At least three (3), but not more than six (6) credits can be taken as tutorials, internships, or Independent Studies.

At the discretion of the dean, up to six (6) credits, consistent with the student's designated concentration, may be taken in any other Regent graduate school.

Examination

A written, practical or oral comprehensive examination in the last semester (3):

DGEN 597 Comprehensive Exam

Thesis

A thesis of between 6 and 12 credit hours (between 10,000 and 20,000 words):

DGEN 697 Preparing a Thesis Proposal (3) and

DGEN 699 Thesis (3) and, if necessary,

DGEN 699a-c Thesis Continuation (9)

Existing prerequisites apply to the thesis option.

To graduate, all course work must be completed within a two-year time limit; a minimum grade of B+ is required for all courses;

No transfer credit or advanced standing may be applied to this degree.

Note: ThM courses may be taken into consideration for advanced standing in the Regent University, School of Divinity PhD program.

Joint Degrees

MDiv: A 60-hour joint degree version of the MDiv is available to students who have received admission to another Regent University graduate school and have received approval from both the School of Divinity and that school for acceptance into the joint degrees program. The 60-hour joint MDiv has no concentration. The first 12 hours of the 18-hour concentration are waived for the joint degree; the remaining 6 hours are fulfilled as Divinity elective courses.

MA in Practical Theology: A 39-hour joint degree version of the MA in Practical Theology is available to students who have received admission to another Regent University graduate school and have received approval from both the School of Divinity and that school for acceptance into the joint degrees program. The 39-hour joint MA Practical Theology has no concentration. The first 9 hours of the 12-hour concentration are waived for the joint degree; the remaining 3 hours are fulfilled as a Divinity elective course.

MASTER'S GRADING: PHILOSOPHY and CRITERIA

The following evaluation rubric is employed in the Master's programs of the School of Divinity and is in keeping with grading policies at most U.S. graduate schools.

A A-

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for graduate work at the highest level. Practical or formational implications of work are included, as appropriate.

B+ B B-

Good grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

C+ C C-

The student has shown a minimal grasp of the facts of the course, and does not demonstrate the desired level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+-C-.

D+ D D-

Below minimal understanding and ability to handle the subject material of the course, but not requiring the course to be repeated. Practical or formational implications of work are included, as appropriate. The grade will vary from D+ to D-.

F

Not acceptable for graduate level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

MASTER'S GRADING SYSTEM

GRADE	PERCENTAGE	QUALITY POINTS	MEANING OF GRADE
A	94-100	4.00	<i>Superior</i>
A-	90-93	3.67	
B+	87-89	3.33	<i>Very Good</i>
B	83-86	3.00	<i>Good</i>
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	<i>Minimal</i>
C-	70-72	1.67	<i>Unsatisfactory</i>
D+	67-69	1.33	
D	63-66	1.00	
D-	60-62	.67	
F	0-59	0.00	<i>Failing</i>

DOCTORAL DEGREE PROGRAMS

Doctor of Ministry Degree (DMin)

DMin in Leadership and Renewal Program (Program delivered online with some required face-to-face components.)

The Doctor of Ministry in Leadership and Renewal program is offered in two learning models. The first learning model requires students to attend a minimum of three modular courses. These courses meet on campus for one scheduled week during the course. The second format allows students to take all coursework online. The degree has a major in Leadership and Renewal with five concentrations: Christian Leadership and Renewal; Clinical Pastoral Education (CPE); Community Transformation; Military Ministry; and Ministry Leadership Coaching.

According to ATS standards, the purpose of the DMin is to enhance the practice of ministry for persons who hold the MDiv and have engaged in ministerial leadership. The DMin is a terminal professional degree primarily for leaders in the Church and its various agencies who desire to build upon the foundation of an MDiv degree. It is a blend of academic coursework and practical training through a combination of modular courses and distance education. The degree is ideal for those who serve the Church in congregational ministries, institutional chaplaincies, counseling ministries, parachurch organizations, missions agencies and any other ministry setting wherein advanced leadership skills and training would make a difference. The DMin is a foundational teaching degree in some seminaries. The associated study period can also serve as a mid-career sabbatical or retooling for career changes in ministry.

This advanced professional degree enhances and builds upon the MDiv degree for those involved in ministry leadership. The DMin degree requires an MDiv or its educational equivalent (ordinarily a *seminary/theological* master's degree [e.g., M.A., M.R.E., MACE] enhanced by additional credits in the disciplines of the Bible, Christian theology and history, and ministry-oriented studies—both pastoral and practical—bringing the transcript total to a minimum of 72 credit hours). This equivalency *must* be satisfied completely before application can be made. The successful completion of the equivalency in no way guarantees admittance into the DMin program. Accordingly, specific goals have been established for the School of Divinity DMin degree:

- Foster continued growth in spiritual maturity;
- Build advanced understanding of the nature and purposes of ministry;
- Enhance competencies in ministerial analysis and skills;
- Explore and present new knowledge about the practice of ministry;
- Foster integration of these dimensions into the theologically reflective practice of ministry.

Through practical reflection, graduates deepen their knowledge and practice of leadership, enabling them to engage in fruitful ministry for Christ with increased intellectual and spiritual integrity. The program provides for time to reflect and rebuild personal, spiritual and professional resources.

ADMISSIONS REQUIREMENTS for the Doctor of Ministry (DMin)

See the “Admission to Regent Graduate Schools” section of this Catalog for admissions requirements. In addition, the School of Divinity requires applicants to submit the following:

- MDiv transcript (minimum 3.00 GPA) from an ATS-approved seminary or an *MDiv equivalency* (ordinarily a *seminary* master's degree [e.g., M.A., MRE., MACE], enhanced by additional credits in the disciplines of the Bible, Christian theology and history, and ministry-oriented studies—both pastoral and practical—bringing the transcript total to a minimum of 72 credit hours). Applicants from non ATS accredited schools will be considered on a case-by-case basis. Note: Those interested in the program that have a Master of Arts, but no MDiv, may wish to consider the Advanced Courses in Theological Studies (A.C.T.S.) as a prerequisite for application.
- A signed DMin Study Agreement.

- A DMin-specific résumé reflecting at least three years of significant ministry leadership experience subsequent to completion of an MDiv (ordination is desirable).
- Clergy recommendation.
- A five-page writing sample reflecting on the Student Entrance Profile (in admissions packet).

PROGRAM FORMAT for the DMin

The DMin program offers six entry points during the academic year, allowing students to begin the DMin program at the beginning or middle of the fall, spring, or summer semesters. Applicants should be aware that each DMin course requires students to complete substantial pre-session assignments. DMin courses are offered during the fall, spring and summer semesters.

The DMin program offers two learning models. The first learning model requires students to attend modular courses, which meet on the Virginia Beach campus for one week with all other coursework completed online. Under this learning model, students must register for a minimum of three modular courses (DCOR 701, DCOR 702, DCOR 703) while completing pre- and post-session assignments for each course online. This model shapes the manner in which doctoral seminars are conducted. The professor’s role is less of a lecturer and presenter, and more of a facilitator. Students are expected to approach this level of learning from perspectives that are scholarly, professional, practical, solution-oriented and self-directed.

The second learning model allows students to take all core and elective courses in a full-online format. Online students cannot take modular courses.

Career and Life Focus

The DMin is a terminal professional degree primarily for leaders in the Church and its various agencies who desire to build upon the foundation of an MDiv degree. It is a blend of academic coursework and practical training through a combination of modular courses and distance education. The degree is ideal for those who serve the Church in congregational/pulpit ministries, institutional chaplaincies, counseling ministries, parachurch organizations, missions agencies and any other ministry settings wherein advanced leadership skills and training would make a difference. The DMin is a foundational teaching degree in some seminaries. The associated study period can also serve as a mid-career sabbatical or retooling for career changes in ministry.

Course Requirements

Divinity Core Courses	18
Professional Concentration	9
Integrative Examination	3
DMin Project	3
DMin Dissertation	3
Total	36

Doctor of Ministry Learning Process

The DMin is based on the adult learning model. This model significantly affects the manner in which doctoral seminars are conducted. The professor’s role is less of a lecturer and presenter and more of a facilitator. Students accepted into the program are expected to approach this level of learning from perspectives that are scholarly, professional, practical, solution-oriented and self-directed.

The Regent DMin Leadership Profile

A fundamental principle in strategic planning is “beginning with the end result in view.” As we designed the Regent D. Min. in Leadership and Renewal, we envisioned a degree that anticipates skills and perspectives needed in most ministry contexts on a daily basis. We coupled this with Regent Divinity’s unique theological vision for spiritual revitalization of leaders and the expansion of the Church at home and abroad. Lastly, we configured every instructional experience—

course selection, faculty teams, textbook choices, assignments and dissertations—to foster deep personal and professional transformation, spiritual renewal and ministerial effectiveness. We pledge to produce the following eight leadership capacities in each successful graduate. At the completion of the degree, students will have gained a greater capacity to:

- Foster Spiritual Health in Self, Others and Ministry—A profile ministry leader displays self-awareness, self-directedness and self-improvement toward growth goals on personal, spiritual and professional levels in ways that honor God through service to family, ministry, community and world. Such a leader also replicates healthy growth patterns in the lives of others by capitalizing upon opportunities to be an improving influence. Such a leader seeks to appropriate and engender spiritual renewal in self, others and groups in which they are affiliated (2 Timothy 4: 11-16).
- Merge Biblical and Theoretical Solutions to Problems—A profile ministry leader applies sound exegetical method and hermeneutical sense to contemporary life-circumstances that ministry leaders encounter. Such a leader draws on the resources, foundations and skills of studies of the Bible, Christian history and for the development of relevant faith perspectives, the fostering of spiritual growth in self and others and the praxis of faithful ministries in various settings (1 Timothy 2:15; 2 Timothy 3:16).
- Manage Vision, People, Processes and Resources—A profile ministry leader consistently and skillfully directs ministry structures toward the fulfillment of ministry objectives derived from Scripture. They have an experiential command on the nature, philosophy, contexts and conditions affecting the provision of ministry support in situations to which they are called. They express leadership in God’s church as servants to Him and His people. The profile ministry leader prayerfully gauges ministry situations through strategic planning and decision-making, fosters clear direction for ministry teams, manages organizational structures, delegates team ministry, directs financial/personnel resources, collects and interprets feedback. Such a leader expresses prayerful dependence upon God in all phases of strategic planning, implementation, evaluation and refinement (Acts 11: 25-26).
- Reckon Prophetically with Local and Global Ministry Call—A profile ministry leader understands the ministerial call, with its implied aptitudes and abilities. Such a leader knows his or her giftedness and its implications at personal, family, church, community and societal and global levels. One’s ministry can be related to the completion of the cultural and redemptive mandates of Scriptures. (1 Timothy 3: 1-15; Titus 1: 5-9; 1 Peter 5: 1-11; Matthew 24:14; Matthew 28:18-20).
- Critique and Adapt to Leadership-Needs Situations—A profile ministry leader applies critical thinking and skills to practical problems related to life and ministry with the result that innovative programs are formulated and implemented. Such a leader is grounded in the values informed by the Bible, Christian theology and philosophy, as well as ministry. He/she discerns, processes, integrates, facilitates, designs and implements God-honoring and people-serving responses to needs (Acts 6:2-4).
- Fulfill Aims by Mobilizing and Empowering Others—A profile ministry leader consistently displays a quality of interactional skill between leaders and constituents that expresses itself in sensitivity, clarity, confidence and conviction. Such a leader facilitates change by effectively serving individuals and teams in ways that result in the achievement of ministry objectives; this involves efforts to motivate, organize, instruct, nurture, promote and empower others to fulfill ministry corporate plans. This also implies relational and communicational style, which affirms and cultivates values of human dignity, diversity, justice and integrity all derived from Scripture (Colossians 4:7-18).
- Catalyze Innovations and Change in Ministry—A profile ministry leader is solution-oriented in ministry contexts wherein challenges and opportunities demand a creative response. Such ministry situations are met with decisiveness, resourcefulness, innovation and resolution. Basic to this aptitude is the incorporation of input, skill and creativity from others (Philemon).
- Promote Spiritual Renewal in Self and the Church—A profile ministry leader practices awareness, promotion and assessment of historical and contemporary spiritual renewal movements. Such a leader does so with the intention of being prophetically relevant to one’s times, people and ministry. Advocating spiritual renewal, the profile ministry leader also advocates the advancement of truth, soundness, judgment, wisdom and balance as renewal is appropriated among God’s people. (Romans 12: 1, 2; Acts 3:19; Acts 17:11; 2 Timothy 1:6).

Phase I: Seminar Phase

The program has six entrance points, and there are two entrance points in each semester. The six required core courses are listed below. The six core courses are offered annually. Students select all core courses and three additional elective

courses—total of nine courses—to complete the coursework in the seminar phase. DCOR 700 is offered online twice in each semester, at each entry point, as the first course taken for all new students. Students who choose the modular program model must take DCOR 701, DCOR 702, and DCOR 703 in modular format in the semester they are offered, which requires students to come to the Virginia Beach campus for a scheduled week during each of these three courses. Student who choose the online program model must take DCOR 701, DCOR 702, and DCOR 703 online. DCOR 705 is offered online for all students.

In addition to the six core courses, student take three elective courses. Elective courses are offered in modular and online formats. Combined, student complete a total of nine courses before beginning the exam and dissertation phase of the DMin program. The core courses are listed below:

UNIV LIB Information Research and Resources	0
DCOR 700 DMin Orientation	3
DCOR 701 Leader’s Life & Values	3
DCOR 702 Vision, Mobilization & Management	3
DCOR 703 Leading Spiritual Formation & Renewal	3
DCOR 704 Prophetic Leadership & Redemptive Focus	3
DCOR 705 Research Design and Methodology	3
Select Elective/Professional Concentration Courses Credits in Year 1 or Year 2	9

Class Interaction

All classes, whether modular or completely online, have a strong online component involving weekly live and asynchronous interaction with your professor and fellow students. Your online interaction begins with the first day of class, whether the class is offered completely online or in modular format. The on-campus sessions for modular courses are designed to facilitate faculty and peer-minister interaction. They are designed to be retreat-like, fostering spiritual refreshment, personal growth and new learning. We seek to bridge gaps between theory, practice and relevance through small group interaction, student case presentations, guest experts, self-reflection and local/regional field trips. Every effort is made to infuse each visit with innovative learning experiences and strategies that allow students to apply course principles immediately to their ministry situations.

DMin in Leadership and Renewal Professional Concentrations

Christian Leadership & Renewal (9 Credit Hours)

Leadership & Renewal concentrates on issues affecting ministry leaders in church ministry, both traditional congregational and nontraditional parachurch settings. Employing case studies, selected reading and practical projects, participants are challenged to align their lives and ministries with transformative, innovative and relevant approaches to solution-oriented management, organization, planning and service.

*Courses Required for the Christian Leadership & Renewal Concentration:
Courses with the DLDR prefix*

Clinical Pastoral Education (CPE) (9 Credit Hours)

The School of Divinity is a member seminary of the Association of Clinical Pastoral Education (ACPE). DMin students may transfer completed CPE units as elective hours, reducing the time and cost of their degree by one-third. Additional leveling work may be required to prepare CPE students for their dissertation project. Clinical Pastoral Education transfer students are expected to pursue a ministry project and dissertation direction that incorporates leadership and renewal within the clinical context.

*Students in the Clinical Pastoral Education Concentration can transfer CPE Units 1-4 as:
DCPE 701 Clinical Pastoral Education 1 (3)*

DCPE 702 Clinical Pastoral Education 2 (3)
DCPE 703 Clinical Pastoral Education 3 (3)
DCPE 704 Clinical Pastoral Education 4 (3)

Community Transformation (9 Credit Hours)

This concentration is designed to equip ministry leaders with the critical skills necessary to lead successful community transformation with high impact strategies that change lives and communities. Courses examine nuances of equipping leaders to function in a diverse multi-ethnic context for ministry. This is done by examining the current trends, issues and methodologies that lead to transformation in communities and produces a holistic understanding of the social, cultural, and ministry-related dynamics that lead to transformation.

Courses Required for the Community Transformation Concentration:
Courses with the DLDR prefix.

Military Ministry (9 Credit Hours)

This concentration is committed to equip the men and women who serve their country in various branches of the armed forces as chaplains. It works with the various armed forces to integrate Joint Professional Military Education (J.P.M.E.), Military War College training and other advanced military training for advanced standing. Up to six (6) credit hours can be transferred into the program, based on individual evaluation of transcripts, and applied toward this professional concentration.

Courses Required for the Military Ministry Concentration:
DMIL 701 Military Ministry: Strategy and Policy (3)
DMIL 702 Military Ministry: Operations and Decision Making (3)
DMIL 703 Military Ministry: Theological Reflection and Synthesis (3)

Ministry Leadership Coaching (9 Credit Hours)

The nuts and bolts of effective ministry leadership is the ability to select, train, equip and deploy other leaders for ministry. This concentration explores the paradigm of ministry leadership coaching to facilitate this process. Leadership coaching is a highly relational method for forming ministry leaders that can be used as a rapid deployment strategy in your context of ministry. Its focus helps you learn foundational coaching for healthy relationships, life focus, and for a variety of specific leadership training needs.

Courses Required for the Ministry Leadership Coaching Concentration:
DMCH 701 Foundations for Leadership Ministry Coaching (3)
DMCH 703 Leadership Ministry Coaching Specialty I (3)
DMCH Course (3)

Independent Study and Flexibility Plans

It may be necessary to modify the program's design in order to accommodate the special needs of students, especially military chaplains, missionaries on furlough, international students and pastors on call. In the event of scheduling conflicts or course cancellations, students have the option of remaining on schedule through a maximum of six (6) credit hours of independent study or directed field research. Requests must be submitted in writing for approval.

Phase II: Doctoral Candidacy Phase

After all seminar coursework is completed, students synthesize the learning experience in a required integrative essay. This essay forms the basis of an oral examination conducted by a faculty committee. After passing integrative essays and oral examinations, students enter DMin candidacy. In this status they develop and complete the DMin project and dissertation, generally a one-year experience. This portion of the program requires no campus visits for coursework—only for the dissertation defense and graduation. The stages of this phase are as follows:

Integrative Examination/Ministry Project Proposal	3
Ministry Project	3
Ministry Dissertation	3

DMin Culminating Experiences

Integrative Examination

The integrative examination is a culminating two-part exercise wherein the students demonstrate scholarly, professional, practical and spiritual integration of the DMin experience. The student writes both a response to the Mid-Course Student Profile and a ministry project/dissertation proposal. In part one, the student submits and defends the Mid-Course Profile, integrating themes in the seminar phase of the program. Students are encouraged to reflect how achievement of the leadership profile has been facilitated during the program. The examination is a discussional interview based on the content of the profile. A passing grade on the exam marks the beginning of doctoral candidacy.

In part two, the student submits and defends a ministry project/dissertation proposal according to guidelines outlined in the DMin Handbook. The proposal is equal to chapter one of the dissertation. After approval of the proposal from the dissertation committee, the research and writing phase is conducted under the close supervision of the faculty. Major portions of the ministry project and dissertation have been planned into the development of the DMin course sequence.

Ministry Project and Dissertation

The final experience of the DMin Program is a two-step, in-ministry reflection process. The first step is a ministry project. A student identifies a problem in ministry and proposes solutions. The ministry project is a specialized application of the curriculum to the student's ministry context. The project may be scheduled to occur over several months after the student's coursework is completed. After the student has collected, interpreted and evaluated his or her ministry projects sufficiently, the second step begins—writing dissertation reports. Using the skills and materials provided in the prerequisite training component of the DMin Orientation, the student writes a publishable, multi-chapter report about his or her ministry project.

In-Residence Seminars

DMin sessions for modular core courses and some electives are configured as five-day modular seminars. DMin classes are available each term. Students who chose the modular model complete their three in-residence requirements for DCOR 701, DCOR 702, and DCOR 703 with several visits over a one- to two-year period.

DOCTOR OF PHILOSOPHY (Ph.D. in Renewal Theology, 60 credit hours)

The Doctor of Philosophy (Ph.D. in Renewal Theology) has four concentrations: Biblical Studies, Christian Theology, History of Christianity, and Practical Theology.

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

The purpose of undertaking the Ph.D. is to become a scholar, that is to discover, integrate, and apply knowledge, as well as communicate and disseminate that knowledge. The Ph.D. program emphasizes the development of a student's capacity to make significant original contributions to knowledge in a context of freedom of inquiry and expression. The School of Divinity's Ph.D. program is designed to provide training for teachers and researchers in theological schools, colleges, and universities, and for the scholarly enhancement of ministerial practice particularly for persons serving the Renewal Movement worldwide. Graduates of this program will be expected to produce original research, and become world-class educators.

This advanced academic degree builds upon the MDiv degree for those involved in scholarship and advanced theological education. The Ph.D. degree requires an MDiv or its educational equivalent (a *seminary* Master's degree [e.g., MA, M.R.E., MACE] enhanced by additional credits in Bible, Christian theology and history, as well as pastoral/practical studies).

ADMISSIONS REQUIREMENTS for the Ph.D. in Renewal Theology

Refer to the “Admission to Regent Graduate Schools” section of this Catalog for additional information regarding admission procedures and requirements. Admission will be selective and offered only to students who have demonstrated the intellectual ability, preparation, and motivation for this program. In addition, the School of Divinity requires the following of applicants:

Admission normally requires the MDiv from an ATS accredited graduate institution, or first graduate theological degree providing equivalent theological background, or its educational equivalent (ordinarily a *seminary/theological* master's degree [e.g., MA, M.R.E., MACE], enhanced by additional credits in the disciplines of the Bible, Christian theology and history, and ministry-oriented studies—both pastoral and practical—bringing the transcript total to 72 credit hours).

A GPA of 3.5 on a 4.00 grading scale in previous graduate work.

A writing sample in the form of an academic paper (3,000-5,000 words). This paper should demonstrate scholarly capacity in the field selected. It will be evaluated by the following standards as evidence of the applicant's ability to work on the doctoral level: (1) understanding of the subject treated and the materials used; (2) knowledge of relevant bibliography; (3) cogency and clarity of argument; and (4) constructive originality of thought. It may be a published work, a chapter of a Master's thesis, or a substantial graduate-level research paper.

An autobiographical essay of the applicant's intellectual and professional history and goals (up to 750 words) indicating the factors that have brought them to their present focus of intellectual interests, and spiritual formation, with some discussion of vocational objectives. The essay should also address the applicant's goals and expectations for doctoral study.

Students are required to proficiently use the languages in which the primary and secondary texts relevant to their disciplines are written. Usually students will matriculate into the program with at least one relevant ancient or modern language, and then gain proficiency in a second ancient or modern language during their coursework. Approval to take the qualifying exams is granted only after the student meets the foreign language requirements of his/her track. For theology students, at least one modern research language (usually German or French) in addition to competency in an ancient language (usually Hebrew or Greek) is expected. History students must demonstrate competency in at least two languages pertinent to their field of study and as agreed upon with their advisor. Students may demonstrate competency in an ancient or modern language by passing a recognized language certification program, or a standard language proficiency exam as offered by the School of Divinity. Competency of languages taken in courses at the graduate level will be assessed on a case by case basis.

Three letters of recommendation (two faculty references, one clergy reference)

The GRE, including the writing skills test

Submit a dissertation essay (up to 200 words) describing a dissertation topic or area of research interest.

Program Mission

The mission of the Ph.D. Program is to provide training for teachers and researchers in theological schools, colleges, and universities, and for the scholarly enhancement of ministerial practice particularly for persons serving the more than 650,000,000 Christians in the Renewal Movement worldwide. The phenomenal growth of the Renewal movement has created an unprecedented need for specialized training for scholars and leaders. Our singular mandate is to train theologians and teachers for the many educational institutions that have been created following the 20th century outpouring of the Holy Spirit. Graduates of our program will be expected to produce original research, and become world-class educators. To this end, we have developed a program that both meets the highest academic standards for Ph.D. studies and is consistent with the ethos of the Renewal movement.

Ecumenical Focus

The Ph.D. has a strong ecumenical focus. Our doctoral program is becoming the research hub of a community of academics, ministers, and worshippers—one where the scholarly activity and collective concerns of the worldwide and transcultural Renewal movement can be both synergized and analyzed.

Contextual Focus

The program addresses both the development of the specialized theological competencies appropriate to scholars and teachers in the Renewal movement. Of central concern is a higher educational program that breathes the ethos of the Pentecostal/Charismatic Renewal. Therefore, the program is characterized by an emphasis on the experiential and transformational context of Christian thought and activity.

The degree format utilizes a contextual model allowing students to remain within their teaching and ministry contexts as an integral part of the learning experience. This goal is achieved by combining intensive residential periods of instruction with instructor mentoring facilitated via modern educational technology.

Online Course Management

Use of the Internet, computer technologies, multi-media and other delivery systems support the residential program of theological research and educational experience. Through Regent's online course management system, *Blackboard*® (Bb) students will be guided in an overview study of the prescribed material before the on-campus residential period. A student must have access to an Internet Service Provider (ISP) that has the necessary capabilities to function within this online environment.

These technologies allow professors to actively guide learners to reflect on educational experiences, as well as address the appropriate application of program content in professional contexts. This allows authentic connections between the formal curriculum and the realities of the workplace.

Each course in the curriculum will have both pre-residential and post-residential assignments which are often delivered and submitted within Bb. There will be required weekly communication between professor and students using both asynchronous and synchronous features within Bb. These methodologies enable frequent and meaningful contact between professor and students regardless of geographical location. This arrangement creates an enhanced opportunity for mentoring, allowing professors to be in regular communication with students in order to guide them in their courses, as well as in the challenges and issues of contextual application.

Residency Requirements

While the Ph.D. program at Regent University does not necessitate that students relocate to Virginia Beach, students will attend a scheduled residency each semester. Ph.D. students are required to attend a total of twenty-two weeks of residency over the course of the Ph.D. program. The current residency schedule during coursework involves six weeks per year: two weeks in the fall; two weeks in the spring; and two weeks in the summer. Students will be expected to have fulfilled at least fourteen weeks of residency during coursework, and the remaining weeks must be fulfilled during the Qualifying Examinations and Dissertation phases. Residential requirements are therefore mandatory and cannot be waived. Students who need to request a leave of absence should realize that they will need to make up the residency period they are missing.

Instructional components of courses run the length of a *full academic semester* and consist of three phases: (1) Pre-residency, (2) Residency, and (3) Post-residency. Course syllabi will outline these three phases with specific dates and corresponding assignments. A student's schedule must allow for ongoing participation in a course throughout the entire term. For example, summer courses usually begin early May and end late August; fall courses begin late August and end mid-December; spring courses begin early January and end in late April. Please consult the online Academic Calendar for specific semester dates.

Program Goals and Competencies

The School of Divinity's Ph.D. program is intended to equip students with the appropriate breadth of academic learning and practical skills needed to be involved in theological research and education of the highest order. Its curriculum is designed to produce

- (I) scholars,
- (II) researchers, and
- (III) educators

particularly for the Renewal movement. Each of these program objectives will be supported by a few measurable outcome-based competencies.

- I. The objective of the Ph.D. is to equip students as scholars with a *broad knowledge* in the field of Renewal Theology in relation to the Renewal movement. At the successful completion of this program, graduates are expected to be able to:
 - a) exhibit competence in the use of renewal methodological approaches to the disciplines of Biblical Studies, Christian Theology, the History of Christianity, or Practical Theology;
 - b) demonstrate fluency in one of the fields of Biblical Studies, Christian Theology, the History of Christianity, or Practical Theology.
- II. The objective of the Ph.D. is to enable students to engage as researchers who produce *original works that advance Biblical, theological and/ or historical understanding*. At the successful completion of this program, graduates are expected to be able to:
 - a) publish original research in Biblical Studies, Christian Theology, the History of Christianity, or Practical Theology;
 - b) demonstrate facility with contemporary conventions of advanced academic research methods and approaches in Biblical Studies; Christian Theology; the History of Christianity; particularly as it relates to the Renewal movement; and Practical Theology;
 - c) contribute to the wider conversation of the theological academy from a renewal perspective.
- III. The objective of the Ph.D. is to enable students to *develop as educators*. At the successful completion of this program, graduates are expected to be able to:
 - a) articulate a commitment to the vocation of theological scholarship in its dimensions of teaching, learning and research;
 - b) demonstrate competence in the craft of teaching (i.e. methods and practices) commensurate with undergraduate and graduate-level education.

Program Phases

The Ph.D. program consists of four basic phases: 1) first year qualifying period, 2) coursework, 3) comprehensive examinations, and 4) dissertation.

First Year Qualifying Period. During the first year, courses may include extensive unassisted writing requirements designed to assess student understanding and the ability to articulate arguments and important concepts. Each student will be carefully evaluated during and at the end of this qualifying period to determine if continuation in the program is recommended.

Coursework. The degree program requires 45 credit hours of coursework. With the addition of the Qualifying Examinations and Dissertation, students complete at least 60 credit hours and UNIV LIB Information Research and Resources. For all students the coursework includes Advanced Research Methodologies, Renewal Studies and the Academy, Proposal Development, and Teaching Practicum. According to their chosen concentration, the coursework also covers various aspects of Biblical Studies; Christian Theology; History of Christianity; and Practical Theology. Course descriptions for all Ph.D. courses can be located below in this catalog. The Ph.D. Program Manager and program advisors assist the students in planning the schedule of courses and supervises the student's progress.

Qualifying Examinations. Upon completion of all coursework, residency and language requirements, students will request to take qualifying examinations. After a thorough review of their academic performance, students who qualify will be permitted to take the exams before engaging in formal work on the dissertation. Students must have a 3.25 GPA in order to qualify for the exams. The qualifying examinations evaluate the student's attainment of program study objectives. The examinations include both written and oral exams. Detailed information is available in the *Guide to the Qualifying*

Examinations (see Divinity Ph.D. Resources in Blackboard). The Qualifying Examinations will normally be taken the semester following the completion of all required coursework. Written and oral examinations will be taken on site at Regent University. Students with extreme extenuating circumstances may request to take the oral exam at an alternate location via teleconference by submitting an academic petition to the academic dean and Ph.D. director.

A student can only register for RTCH 800 Qualifying Exams up to three times. In the first semester, the student registers for RTCH 800a and studies for the exam. In the second semester, the student registers for RTCH 800b and takes the exam during the scheduled Ph.D. Residency for the semester. If necessary, a student may register a third time for RTCH 800c following the submission and approval of an academic petition. If the student does not pass the Qualifying Examinations after the third registration, he or she will be dismissed from the Ph.D. program. At that time, the student may speak with his academic advisor about receiving the Th.M. degree.

Dissertation. A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research. Official candidacy for the doctorate signifies an advanced stage in the student's progress and is characterized by self-directed research in the completion of a dissertation under the direction of a faculty dissertation advisor. In order to be admitted to candidacy, the student must have successfully passed the qualifying examinations.

After passing the Qualifying Examinations, the student will enroll for dissertation research (3 credit hours per semester for first three semesters; 1 credit hour per semester for all semesters thereafter) until completion of the program. Dissertation students are considered full-time.

In summary, the student will enroll for dissertation research courses in the following order. If a student has not completed the dissertation after completing RTCH 801c, he will register for RTCH 801d continuously until the dissertation is complete:

RTCH 801a Ph.D. Dissertation Research (3 credits)

RTCH 801b Ph.D. Dissertation Research (3 credits)

RTCH 801c Ph.D. Dissertation Research (3 credits)

RTCH 801d Ph.D. Dissertation Research (1 credit)

When the student enters the dissertation phase (or earlier, depending upon the student's progress) a supervisory committee is established for each student. Doctoral students must submit a dissertation evidencing high attainment in original scholarship. Dissertations must be of a quality to be publishable in respected refereed scholarly series. The final examination is an oral defense of the dissertation before the student's dissertation committee and other invited guests. The oral defense is a public event.

In order to support students in the dissertation phase, we request that sending institutions grant students a minimum of one month leave of absence per year during the dissertation phase. This period is to be spent at the location where students can find most of the resources they need for the writing of their dissertation. Students will consult their advisor about this aspect of their dissertation. Residency time completed during the dissertation phase at locations other than Regent University must be approved by the Program Director.

Program Requirements

Students will be required to use competently the language or languages in which relevant primary texts are written, as well as those in which there is important secondary material during both their course of studies and their dissertation research. This includes at least one ancient and one or more modern languages.

The degree has four concentrations: Biblical Studies, Christian Theology, the History of Christianity, and Practical Theology, and requires 45 credit hours of coursework in addition to the Qualifying Examinations and Dissertation. In total, students complete at least 60 credit hours. This coursework taught from the perspective of the Renewal movement, equips students with a knowledge base in their concentration, as well as builds skill in research and academic writing, communication and teaching.

Time Limit for Completion of the Degree

Students have a maximum of seven years from the date of entry into the Ph.D. program to fulfill all degree requirements. During this seven-year period, a continuous acceptable registration status must be maintained. Active registration requires a minimum of three credit hours per semester during the coursework phase and one hour per semester during the Qualifying Exam and Dissertation phase. Only students who have been approved for formal leaves of absence may extend beyond the seven-year limit. Exceptions to the time limit other than the approved leave of absence are granted only in extraordinary circumstances (e.g., a medical emergency, or unexpected active duty service in the United States military). Exceptions to the time limit must be submitted to the Program Director for approval.

ThM Option

Students who do not continue in the program after the coursework phase (either those who complete all coursework requirements but failed the qualifying exams or those who passed the qualifying exams but did not successfully defend the dissertation) may opt to pursue a Master of Theology (ThM) degree in the School of Divinity. Upon approval of the Academic Dean and the student's advisor, the student will be registered for the appropriate culminating experience course on the master's level (if deemed necessary). Students will be responsible for tuition and fees for the culminating experience course(s) at the regular master's-level tuition rate. Degree conferral will be contingent upon completion of all of the coursework requirements in the Ph.D. program, successful completion of a culminating experience and payment of all tuition and fees.

Graduation Requirements

See the "Graduation Procedure" section of the Catalog for graduation requirements. In addition, the School of Divinity requires all graduates to have completed all required coursework with a minimum 3.25 GPA, satisfactorily pass the Qualifying Examinations, and present an acceptable dissertation in order to qualify for graduation.

COURSE DESCRIPTIONS

General Academic Support Courses

The following academic experiences are available to students in all of the course areas in the School of Divinity, subject to the academic dean's approval.

UNIV LIB Library Information, Research and Resources Workshop (0) For those who have not had prior experience in formal biblical and theological studies. Basic instruction in biblical and theological research methods at the beginning of your course of study. Offered through the library's biblical and theological librarian.

575/675/775 (1-4) Special Topics Courses (varies) Special interest courses are normally offered only once unless appropriate action is taken to add them to the regular catalog courses.

580/680 Practicum (maximum 6) Gain practical experience in an area of ministry or missions. Approval for a practicum is granted only if there is evidence of significant learning opportunities. Prerequisites: UNIV LIB or UNIV 500 (as required upon admission).

585/685/785 Seminar (1-6) In-depth study and discussion of various specific topics related to each school. May include faculty presentations, student presentations, outside speakers and/or a combination of these. Seminars may be scheduled to meet throughout a term or for a shorter concentrated time.

590/790 Independent Study (1-4) Learning experience to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time and resources permit. May be chosen for one of the following reasons:

- The subject matter or academic activity is not included in regular course offerings and is pertinent to your degree interests.
- The subject matter of academic activity is significantly beyond the scope of scheduled course offerings.
- An independent study shall constitute a contract between student and teacher, and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the study shall be equivalent to that expected in the classroom.
- An independent study course shall be subject to the same academic policies as a regular course except that incomplete work shall be subject to the In Progress (IP) grade policy. The value of the independent study shall vary from one to four semester hours. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements. To register for an independent study, students must submit an approved Individual Study Form to the school registration representative and register for the independent study during the registration period for the term in which the student intends to begin the study.

Tutorial Course listed in the catalog taken by special arrangement in order to finish a degree plan; should not be treated as a matter of convenience. Students and advisors need to give careful attention to course scheduling in order to avoid such tutorials. Requires consulting and following the regular course syllabus and the Syllabus and General Guide for Tutorials.

BIBL 500 Principles of Bible Study 1 (3) Inductive approach to Bible study method that teaches skills for observing, interpreting and applying Scripture with attention to genre. Fundamental hermeneutical principles are set forth while doing exegesis, with a view to application in one's own sphere of influence.

BIBL 501 Theological Research Methods (1) Effective approaches to choosing research topics and presenting persuasive reasoned arguments in a written format. Techniques for performing library research in biblical, theological, and ministry fields. Should be taken during student's first term of graduate work. Required for all M.A. and MDIV students. Prerequisites: UNIV LIB (or concurrent) or UNIV 500. Pass/No Pass.

BIBL 502 Principles of Bible Study 2 (2) Detailed inductive study of a biblical book (other than Mark). Attention to proper use of various English versions of the Bible, concordances, commentaries, word studies and other study aids. Includes outlining for sermons or lessons. May be taken again with a different biblical book and applied for BOTB or BNTB credit. Prerequisite: BIBL 500.

BIBL 504 Biblical Hermeneutics (3) Distinctives of various types of biblical literature, with an emphasis upon resultant considerations for interpretation and contemporary application. Topics: historical narrative, psalm, wisdom, parable, epistle, prophecy and apocalypse.

BIBL 506 Introduction to Biblical Languages (3) Basic features of Hebrew and Greek and use of available study aids such as lexicons, concordances, and other exegetical tools. Enables those with little or no prior knowledge of the biblical languages to engage in basic word studies and grammatical exercises.

BIBL 510 Unity of the Bible (3) The unfolding of biblical revelation in its historical context, resulting in a broad overview of the message of the Bible and the skills associated with interpreting representative texts. Cross-listed with RTCH 710.

BIBL 520 Biblical Criticism (3) A consideration of contemporary issues in biblical criticism in relation to the interpretation of Scripture. Topics include historical criticism, form criticism, redaction criticism and insight on how the New Testament uses the Old Testament. Attention given to criticism and the evangelical scholar. Prerequisite: BNTB 541 (or concurrent) or BOTB 541 (or concurrent).

BIBL 524 Pauline Theology (3) The discipline of biblical theology using the Pauline correspondence within its historical context. Deals with the leading themes of Pauline theology that can be drawn from Paul's writings. Cross-listed with RTCH 724.

BIBL 540 Promise, Covenant & Kingdom (3) Exegetical examination, directed reading and research into the Bible's major theological concepts of Promise, Covenant and Kingdom. Special emphasis on Lutheran and renewal understanding and practices of these concepts. Cross-listed with RTCH 740.

BIBL 651 Biblical Hermeneutics in the Renewal Tradition (3) Understanding and interpreting the Bible in a Renewal community of faith and scholarship, focusing on the hermeneutical challenges of the diversity of the canon, the plurality of interpretative methods and theories in relation to language and text, as well as the perceived nature of contemporary society. Prerequisites: Biblical Studies Interdisciplinary Elective.: One BIBL, BOTB, or BNTB course. Cross-listed with RTCH 751.

BNTB 500 New Testament (3) Contents, themes, and genres of the New Testament canon; methodologies for interpreting the texts in light of their historical contexts.

BNTB 506 Synoptic Gospels (3) Exploration of the origin, nature and purpose of the first three Gospels in relation to contemporary research, including the synoptic problem, form criticism and redaction criticism. Discusses the contemporary relevance of each Gospel message. Prerequisite: BIBL 500 or BIBL 504. Cross-listed with RTCH 726.

BNTB 535 Parables of Jesus (3) Analysis and interpretation of the parables of Jesus. Attention to the history, methodology, structure, content, exegesis and theological shaping of parable interpretation. Prerequisite: completion of BIBL 500 or BIBL 504. Cross-listed with RTCH 735.

BNTB 540 New Testament Greek 1 (3) Intensive course in basic morphology and syntax of New Testament Greek. Covers basic vocabulary and grammar as a foundation for BNTB 541.

BNTB 541 New Testament Greek 2 (3) Continuation of BNTB 540. Includes translation and exegesis of 1 John. Prerequisite: BNTB 540.

BNTB 542 Greek Exegesis (3) Develops reading vocabulary and exegetical skills through intensive study of 1 and 2 Thessalonians in the Greek text. May be offered using another book of the Greek NT. Prerequisite: BNTB 541.

BNTB 543 Readings in the Greek New Testament (3) Exercises in translation, vocabulary building and exegesis of select portions of the Greek New Testament and Septuagint (LXX). Prerequisite: BNTB 542, BIBL 500 or BIBL 504.

BNTB 544 Intermediate Greek (3) Detailed overview of the leading Greek grammars using the software programs that assist in the research of the Greek NT. Prerequisite: BNTB 542 or equivalent.

BNTB 546 Literary Background to the New Testament (3) Readings from a variety of literature from the Intertestamental period that cast light on the NT. Readings are taken from the Apocrypha, the Pseudepigrapha, the Dead Sea Scrolls and various Hellenistic works. Attention given to rabbinic tradition from the Mishnah. Prerequisite: BIBL 500 (or concurrent) or BIBL 504 (or concurrent).

BNTB 581 Early Christian & Jewish Views of Jesus (3) Study of the discipline of biblical theology using the Gospels and the Pauline correspondence within their historical context. Deals with the early Christian and Jewish understandings of Jesus drawn from the interplay between the NT writings and Jewish writings. Follows a format of a Jewish-Christian dialogue on Christianity and rabbinic Judaism of the first century with particular emphasis on the various affirmations concerning Jesus' identity.

BNTB 620 The Book of Revelation (3) Explores various methodologies, including historical criticism, rhetorical criticism, and reader response criticism, that are used in contemporary interpretation of the text, as well as developing interpretive skills that are integral to biblical exposition. Cross-listed with RTCH 736.

BOTB 500 Old Testament (3) Contents, themes, and genres of the Old Testament canon; methodologies for interpreting the texts in light of their historical contexts.

BOTB 503 Old Testament Theology (3) Directed reading and research into the nature, history and method of Old Testament theology with an examination of the major theological concepts/themes in the Old Testament. Understanding of the current debate, familiarity with significant Old Testament scholars and research on a particular topic/issue in O.T. theology will be emphasized. Prerequisite: BOTB 500.

BOTB 540 Biblical Hebrew 1 (3) Introduction to the grammar of biblical Hebrew. Emphasis is placed on alphabet, vowels, verbs and basic reading vocabulary as a foundation for BOTB 541.

BOTB 541 Biblical Hebrew 2 (3) Resumption of BOTB 540 with continued emphasis on grammar and vocabulary. Stress on weak verbs and basic knowledge of syntax. Exercises and reading of selected texts of Hebrew prose. Prerequisite: BOTB 540.

BOTB 542 Hebrew Exegesis (3) Translation of a select book of Hebrew OT or select representative passages (e.g., narrative, law, psalms, prophecy, poetry). Analysis of the text with a view toward preparation for biblical exposition, preaching or further academic study. Prerequisite: BOTB 541.

BOTB 543 Readings in the Hebrew Old Testament (3) Exercises in translation, vocabulary building and exegesis of select portions of the Hebrew OT. Prerequisite: BOTB 542.

BOTB 544 The Psalms (3) An examination and exegesis of the Psalms within the Hebrew canon and within Israel's worshipping community. Attention is given to the history, methodology, structure, content, exegesis and theological shaping of psalm interpretation. Prerequisite: BIBL 500 or BIBL 504. Cross-listed with RTCH 744.

BOTB 550 Biblical Aramaic & Other Semitic Languages (3) Elements of biblical Aramaic grammar and syntax, including phonology, the strong and weak verbs, basic vocabulary and an ability to read biblical Aramaic sentences, which also focuses on basic, biblical Aramaic vocabulary, including Hebrew, Akkadian, Persian and Greek loan words. Attention given to the primary Aramaic texts in the OT: Ezra 4:8-6:18; 7:12-26; Daniel 2:4-7:28. By special arrangement, can be adapted to similar studies of the Semitic languages of Ugaritic or Akkadian. Prerequisite: completion of BOTB 542.

BOTB 612 Pre-Exilic Prophets (3) Introduces the Pre-Exilic prophets against their ancient near Eastern background and provides a critical and historical analysis of the books of Amos, Hosea, Isaiah 1-39 and Micah. The significant theological themes, events and personalities of these books will be considered. Prerequisites: BOTB 504 and BIBL 500 or BIBL 504.

DCOR 700 DMin Orientation (3) Program introduction emphasizes Regent's leadership development philosophy relating to personal growth and ministry practice; explains and models the adult-learning instructional approach; brings spiritual refreshment and revitalization through retreat-oriented and peer-interactive learning; and introduces skills and techniques of biblical/theological reflection and research necessary for successful completion of program work. Mandatory course offered once annually.

DCOR 701 Leader's Life & Values (3) Examines and assesses ethical issues affecting leaders' lives and work. Provides tailored personal/professional assessment, refocusing and growth. Emphasizes core values, spiritual formation, and relational development, providing lifetime leadership competence and confidence. Mandatory course offered once annually.

DCOR 702 Vision, Mobilization & Management (3) Skill-enhancement course equips to catalyze change: casting vision; conducting strategic planning; managing multi-phased projects and processes. Trains to use interactive systems supporting ministry strategic planning and management. Equips students with leadership skills to mobilize and manage volunteer and staff resources: recruiting, assimilating, supervising, growing, retaining. Prerequisite: DCOR 700. Mandatory course offered once annually.

DCOR 703 Leading Spiritual Formation & Renewal (3) Spiritual formation processes in the context of leadership and renewal are studied and practiced to effect personal and vocational growth. Included, in a retreat setting, is an experiential approach to leading formation and renewal in one's ministerial context. Mandatory course offered once annually. Prerequisite: DCOR 700.

DCOR 704 Prophetic Leadership & Redemptive Focus (3) Aligns personal practice, organizational management, and spiritual leadership with: the pursuit of engaging the gospel and contextualization; applying moral messages and agencies within church and society; and advancing the Christian movement from local to worldwide. Trains to attain discernment of and alignment with God's redemptive plan in the world. Mandatory course offered once annually. Prerequisite: DCOR 700.

DCOR 705 Research Design and Methodology (3) Introduces students to the nature of research in the context of ministry and the discipline of practical theology. Explains how research can be designed, how the process of investigation unfolds and demonstrates how qualitative and quantitative research methods can be employed. Cross-listed with RTCH 705.

DCPE 701 Clinical Pastoral Education 1 (3) The first unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a master's level may not receive doctoral credit for this course.

DCPE 702 Clinical Pastoral Education 2 (3) The second unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a master's level may not receive doctoral credit for this course. Prerequisite: DCPE 701 or Unit 1 of CPE.

DCPE 703 Clinical Pastoral Education 3 (3) The third unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: first, gain permission from the dean's office; next, apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a master's level may not receive doctoral credit for this course. Prerequisite: DCPE 701 & 702 or Units 1 & 2 of CPE.

DCPE 704 Clinical Pastoral Education 4 (3) The fourth unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: first, gain permission from the dean's office; next, apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a master's level may not receive doctoral credit for this course. Prerequisite: DCPE 701, 702 & 703 or Units 1, 2 & 3 of CPE.

DDSS 798 DMin Integrative Examination (3) Culminating exercise to demonstrate scholarly, professional, practical and spiritual integration of the DMin experience. Write both an integrative essay and a ministry project/dissertation proposal. The examination is a discussional interview based on the content of the integrative essay. Pass/No Pass.

DDSS 799A (01) DMin Ministry Project (3) An identified problem in ministry that needs solving. It is a specialized application of the curriculum to your ministry context. Prerequisites: fulfillment of all DMin course requirements (core and specialty track), submission of an integration essay and successful completion of an oral examination. Pass/No Pass.

DDSS 799 (01) DMin Ministry Dissertation (3) Document that incorporates original study and research using historical, critical, biblical and theological tools and analysis. Focuses on an issue or topic in a biblical or theological discipline. Prerequisites: fulfillment of all DMin course requirements (core and specialty track), submission of an integration essay and successful completion of an oral examination. Pass/No Pass.

DDSS 799B (01) DMin Ministry Continuing Dissertation (1-3) For those working on DDSS 799 who need additional time beyond the dissertation course to complete the dissertation. This course cannot be repeated. Prerequisites: DDSS 799; permission of program director. Pass/No Pass.

DGEN 597 Comprehensive Exam (3) One of two culminating experience options for most Master of Arts concentrations, the exam evaluates the student's attainment of program objectives. Normally taken during the final semester of the program, the exam consists of questions in both the student's area of concentration and the program's core courses. Prerequisite: dean approval. Pass/No Pass.

DGEN 685 Seminar (1-4) Critical analysis of pastoral issues in light of biblical, historical, and theological resources the student must draw upon from courses in the relevant degree program. Students are required to demonstrate proficiency in synthesizing biblical, historical, and theological knowledge by thinking through a number of issues related to Christian life.

DGEN 689 Study Tour Option (3) Provides various domestic and global tour settings as immersion learning contexts for biblical studies, Christian doctrine, Intercultural Studies and history and/or practical theology areas of study. Offered once per academic year. Cross-listed with RTCH 779.

DGEN 697 Preparing a Thesis Proposal (3) Ordinarily for those preparing for advanced study. Refining a thesis topic through wide reading, developing a thesis, database searching, building a bibliography, writing a literature review, and preparing a formal thesis proposal. Prerequisites: second-year status and the approval of the professor.

DGEN 699 Thesis (3) Developing the thesis proposal from DGEN 697 into an extended, well-written document incorporating critical analysis and synthesis, and involving original work. Follows the timeline and structure of the Thesis Manual. Prerequisite: at least a B in DGEN 697.

DGEN 699a-c Thesis Continuation (1-3) A continuation for DGEN 699. Prerequisite: an IP in DGEN 699.

DLDR 706 Priests, Disciples & Mission (3) The Reformation concept of the Priesthood of Believers and its intersection with worship and missional movements. Special focus on the implications for missional ministry in the home, neighborhood and marketplace. Cross-listed with PMIN 506.

DLDR 707 Leadership in Church & Ministry (3) Presents biblical principles of church leadership and life with an emphasis on team ministry. Examines key ministry practices as foundations for church renewal and revitalization. Recommended as a prerequisite to other ministry courses. Cross-listed with PMIN 501 and RTCH 707.

DLDR 708 Pentecostalism: Origin & Pastoral Issues (3) Serves as a broad survey of Pentecostalism and Charismatic history with a special focus on the theological and pastoral issues raised by the movement. Attention will be given to the background issues that preceded the birth of the movement and how the mainline churches responded to the challenges of a new and dynamic religious force. Examines the pastoral issues within the Pentecostal movement.

DLDR 709 Models of Biblical Discipleship (3) Biblical principles for building reproducing disciples based upon the Great Commission, including discipleship strategies for a range of settings. Cross-listed with PMIN 509, SFRM 509 and RTCH 709.

DLDR 710 Developing the Leaders around You (3) Covers how to deepen your level of influence through developing both principles and passion. Learn to unlock your leadership potential in the following ways: understand how God builds a person into a leader; unleash one's own leadership identity; recognize the proving ground of leadership in one's life; develop strategic leadership skills and habits; and become a passionate equipper of other leaders. Prerequisite: DCOR 700.

DLDR 711 Revival Strategies: Sustaining Spiritual Momentum (3) Study of revival in context of its impact upon the spiritual life of a local church congregation. Focus will be on the necessary spiritual ingredients of revival leadership and revival churches. Some core issues to be developed are revival myths and errors, revival foundations, spiritually pacing revival, revival leading and feeding, longevity principles of revival and sustaining spiritual momentum. Prerequisite: DCOR 700.

DLDR 712 Executive Leadership Confidence (3) The practical frameworks, principles and tools for gaining leadership confidence. Major emphasis on personal confidence, church confidence, team confidence and leadership in general. Strengthens the leadership confidence of participants. Be targeted to grow into mature, confident and wise leaders. Prerequisite: DCOR 700.

DLDR 714 Leading Ministries that Last (3) Utilizes many of the leadership perspectives that have emerged in recent studies. Biblical insights, examples and illustrations will help dissect these various leadership perspectives (such as leadership elements, leadership styles, philosophical models, leadership emergence theory, mentoring, change dynamics, etc.). Prerequisite: DCOR 700.

DLDR 719 Christian Spirituality (3) Biblical meanings and theology of the various “streams” of spirituality; historical development and contemporary practice of the spirituality encompassing Christian faith, life and ministry. Cross-listed with SFRM 510.

DLDR 720 Contextualized Ministry Seminar (3) Examines the role that contextualization plays in ministry leadership. Provides practical wisdom for adapting ministry for specific social, ethnic, cultural, and theological contexts in order to produce high impact ministry in the student’s unique ministry context. Prerequisite: DCOR 700.

DLDR 722 Christian Ethics (3) Biblical and theological foundations that determine the formation of Christian moral decision-making and shape a personal lifestyle. Examines selected contemporary moral issues in the light of biblical teachings. Includes an overview of the prophetic call to the community, the marketplace and nation to mobilize the church in addressing crucial social issues. Cross-listed with THEO 522 and RTCH 722.

DLDR 731 Global Pentecostalism (3) History and development of worldwide Pentecostal and Charismatic churches, with emphasis on inter-cultural studies and the growth and significance of Pentecostal and Charismatic movements in the Global South and East. Cross-listed with HCHT 650, ICSD 550, and RTCH 750.

DLDR 759 Urban Pastoral Leadership (3) Examines the role of the urban pastor with focused attention upon the critical issues of education, poverty, ethnic diversity, and religious plurality with special attention to theology, ecclesiology, and preaching as context for pastoral leadership in relation to urban challenges. Cross-listed with PMIN 559.

DLDR 760 Online Technologies and Digital Media in Ministry (3) Online tools ranging from website development, blogging, social networks, audio/video streaming and email newsletters. Students learn to integrate digital online media content for ministry settings such as pastoral ministry, worship, evangelism, missions, marketplace and others. Cross-listed with PMIN 600 and RTCH 760.

DLDR 761 Pastoral Care, Counseling & Conflict (3) Strategies for effective emotional and spiritual healing in the unique context of the church. Presents models for biblically based, spiritually gifted strategies for key issues as an integrated part of the mentoring and making disciples process. Cross-listed with PMIN 511 and RTCH 761.

DLDR 762 Ministry Administration (3) Examination of effective ways to administrate the local church, including the role of lay leadership. Attention will be given to budgets and facilities, with a view to ministry opportunities. Cross-listed with PMIN 519 and RTCH 762.

DLDR 763 Pastoral Theology (3) Develops an integrated perspective of the pastoral functions, practices and offices in the local church, e.g., sacraments, funerals and weddings. Critical issues in pastoral leadership are examined with an emphasis on avoiding pastoral pitfalls and fulfilling your calling with integrity. Cross-listed with PMIN 550 and RTCH 763.

DLDR 765 Christian Leadership Development (3) Biblical principles concerning the development and exercise of Christian leadership. Consideration is given to mobilizing the laity for service in the local church by using the spiritual gifts. Cross-listed with PMIN 514.

DLDR 766 The Ministry Leader: Lifestyle & Skills (3) Based on a survey of critical works by adult and leadership formation authorities, emphasis is placed on key life-focus tasks for career ministry leaders. Explore biographical method as a means of conducting personal, theological and professional reflection. Special emphasis given to the following life

focus process items: sovereign foundations, character formation experiences, early leadership formation influences, current ministry/internship options and lifelong vocational selection. Cross-listed with PMIN 515.

DLDR 767 Intercession as Ministry: Principles & Practice (3) Formational, experiential approach to principles and practices related to the ministry of intercession. Examines biblical and historical models defining the ministry of intercession and how these models relate to the individual and corporate intercessor ministry in the contemporary Church. Emphasizes addressing each individual's need for spiritual development in understanding and practicing intercessory prayer. Cross-listed with PMIN 553.

DLDR 768 Christian Pilgrimage (3) Experiential, formational approach to exploring the Christian Pilgrimage of faith by analyzing the developing traditions of spiritual direction and the classic spiritual disciplines: how the synthesis of spiritual direction and discipline. Cross-listed with PMIN 554.

DLDR 769 Christian Healing (3) Immersive experience in practical models for physical healing, inner healing, and deliverance emerging from the theology and practice of a contemporary global apostolic network of churches in Pentecostal and Charismatic traditions. Equips students to develop a theology of healing applicable to spiritual communities as part of a lifestyle of discipleship. Cross-listed with PMIN 557.

DMCH 701 Foundations for Leadership Ministry Coaching (3) Designed for those doctoral students who have not had the master's-level coaching course work, gives leaders the academic and philosophical coaching foundations for bringing leadership coaching into their ministry. In this doctoral level course, particular emphasis is made to integrate coaching values and skills into existing training strategies in a leader's ministry context. Current research on emotional and relational competence, expressed in coaching methodologies, and its impact on leadership effectiveness will be examined. Peer coaching assignments research the ethics and competencies of the emerging professional coaching industry. Prerequisite: DCOR 700.

DMCH 703 Leadership Ministry Coaching Specialty I (3) Integrating Psychological and Business research and trends in coaching, doctoral students will interact with presenters from these disciplines, as well as dialogue on the current publications and future trends in coaching from their perspectives. Position papers and issues presented at international coaching conferences will be examined in preparation for students submitting their own papers for presentation at these conferences. NOTE: This course replaces DMCH 701 if students took PMIN 574 at the master's level. This course must also be taken on campus as an academic version under Regent University guidelines. Cross-listed with PMIN 603.

DMCH 764 Leadership Coaching for Life Focus (3) Students will explore the principles and tools to navigate past, present, and future major life convergences in themselves and others as ministry, including the organizations they serve. The biblical concept of fulfillment and hope are communicated in ways that apply in both ministry and secular cultures for focused living with purpose and passion. Cross-listed with PMIN 564.

DMIL 701 Military Ministry: Strategy and Policy (3) (Transferred from the Navy War College) Includes the Phase 1 competencies as described by the Joint Professional Military Education (JPME). Competencies covered include: logistics, organizational structure, and decision making; analytical perspectives of world events, the role of culture and conflicts, impact of military transformation upon ministry requirements, and implications for military ministry.

DMIL 702 Military Ministry: Operations and Decision Making (3) (Transferred from the Navy War College) Includes the Phase 1 competencies described by the Joint Professional Military Education (JPME). The competencies covered include: joint maritime operations, the role of religion and conflicts, the nature of war and types of operations, ethos and psyche of personnel, national security and decision making, and implications for the military ministry.

DMIL 703 Military Ministry: Theological Reflection and Synthesis (3) The student will complete an individual course project based upon theological reflection and synthesis of key components of military ministry such as: culture, organization leadership, conflict, war and other relevant topics included in the Joint Professional Military Education (JPME), Phase 1. A DMin faculty member will serve as facilitator/instructor.

HCHT 501 Early Christianity (3) Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the time of the apostles until the fifth century.

HCHT 502 Medieval Christianity (3) Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the fifth century until the fifteenth century.

HCHT 503 Early Modern Christianity (3) Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought from the Reformation (sixteenth century) until the eighteenth century.

HCHT 504 Modern Christianity (3) Historical developments of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the nineteenth century until the twenty-first century.

HCHT 524 Luther: Man and Mission (3) Martin Luther's formative years, calling, ministry, understanding of scripture, significant life events, and key events in renewing the church. Cross-listed with RTCH 734.

HCHT 525 Lutheran Christianity (3) Historical developments of the Lutheran Church, comparing Luther and other reformers, with focus on renewal movements and the history of Lutheran thought to the present. Cross-listed with RTCH 725.

HCHT 555 Healing in Christian Traditions (3) Theological and historical development of theologies and practices of healing from the biblical period to the present within Christian tradition. Emphasis placed on its significance for the 19th century Healing movement and 20th century Pentecostal-Charismatic movement. Special attention given to the construction of a Renewal theology of healing. Cross-listed with RTCH 755.

HCHT 613 Renewal & Reconstruction of the Past (3) Principles and methods of historiography surveying the various historic and contemporary theories of historiography and critically examining them from a Renewal perspective, in order to develop the practical research skills of historical method, the process of writing history as well as the specific competencies necessary for completing their dissertations in the area of history and biography. Prerequisite: One HCHT course. Cross-listed with RTCH 713.

HCHT 621 Eastern Christianity (3) Historical and topical study of Eastern Christianity with special emphasis on doctrine and spirituality—especially its pneumatological and charismatic elements. Examines distinctives of the numerous Eastern Christian churches including the Armenian, Assyrian (“Nestorian”), Coptic, Ethiopic, Maronite, Melkite, Orthodox (Byzantine: Greek, Russian, and other national churches), Syrian and Uniate (in communion with the Roman Catholic church). Students will be urged to engage the Eastern Christian and Renewal traditions in dialogue and debate.

HCHT 630 Birth of Pentecostalism (3) The birth of Pentecostalism in the United States will be studied in context with the previous movements that influenced its birth. The importance of the beginnings of the varied worldwide Pentecostal Movements and their relevance for today. Cross-listed with RTCH 730.

HCHT 631 African Pentecostalism (3) The historical and theological development of African Pentecostalism from 1950 to the present. Explores African Pentecostal historiographies and theologies, and how these compare with their Western counterparts. Cross-listed with RTCH 731.

HCHT 650 Global Pentecostalism (3) History and development of worldwide Pentecostal and Charismatic churches, with emphasis on inter-cultural studies and the growth and significance of Pentecostal and Charismatic movements in the Global South and East. Cross-listed with DLDR 731, ICSD 550 and RTCH 750.

ICSD 500 World Christian Perspectives (3) Multifaceted integrative course that focuses on the biblical, historical and cultural dimensions of world evangelization. Emphasis is given to the state of the unevangelized world and how to strategically complete the Great Commission.

ICSD 502 Missions & the Local Church (3) Overview of the local church and its relationship to the mission mandate. Topics of study will include missions education, the role of church leadership in missions and developing the local church into a sending church.

ICSD 507 History of Global Missions (3) Development of Christian missions from the early church fathers to the modern period including their contribution to the expansion of Christianity. Primary emphasis on the modern period.

ICSD 518 Signs & Wonders at Home & Abroad (2) Study of the working of the Holy Spirit in signs and wonders on the mission field today. Relationship of the person and work of the Holy Spirit to church growth, evangelism and leadership training in light of diverse cultural and religious contexts.

ICSD 521 World Religions (3) A focus on understanding the history, dogma, values, and traditions of the major world religions and examining primary and secondary source material from these traditions. Students will be challenged to understand the traditions “from the inside” with an eye to developing skills that can be transferred to both dialogue and interaction. Cross-listed with RTCH 741.

ICSD 530 World Evangelization Strategy (3) Survey of evangelistic approaches being used around the world, with emphasis given to the development of practical, strategic approaches to world evangelism. Prerequisite: ICSD 500 (or concurrent).

ICSD 531 Theology of Global Missions (3) Evaluates various theological models for understanding global missions including Reformed, Anabaptist, Pentecostal, Evangelical, and Liberation Theology. Also examines theologies of mission within Christianity in the Global South.

ICSD 534 Evangelism & Church Growth in Contemporary China (3) Presents the growth and development of the Church in the People's Republic of China from 1949 to the present, as viewed against a backdrop of widespread social and political change. Includes the impact of the Gospel on China's minority nationalities and current opportunities for ministry among Chinese in China, as well as those in Diaspora.

ICSD 545 Intercultural Communication (3) Current communication theories and methodologies related to developing intercultural competency and proficiency in a range of contemporary settings. Cross-listed with RTCH 745.

ICSD 550 Global Pentecostalism (3) History and development of worldwide Pentecostal and Charismatic churches, with emphasis on inter-cultural studies and the growth and significance of Pentecostal and Charismatic movements in the Global South and East. Cross-listed with DLDR 731, HCHT 650, and RTCH 750.

ICSD 555 Field Work (1) Provides the practical application of missions principles, preferably within a cross-cultural ministry opportunity. Conducted under the supervision of a faculty member and a field representative. Prerequisite: Permission of Field Education Director.

ICSD 569 Church Planting Among Muslims (3) Deals with the crucial question of how church planting can be faithful to biblical patterns while being relevant to local and modern Muslim cultures. Consideration is given to creating a sound, practical church-planting methodology while exploring cell models, case studies, contextual strategies and the importance of signs and wonders.

ICSD 570 Introduction to Muslim Worldviews (3) A survey from a Christian perspective of key elements that give shape to the Muslim worldview with the aim of preparing Christians for ministry to Muslims. Special attention is given to the role of Muhammad, the Qur'an, diversity within Islam, Islamic values, thought, social structure and theology. Implications for cross-cultural communication are analyzed along with questions of contextualization.

ICSD 574: Folk Islam and Sufism (3) Folk Islam and Sufism will be studied with a view to discovering their power and appeal. Students will study Folk Islam and Sufism to get an overview of different types of Muslim practices so that the student can apply the biblical missiological principles of the power encounter to proclaim the gospel among animistic and mystical Muslims.

ICSD 580 Missions Practicum (2-3) Opportunity to gain practical experience by working with Hampton Roads-based mission agencies. Prerequisite: UNIV LIB, ICSD 500 or ICSD 502.

ICSD 595 Missions Internship (1-6) Supervised, cross-cultural experience during the program that applies academic curriculum to practical mission experience. The components include an orientation seminar, practical ministry, weekly supervisor sessions, field evaluations and a final report. Prerequisites: UNIV LIB, SFRM 501, ICSD 500.

PMIN 501 Leadership in Church & Ministry (3) Presents biblical principles of church leadership and life with an emphasis on team ministry. Examines key ministry practices as foundations for church renewal and revitalization. Recommended as a prerequisite to other ministry courses. Cross-listed with DLDR 707 and RTCH 707.

PMIN 506 Priests, Disciples & Mission (3) The Reformation concept of the Priesthood of Believers and its intersection with worship and missional movements. Special focus on the implications for missional ministry in the home, neighborhood and marketplace. Cross-listed with DLDR 706.

PMIN 508 Implementing Contemporary Evangelism (3) Seeks to equip students with the means of personal evangelism and leading a ministry or a church to implement an evangelistic ministry in order to reach the unevangelized and participate in the Great Commission mandate of Jesus.

PMIN 509 Models of Biblical Discipleship (3) Biblical principles for building reproducing disciples based upon the Great Commission, including discipleship strategies for a range of settings. Prerequisite: SFRM 501. Cross-listed with SFRM 509. Cross-listed with SFRM 509, DLDR 709, and RTCH 709.

PMIN 511 Pastoral Care, Counseling & Conflict (3) Strategies for effective emotional and spiritual healing in the unique context of the church. Presents models for biblically based, spiritually gifted strategies for key issues as an integrated part of the mentoring and making disciples process. Prerequisite: PMIN 501 recommended. Cross-listed with DLDR 761 and RTCH 761.

PMIN 513 Church Planting Models & Methods (3) Analysis of historical and contemporary church planting case studies from various church traditions, demographic settings and cultural contexts. Develop a particular strategy in consultation with active church-planting efforts across the country. Prerequisite: PMIN 501 recommended.

PMIN 514 Christian Leadership Development (3) Biblical principles concerning the development and exercise of Christian leadership. Consideration is given to mobilizing the laity for service in the local church by using the spiritual gifts. Cross-listed with DLDR 765.

PMIN 515 The Ministry Leader: Lifestyle & Skills (3) Based on a survey of critical works by adult and leadership formation authorities, emphasis is placed on key life-focus tasks for career ministry leaders. Explore biographical method as a means of conducting personal, theological and professional reflection. Special emphasis given to the following life focus process items: sovereign foundations, character formation experiences, early leadership formation influences, current ministry/internship options and lifelong vocational selection. Prerequisite: PMIN 501 or concurrent. Cross-listed with DLDR 766.

PMIN 517 Church Growth & Revitalization (3) Survey of the present spiritual condition of the American church and an evaluation of why local churches plateau, decline and die. In contrast, identify specific church renewal characteristics that are essential for future church health, growth and revitalization. Prerequisites: SFRM 501 or PMIN 501. Prerequisite: PMIN 501 or concurrent.

PMIN 518 Christian Education (3) Looks at the teaching office in the church and home by examining biblical principles to teach and train adults, youth and children. Presents models of effective strategies in such critical areas as singles discipleship and other culturally current issues. Prerequisite: PMIN 501 or concurrent.

PMIN 519 Ministry Administration (3) Examination of effective ways to administrate the local church, including the role of lay leadership. Attention will be given to budgets and facilities, with a view to ministry opportunities. Prerequisite: SFRM 501. Prerequisite: PMIN 501 or concurrent. Cross-listed with DLDR 762 and RTCH 762.

PMIN 523 Youth Ministry Conference (2) Presentation of training principles, models and materials to aid youth pastors and workers in leading and revitalizing ministry to youth. Offers exposure to various youth ministry experts with an emphasis upon future directions of youth ministry. Prerequisite: PMIN 501 or concurrent.

PMIN 524 Preparation of Biblical Messages (3) Systematic approach to developing biblical messages (sermons or lectures) that are driven by genuine human need, by the results of sound biblical exegesis and by clear, specific application of that biblical truth to the lives of the hearers. Requires the mastery of a 17-step procedure of moving from congregational need to a biblically grounded message requiring specific changes in the hearers. Prerequisite: BIBL 500 (or concurrent) or BIBL 504 (or concurrent).

PMIN 525 Pulpit Ministry (3) Study of the theology, theory and practice of preaching with emphasis on expository, narrative and topical forms of sermons. Mainly consists of laboratory preaching experiences and evaluation by instructor and students. Prerequisites: BIBL 500 (or concurrent) or BIBL 504 (or concurrent); PMIN 524.

PMIN 538 Strategic Prayer Movements for Cities (2) Focuses on the biblical, historical and current role of prayer as it affects church life, city outreach and world missions. An integration of personal and corporate prayer is developed and practiced in the classroom setting.

PMIN 549 Denominational Polity (3) An overview of the history, values, mission and practices of the respective church body. Polity course available as needed to satisfy ordination requirements for individual churches such as Pentecostal Holiness, Assemblies of God, International Church of the Foursquare Gospel, Association of Vineyard Churches, and Roman Catholic Church. (Tutorial)

PMIN 550 Pastoral Theology (3) Develops an integrated perspective of the pastoral functions, practices and offices in the local church, e.g., sacraments, funerals and weddings. Critical issues in pastoral leadership are examined with an emphasis on avoiding pastoral pitfalls and fulfilling your calling with integrity. Prerequisite: PMIN 501 or concurrent. Cross-listed with DLDR 763 and RTCH 763.

PMIN 553 Intercession as Ministry: Principles & Practice (3) Formational, experiential approach to principles and practices related to the ministry of intercession. Examines biblical and historical models defining the ministry of intercession and how these models relate to the individual and corporate intercessor ministry in the contemporary Church. Emphasizes addressing each individual's need for spiritual development in understanding and practicing intercessory prayer. Prerequisites (recommended): PMIN 500 or PMIN 505 and SFRM 501. Cross-listed with DLDR 767.

PMIN 554 Christian Pilgrimage (3) Experiential, formational approach to exploring the Christian Pilgrimage of faith by analyzing the developing traditions of spiritual direction and the classic spiritual disciplines: how the synthesis of spiritual direction and disciplines may be appropriately integrated into therapeutic processes and holistic healing. Cross-listed with DLDR 768.

PMIN 557 Christian Healing (3) Immersive experience in practical models for physical healing, inner healing, and deliverance emerging from the theology and practice of a contemporary global apostolic network of churches in Pentecostal and Charismatic traditions. Equips students to develop a theology of healing applicable to spiritual communities as part of a lifestyle of discipleship. Cross-listed with DLDR 769.

PMIN 559 Urban Pastoral Leadership (3) Examines the role of the urban pastor with focused attention upon the critical issues of education, poverty, ethnic diversity, and religious plurality with special attention to theology, ecclesiology, and preaching as context for pastoral leadership in relation to urban challenges. Cross-listed with DLDR 759.

PMIN 561 Reconciliation Ministry Issues & Strategies (2) Addresses the racial and ethnic tensions in the church and community, including its sources, effects and projected impact on the gospel witness. Examines various models of reconciliation with strategies that impact both urban/suburban and cross-cultural ministry. Prerequisite: PMIN 501 recommended.

PMIN 562 Building Coalitions for Urban Ministries (2) Examines strategic models that partner churches, community organizations, social agencies, schools and businesses for the purpose of restoring at-risk communities. Develops innovative methods that encourage 21st-century roles for evangelism and compassion ministries. Prerequisite: PMIN 501 recommended.

PMIN 564 Leadership Coaching for Life Focus (3) Students will explore the principles and tools to navigate past, present, and future major life convergences in themselves and others in ministry. The biblical concept of fulfillment and hope are communicated in ways that will apply in both ministry and secular cultures for focused living with purpose and passion. Cross-listed with DMCH 764.

PMIN 571 Clinical Pastoral Education (6) Clinical Pastoral Education (CPE) provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; and (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive 6 credit hours, the CPE unit must include at least 400 hours of supervised experience. Pass/No Pass

PMIN 572 Clinical Pastoral Education (6) For those who need a second CPE course (i.e. "unit"). Clinical Pastoral Education (CPE) provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; and (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive 6 credit hours, the CPE unit must include at least 400 hours of supervised experience. Prerequisite: PMIN 571.

PMIN 574 Foundations for Ministry Coaching (3) Designed to give ministry leaders the academic and philosophical coaching foundations for a sustainable development of workers and leaders who will relate to one another, and their culture, in an authentic and supportive manner. Current research on emotional and relational competence, expressed in coaching methodologies, and its impact on leadership effectiveness will be examined. Peer coaching assignments research the ethics and competencies of the emerging professional coaching industry. Prerequisite: PMIN 501 recommended.

PMIN 580 Practicum (1-6) Practical experience in an area of ministry. Prerequisite: UNIV LIB.

PMIN 585 Ministry Seminar (1-4) In-depth study and discussion of various specific topics related to the practical ministry curriculum of the School of Divinity. It may include faculty presentations, dialogues, student presentations, outside speakers or a combination of these. Prerequisite: PMIN 501 recommended.

PMIN 595 Internship (1-6) Supervised ministry experience during the program that applies the practical theology curriculum in a ministry setting. Includes an orientation seminar, practical ministry, weekly supervisor sessions, field evaluations and a final report. May be done in any ministry track. Prerequisites: UNIV LIB, SFRM 501.

PMIN 600 Online Technologies and Digital Media in Ministry (3) Online tools ranging from website development, blogging, social networks, audio/video streaming and email newsletters. Students learn to integrate digital online media content for ministry settings such as pastoral ministry, worship, evangelism, missions, marketplace ministry and others. Cross-listed with DLDR 760 and RTCH 760.

PMIN 603 Leadership Ministry Coaching Specialty I (3) Integrating Psychological and Business research and trends in coaching, doctoral students will interact with presenters from these disciplines, as well as dialogue on the current publications and future trends in coaching from their perspectives. Position papers and issues presented at international coaching conferences will be examined in preparation for students submitting their own papers for presentation at these conferences. NOTE: This course replaces DMCH 701 if students took PMIN 574 at the master's level. This course must also be taken on campus as an academic version under Regent University guidelines. Cross-listed with DMCH 703.

RTCH 700 Renewal Studies and the Academy (3) Addresses Renewal Studies methodologies by analyzing a brief history of Renewal Studies within the wider theological academy, identifying major developments across various disciplines as applied to this field, and charting the most vibrant trajectories for future research. Special attention will be given to how Renewal Studies methodologies are applied to biblical studies, the history of global Christianity, and the trends in historical, systematic, and constructive theological reflection.

RTCH 701 Renewal Theological Method (3) Explores the question of Christian theological method and hermeneutics from the Renewal perspective. Emphasizes distinctively Renewal approaches to thinking theologically while wrestling with the nature of religious identities (Renewal, Christian, and other faiths). Philosophical, ontological, and epistemological assumptions will be considered vis-à-vis the questions of religious identity and theological method. Cross-listed with THEO 601.

RTCH 703 Advanced Research Methodologies (3) Contemporary conventions of advanced academic research and communication. Introduces newly emerging possibilities for framing inquiries and for gathering, organizing and critically examining data.

RTCH 705 Research Design and Methodology (3) Introduces the nature of empirical research in the discipline of practical theology. It explains research design, the process of investigation, and demonstrates how qualitative and quantitative research methods can be employed. It equips students with the ability to assess and evaluate research in the field of church ministry studies. Cross-listed with DCOR 705.

RTCH 707 Leadership in Church & Ministry (3) Presents biblical principles of church leadership and life with an emphasis on team ministry. Examines key ministry practices as foundations for church renewal and revitalization. Recommended as a prerequisite to other ministry courses. Cross-listed with PMIN 501 and DLDR 707.

RTCH 709 Models of Biblical Discipleship (3) Biblical principles for building reproducing disciples based upon the Great Commission, including discipleship strategies for a range of settings. Cross-listed with PMIN 509, SFRM 509, and DLDR 709.

RTCH 710 Unity of the Bible (3) The unfolding of biblical revelation in its historical context, resulting in a broad overview of the message of the Bible and the skills associate with interpreting representative texts. Cross-listed with BIBL 510.

RTCH 713 Renewal & Reconstruction of the Past (3) Principles and methods of historiography surveying the various historic and contemporary theories of historiography and critically examining them from a Renewal perspective, in order to develop the practical research skills of historical method, the process of writing history as well as the specific competencies necessary for completing their dissertations in the area of history and biography. Cross-listed with HCHT 613.

RTCH 714 Philosophy of Religion (3) Exploration of some of the most profound and exciting questions in the study of religion. For example: What is the nature of faith? Of reason? How do they relate? What is the nature of religious experience, and what does it tell us? Can the existence of God be reasonably proven? How do we understand the problem of suffering and of evil from a theistic perspective? Cross-listed with THEO 524.

RTCH 715 Systematic Theology (3) A pneumatological approach to traditional theological loci such as the Trinity, creation, Christ, soteriology, pneumatology, and ecclesiology, focusing on gaining familiarity with the biblical, historical, and contemporary issues and debates concerning doctrines related to the Spirit and to the task of pneumatological theology

in order to see the interconnectedness of Christian theology from a Renewal perspective and to begin to develop a personal theological method in dialogue with a pneumatological starting point.

RTCH 716 Charismatic Renewal Theology (3) Explores the history, nature and significance of Pentecostal and Charismatic theology. It covers the methodological issues as well as key topics such as Spirit Baptism, healing and glossolalia. It also seeks to integrate these and other key topics within broader theological loci, for example soteriology, ecclesiology and eschatology.

RTCH 717 The Charismatic Movement Today (3) The beginnings, growth and current developments in the 20th century charismatic movement. Covers the antecedents of the various charismatic movements, is international in scope, covering both mainline and independent churches. Cross-listed with THEO 545.

RTCH 718 Confessional Theology (3) Key tenets and central doctrines of the Reformation traditions. Special focus on biblical foundations, historical developments, theological method, and major controversies and confessions, especially with regard to renewal movements within Protestantism. Cross-listed with THEO 518.

RTCH 720 Contemporary Theologies (3) The detailed study of the key theological thinkers and movements of the modern era as the background for evaluating contemporary theological options, including those implied among Pentecostal and Charismatic movements including their historical and cultural contexts, as well as their contemporary relevance for Christian life and ministry.

RTCH 721 Theology and Culture (3) Methodological examination of the complex interconnection between theology and culture designed to help students develop critical skills and sensibilities in discerning the role cultural traditions play in theological ideas. Designed for students to engage questions of renewal in culture and theology debates leading to better cultural competence. Cross-listed with THEO 621.

RTCH 722 Christian Ethics (3) Biblical and theological foundations that determine the formation of Christian moral decision-making and shape a personal lifestyle. Examines selected contemporary moral issues in the light of biblical teachings. Includes an overview of the prophetic call to the community, the marketplace and nation to mobilize the church in addressing crucial social issues. Cross-listed with THEO 522 and DLDR 722.

RTCH 723 Christian Apologetics (3) Philosophical methodologies used in the defense of the Christian faith, especially presuppositionalism (faith to facts) and evidentialism (facts to faith), focusing on the relationship between faith and reason in current Catholic and Protestant defenses, and with biblical applications to modern and postmodern challenges. No former training in philosophy is required. Cross-listed with THEO 523.

RTCH 724 Pauline Theology (3) The discipline of biblical theology using the Pauline correspondence within its historical context. Deals with the leading themes of Pauline theology that can be drawn from Paul's writings. Cross-listed with BIBL 524.

RTCH 725 Lutheran Christianity (3) Historical developments of the Lutheran Church, comparing Luther and other reformers, with focus on renewal movements and the history of Lutheran thought to the present. Cross-listed with THEO 525.

RTCH 726 Synoptic Gospels (3) Exploration of the origin, nature and purpose of the first three Gospels in relation to contemporary research, including the synoptic problem, form criticism and redaction criticism. Discusses the contemporary relevance of each Gospel message. Cross-listed with BNTB 506.

RTCH 727 Bonhoeffer and Life Together (3) Dietrich Bonhoeffer's devotion to discipleship as a teacher, ecumenist, pastor, preacher, seminary director, prophet and ultimately martyr, and the implications for modern day discipleship and Christian renewal in a postsecular age. Cross-listed with THEO 527.

RTCH 730 Birth of Pentecostalism (3) The birth of Pentecostalism in the United States will be studied in context with the previous movements that influence its birth. The importance of the beginnings of the varied worldwide Pentecostal Movements and their relevance for today. Cross-listed with HCHT 630.

RTCH 731 African Pentecostalism (3) The historical and theological development of African Pentecostalism from 1950 to the present. Explores African Pentecostal historiographies and theologies, and how these compare with their Western counterparts. Cross-listed with HCHT 631.

RTCH 734 Luther: Man and Mission (3) Martin Luther's formative years, calling, ministry, understanding of Scripture, significant life events, and key events in renewing the church. Cross-listed with HCHT 524.

RTCH 735 Parables of Jesus (3) Analysis and interpretation of the parables of Jesus. Attention to the history,

methodology, structure, content, exegesis and theological shaping of parable interpretation. Cross-listed with BNTB 535.

RTCH 736 The Book of Revelation (3) Explores various methodologies, including historical criticism, rhetorical criticism, and reader response criticism, that are used in contemporary interpretation of the text, as well as developing interpretive skills that are integral to biblical exposition. Cross-listed with BNTB 620.

RTCH 740 Promise, Covenant & Kingdom (3) Exegetical examination, directed reading and research into the Bible's major theological concepts of Promise, Covenant and Kingdom. Special emphasis on Lutheran and renewal understanding and practices of these concepts. Cross-listed with BIBL 540.

RTCH 741 World Religions (3) A focus on understanding the history, dogma, values, and traditions of the major world religions and examining primary and secondary source material from these traditions. Students will be challenged to understand the traditions "from the inside" with an eye to developing skills that can be transferred to both dialogue and interaction. Cross-listed with ICSD 521.

RTCH 744 The Psalms (3) An examination and exegesis of the Psalms within the Hebrew canon and within Israel's worshipping community. Attention is given to the history, methodology, structure, content, exegesis and theological shaping of psalm interpretation. Cross-listed with BOTB 504.

RTCH 745 Intercultural Communication (3) Current communication theories and methodologies related to developing intercultural competency and proficiency in a range of contemporary settings. Cross-listed with ICSD 545.

RTCH 746 Pneumatology: The Doctrine of the Holy Spirit (3) A systematic presentation of the Christian understanding of the Holy Spirit, including current approaches to the operation of the Spirit in Catholic theology, the mission of the Spirit in Protestant theology, and the anointing of the Spirit in the renewal movements. Cross-listed with THEO 546.

RTCH 750 Global Pentecostalism (3) History and development of worldwide Pentecostal and Charismatic churches, with emphasis on inter-cultural studies and the growth and significance of Pentecostal and Charismatic movements in the Global South and East. Cross-listed with ICSD 550, HCHT 650, and DLDR 731.

RTCH 751 Biblical Hermeneutics in the Renewal Tradition (3) Understanding and interpreting the Bible in a Renewal community of faith and scholarship, focusing on the hermeneutical challenges of the diversity of the canon, the plurality of interpretative methods and theories in relation to language and text, as well as the perceived nature of contemporary society. Prerequisite: One BIBL, BOTB, or BNTB course. Cross-listed with BIBL 651.

RTCH 753 Hermeneutical Philosophy (3) Guides students through key proponents of hermeneutical philosophy (Heidegger, Bultmann, Gadamer, Paul Ricoeur and Wittgenstein) who had an important influence on contemporary theology. Special attention will be given to an analysis of the nature of understanding per se and the role of the Holy Spirit and faith in the interpretation process. Within this context the distinctives of Renewal Theology will be investigated.

RTCH 754 Charismatic Renewal Theology (3) Examines cutting-edge trends in Pentecostal/Charismatic thought, e.g., examinations of: hermeneutics, cessationism, classical Pentecostal distinctives, contemporary charismatic aberrations, Spirit Christology, and a *revised* biblical theology of the Holy Spirit, the kingdom of God, faith, prayer, mission and Christian existence. Cross-listed with THEO 542.

RTCH 755 Healing in Christian Traditions (3) Theological and historical development of theologies and practices of healing from the biblical period to the present within Christian traditions. Emphasis placed on its significance for the 19th century Healing movement and 20th century Pentecostal-Charismatic movement. Special attention given to the construction of a Renewal theology of healing. Cross-listed with HCHT 555.

RTCH 760 Online Technologies and Digital Media in Ministry (3) Online tools ranging from website development, blogging, social networks, audio/video streaming and email newsletters. Students learn to integrate digital online media content for ministry settings such as pastoral ministry, worship, evangelism, missions, marketplace ministry and others. Cross-listed with PMIN 600 and DLDR 760.

RTCH 761 Pastoral Care, Counseling & Conflict (3) Strategies for effective emotional and spiritual healing in the unique context of the church. Presents models for biblically based, spiritually gifted strategies for key issues as an integrated part of the mentoring and making disciples process. Cross-listed with PMIN 511 and DLDR 761.

RTCH 762 Ministry Administration (3) Examination of effective ways to administrate the local church, including the role of lay leadership. Attention will be given to budgets and facilities, with a view to ministry opportunities. Cross-listed with PMIN 519 and DLDR 762.

RTCH 763 Pastoral Theology (3) Develops an integrated perspective of the pastoral functions, practices and offices in the local church, e.g., sacraments, funerals and weddings. Critical issues in pastoral leadership are examined with an emphasis on avoiding pastoral pitfalls and fulfilling your calling with integrity. Cross-listed with PMIN 550 and DLDR 763.

RTCH 764 The Miraculous in the Biblical Tradition (3) An in depth exploration of the miraculous element in the biblical traditions, with a focus and emphasis on the New Testament. Students will examine biblical traditions in relation to the miraculous, the history of the treatment of the miraculous (especially in relation to Jesus), the miraculous in the early Church, and recent scholarly debates about the miraculous and its potential significance for contemporary theological speculation.

RTCH 768 Eastern Christianity (3) An historical and topical study of Eastern Christianity, with special emphasis on doctrine and spirituality, especially its pneumatology and charismatic elements examining the distinctions of Eastern Christian churches, including Armenian, Assyrian (Nestorian), Coptic, Ethiopic, Maronite, Melkite, Orthodox (Byzantine: Greek and Russian, and other national churches), Syrian, and Uniate churches.

RTCH 769 Renewal in Missions (3) Examines how Renewal movements in North Atlantic countries and in the Majority World have impacted the growth of Christian missions. These movements include Franciscan, Anabaptist, missionary orders within the Catholic Reformation, Pietist, Puritan, Moravian, Methodist, Presbyterian, Anglican, Russian Orthodox, Evangelical, holiness, Pentecostal, Charismatic, and independent and non-denominational Christians. The course will explore the contemporary relevance of these missiological legacies and what can be learned to transform individual believers and communities of faith into “God’s missionary people.”

RTCH 770 Theological German (3) Fundamental structures of the German language, essential vocabulary and grammar are studied by students majoring in theology for proficient reading of academic journals, books, and monographs written in German focusing on general proficiency in reading German texts in the arts and sciences as well as theological texts and vocabulary. Proficiency exam given as a culminating assessment. Credit hours do not count toward Ph.D. required coursework. Pass/No Pass.

RTCH 771 Ecumenics and Renewal (3) An examination of the biblical foundations for Christian unity. The course includes a study of the origins and historical development of the ecumenical movement and the integration of international, regional, and local dialogue. Also explores the place of ecumenism in social justice, mission and evangelism, and in prayer and worship. Explores common definitions of unity and an assessment of issues that divide the churches with particular focus on the ecumenical movement and Renewal.

RTCH 779 Study Tour Option (3) Provides various domestic and global tour settings as immersion learning contexts for biblical studies, Christian doctrine, Intercultural Studies and history and/or practical theology areas of study. Offered once per academic year. Cross-listed with DGEN 689.

RTCH 780 Teaching Practicum (3) Focus on developing theological educators and teachers, by matching students as teaching assistants with a teacher-mentor in order to provide experience with course design and preparation, syllabus construction, lecturing, assessment, instructional technology, and other aspects of undergraduate or graduate level education.

RTCH 781 Guided Research (3) The research of a topic of interest in Biblical Studies, Christian Theology, and the History of Global Christianity preferably related to the dissertation. Topics of research must be arranged with the course instructor.

RTCH 783 Readings in Renewal and Biblical Studies (3) Review for Ph.D. qualifying examinations. Repeatable for credit.

RTCH 784 Readings in Renewal and the History of Global Christianity (3) Review for Ph.D. qualifying examinations. Repeatable for credit.

RTCH 785 Ph.D. Seminar (3 or 6) In-depth study and discussion of various specific topics related to the Ph.D. course of study. It may include faculty presentations, dialogues, student presentations, guest speakers or a combination of these. Considered an elective course and not related to any particular specialty track.

RTCH 786 Readings in Renewal and Theological Studies (3) Review for Ph.D. qualifying examinations. Repeatable for credit.

RTCH 787 Advanced Reading in Practical Theology (3) Addresses the broad field of practical theology and allows students to locate the tradition of Renewal theology within it. It identifies the major strands of academic practical theology

and considers key issues and critical questions. It assists the students in developing their own voice from within the Renewal tradition.

RTCH 797 Proposal Development (3) Guides the articulation of a problem or question, and the formulation of the abstract and table of contents, as well as the construction of a literature review for a dissertation proposal. Prerequisites: Completion of 18 credits and RTCH 703.

RTCH 800 a-c Qualifying Exams (3) A final review of subject areas and content in preparation for Ph.D. qualifying examinations. Students will then take the written and oral portions of the qualifying exams. This course is the first part of the Ph.D. culminating experience. RTCH 800c is repeatable for credit by petition only. Pass/No Pass.

RTCH 801 a-d Ph.D. Dissertation Research (1 or 3) Original study and research using historical, critical, biblical, and theological tools and analysis. The dissertation must focus on an approved topic in Renewal Studies. This course is the second part of the Ph.D. culminating experience. RTCH 801d is repeatable for credit. Prerequisite: Fulfillment of all Ph.D. course requirements and approval of Ph.D. faculty. Pass/No Pass.

SFRM 501 Spiritual Formation Foundations (3) Biblical, historical, and theological aspects of Christian formation, including the holistic and other models, as these are practically applied to personal life and ministry contexts.

SFRM 502 Internship: Ministry Formation (3) Accompanies the internship; addresses spiritual formation issues in relationship to the internship experience; serves as the basis for the assessment of spiritual progress and vocational preparedness within the professional context. Prerequisite: SFRM 501. Pass/No Pass.

SFRM 503 Spiritual & Vocational Integration (3) Assessment of spiritual progress and vocational preparedness within personal and professional contexts with a view toward recommendation for ministerial fitness; taken in final year of degree program. Prerequisite: SFRM 501.

SFRM 509 Models of Biblical Discipleship (3) Biblical principles for building reproducing disciples based upon the Great Commission, including discipleship strategies for a range of settings. Prerequisite: SFRM 501. Cross-listed with PMIN 509, DLDR 709, and RTCH 709.

SFRM 510 Christian Spirituality (3) Biblical meanings and theology of the various “streams” of spirituality; historical development and contemporary practice of the spirituality encompassing Christian faith, life and ministry. Prerequisite: SFRM 501. Cross-listed with DLDR 719.

SFRM 601 Spiritual Formation & Community (3) Design and application of models, principles, processes and practical theology of both spiritual formation and discipleship in faith communities and other ministry contexts. Prerequisites: PMIN 509 or SFRM 510.

THEO 500 Christian Theology (3) Key tenets and central doctrines of the Christian faith. Special focus on biblical foundations, historical developments, theological method, and major controversies and confessions.

THEO 504 Angelology & Demonology (3) A Biblical, theological and historical study of the nature, functions and activity of angels and demons. Explores the whole realm of the supernatural in our time.

THEO 505 Worldviews (3) Scriptural and theological analysis of our inherited and assumed worldviews; heightens awareness of the variety, meaning, and implications of the various worldviews that abound in contemporary Western culture, with specific attention to how these impinge on faithful witness in the public square.

THEO 506 Practicing Theology (3) The relationship of faith in theory and praxis in the Christian life. Critically engages the prevalent habit of relegating questions of faith and learning to the realm of theory, explores integration of knowledge and practice, and examines the isolation of audiences, the division of theological disciplines, and the lack of praxis in church, academy, and popular culture. Promotes a Christian anthropology and pedagogy that integrates praxis and faith in school, ministry, and everyday Christian living. Cross-listed with RTCH 706.

THEO 518 Confessional Theology (3) Key tenets and central doctrines of the Reformation traditions. Special focus on biblical foundations, historical developments, theological method, and major controversies and confessions, especially with regard to renewal movements within Protestantism. Cross-listed with RTCH 718.

THEO 522 Christian Ethics (3) Biblical and theological foundations that determine the formation of Christian moral decision-making and shape a personal lifestyle. Examines selected contemporary moral issues in the light of biblical teachings. Includes an overview of the prophetic call to the community, the marketplace and nation to mobilize the church in addressing crucial social issues. Cross-listed with DLDR 722 and RTCH 722.

THEO 523 Christian Apologetics (3) Philosophical methodologies used in the defense of the Christian faith, especially

presuppositionalism (faith to facts) and evidentialism (facts to faith), focusing on the relationship between faith and reason in current Catholic and Protestant defenses, and with biblical applications to modern and postmodern challenges. No former training in philosophy is required. Cross-listed with RTCH 723.

THEO 524 Philosophy of Religion (3) Exploration of some of the most profound and exciting questions in the study of religion. For example: What is the nature of faith? Of reason? How do they relate? What is the nature of religious experience, and what does it tell us? Can the existence of God be reasonably proven? How do we understand the problem of suffering and of evil from a theistic perspective? How does a timeless God relate to a temporal world? What is the relationship between revelation and language, and between religion and science? How are we, as Christians, to understand and evaluate the faiths of the other world religions? Can one talk rationally of ethics without God? Cross-listed with RTCH 714.

THEO 527 Bonhoeffer and Life Together (3) Dietrich Bonhoeffer's devotion to discipleship as a teacher, ecumenist, pastor, preacher, seminary director, prophet and ultimately martyr, and the implications for modern day discipleship and Christian renewal in a postsecular age. Cross-listed with RTCH 727.

THEO 542 Charismatic Renewal Theology (3) Examines cutting-edge trends in Pentecostal/ Charismatic thought, e.g., examinations of: hermeneutics, cessationism, classical Pentecostal distinctives, contemporary charismatic aberrations, Spirit Christology, and a *revised* biblical theology of the Holy Spirit, the kingdom of God, faith, prayer, mission and Christian existence. Prerequisite: THEO 500. Cross-listed with RTCH 754.

THEO 543 Contemporary Theology (3) Covers the last 400 years of major movements in theological thought and their continuing influence, e.g., the Enlightenment, the Romantic movement, Liberalism, Neo-Orthodoxy, Fundamentalism, Evangelicalism, Roman Catholic Theology, Pentecostalism, the Liberation Theologies and a special section on biblical criticism and theology. Involves extensive reading and examinations. Prerequisite: THEO 500.

THEO 544 The Holiness-Pentecostal Movement (3) Beginnings of the holiness movement, both in Britain and America, and the origins of the Pentecostal movement from its inception to the present time. Attention on specific Wesleyan teachings and experience that were carried over into Pentecostalism. Evaluates the beginnings and development of Pentecostalism as a unique movement, both in America and throughout the world. Focuses on the formation and development of the major Pentecostal denominations. In addition to contributing theological and ecclesiastical influences, the social and cultural origins of Pentecostalism will be studied in detail.

THEO 545 The Charismatic Movement Today (3) The beginnings, growth and current developments in the 20th century charismatic movement. Covers the antecedents of the various charismatic movements, is international in scope, covering both mainline and independent churches. Cross-listed with RTCH 717.

THEO 546 Pneumatology: The Doctrine of the Holy Spirit (3) Systematic presentation of the Christian understanding of the Holy Spirit, including current approaches to the operation of the Spirit in Catholic theology, the mission of the Spirit in Protestant theology, and the anointing of the Spirit in the renewal movements. Prerequisite: THEO 500. Cross-listed with RTCH 746.

THEO 601 Renewal Theological Method (3) Explores the question of Christian theological method and hermeneutics from the Renewal Perspective. Emphasizes distinctively Renewal approaches to thinking theologically while wrestling with the nature of religious identities (Renewal, Christian, and other faiths). Philosophical, ontological, and epistemological assumptions will be considered vis-à-vis the questions of religious identity and theological method. Prerequisites: One THEO course. Cross-listed with RTCH 701.

THEO 621 Theology and Culture (3) Methodological examination of the complex interconnection between theology and culture designed to help students develop critical skills and sensibilities in discerning the role cultural traditions play in theological ideas. Designed for students to engage questions of renewal in culture and theology debates leading to better cultural competence. Cross-listed with RTCH 721

THEO 670 Theological German (3) Fundamental structures of the German language, essential vocabulary and grammar are studied by students majoring in theology. Prepares master's and doctoral students for the proficient reading of academic journals, books and monographs written in German. During the first part of the semester, students will attain a general proficiency in reading German texts in the arts and sciences. The remainder of the semester offers greater focus on theological texts and vocabulary. A proficiency exam is given as a culminating assessment. Students who pass the exam fulfill language requirements in theological German for the School of Divinity Ph.D. program.

WMSD 533 Women in Ministry: A Biblical Paradigm (3) The history, theology and contemporary issues relating to women and ministry in the Church. Attention devoted to interpretive issues that help define the theological and practical aspects of women's ministries in the local church context.

WMSD 534 Mentoring for Women in Ministry (3) The nature and dynamics of Christ-centered service as related to women in ministry and mission. Consists of an interactive, relationally based format that allows women preparing for ministry-related careers to be mentored in the contexts of lecture and small-group discussion by women of distinction currently active in diverse ethnic, cultural and denominational settings.

WSHP 527 Worship in Everyday Life (3) Worship in spiritual development and effectiveness for ministry; corporate expression and experience, and missional application.

WSHP 528 Worship: Biblical Perspectives (3) Nature, forms and functions of worship in Scripture, and their contemporary relevance.

WSHP 529 Psalms, Hymns, & Spiritual Songs (3) Worship forms based on Scripture, testimony, and spontaneous expressions through the Holy Spirit. Also explores songwriting for the church.

WSHP 530 Contemporary Worship (3) Creative liturgies that provide opportunities to encounter the Holy. Includes liturgical development, current trends, and worship curating.

WSHP 531 The Worship Leader (3) Planning, platform, and personal communication skills; worship team management.

THE FACULTY

Resident Faculty

Members and their credentials are listed below. (The date in which the faculty member began full time in the School of Divinity is listed in parentheses.)

- Bekker, Corné J.**, (2015), D. Litt. et Phil., Rand Afrikaans University, Johannesburg, South Africa; Dean; Director of Ph.D. Program; Professor
- Alexander, Kimberly Ervin** (2011), Ph.D., St. John's College/Open University; Associate Professor
- Anderson, Jeffrey K.** (2017), Ph.D., Regent University School of Divinity; Assistant Professor
- Asplund, Larry K.** (2017), DMin, George Fox Evangelical Seminary; Instructor
- Cartledge, Mark J.**, (2015), Ph.D., Trinity College, University of Wales, United Kingdom; Professor
- Cavallaro, Dana J.**, (2017), DMin, Regent University School of Divinity; Instructor
- Chandler, Diane** (2003), Ph.D., Regent University School of Leadership Studies; Associate Professor
- Coulter, Dale** (2007), DPhil Oxford University, United Kingdom; Associate Professor
- Crabtree, Mara Lief** (1998), DMin, Wesley Theological Seminary; Associate Professor
- Diehl Detar, Melody** (2012), M.L.I.S., University of Pittsburgh, School of Divinity Reference Librarian
- Embry, Bradley J.** (2014), Ph.D. Durham University, United Kingdom; Associate Professor
- Flynn, James T., Jr.** (2002), DMin, Regent University School of Divinity; Associate Dean of Instruction & Operations; Director of Doctor of Ministry Program; Associate Professor
- Gilbert, Daniel B.** (2017), Ph.D. University of Aberdeen, King's College, Scotland, United Kingdom; Assistant Professor
- Gräbe, Peter** (2002), Doctor Divinitatis, University of Pretoria, South Africa; Professor
- Jumper, Mark** (2014), Ph.D., Salve Regina University; Director of Chaplaincy and Military Affairs; Assistant Professor
- Mekonnen, Alemayehu (Alex)**, (2017), Ph.D., Fuller Theological Seminary; Associate Professor
- Palmer, Michael** (2006), Ph.D., Marquette University; Professor
- Quackenbos, David A.** (2017), Ph.D. (ABD), Southeastern Baptist Theological Seminary; Instructor
- Reams, Julie** (2017), DMin, Regent University School of Divinity; Instructor
- Scharf, Uwe** (2017), Ph.D., University of Virginia; Instructor
- Spawn, Kevin** (2006), DPhil, Oxford University, United Kingdom; Associate Professor
- Story, J. Lyle** (1984), Ph.D., Fuller Theological Seminary; Professor
- Umidi, Joseph L.** (1985), DMin, Trinity Evangelical Divinity School; Professor
- Wright, Archie** (2005), Ph.D., University of Durham, United Kingdom; Associate Professor



SCHOOL OF EDUCATION

DEAN'S MESSAGE

The issue of quality education is a growing concern in today's culture. The Bible and professional literature agree on one key solution: teachers, administrators, scholars, policy-makers and support personnel who are excellent leaders. A higher caliber of leader than ever before is needed to meet the kaleidoscope of challenges in public and private schools from the classroom to the policy level. The Regent University School of Education offers master's, specialist and doctoral programs to develop such leaders.

Regent students learn how to integrate research-supported concepts and skills with a biblical worldview. Thus, Regent graduates are prepared to make a difference by bringing academic excellence, moral character and standards of learning into our educational systems.

You can join the growing number of education professionals who are changing our world by taking part in a Regent School of Education graduate or doctoral degree program.

Donald E. Finn, Jr., Ph.D.

Dean

CONTACT INFORMATION

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

Enrollment Services
School of Education
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
888.713.1595
E-mail: education@regent.edu
Website: www.regent.edu/education

MISSION AND VISION

The School of Education, through its commitment to excellence in teaching, research and service, provides a biblically based, Christian education to equip men and women in mind, heart and character for lives of educational and transformational leadership.

The Regent University School of Education, affirming the University mission and acknowledging its call to be a distinctive school of graduate education, commits itself to innovative and excellent academic programs; to unique and exemplary program delivery both on campus and at a distance; to depth and breadth of faculty teaching, research and service; and to preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example.

We pledge ourselves to transforming education worldwide by promoting biblically compatible, research-based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding faculty and a diverse student body consistent with the mission of the university.

DISTINCTIVES OF THE SCHOOL

- **A Biblical Foundation:** Since our programs are based on time-honored biblical standards, we have a firm foundation on which to establish sound educational practices, free from the fads and whims that have characterized American education.
- **Interdisciplinary Collaborative Efforts:** The School of Education faculty is committed to networking and partnering with other Regent schools, public and private school systems, universities, ministries and private industries to provide quality programs.
- **Effective Discipline and Character Development Programs:** biblically based systems are currently being piloted in public and Christian school settings.
- **Advanced Technology:** State-of-the-art technology is optimally matched to instructional and administrative needs.
- **Program Flexibility:** Faculty model flexibility in adapting PreK-12 curriculum and instructional techniques to the true needs of students. Course scheduling and format are designed to meet the needs of working professional educators.
- **Emphasis on Application:** Field-based opportunities undergird instructional delivery, facilitating student mastery of critical competencies.
- **Focus on Creative Leadership and Educational Options:** Creative leadership is developed via the exploration of options regarding privatization of educational services, especially in urban educational settings.
- **A Diverse, Yet Unified Faculty:** Faculty members possess varying gifts, professional orientations and experiences, yet are united by faith in Jesus Christ.

FINANCIAL AID

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

The School of Education offers several forms of financial assistance. The priority deadline for consideration is April 1. After July 15, financial assistance is awarded on a funds-available basis only. Applicants are encouraged to apply as early as possible. Decisions about financial assistance can be made when an applicant's admissions file is complete. Following is a list of some of the assistance available from the School of Education. For more information or application forms, please contact the School of Education Admissions Office.

Christian Educators Association International

Through our partnership with CEAI, the School of Education offers a 25% tuition discount to any **current** CEAI member that is accepted to and enrolled in any master's or doctoral degree-seeking program. Proof of membership required. Applicants must have obtained membership at least six months prior to submitting their application. This discount may not be combined with other school-based or University-based aid with the exception of the church-matching grant.

Christian School Educators Discount

The School of Education offers a 25% tuition discount to any current educator employed at a Christian School and applying to either the Christian School concentration of the M.Ed. in Curriculum & Instruction or the M.Ed. in Christian School Administration. Visit <http://www.regent.edu/acad/schedu/admissions/christian-school-scholarship.cfm> to learn

about eligibility requirements. This discount may not be combined with other school-based or University-based aid with the exception of the church-matching grant.

Church Matching Scholarship

The School of Education will match a contribution to a student's tuition by a recognized church or ministry. The maximum amount that the School of Education will match per semester is \$750.

Council of Christian Colleges and Universities (CCCU)

A 25% scholarship is available to any CCCU employee or employee of a CCCU member school that is accepted to and enrolled in the M.Ed. in Student Affairs, Ed.D., or Ph.D. program. (To qualify, a copy of your college/CCCU ID should be submitted with your admissions application.) This scholarship may not be combined with other school-based or University-based aid with the exception of the church-matching grant.

Dean's Scholarship

This scholarship is awarded to applicants who have demonstrated leadership within their field and community and have achieved a high undergraduate GPA. The scholarship provides a percentage of tuition and will be automatically renewed for the first three semesters of a student's program. The Dean's scholarship cannot be awarded in conjunction with a cohort discount.

Emerging Leaders Scholarship

The School of Education is proud to consider qualified newly admitted students for the emerging leader award, which is a 50% tuition scholarship. Individuals must meet specific criteria in GPA, writing, test scores (if applicable) and professional and leadership experience in order to apply. Visit http://www.regent.edu/acad/schedu/admissions/emerging_app.cfm for more information.

Graduate Assistant Positions

Students are encouraged to apply for graduate assistant positions in the School of Education or other schools. These part-time positions can help defray the cost of tuition. Visit <http://www.regent.edu/admin/finaid/jobs.cfm> for more information.

Dean and Selig Fellowships

New or continuing doctoral students interested in working collaboratively with faculty members are encouraged to apply for a Dean or Selig Fellowship. These part-time positions can help defray the cost of tuition while providing an opportunity to participate in research-related activities. Visit http://www.regent.edu/acad/schedu/admissions/fellowship_for_more_information.

Project Bridges Scholarship

The School of Education offers a 25% scholarship to any member of Project Bridges. In order to receive this scholarship, qualified accepted applicants will require a letter from their pastor indicating they are members in good standing and a letter from Project Bridges indicating the church is a member church. This scholarship may not be combined with other school-based or University-based aid with the exception of the church-matching grant.

Teach Grant

The federal TEACH Grant Program awards grants to students who intend to teach. The grant will provide up to \$4,000 a year in grant aid to undergraduates and graduate students. In turn, you must agree to serve as a full-time teacher in a high-need field in a school serving low-income students for at least four academic years within eight years of completing the program of study for which you received the grant. Visit <http://www.regent.edu/admin/finaid/teach.cfm> for more information.

Troops to Teachers

Troops-to-Teachers provides Referral Assistance and Placement services to military personnel interested in beginning a second career in public education as a teacher. The DANTE'S Troops-to-Teachers office will help applicants identify teacher certification requirements, programs leading to certification and employment opportunities. Programs eligible for Troops-to-Teachers funding are the Career Switcher, Elementary Education, and Special Education. Visit <http://www.proudtoserveagain.com/> to learn more.

Veteran & Active Duty Military Scholarship

The School of Education offers a 25% scholarship to all active duty military personnel and military veterans that are accepted into a School of Education degree seeking program. (To qualify, active duty military must submit a copy of their Leave and Earnings Statement (LES) with the admissions application. Veterans must submit a copy of the veteran's DD-214 with the admissions application.) This scholarship/discount may not be combined with other school-based or University-based aid with the exception of the church-matching grant. NOTE: A 15% tuition scholarship is available to the spouses of active duty military.

Virginia Teaching Scholarship Loan Program (VTSLP)

These loans are for students that choose to enroll in approved teacher preparation programs in identified critical shortage teaching areas; minority students may be enrolled in any teaching area. Upon employment in a critical shortage area, \$2,000 is forgiven from each loan for each year the recipient teaches in the public schools of Virginia. To learn more, visit <http://www.regent.edu/admin/finaid/vtslp.cfm>

Virginia Wesleyan Scholarship

Regent University's Graduate School of Education (SOE) is providing a 25% tuition discount to any qualifying Virginia Wesleyan College (VWC) education graduate who applies and is accepted to one of three master's programs. Visit <http://www.regent.edu/acad/schedu/about/vw-mou.cfm> for more information.

PROGRAM OVERVIEW

The School of Education offers degree, non-degree and certificate programs as follows:

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

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

CAREER OBJECTIVES

The School of Education graduates hold a variety of positions that include teachers, principals, and central office administrators in public, private and Christian schools. Our alumni are involved in educational policy, developing curricula for localities and setting standards of learning. Graduates have experienced career advancement locally, nationally and internationally.

Students are able to focus their educational experience around their personal goals. Some students are called to careers as missionary teachers or international school planters. Other students and alumni are called to teach adults at the community college or college level. Our programs provide the necessary skills and training to pursue any of these or other avenues.

STUDENT PROFILE

Regent education students are diverse in religious, national and ethnic origins. More than 50 percent of our students are working teachers or administrators. Most students with full time careers are still able to complete their education on a full-time basis since the programs are designed to meet the needs of educational professionals. The average student age is in the mid-30s and approximately 40 percent of our students are minorities.

ADMISSIONS REQUIREMENTS

Refer to the “Admission to Regent Graduate Schools” section of this Catalog for additional information regarding admission procedures and requirements.

Master of Education Admission Requirements

1. Completed application
2. A minimum of two recommendations (one of which must be from a current employer)
3. Official transcripts indicating successful completion of a bachelor’s degree program from an accredited or approved unaccredited institution.
4. A writing sample (topic in admission packet)
5. Résumé of employment, accomplishments & education, including copies of published materials
6. Signed Community Life Form
7. Application fee
8. Interview (to be determined once the rest of the file is complete—you will be contacted by the School of Education)
9. The following assessments meet the requirement for the prescribed test for entry into a Virginia teacher preparation program (Elementary Education and K-12 Special Education). Please choose from one of the following options and submit passing scores directly to Regent University. Regent ETS code: 5135.
 - **Option 1:** Passing the Virginia Communication and Literacy Assessment (VCLA) (<http://www.va.nesinc.com/>) (Reading and Writing) individually or with a composite score of 470 AND passing the Praxis Core -Mathematics (5732) (<http://www.ets.org/>) individually with a score of 150.

- **Option 2:** Passing the Praxis Core Academic Skills for Educators (<http://www.ets.org/>) (Reading, Writing, Mathematics). The Praxis Core qualifying scores are Reading 156, Writing 162, Mathematics 150.
- **Option 3:** Qualifying SAT or ACT scores

The VDOE board has approved the following scores:

SAT taken prior to April 1, 1995 -- a scores of 1000 on the SAT, with at least 450 on the verbal and 510 on the mathematics test.

SAT taken after April 1, 1995 -- a score of 1100 on the SAT, with at least 530 on the verbal and 530 on the mathematics test.

ACT taken prior to April 1, 1995 -- a composite score of 21 with the ACT mathematics score no less than 21 and an ACT English Plus Reading score no less than 37.

ACT taken after April 1, 1995 -- a composite score of 24 with the ACT mathematics score no less than 22 and an ACT English Plus Reading score no less than 46.

Additional Admission Requirements

Applicants for the K-12 Special Education major or the Elementary Education major must have taken and passed the Praxis Core Academic Skills for Educators assessment (reading, writing, and math) prior to admission into the program.

Applicants for the Career Switcher program are required to take and pass the Virginia Communication and Literacy Assessment (VCLA) in order to meet the basic skills assessment requirement for admission. Career Switchers are also required to take and pass the Praxis II assessment in the designated specialty area and have documented five (5) years of work experience prior to admission into the program. Finally, applicants must also complete the Virginia Department of Education's Career Switcher application available online at:

http://www.regent.edu/acad/schedu/pdfs/career_switcher_appl.pdf. *The state application does include a declaration of criminal history.*

Applicants for the Educational Leadership major, who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license or pupil personnel license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

Applicants for the TESOL major, K-12 concentration (M.Ed. or certificate), must hold a professional teaching license; a submitted copy of the current professional teaching license is required along with the admissions application.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials.

Educational Specialist Admissions Requirements

All application pieces listed above are required in addition to those listed below.

1. A master's degree.
2. ETS Writing Sample
3. A scholarly or published writing sample that demonstrates the applicant's research, writing, analytical and problem-solving skills. This writing sample may include either a copy of the applicant's master's thesis (or a portion of it, plus bibliography) or a formal paper or report. Research skills mean both the skill to utilize a writing style manual (e.g., APA or MLA) and the skill of integrating published research into an academic paper or report.
4. Professional Resume or CV
5. Faculty Interview
6. At least three years of relevant professional experience for endorsement areas.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials.

Applicants who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license or pupil personnel license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

For administration and supervision endorsement, the student must complete an internship or its equivalent to earn endorsement. Exact guidelines for a specific endorsement area will be supplied upon request.

Doctor of Education and Doctor of Philosophy Admissions Requirements

All application pieces listed above are required in addition to those listed below.

1. A master's degree.
2. ETS Writing Sample
3. A scholarly or published writing sample that demonstrates the applicant's research, writing, analytical and problem-solving skills. This writing sample may include either a copy of the applicant's master's thesis (or a portion of it, plus bibliography) or a formal paper or report. Research skills means both the skill to utilize the APA writing style manual and the skill of integrating published research into an academic paper or report.
4. Professional Resumé or CV
5. Faculty Interview
6. Official GRE test scores (quantitative, verbal and analytical writing), if directly applying into the doctoral program with a master's degree or applying with a current Ed.S. or its equivalent from an external program.
7. At least three years of relevant professional experience for endorsement areas.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials. Due to the high number of qualified applicants and the competitive nature of entry into the doctoral program, automatic deferral of entry is not permitted. However, accepted applicants who defer entrance into the doctoral program must apply for readmission.

Applicants for the K-12 School Leadership concentration in the Ed.D. program, who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license or pupil personnel license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

CAMPUSES

The School of Education offers programs at the Virginia Beach Campus and online.

Online

The School of Education offers programs through distance education primarily online and other various media. The Christian School Administration Program, Curriculum & Instruction, Individualized Degree Plan, Leadership in Character Education, Reading Specialist, and Student Affairs are delivered totally online, although there may be some on campus options. K-12 Special Education, Educational Leadership, TESOL, Educational Doctorates, and Educational Specialist primarily include online courses with summer residency requirements.

Students around the world have access to the library resources through the use of technology. We continue to improve the facilities and support available to students involved in distance education.

Faculty and staff are available via e-mail or through the Regent University website. Each faculty member has a homepage that links to important course information and to the faculty member's e-mail address. Online distance students have access to their professors and classmates through asynchronous discussions.

Since many programs are delivered with online learning, computer literacy is required of all students. Contact the School of Education for more information.

DEGREE PROGRAMS

Master of Education Degree (M.Ed.)

M.Ed. Program

The M.Ed. requires a completion of a minimum of 30 credit hours in a span of 5 years or less with a cumulative GPA of 3.0 or higher. All students are required to complete a culminating experience. The M.Ed. degree offers the following majors: Curriculum & Instruction, Christian School Administration, Educational Leadership, Elementary Education, Instructional Design & Technology, Reading Specialist, Student Affairs, K-12 Special Education, Leadership in Mathematics Education, Individualized Degree Plan, Teaching English to Speakers of Other Languages, and Joint Degrees with the M.Ed. and a degree with the schools of Communication and the Arts, Divinity, Business and Leadership, Government, or Psychology and Counseling.

M.Ed. - Curriculum & Instruction Major (33 to 39 credit hours)

(Delivered entirely online.)

The Curriculum and Instruction major (C&I) is designed to prepare educators to develop and deliver effective instructional opportunities for diverse students in various learning settings including public, private, higher education, and the workplace. Educators with leadership responsibilities such as department head, content specialist, lead teacher, or curriculum developer will benefit from this degree as well as those employed in school system or higher education administration, corporate, and non-profit settings. The C&I degree emphasizes understanding learner characteristics, instructional design, assessment, and the effective integration of technology into instructional programs. The C&I degree offers concentrations in Adult Education, Christian School, Gifted and Talented, STEM Education, and Teacher Leader.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Courses

Must be completed in the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EADM 515 Research Design (3)

ECUR 525 Classroom Management (3)

EDCS 563 Instructional Strategies for At-Risk Students (3)

EDIP 540 Philosophical Foundations in Education* (3)

EDIP 542 Introduction to Curriculum & Instruction (3)

EDIP 543 Technology in Education (3)

**Note: The Christian School concentration requires EDCS 505 in place of EDIP 540.*

M.Ed. - Curriculum & Instruction Major with a concentration in Adult Education

(Delivered entirely online.)

EADL 500 Theories of Adult Education (3)
EADL 510 History of American Adult Programs (3)
EADL 520 Curriculum Development for Adult Learners (3)
ECUR 511 Curriculum, Methods & Assessment (3)
*ESCP 505 Psychology & Development of the Learner (3)

The following courses must be passed for those seeking an endorsement in Adult Education from the Virginia Department of Education.

EADL 530 Reading Instruction for Adult Learners (3)
EADL 540 Beginning Mathematics for Adult Learners (3)
EADL 595 Adult Education Internship (3)

**Students taking the Adult Education endorsement option are not required to take ESCP 505.*

M.Ed. - Curriculum & Instruction Major with a concentration in Christian School

(Delivered entirely online.)

EBIB 516 Hermeneutics and Biblical Integration for Education (4)
EBIB 521 Christian Heritage (3)
EBIB 523 Christian Character Formation (3)
EBIB 528 C&I Christian Education (3)
EBIB 524 Biblical Foundations of Christian Education (3)
EDCS 505 Philosophy of Christian Education (3)

M.Ed. - Curriculum & Instruction Major with a concentration in Gifted and Talented (endorsement option)

(Delivered entirely online.)

(This VDOE approved program is required for currently licensed Virginia teachers)

EDCO 501 Strategic Planning & Program Evaluation (3)
EGTL 500 Introduction to Gifted and Talented Learners (3)
EGTL 510 Curriculum and Instruction for Gifted Learners (3)
EGTL 520 Models and Strategies for Teaching the Gifted (3)
EGTL 530 Psychology and Education of Gifted Learners (3)
EGTL 580 Practicum in Gifted Education (2)

Licensed teachers from outside Virginia may be able to add the Gifted and Talented endorsement to their license upon completion of this approved program: Consult with your state department of education for more information.

M.Ed. - Curriculum & Instruction Major with a concentration in Gifted and Talented

(non-endorsement option)

(Only available to out of state students or non-Virginia licensed teachers)

EDCO 501 Strategic Planning & Program Evaluation (3)

EFND 598 Professional Project (2)

EGTL 500 Introduction to Gifted and Talented Learners (3)

EGTL 510 Curriculum and Instruction for Gifted Learners (3)

EGTL 520 Models and Strategies for Teaching the Gifted (3)

EGTL 530 Psychology and Education of Gifted Learners (3)

Non-Virginia students wishing to add the Gifted and Talented endorsement to their teaching license should consult their state department of education for specific requirements. In most cases, EFND 598 may be customized to help meet internship/practicum requirements—please consult with your School of Education Academic Advisor.

M.Ed. – Curriculum & Instruction Major with a concentration in STEM Education (33 credit hours)

The STEM Education concentration provides experienced educators with the opportunity to improve curriculum, instruction, assessment, and content knowledge in the STEM disciplines and improve teacher leadership skills that can facilitate the transformation of curriculum, instruction and assessment through interactions with colleagues in grade level teams, schools, districts, states and nations.

EDCO 501 Strategic Planning & Program Evaluation (3)

ESTM 501 Inquiry through STEM (3)

ESTM 502 Mathematics and STEM (3)

ESTM 503 Developing STEM based Curriculum (3)

ESTM 504 Integrative Project/STEM Education (3)

M.Ed. - Curriculum & Instruction Major with a concentration in Teacher Leader

(Delivered entirely online.)

ECTL 500 Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3)

ECUR 511 Curriculum, Methods & Assessment (3)

EDCO 501 Strategic Planning & Program Evaluation (3)

EFND 509 Character Education Curricula, Instruction, & Assessment (3)

EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

M.Ed. - Christian School Administration Major (34 credit hours)

(Delivered entirely online.)

The Christian School Administration major is to equip Christian school administrators to prepare students to live as God's holy people. The motto of the Christian School major is from Romans 12:2 "Do not be conformed to this world but be transformed by the renewing of your mind." Its slogan is "The heart of education is the education of the heart." The focus is on discipleship to Christ for the purpose of building His kingdom worldwide. Beyond the core courses, major areas of emphasis include promoting biblical integration, building loving relationships, and forming distinctly Christian character.

The Christian School Administration major may lead to teacher or administrator certification with the Association of Christian Schools International and/or the International Association of Christian Colleges and Schools upon the successful completion of all concentration requirements. All courses are taken online.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Must be completed the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

Core Courses

EADM 511 Leadership, Organization, & Administration (3)

EADM 515 Research Design (3)

EDCS 505 Philosophy of Christian Education (3)

EDCS 552 Starting & Operating Christian Schools (3)

Concentration Courses

EBIB 516 Hermeneutics and Biblical Integration for Education (4)

EBIB 521 Christian Heritage (3)

EBIB 523 Christian Character Formation (3)

EBIB 524 Biblical Foundations of Christian Education (3)

EBIB 528 C&I Christian Education (3)

EDCS 551 Financial Management for Christian Schools (3)

EDCS 553 Staff Development for Christian Schools (3)

M.Ed. – Discipleship for Ministry Major (34 credit hours)

(Delivered online with possible face-to-face components)

This jointly sponsored master's degree program by the Schools of Education and Divinity equips Christian disciples in education, church, and para-church ministries to be discipline makers. Discipleship, spiritual and character formation are its primary emphases. Its theological foundations and its education methodologies are guided by the Great Commission (Matthew 28:18-20) and its biblically-based love context is grounded in the Two Greatest Commandments (Matthew 22:37-40). The ultimate intent is to equip the Body of Christ to replicate Jesus throughout the world (Ephesians 1:23).

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Must be completed the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission.

School of Divinity Courses (12 credits)

PMIN 514 Christian Leadership Development (3)

PMIN 574 Foundations for Ministry Coaching (3)

SFRM 501 Spiritual Formation Foundations (3)

SFRM 509 Models of Biblical Discipleship (3)

School of Education Courses (19 credits)

EBIB 515 Kingdom Education (3)

EBIB 516 Hermeneutics and Biblical Integration for Education (4)

EBIB 518 Student Discipleship in Christian Education (3)

EBIB 523 Christian Character Formation (3)

EBIB 524 Biblical Foundations of Christian Education (3)

EBIB 528 C&I Christian Education (3)

Elective

Advisor approved course (3)

M.Ed. - Educational Leadership Major (37 credit hours)

(Delivered entirely online.)

Educational Leadership major encompasses school administration and other leadership roles within schools. From the foundation of a Christian worldview, this program develops administrators and teacher leaders who seek knowledge and wisdom in order to serve and edify others in a spirit of excellence. Students may attend classes on-campus and online. The major is completed in as fast as one and one-half academic years of full-time study. The primary knowledge-base for this

program is the Interstate School Leaders Licensure (ISLLC) Standards. This program is approved by the Commonwealth of Virginia Department of Education to provide the Administration and Supervision preK-12 add-on endorsement for individuals who already hold a professional teaching license or pupil personnel license. Students seeking this endorsement for the purpose of obtaining principal or assistant principal positions are required to complete the School Leaders Licensure Assessment (SLLA). Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change. Requirements for endorsement or licensure are different in every state. Students should contact the Department of Education in their state of interest for administrator licensure requirements.

For more information on the licensure regulations governing the Administration and Supervision preK-12 endorsement, please visit the Virginia Department of Education website.

Applicants for the Educational Leadership major, who are seeking the Administration and Supervision preK-12 add-on endorsement, should have a minimum of three years teaching experience upon program completion. A submitted copy of the current teaching license is required along with the admissions application.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Courses

First four must be completed in the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EADM 511 Leadership, Organization & Administration (3)

EADM 513 School Finance/Management of School Resources & Facilities (3)

EADM 515 Research Design (3)

EADM 524 Supervision of Teaching Methods/Classroom Management (3)

EADM 532 Technology for Administrators (3)

EADM 536 Personnel Management/Development (3)

EADM 538 School Law (3)

EADM 540 School & Community Relations (3)

EADM 595A Principal Internship (2)

EADM 595B Principal Internship (2)

EADM 595C Principal Internship (2)

EADM 596 School Leaders Licensure Assessment (SLLA) Test Preparation* OR

EADM 598 Professional Leadership Project* (2)

ECUR 540 Instructional Leadership and Student Academic Achievement (3)

EFND 503 Leadership and Character Development (2)

(*Students select either EADM 596 or 598, 596 required if seeking Virginia Admin./Sup. endorsement)

M.Ed. -Elementary Education Major with Initial Licensure (42 credit hours)

(Delivered entirely face-to-face with some online components.)

The Elementary Education major with Licensure is a state approved teacher preparation program that leads to teacher certification in the state of Virginia in Elementary Education (pre K–6) upon the successful completion of all program requirements. Students are required to complete a minimum of 42 credit hours toward the master's degree (M.Ed.).

Courses must be taken at the main campus in Virginia Beach, Virginia. The courses are in a hybrid format, meaning they are completed both online and face-to-face. Depending on the needs of the individual student, some students may be required to complete more than the required 42 hours in order to be eligible for the initial teaching license. During the admission process, applicant transcript(s) and skills will be evaluated to determine competency achievement (in areas such as English, science, math, history/social science, arts, humanities, and economics). New applicants will be required to complete these outstanding competencies in addition to the required curriculum for program completion and graduation. Furthermore, applicants are required to have successfully passed the program admission assessment as outlined in the Admission Requirement section above. Students in this program are also required to have successfully passed the Praxis II assessment in Elementary Education Content Knowledge, the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE) Assessment: Elementary and Special Education Test (5306), Virginia Civics and First Aid/CPR/AED training and the Child Abuse and Neglect Training prior to student teaching, degree posting and being recommended by the institution to the state for licensure. Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change.

For more information on the licensure regulations governing Elementary Education pre K-6 please visit the Virginia Department of Education website.

Required Courses

Must be completed in the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

ECUR 500 Curriculum & Instructional Techniques* (3)

EELM 501 Assessment for Learning (3)

EELM 505 Teaching Social Studies & Technology (3)

EELM 551 Students with Disabilities (3)

EELM 580 Practicum (1)

EFND 504 Character Education (3)

EFND 505 Teaching Reading and Language Arts Across the Curriculum* (3)

EFND 506 Classroom Management & Instructional Strategies* (3)

EFND 508 Teaching Reading in the Elementary Grades* (3)

EFND 595 Field Experience/Student Teaching (final semester; cannot be taken during summer) (6)

ESTM 510 Teaching Science & Technology (3)

ESTM 520 Teaching Math & Technology (3)

ETLC 541 Child and Adolescent Growth and Development* (3)

ETLC 542 Foundations of Education* (2-3)

Courses with an asterisk include as competencies a classroom observation and/or practicum experience. These placements must be in a state-accredited private or public school and must be set up through the field placement coordinator in the School of Education. To be approved to complete observation/practicum experiences, students must have on file these special requirements for students in initial licensure programs: an FBI criminal history report with fingerprinting, confirmation of a negative TB screening; confirmation of professional liability insurance; and confirmation of adult and pediatric First Aid/CPR/AED training. More requirements and details for practicum and internship placements are available in the Field Placement Handbook.

The application deadlines for placements are September 1 to intern in the spring semester and February 1 to intern in the fall semester.

A teacher candidate may enroll in the internship if he/she has submitted all the following by the application due date:

- a transcript that indicates good academic standing and a minimum cumulative GPA of 3.0
- successful completion of all professional education course work with a C or better;
- official passing scores on all required assessments;
- successful completion of all VDOE content competencies;
- an Approved Degree Plan (ADP) signed by the current academic advisor, indicating that all coursework will be completed the semester prior to the start of the internship;
- copies of field placement final evaluations;
- FBI criminal history report with fingerprinting;
- confirmation of a negative TB screening;
- confirmation of professional liability insurance;
- confirmation of adult and pediatric First Aid/CPR/AED training;
- Child Abuse and Neglect Training Certificate;
- Virginia Civics module certificate; and
- proof of attendance at a mandatory internship briefing.

NOTE: The Praxis Core Academic Skills Assessment or equivalent assessment must be passed before entering the program. The Praxis II: Elementary Education Content Knowledge, the Virginia Communication Literacy Assessment (VCLA) and the Reading for Virginia Educators (RVE) Assessment: Elementary and Special Education Test (5306), must be taken and passed to be approved to student teach, before graduating AND before one can be recommended by the institution to the state for licensure.

Attendance Policy: Due to the accelerated structure of these courses, attendance and participation are significant portions of your grade. This includes the online portions as well as the face-to-face meetings.

Criminal Background Check

All Virginia school divisions are required by state code to obtain background checks on their employees. The School of Education also requires Federal background checks for their teacher candidates.

Professional Liability Insurance

Teacher candidates must show proof of professional liability insurance coverage for a minimum of \$100,000. An economical option is membership in the Christian Educators Association International (www.ceai.org) for an annual student fee. As a member of CEAI you are automatically insured up to \$100,000 for legal actions filed against you arising out of your educational duties (in the United States only, no overseas coverage). CEAI membership also includes a subscription to Teachers of Vision.

First Aid/CPR/AED

Teacher candidates must provide documentation that verifies completion of certification or training in adult and pediatric emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED). The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.

TB Screening

Teacher candidates must provide a report of a TB screening with a negative result. This report should be issued by a health provider and should include the student's name, screening date, and a confirmation of a negative result.

M.Ed. – Instructional Design & Technology major (30 credit hours)

(Delivered entirely online)

The M.Ed. in Education in Instructional Design & Technology (IDT) major is a proven gateway to a strong and rewarding career in creating, implementing, and researching educational technology and media.

The IDT major is set up to allow one the opportunity to learn how to creatively design new technology experiences, study the best and most effective implementation strategies, and locate and reflect upon the most current and informative research. The major is highlighted by the mentoring experience of established educators and researchers whose focus is on fusing technology and education in innovative new ways.

Required Courses

Must be completed in the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EADM 515 Research Design (3)

EDIP 543 Technology in Education (3)

EFND 522 Education Statistics (3)

ETEC 500 Growing Up in a Media Rich World (3)

ETEC 505 Emerging Technologies: Mobile Learning (3)

ETEC 510 Programming, Application Development & Entrepreneurship in Education (3)

ETEC 515 Multimedia Design & Evaluation of Instructional Materials (3)

ETEC 520 Teaching & Learning with Digital Video (3)

ETEC 525 Digital Learning, Programs, Professional Development & Online Collaboration (3)

ETEC 530 Connected Teaching in the Digital Age (3)

M.Ed. - Student Affairs Major (36 credit hours)

(Delivered entirely online.)

Student affairs professionals administer programs affecting the social development of college students that influence their academic success and future success after graduation. Career counseling, residence life, orientation, admissions, financial aid, and the Dean of Students office represent some of the many areas where student affairs administrators are to be found. Because there are no undergraduate programs that prepare professionals to work in college student affairs, the master's degree represents the initial academic credential for those interested in pursuing a student affairs career. The curriculum for this degree typically focuses on the unique developmental issues relevant to the college student (e.g., psychology and moral development), the business aspects of higher education (e.g., law, governance, and administration), and field experiences that provide authentic indicants of work in this field. The mission of the Regent University M.Ed. in Student Affairs is to provide Christ-centered, professional preparation for student affairs administrators working in higher education. Because the objective of the student affairs professional is to attend to the developmental needs of the student that influence maturation and academic achievement, this program will focus on fostering an understanding of (a) the student as a person and how to use biblical principles to encourage character formation, and (b) the higher education landscape and processes important in building successful student service programs.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Courses

Must be completed in the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EADM 515 Research Design (3)

EDCO 501 Strategic Planning & Program Evaluation (3)

EFND 523 History & Contemporary Issues of American Higher Education (3)

EHEA 501 The College and the Student (3)

EHEA 502 Higher Education Finance: Strategy, Costs & Value (3)

EHEA 503 The Law & Governance of Higher Education (3)

EHEA 504 Student Services Administration (3)

EHEA 509 Leadership and Organizations (3)

EHEA 595 Professional Field Experience (6)

EHEA 602 Role and Mission of the Christian College & University (3)

EHEA 603 Essential Student Affairs Counseling & Support Skills (3)

M.Ed. - K-12 Special Education Major (42-64 credit hours)

(Delivered online with some face-to-face components.)

Today's schools are looking for general and special educators who can address a wide range of student needs. In the K-12 Special Education major, students can complete a master's degree with an endorsement in Special Education-General Curriculum K-12. Additionally, students have the option of adding the Reading Specialist endorsement and/or the

Working with Autistic Children certificate. Acceptance into the major requires completion of one of four options: qualifying scores on the Praxis Core Academic Skills for Educators assessment (reading, writing and math), qualifying scores on the Praxis Core Mathematics and the Virginia Communication Literacy Assessment, qualifying SAT or ACT scores, or possession of a current professional teaching license. In addition, students will be required to take and pass the Virginia Communication and Literacy Assessment (VCLA) the Reading for Virginia Educators (RVE) Assessment: Elementary and Special Education Test (5306); complete training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED); and the Child Abuse and Neglect Training prior to receiving their degree and being recommended for licensure/endorsement. Students attend classes online. The major can be completed in as little as four semesters. Participation in field experiences and final projects is contingent upon successfully demonstrating key competencies, which will be outlined during student orientation. The State of Virginia requires a minimum of three years of general teaching experience in which reading is of primary importance in order to earn the Reading Specialist endorsement. Candidates for the Reading Specialist endorsement are required to take and pass Reading for Virginia Educators (RVE) Assessment: Reading Specialist Test (5304) prior to receiving the degree and being recommended for licensure/endorsement.

The non-licensure/endorsement option is designed for those who want to accomplish a master's degree but do not want to add an endorsement to their license.

Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Licensure/Endorsement Option

Required Courses

Must be completed in the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EFND 598 Professional Project (1)

ETSP 501 Faith Integration Assessment (1)

ETSP 550 Legal Aspects and Foundations of Special Education (3)

ETSP 551 Characteristics of Students with Disabilities (3)

ETSP 552 Behavior Management & Social Skills Training (3)

ETSP 553 Language Acquisition & the Communicative Arts (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)

ETSP 555 Collaboration & Consultation (3)

ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3)

ETSP 561 Field III Internship (Students with Disabilities) (3)

ETSP 561A Field III Internship (Inclusion) (3)

ETSP 570 Instructional Methods for Students with Disabilities (3)

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3)

ETSP 576 Data Driven Assessment (3)

ETSP 581 Foundations of Education and Human Growth and Development (3)

Additional Required courses for the Reading Specialist Endorsement:

ETSP 557 Field Experience I – Reading & Math (LD, MR, BD) (1)

ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)

ETSP 585 Reading Research, Curriculum & Technology (3)

ETSP 596 Reading Internship (3)

Additional Required courses for the Working with Autistic Children Certificate:

ETSP 600 Autism Overview (3)

(Required for those that do not complete the Regent K-12 Special Education program.)

ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)

ETSP 620 Methods for Students with Autism Spectrum Disorders (3)

ETSP 630 Autism Practicum Project (3)

Additionally -- Students will complete assessments and courses required for Highly Qualified Status as determined on an individual basis by their advisors at the time of their program.

Non-Licensure/Endorsement Option

Required Courses

Must be completed in the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV LIB Information Research & Resources (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EFND 598 Professional Project (1)

ETSP 501 Faith Integration Assessment (1)

ETSP 550 Legal Aspects and Foundations of Special Education (3)

ETSP 551 Characteristics of Students with Disabilities (3)

ETSP 552 Behavior Management & Social Skills Training (3)

ETSP 553 Language Acquisition & the Communicative Arts (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)

ETSP 555 Collaboration & Consultation (3)

ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3)

ETSP 570 Instructional Methods for Students with Disabilities (3)

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3)

ETSP 576 Data Driven Assessment (3)

M.Ed. - Leadership in Mathematics Education Major (35 credits)

(Delivered entirely online.)

The K-8 Leadership in Mathematics Education major is designed for the classroom teacher who wants to improve instructional skills as well as expand knowledge and skills in mathematics. Virginia teachers at the elementary and middle school levels must possess a deep understanding of the mathematics they are teaching, an understanding of how it connects to higher levels of mathematics, and a skillful use of methods to guide students in the learning. Coursework focuses upon increasing a teacher's understanding of mathematics and how students develop a core knowledge base of concepts and processes within the discipline of mathematics that include:

- number systems and number theory
- geometry and measurement
- statistics and probability
- functions and algebra
- discrete mathematics

Participants will develop coaching and leadership knowledge and skills needed to provide job-embedded professional learning opportunities and to improve mathematics programs at their schools, including addressing the needs of high and low-achieving students as well as the needs of diverse learners.

Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility. MATH courses listed in this program are only open to those students accepted into this program or licensed teachers who are taking these courses for professional development.

Must be completed in the first semester

EDUC 500 Online Orientation (0)

EFND 500 Orientation/ Professional Concerns (optional – on campus) (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EADM 547 Educational Leadership in Mathematics I (3)

EADM 548 Educational Leadership in Mathematics II (3)

EADM 553 Technology Applications for School Mathematics Leaders (3)

ECUR 501 Curriculum Studies and Trends in Mathematics (3)

EFND 598 Professional Project (2)

ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3)

MATH 541 Numbers, Systems and Operations for K-8 Teachers (3)

MATH 542 Geometry and Measurement for K-8 Teachers (3)

MATH 544 Algebra and Functions for K-8 Teachers (3)

MATH 549 Rational Numbers and Proportional Reasoning for K-8 Teachers (3)

MATH 551 Probability and Statistics for K-8 Teachers (3)

MATH 563 Discrete Mathematics for K-8 Teachers (3)

M.Ed. -Individualized Major (32 credit hours)

(Delivered entirely online.)

The Individualized Studies major allows the greatest flexibility of course selection and rate of completion of any of our majors. The major requires 16-17 hours of core classes. The remainder of the courses can be pulled from other School of Education majors or taken in any school at Regent University (except Law) with their permission. At least 50% of the courses in the Individualized Studies program must be taken in the School of Education, unless you are completing the Career Switcher programs in which all of the courses are required School of Education courses. On-campus or online courses are available. Elective courses can be combined in a multidisciplinary grouping to meet the student's interests or selected from the possible tracks below. Although the program is designed for those who are already licensed or not seeking traditional state licensure, some courses may fulfill state requirements. The average completion time is 18-24 months.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Courses

Must be completed the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EDIP 540 Philosophical Foundations in Education (3)

EDIP 541 Developmental Leadership (3)

EDIP 542 Introduction to Curriculum & Instruction (3)

EDIP 543 Technology in Education (3)

EFND 598 Professional Project (1-2)

ETSL 540 Multicultural Education (3)

Electives – Choose from the following possible concentrations

M.Ed. -Individualized Major with a concentration in At-Risk

EDCS 563 Instructional Strategies for At-Risk Students (3)

M.Ed. -Individualized Major with a concentration in Character Development/Classroom Management

EADM 524 Supervision of Teaching Methods/Classroom Management (3)

EBIB 523 Christian Character Formation (3)

EFND 503 Leadership and Character Development (2)

M.Ed. -Individualized Major with a concentration in Christian School

Students may choose **no more than 12 credits from the Christian School Administration or Curriculum and Instruction concentration.

M.Ed. -Individualized Major with a concentration in Curriculum

ECUR 540 Instructional Leadership and Student Academic Achievement (3)

ECUR 511 Curriculum, Methods & Assessment (3)

EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

M.Ed. -Individualized Major with a concentration in Educational Leadership

EADM 513 School Finance/Management of School Resources & Facilities (3)

EDCS 552 Starting & Operating Christian Schools (3)

EDIP 544 Effective Communication, Conflict Resolution, and Negotiation (3)

EMEP 505 Models of Leadership & Related Issues (3)

M.Ed. -Individualized Major with a concentration in Human Development/Psychology

EDCS 520 Individual Differences & Classroom Management (3)

ETLC 541 Child and Adolescent Growth and Development (3)

M.Ed. -Individualized Major with a concentration in Leadership

EADM 511 Leadership, Organization & Administration (3)

EDCS 551 Financial Management for Christian Schools (3)

EDCS 552 Starting & Operating Christian Schools (3)

EDCS 553 Staff Development for Christian Schools (3)

EDIP 544 Effective Communication, Conflict Resolution, and Negotiation (3)

EFND 510 Leadership & Biblical Integration (3)

EMEP 505 Models of Leadership & Related Issues (3)

M.Ed. -Individualized Major with a concentration in Literacy

ELIT 531 Principles and Practices of Literacy Education (3)

ELIT 551 Leadership in Literacy Education (3)

ETSL 570 Teaching Reading (3)

National Institute for Learning Development (NILD) Educational Therapy Certification Program (33 credits)

EDLD 515 Teaching How to Learn: NILD Level I (2)
EDLD 520 Teaching How to Learn: NILD Level II (3)
EDLD 525 Developing Cognitive Competencies: NILD Level III (3)
EDLD 530 Methodologies of Instruction for Educational Therapy (3)
EDLD 585 Field Experience (1)
EDLD 595 Internship (4)

M.Ed. -Individualized Major with a concentration in Teaching

EFND 506 Classroom Management & Instructional Strategies (4)
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

M.Ed. -Individualized Major with a concentration in Teaching English to Speakers of Other Languages

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)
ETSL 510 Linguistics (3)
ETSL 525 Language Teaching Approaches and Practices (3)
ETSL 560 First and Second Language Acquisition (3)
ETSL 570 Teaching Reading (3)

*(IDP students may choose **no more than 9** credits from the TESOL program.)

M.Ed. -Individualized Major with a concentration in Technology & Research

EADM 515 Research Design (3)
EADM 532 Technology for Administrators (3)

M.Ed. - Teaching English to Speakers of Other Languages (TESOL) Major (33 credit hours)

(Delivered entirely online.)

Teaching English to Speakers of Other Languages (TESOL) and delivering quality reading instruction are two major concerns in today's schools. The TESOL major is designed to equip educators to address the growing needs for service delivery in these critical areas. The following options are available through this major:

1. K-12 concentration with master's degree
2. K-12 concentration with certificate only (see certificate section)
3. Adult Education/Collegiate concentration with master's degree
4. Adult Education/Collegiate concentration with certificate only (see certificate section)

Applicants to the K-12 concentration of the TESOL program (M.Ed. or certificate) must hold a professional teaching license; a submitted copy of the current teaching license is required along with the admissions application.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Core Courses (must be completed the first semester)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

EDUC 500 Online Orientation (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

M.Ed. - TESOL Major with a concentration in K-12

Required

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)

ETSL 510 Linguistics (3)

ETSL 520 Methods of Teaching English to Speakers of Other Languages (3)

ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)

ETSL 545 Language, Culture, and Pedagogy (3)

ETSL 555 Teaching Grammar to ESL/EFL Learners (3)

ETSL 560 First and Second Language Acquisition (3)

ETSL 565 Teaching ESL/EFL Speaking and Listening (3)

ETSL 570 Teaching Reading (3)

TESOL Electives (Choose two) (6)

EDIP 543 Technology for Education (3)

ETSL 525 Language Teaching Approaches and Practices (3)

ETSL 540 Multicultural Education (3)

ETSL 550 Teaching English as a Second or Foreign Language to Adults (3)

M.Ed. - TESOL Major with a concentration in Adult Education/Collegiate

Required

EADL 520 Curriculum Development for Adult Learners (3)

ETSL 510 Linguistics (3)

ETSL 525 Language Teaching Approaches and Practices (3)

ETSL 545 Language, Culture, and Pedagogy (3)

ETSL 550 Teaching English as a Second or Foreign Language to Adults (3)

ETSL 555 Teaching Grammar to ESL/EFL Learners (3)

ETSL 560 First and Second Language Acquisition (3)

ETSL 565 Teaching ESL/EFL Speaking and Listening (3)

ETSL 576 Roles and Responsibilities of the ESL Specialist (3)

Electives (Choose two) (6)

EDIP 543 Technology for Education (3)

ETLC 542 Foundations in Education OR EDIP 540 Philosophical Foundations in Education (3)

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)

ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)

ETSL 540 Multicultural Education (3)

M.Ed. - Reading Specialist Major (34-37 credit hours)

(Delivered entirely online.)

The Reading Specialist major offers two options to accomplish a master's degree. The endorsement option is designed to meet the growing demand for trained reading specialists by providing competency-based courses that fulfill the requirements for a Virginia Endorsement. This option results in accomplishing both a master's degree and adding an endorsement to a current Virginia teaching license. The endorsement option requires internship hours and a passing score on the current reading specialist assessment. The non-endorsement option is designed for those who want to accomplish a master's degree but do not want to add an endorsement to their license. The coursework offers a balanced perspective on teaching reading - preparing teachers in the areas of supervision, communication skills, technology, reading assessment, instruction, curriculum, and research. Students in the Reading Specialist Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a master's degree, a minimum of 3 years of experience teaching reading, and a current teaching license. A copy of the current teaching license (or plan to have a current teaching license at the completion of the program) is required along with the admissions application. Candidates for this endorsement are also required to pass the Reading for Virginia Educators (RVE) Assessment: Reading Specialist Test (5304) prior to receiving the degree and being recommended for endorsement.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Courses

Must be completed the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EFND 598 Professional Project (1)

ETSP 501 Faith Integration Assessment (1)

ETSP 551 Characteristics of Students with Disabilities (3)

ETSP 552 Behavior Management & Social Skills Training (3)

ETSP 553 Language Acquisition & the Communicative Arts (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)

ETSP 555 Collaboration & Consultation (3)

ETSP 557 Field Experience I-Reading & Math (1)

ETSP 570 Instructional Methods for Students with Disabilities (3)

ETSP 574 K-12 Reading Assessment and Instruction Across the Content Areas (3)

ETSP 576 Data Driven Assessment (3)

ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)

ETSP 585 Reading Research, Curriculum & Technology (3)

* ETSP 596 Reading Internship (3)

** Passing ETSP 596 is required for students enrolled in the endorsement option.*

Joint Degrees (26 credit hours)

A joint degree with the M.Ed. and another master's degree from the School of Business & Leadership, School of Communication & the Arts, School of Divinity, Robertson School of Government or the School of Psychology and Counseling may be earned simultaneously at a reduced number of credits, resulting in a substantial cost reduction. This degree is designed to meet the needs of traditional teachers, as well as those who are committed to being educators in other settings.

The 26-credit-hour minimum M.Ed. may be completed in as little as 12 months; the total completion time for both degrees will vary depending upon the other degree requirements. The program is offered on our Virginia Beach Campus and online, and it may be started in any semester.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

Required Core Courses

Must be completed the first semester

EDUC 500 Online Orientation (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

EDIP 540 Philosophical Foundations in Education (3)

EDIP 541 Developmental Leadership (3)

EDIP 542 Introduction to Curriculum & Instruction (3)

EDIP 543 Technology in Education (3)

EFND 598 Professional Project (1-2)

ETSL 540 Multicultural Education (3)

Electives – Choose from the Following Possible majors:

At-Risk

EDCS 563 Instructional Strategies for At-Risk Students (3)

Autism

ETSP 600 Autism Overview (3)

(**Required for those that do not complete the Regent K-12 Special Education master's program.**)

ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)

ETSP 620 Methods for Students with Autism Spectrum Disorders (3)

ETSP 630 Autism Practicum Project (3)

Character Development/Classroom Management

EADM 524 Supervision of Teaching Methods/Classroom Management (3)

EBIB 523 Christian Character Formation (3)

EFND 503 Leadership and Character Development (2)

Christian School

** Students may choose **no more than 12** credits from the Christian School Administration or Curriculum and Instruction concentration.

Curriculum

ECUR 511 Curriculum, Methods & Assessment (3)

ECUR 540 Instructional Leadership and Student Academic Achievement (3)

EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

Human Development/Psychology

EDCS 520 Individual Differences & Classroom Management (3)

ETLC 541 Child and Adolescent Growth and Development (3)

Leadership

EADM 511 Leadership, Organization & Administration (3)

EDCS 551 Financial Management for Christian Schools (3)

EDCS 552 Starting & Operating Christian Schools (3)

EDCS 553 Staff Development for Christian Schools (3)

EFND 510 Leadership & Biblical Integration (3)

EMEP 505 Models of Leadership & Related Issues (3)

Reading Specialist

ETSP 553 Language Acquisition & the Communicative Arts (3)

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4)

ETSP 555 Collaboration & Consultation (3)

- ETSP 557 Field Experience I-Reading & Math (1)
ETSP 584 Reading Service Delivery: Supervision & Current Trends (3)
ETSP 585 Reading Research, Curriculum & Technology (3)
ETSP 596 Reading Internship (3)

Teaching English to Speakers of Other Languages

- ETSL 505 Serving English Language Learners in K-12 Classrooms (3)
ETSL 510 Linguistics (3)
ETSL 525 Language Teaching Approaches and Practices (3)
ETSL 540 Multicultural Education (3)
ETSL 560 First and Second Language Acquisition (3)
ETSL 570 Teaching Reading (3)

*(Joint Degree students may choose **no more than 9** credits from the TESOL program.)

Technology & Research

- EADM 532 Technology for Administrators (3)
EFND 515 Research Design (3)

Educational Specialist Degree

Ed.S. in Educational Leadership Program (31-33 credits)

(Delivered online with some required face-to-face components.)

The Ed.S. degree in Educational Leadership is a 31-33 hour program designed to facilitate the learning styles of adults by providing a collaborative community for higher-level thinking and problem solving. Undergirding and interwoven throughout the entire program are four key components: critical thinking, scholarly research that informs practice, writing, and learning from a Christian worldview.

Designed to be completed in five semesters, dependent upon concentration requirements, each Ed.S. student will designate a concentration from one of the following areas: Adult Education, Advanced Educational Leadership, Character Education, Christian Education Leadership, Curriculum & Instruction, Educational Psychology, Educational Technology & Online Learning, Exceptional Education Executive Leadership, Higher Education, Higher Education Leadership & Management, K-12 School Leadership, or Special Education. Because the K-12 School Leadership concentration fulfills licensure requirements in the Commonwealth of Virginia for the Administration and Supervision Endorsement, it thus requires additional internship hours.

Those wishing to complete an add-on endorsement for Administration and Supervision (through the K-12 School Leadership concentration) to their state-issued license must meet all current state requirements, including any testing or experiences required by the state. Students must complete all coursework, internships, and testing. Those seeking the add-on endorsement must already hold a professional teaching license or pupil personnel license and pass the School Leaders Licensure Assessment (SLLA) for principal or assistant principal positions. Program adjustments are made accordingly as the Virginia Department of Education's regulations change and program requirements are subject to change. Requirements vary from state to state and students should contact their respective state departments of education for specifics.

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education's Field Placement Coordinator.

The Ed.S. in Educational Leadership is a degree in and of itself but it may also be earned on the way to the completion of the terminal Ed.D.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

EDUC 700 Online Orientation (0)

EADM 703 Advanced Theory & Practice of Leadership, Communication, & Organizations (3)

EFND 705A Residency (2)

EFND 705B Residency (2)

EFND 706 Christian Worldview for Educators (3)

EFND 715 Data-Driven Decision Making (3)

EFND 732 Statistics Interpretations (0)

Concentration Courses

Complete 18 credit hours within one of the following concentrations:

Ed.S. with a concentration in Adult Education

EDCO 801 Strategic Planning & Program Evaluation (3)

EDSL 710 The Adult Learner (3)

EDSL 715 International and Global Issues in Adult Education (3)

EDSL 727 Supervision & Professional Development (3)

EFND 701 Advanced Human Learning & Motivational Development (3)

ESAE 820 Program Planning for Adult Learners (3)

Ed.S. with a concentration in Advanced Educational Leadership

Required Courses

EDCO 801 Strategic Planning & Program Evaluation (3)

EDEL 807 Organizational & Institutional Change (3)

EDSL 710 The Adult Learner (3)

Electives

Choose three courses (9 credits) from any of the current Ed.S. concentration courses.

Ed.S. with a concentration in Character Education

EDCE 700 Foundations of Character Education Programs (3)
EDCE 701 Character Education: Foundations, Theories, and Philosophy (3)
EDCE 702 Character Education: Curriculum and Instruction (3)
EDCE 785 Seminar in Character Education (3)
EDCO 801 Strategic Planning & Program Evaluation (3)
EDSL 727 Supervision & Professional Development (3)

Ed.S. with a concentration in Christian Education Leadership

ECEL 710 Christian Education - Philosophy (3)
ECEL 715 Kingdom Education (3)
ECEL 718 Student Discipleship in Christian Education (3)
ECEL 751 Financial Management for Christian Schools (3)
ECEL 752 Starting & Operating Christian Schools (3)
ECEL 753 Staff Development for Christian Schools (3)

Ed.S. with a concentration in Curriculum & Instruction

EADM 704 Advanced Curriculum, Instruction & Assessment (3)
EDCO 801 Strategic Planning & Program Evaluation (3)
EFND 724 Advanced Study of Theories in Learning & Development (3)
EFND 726 Foundations of Online Learning (3)
EHEA 807 Curriculum & Assessment for College/University Teaching (3)

Electives (choose one—consult with concentration advisor)

ECUR 800 Grant Writing for Leadership Minded Educators (3)
EHEA 811 Administration & Organization Theory in Higher Education (3)

Ed.S. with a concentration in Educational Psychology

EFND 701 Advanced Human Learning & Motivational Development (3)
EFND 724 Advanced Study of Theories in Learning & Development (3)
EPSY 760 Collaborative Research (3)
EPSY 820 Advanced Research Review in Educational Psychology (3)
EPSY 830 Culture, Communities, & Education (3)
EPSY 835 Psychological Underpinnings of Learning (3)

Ed.S. with a concentration in Educational Technology & Online Learning

EDCO 801 Strategic Planning & Program Evaluation (3)
EDDE 820 Instructional Design for Online Learning (3)
EDDE 822 Teaching, Learning, & Technology (3)

EDDE 830 Trends in Educational Technology (3)
EFND 726 Foundations of Online Learning (3)
One elective as approved by the concentration advisor (3)

Ed.S. with a concentration in Exceptional Education Executive Leadership

EDCO 801 Strategic Planning & Program Evaluation (3)
ESPC 745 Exceptional Education Research Practice (3)
ESPC 810 Exceptional Education Law & Regulations (3)
ESPC 815 Supervision of Exceptional Education (3)
ESPC 820 Exceptional Education Program Review (3)
ESPC 835 Exceptional Education Policy & Practice (3)

Ed.S. with a concentration in Higher Education

EDDE 820 Instructional Design for Online Learning (3)
EFND 723 History & Contemporary Issues of American Higher Education (3)
EHEA 801 The College and the Student (3)
EHEA 802 Higher Education Finance (3)
EHEA 807 Curriculum and Assessment for College/University Teaching (3)
EHEA 811 Administration and Organization Theory in Higher Education (3)

Ed.S. with a concentration in Higher Education Leadership & Management

EDCO 801 Strategic Planning & Program Evaluation (3)
EDEL 807 Organizational & Institutional Change (3)
EFND 723 History & Contemporary Issues in American Higher Education (3)
EHEA 702 Role and Mission of the Christian College and University (3)
EHEA 802 Higher Education Finance (3)
EHEA 811 Administration and Organization Theory in Higher Education (3)

Ed.S. with a concentration in K-12 School Leadership

EADM 704 Advanced Curriculum, Instruction, & Assessment (3)
EADM 706 Legal, Ethical, Policy, & Professional Issues in Education (3)
EADM 720 Strategic Planning & Leadership of School Resources & Operations (3)
EADM 721 School & Community Relations (3)
EADM 810 Advanced Practices in Personnel Administration (3)
EEDD 799A Internship (1) (required for the add-on endorsement)
EEDD 799B Internship (1) (required for the add-on endorsement)
EEDD 800 The Principalship (3)

Strongly Recommended

EADM 696 School Leaders Licensure Assessment (SLLA) Preparation (2)

Ed.S. with a concentration in Special Education

EFND 725 Advanced Study of Best Practices in Special Education (3)

ESPC 705 History of Special Education (3)

ESPC 710 Advanced Study of High-Incidence Disabilities (3)

ESPC 740 Fad Interventions in Special Education (3)

ESPC 830 International Special Education (3)

ESPC 840 Bioethics in Special Education (3)

Ed.S. in Leadership in Mathematics Education Program (35 credits)

(Delivered entirely online.)

This program emphasizes acquiring knowledge and understandings of content knowledge and leadership in mathematics in order to assume the role of a school-based K-8 mathematics specialist. Coursework focus upon increasing a teacher's understanding of mathematics and how students develop a core knowledge base of concepts and processes within the discipline of mathematics, including:

- number systems and number theory
- geometry and measurement
- statistics and probability
- functions and algebra
- discrete mathematics

Participants develop coaching and leadership knowledge and skills needed to provide job-embedded professional learning opportunities and to improve mathematics programs at their schools, including addressing the needs of high and low-achieving students as well as the needs of diverse learners.

Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility. MATH courses listed in this program are only open to those students accepted into this program or licensed teachers who are taking these courses for professional development.

UNIV LIB Information Research and Resources (0)

EADM 647 Educational Leadership in Mathematics I (3)

EADM 648 Educational Leadership in Mathematics II (3)

EADM 653 Technology Applications for School Mathematics Leaders (3)

ECUR 601 Curriculum Studies and Trends in Mathematics (3)

EFND 698 Professional Project (2)

ETSP 656 Assessing & Teaching Mathematics to Students with Special Needs (3)

MATH 641 Numbers, Systems and Operations for K-8 Teachers (3)

MATH 642 Geometry and Measurement for K-8 Teachers (3)

MATH 644 Algebra and Functions for K-8 Teachers (3)

MATH 649 Rational Numbers and Proportional Reasoning for K-8 Teachers (3)

MATH 651 Probability and Statistics for K-8 Teachers (3)

MATH 663 Discrete Mathematics for K-8 Teachers (3)

Doctor of Education Degree (Ed.D.)

Ed.D. Program

(Delivered online with some required face-to-face components.)

The Ed.D. degree requires a minimum of 66 credit hours (an additional 35 or more hours beyond the Ed.S. or its equivalent). This degree is designed to facilitate the learning styles of adults by providing a collaborative community for higher-level thinking and problem solving. Undergirding and interwoven throughout the entire program are four key components: critical thinking, scholarly research that informs practice, writing, and learning from a Christian worldview.

Each Ed.D. student will designate a concentration from one of following areas: Adult Education, Advanced Educational Leadership, Character Education, Christian Education Leadership, Curriculum & Instruction, Educational Psychology, Educational Technology & Online Learning, Exceptional Education Executive Leadership, Higher Education, Higher Education Leadership & Management, K-12 School Leadership, or Special Education.

Admission into the doctoral program does not guarantee the earning of an Ed.D. Graduation is contingent upon the following: successful completion of coursework (with a minimum cumulative 3.00 GPA), residency requirements, and candidacy examination; the recommendation of the student's doctoral committee and compliance with all applicable requirements of Regent University.

All students are required to complete a culminating experience: the submission and successful defense of a doctoral dissertation. The maximum time that is allowed to complete the program is seven years from the time one enters Regent University. In addition, doctoral students must maintain continuous enrollment in the program during all academic years (i.e., three semesters each calendar year).

Students possessing an Ed.S. or equivalent may be admitted to the Ed.D. program with advanced standing after a review of their post-master's transcript(s), which may result in the acceptance of up to 32 credit hours as outlined by Regent University academic policy. As deemed appropriate, applicants may be required to successfully take and pass a course or courses from one of the School of Education Ed.S. program concentrations or core classes. Depending upon their cumulative Ed.S. GPA, students may be required to take and achieve a minimum level on the GRE before gaining full acceptance into the Ed.D. program.

Courses

A minimum of 66 credit hours is required beyond the master's degree to complete the Ed.D. It is, however, the demonstration of independent scholarly ability at the doctoral level, rather than the mere accumulation of credits, that is required to successfully complete the program. Doctoral courses may only be taken by students who have applied and have been accepted into the doctoral program.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Core Courses

EDCO 800 Qualitative Data Analysis (3)
EFND 702 Research Design & Analysis (3)
EFND 705C Residency (2)
EFND 722 Educational Statistics (3)
EFND 800 Issues in Education (3)
EFND 906A Dissertation (5)
EFND 906B Dissertation (5)
EFND 906C Dissertation (5)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor).

EDUC 700 Online Orientation (0)
EADM 703 Advanced Theory & Practice of Leadership, Communication, & Organizations (3)
EFND 705A Residency (2)
EFND 705B Residency (2)
EFND 706 Christian Worldview for Educators (3)
EFND 715 Data-Driven Decision Making (3)
EFND 732 Statistics Interpretation (0)

Concentration Courses

Complete 24 credit hours within one of the following concentrations:

Ed.D. with a concentration in Adult Education

Required Courses

EDSL 711 Policy Studies in Adult Education (3)
ESAE 810 Teaching and Learning: Theory and Research in Adult Development (3)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EDCO 801 Strategic Planning & Program Evaluation (3)
EDSL 710 The Adult Learner (3)
EDSL 715 International and Global Issues in Adult Education (3)
EDSL 727 Supervision & Professional Development (3)
EFND 701 Advanced Human Learning & Motivational Development (3)
ESAE 820 Program Planning for Adult Learners (3)

Ed.D. with a concentration in Advanced Educational Leadership

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

Required Courses

EDCO 801 Strategic Planning & Program Evaluation (3)
EDEL 807 Organizational & Institutional Change (3)
EDSL 710 The Adult Learner (3)

Electives

Choose five courses (15 credits) from any of the current Ed.S./Ed.D concentration courses.

Ed.D. with a concentration in Character Education

Required Courses

EDCE 703 Advanced Study of Best Practices in Character Education (3)
EDCE 704 Leadership in Character Education (3)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EDCE 700 Foundations of Character Education Programs (3)
EDCE 701 Character Education: Foundations, Theories, and Philosophy (3)
EDCE 702 Character Education: Curriculum and Instruction (3)
EDCE 785 Seminar in Character Education (3)
EDCO 801 Strategic Planning & Program Evaluation (3)
EDSL727 Supervision & Professional Development (3)

Ed.D. with a concentration in Christian Education Leadership

Required Courses

ECEL 720 Christian Education - Curriculum & Instruction (3)
One elective approved by the concentration advisor (3)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

ECEL 710 Christian Education - Philosophy (3)
ECEL 715 Kingdom Education (3)
ECEL 718 Student Discipleship in Christian Education (3)

ECEL 751 Financial Management for Christian Schools (3)

ECEL 752 Starting & Operating Christian Schools (3)

ECEL 753 Staff Development for Christian Schools (3)

Ed.D. with a concentration in Curriculum & Instruction

Required Courses

ECUR 700 Diversity, Inclusion, & Theory in the Classroom (3)

EDEL 835 Advanced Development of Programs and Curricula (3)

Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EADM 704 Advanced Curriculum, Instruction, & Assessment (3)

EDCO 801 Strategic Planning & Program Evaluation (3)

EFND 724 Advanced Study of Theories in Learning & Development (3)

EFND 726 Foundations of Online Learning (3)

EHEA 807 Curriculum & Assessment for College/University Teaching (3)

Electives (choose one)

ECUR 800 Grant Writing for Leadership Minded Educators (3)

EHEA 811 Administration & Organization Theory in Higher Education (3)

Ed.D. with a concentration in Educational Psychology

Required Courses

EPSY 840 Theories, Issues, & Practice in Educational Psychology (3)

EPSY 850 Advanced Study in Educational Psychology (3)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EFND 701 Advanced Human Learning & Motivational Development (3)

EFND 724 Advanced Study of Theories in Learning & Development (3)

EPSY 760 Collaborative Research (3)

EPSY 820 Advanced Research Review in Educational Psychology (3)

EPSY 830 Culture, Communities, & Education (3)

EPSY 835 Psychological Underpinnings of Learning (3)

Ed.D. with a concentration in Educational Technology & Online Learning

Required Courses

EDDE 823 Advanced Online Learning (3)

EDDE 825 Special Topics in Educational Technology (3)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EDCO 801 Strategic Planning & Program Evaluation (3)

EDDE 820 Instructional Design for Online Learning (3)

EDDE 822 Teaching, Learning, & Technology (3)

EDDE 830 Trends in Educational Technology (3)

EFND 726 Foundations of Online Learning (3)

One elective as approved by the concentration advisor (3)

Ed.D. with a concentration in Exceptional Education Executive Leadership

Required Courses

ESPC 825 Multimedia Learning Environments (3)

ESPC 855 Advanced Topics in Exceptional Education (3)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EDCO 801 Strategic Planning & Program Evaluation (3)

ESPC 745 Exceptional Education Research Practice (3)

ESPC 810 Exceptional Education Law & Regulations (3)

ESPC 815 Supervision of Exceptional Education (3)

ESPC 820 Exceptional Education Program Review (3)

ESPC 835 Exceptional Education Policy & Practice (3)

Ed.D. with a concentration in Higher Education

Required Courses

EDSL 710 The Adult Learner (3)

EHEA 803 The Law & Governance of Higher Education (3)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EDDE 820 Instructional Design for Online Learning (3)

EFND 723 History & Contemporary Issues of American Higher Education (3)

EHEA 801 The College and the Student (3)

EHEA 802 Higher Education Finance (3)

EHEA 807 Curriculum and Assessment for College/University Teaching (3)

EHEA 811 Administration and Organization Theory in Higher Education (3)

Ed.D. with a concentration in Higher Education Leadership & Management

Required Courses

EHEA 710 Accreditation and Assessment (3)

*EHEA 714 Presidential and Board Leadership (3)

EHEA 803 The Law & Governance in Higher Education (3)

*to be taken in place of EDCO 800

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EDCO 801 Strategic Planning & Program Evaluation (3)

EDEL 807 Organizational & Institutional Change (3)

EFND 723 History & Contemporary Issues in American Higher Education (3)

EHEA 702 Role and Mission of the Christian College and University (3)

EHEA 802 Higher Education Finance (3)

EHEA 811 Administration and Organization Theory in Higher Education (3)

Ed.D. with a concentration in K-12 School Leadership

Required Courses

Two electives approved by the concentration advisor (6)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EADM 704 Advanced Curriculum, Instruction, & Assessment (3)

EADM 706 Legal, Ethical, Policy, & Professional Issues in Education (3)

EADM 720 Strategic Planning & Leadership of School Resources & Operations (3)

EADM 721 School & Community Relations (3)

EADM 810 Advanced Practices in Personnel Administration (3)

EEDD 799A Internship (1) (required for the add-on endorsement)

EEDD 799B Internship (1) (required for the add-on endorsement)

EEDD 800 The Principalship (3)

Strongly Recommended

EADM 696 School Leaders Licensure Assessment (SLLA) Preparation (2)

Ed.D. with a concentration in Special Education

Required Courses

ESPC 730 Meta-Analysis in the Social Sciences (3)

ESPC 800 Doctoral Seminar: The Editorial and Review Process (3)

(Some courses below may be waived for students possessing an Ed.S. or equivalent upon admission into the Ed.D. Consult with the concentration advisor.)

EFND 725 Advanced Study of Best Practices in Special Education (3)

ESPC 705 History of Special Education (3)

ESPC 710 Advanced Study of High-Incidence Disabilities (3)

ESPC 740 Fad Interventions in Special Education (3)

ESPC 830 International Special Education (3)

ESPC 840 Bioethics in Special Education (3)

Doctor of Philosophy Degree (Ph.D.)

Ph.D. Program

(Delivered online with some required face-to-face components.)

The degree of Doctor of Philosophy at Regent is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the candidacy examination for the Ph.D. degree and present an acceptable dissertation within their field of study that presents the results of independent, original research. The degree program's emphasis is on preparation for competent professional and scholarly performance. The basic premise of the Ph.D. degree in the School of Education is that it is primarily reserved for those professionals who will utilize research skills in their vocations of choice.

Similar to the Ed.D., students have seven years to complete the program. A Ph.D. student will (a) complete 21 hours associated with the Ed.D. core curriculum, (b) complete 24-26 hours associated with an Ed.D. concentration, (c) complete an additional 9 hours of research related credit, (d) complete 6 hours of summer residency (three one-week, on campus residencies), and (e) complete 15 hours of dissertation research credit—the total program is 75-77 hours. The candidacy examination will be administered during the final semester of coursework. A candidate for the Ph.D. degree must present an acceptable research-based dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known in the candidate's field of interest, or present a significant interpretation of the subject based upon original investigation and research.

Research Related Credit:

Ph.D. students are required to take the following courses:

EDCO 801 Strategic Planning & Program Evaluation (3)

EDCO 802 Analysis of Variance (1)

EDCO 803 Regression & Correlation (1)

EDCO 804 Structure & Reliability Analysis (1)

EHEA 805 Advanced Research Design and Analysis (3)

If any of the above courses were taken as part of the concentration curriculum, the credit earned will not count toward the 9 additional hours required for the Ph.D. The balance of hours needed to satisfy the 9 hour requirement shall result in enrolling in EFND 790 – Independent Study with a SOE professor. These independent study hours shall be used to focus on research collaboration in the faculty member’s area of interest.

Non-degree

Center for Career Advancement and Training (CCAT)

We offer courses not associated with the earning of a degree through our Center for Career Advancement and Training (CCAT). The CCAT offers a wide range of content courses to help educators and administrators meet the Virginia Standards of Learning (SOL) in technology, social studies, language arts, geography, history and math. A special focus of the CCAT is youth aggression and violence prevention, as well as developing skills to deal with at-risk and diverse populations. We tailor courses to meet the specific staff development needs of educators and administrators. If there is a course you would like to see offered in your school district, please contact CCAT at 757.352.4479 or visit <http://www.regent.edu/acad/schedu/profdev/>.

Career Switcher Licensure Program (24 credit hours)

The Career Switcher Alternative Route to Licensure program is designed to enable individuals holding a bachelor’s degree and with various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession. The Career Switcher certificate program is NOT a degree seeking program. The program alone will lead to Virginia licensure and the Certificate of Graduate Studies (CGS). However, if an applicant wishes to pursue a Master's degree, he or she may do so by applying to that program upon completing the Career Switcher requirements and taking additional credit hours from a concentration area from the Curriculum and Instruction program, or the Individualized Degree Program.

The Career Switcher program leads to teacher certification in the Commonwealth of Virginia upon the successful completion of all program requirements. The program is delivered online with some on-campus course availability.

Applicants for the Career Switcher program are required to take and pass the Virginia Communication and Literacy Assessment (VCLA) in order to meet the basic skills assessment requirement for admission. Career Switchers are also required to take and pass the Praxis II assessment in the designated specialty area prior to admission into the program. Finally, applicants must also complete the Virginia Department of Education’s Career Switcher application available online at http://www.regent.edu/acad/schedu/pdfs/career_switcher_appl.pdf. *The state application does include a declaration of criminal history.*

Criminal Background Check

The School of Education requires a background check for all students who participate in a program or course assignment at a public or private setting. For more information, please contact the School of Education’s Field Placement Coordinator.

Career Switcher

Must be completed the first semester

EDUC 500 Online Orientation (0)

EFND 538 Technology Standards for Instructional Personnel (0)

ENGL 500 Graduate Academic Writing Seminar (if not exempt) (0)

In-person sessions including instructional use of iPads and the Technology Standards for Teachers (0)

UNIV LIB Information Research & Resources (0)

Level I

EFND 530 Foundations in Education for Transitioning Professionals (3)

EFND 531 Exploring the Curriculum (3)

EFND 532 Classroom Management for Transitioning Teachers (3)

EFND 533 Teaching Students Effectively (3)

EFND 534 Assessment & Evaluation Techniques (3)

EFND 535 Child & Adolescent Growth & Development for Transitioning Teachers (3)

Additionally, at least one in-person seminar will be held on campus each semester as required by the Virginia Department of Education.

Level II

EFND 536 Advanced Practices I for Transitioning Teachers (3)

EFND 537 Advanced Practices II for Transitioning Teachers (3)

EFND 549CS Mentorship A (0)

EFND 553CS Mentorship B (0)

Master of Education

Curriculum & Instruction for Career Switchers

Required C&I Core Courses (9 credits)

EADM 515 Research Design (3)

EDCS 563 Instructional Strategies for At-Risk Students (3)

EDIP 540 Philosophical Foundations in Education (3)

Teacher Leader Concentration (15 credits)

ECTL 500 Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3)
ECUR 511 Curriculum, Methods & Assessment (3)
EDCO 501 Strategic Planning & Program Evaluation (3)
EFND 509 Character Education Curricula, Instruction, & Assessment (3)
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3)

Adult Education Concentration 15-21 credits)

EADL 500 Theories of Adult Education (3)
EADL 510 History of American Adult Programs (3)
EADL 520 Curriculum Development for Adult Learners (3)
ECUR 511 Curriculum, Methods & Assessment (3)
*ESCP 505 Psychology & Development of the Learner (3)

The following courses must be passed for those seeking an endorsement in Adult Education from the Virginia Department of Education.

EADL 530 Reading Instruction for Adult Learners (3)
EADL 540 Beginning Mathematics for Adult Learners (3)
EADL 595 Adult Education Internship (3)

**Students taking the Adult Education endorsement option are not required to take ESCP 505.*

Christian School Concentration (18 credits)

EBIB 516 Hermeneutics and Biblical Integration for Education (4)
EBIB 521 Christian Heritage (3)
EBIB 523 Christian Character Formation (3)
EBIB 524 Biblical Foundations of Christian Education (3)
EDCS 505 Philosophy of Christian Education (3)
EFND 598 Professional Project and/or EDCS 591 Culminating Internship (2)

Gifted and Talented Concentration with Endorsement (17 credits)

(This VDOE approved program is required for currently licensed Virginia teachers)

EDCO 501 Strategic Planning & Program Evaluation (3)
EGTL 500 Introduction to Gifted and Talented Learners (3)
EGTL 510 Curriculum and Instruction for Gifted Learners (3)
EGTL 520 Models and Strategies for Teaching the Gifted (3)
EGTL 530 Psychology and Education of Gifted Learners (3)
EGTL 580 Practicum in Gifted Education (2)

Licensed teachers from outside Virginia may be able to add the Gifted and Talented endorsement to their license upon completion of this approved program. Consult with your state department of education for more information.

Gifted and Talented Concentration--Non-endorsement option (17 credits)

(Only available to out of state students or non-Virginia licensed teachers)

EDCO 501 Strategic Planning & Program Evaluation (3)

EFND 598 Professional Project (2)

EGTL 500 Introduction to Gifted and Talented Learners (3)

EGTL 510 Curriculum and Instruction for Gifted Learners (3)

EGTL 520 Models and Strategies for Teaching the Gifted (3)

EGTL 530 Psychology and Education of Gifted Learners (3)

Non-Virginia students wishing to add the Gifted and Talented endorsement to their teaching license should consult their state department of education for specific requirements. In most cases, EFND 598 may be customized to help meet internship/practicum requirements—please consult with your School of Education Academic Advisor.

TESOL K-12 Concentration (15-18 credits)

(This program is only available to Regent Career Switchers who have passed the ESOL Praxis II and possess an earned provisional Virginia teaching license.)

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)

ETSL 510 Linguistics (3)

ETSL 520 Methods of TESOL (3)

ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)

ETSL 560 First and Second Language Acquisition (3)

Optional TESOL Elective (choose one) (3)

ETSL 555 Teaching Grammar to ESL/EFL Learners

ETSL 565 Teaching ESL/EFL Listening and Speaking

Individualized Degree Program for Career Switchers

(must complete at least 14 credits)

EDIP 541 Developmental Leadership (3)

EDIP 543 Technology in Education (3)

EFND 598 Professional Project (2-3)

ETSL 540 Multicultural Education (3)

Elective (3-4)

Post-Master's Certificate in Advancing Leadership (CAL) (9 credit hours)

The Post-Master's Certificate in Advancing Leadership is for teachers and administrators who would like to advance their skills and knowledge in special education leadership. These post-master's classes will train leaders on how to understand and assist with the special education needs within their school division. Prerequisite: A Master's degree in a related field.

Required Courses:

UNIV LIB Information Research and Resources (0)

ESPC 745 Exceptional Education Research Practice (3)

ESPC 815 Supervision of Exceptional Education (3)

ESPC 835 Exceptional Education Policy & Practice (3)

Certificate of Graduate Studies in Autism (CGS) (12 credit hours)

The "Working with Autistic Children" Certificate can be completed through our professional development program for anyone who is not a degree-seeking student. In addition, this certificate is a part of the K-12 Special Education and Individualized Studies Programs.

Although Autism Spectrum Disorder is not currently an endorsement in Virginia, Regent University School of Education has designed the "Working with Autistic Children" Certificate. This certificate is designed to respond to the increasing demand for effectively trained educators and the rising number of autistic children found in the classroom.

UNIV LIB Information Research and Resources (0)

ETSP 600 Autism Overview (3)

(**Required for those that do not complete the Regent Cross-Cat master's program.**)

ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3)

ETSP 620 Methods for Students with Autism Spectrum Disorders (3)

ETSP 630 Autism Practicum Project (3)

Certificate of Graduate Studies in Christian Education (CGS) (9 credit hours)

The Certificate in Christian Education Program consists of three, 3-credit master's level courses developed from literature on effective teaching, Christian education, and input from professionals, particularly those in Christian education. It is based on requests from Christian school educators for programmatically based coursework that does not necessarily involve taking an advanced degree and that is financially affordable.

UNIV LIB Information Research and Resources (0)

EBIB 502 God's Kingdom and Academics (3)

EBIB 510 Personalized Teaching Model (3)

EDCS 501 Research Based Teaching Skills (3)

Certificate of Graduate Studies in Gifted and Talented Education (CGS) (17 credit hours)

UNIV LIB Information Research and Resources (0)

EDCO 501 Strategic Planning & Program Evaluation (3)

EGTL 500 Introduction to Gifted and Talented Learners (3)

EGTL 510 Curriculum and Instruction for Gifted Learners (3)

EGTL 520 Models and Strategies for Teaching the Gifted (3)

EGTL 530 Psychology and Education of Gifted Learners (3)

AND

EGTL 580 Practicum in Gifted Education* (2)

OR

EFND 598 Professional Project** (2)

* Currently licensed Virginia educators must successfully complete EGTL 580, which includes 45 university-supervised practicum hours in order to finish the program. Non-licensed Virginia students must successfully complete EFND 598 instead of EGTL 580. Students should consult with their School of Education Academic Advisor.

** Non-Virginia students must successfully complete EFND 598. Licensed teachers may customize their project to help meet their state internship/practicum requirements for adding the Gifted and Talented endorsement to their teaching license. Students should consult their state department of education for specific requirements and consult with their School of Education Academic Advisor.

Certificate in the Law and Higher Education (9 credit hours)

The Law and Higher Education certificate is designed for higher education administrators who desire to learn more about important legal considerations that inform their professional practice. A study of constitutional and contract law creates a foundation upon which to understand higher education law for both public and private institutions.

Required Courses

UNIV LIB Information Research and Resources (0)

EHEA 503 The Law & Governance of Higher Education (3)

EHEA 506 Contracts (3)

EHEA 508 Constitutional Law & Policy II (3)

Certificate of Graduate Studies in Teaching English to Speakers of Other Languages, TESOL (CGS) (15-18 credit hours)

1. Teaching English to Speakers of Other Languages (TESOL) and delivering quality reading instruction are two major concerns in today's schools. The following options are available through this certificate:K-12 concentration*
2. Adult Education/Collegiate concentration

*Applicants to the K-12 concentration must hold a professional teaching license; a submitted copy of the current teaching license is required along with the admissions application.

K-12 concentration

Required

ETSL 505 Serving English Language Learners in K-12 Classrooms (3)

ETSL 510 Linguistics (3)

ETSL 520 Methods of Teaching English to Speakers of Other Languages (3)

ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3)

ETSL 560 First and Second Language Acquisition (3)

Optional TESOL Elective (choose one) (3)

ETSL 555 Teaching Grammar to ESL/EFL Learners

ETSL 565 Teaching ESL/EFL Listening and Speaking

Adult Education/Collegiate concentration

Required

ETSL 510 Linguistics (3)

ETSL 525 Language Teaching Approaches and Practices (3)

ETSL 550 Teaching English as a Second or Foreign Language to Adults (3)

ETSL 555 Teaching Grammar to ESL/EFL Learners (3)

ETSL 560 First and Second Language Acquisition (3)

Note: Although the certificate can be completed in 15 hours, individuals seeking to teach at the collegiate level should complete a minimum of 18 hours of TESOL coursework (ETSL).

Certificate of Graduate Studies in STEM (CGS) (10 credit hours)

The Certificate of Graduate Studies in STEM is designed for K-6 teachers who desire to learn more on how to teach science, technology, engineering, and math in age appropriate ways to their students. Teachers will see how introducing students early to the skills and careers associated in the STEM fields may increase their desire to learn more about these areas. It is a timely and valuable educational pursuit for elementary teachers given the current focus on STEM at the state and national levels. It offers courses that provide the needed content to effectively prepare educators for implementing STEM instruction in the classroom. It offers a blended format that will allow working educational professionals the flexibility needed to successfully complete course work while working full- or part-time. It has an added benefit for those earning a M.Ed. in Curriculum and Instruction.

Required Courses

UNIV LIB Information Research and Resources (0)

ESTM 500 Stepping into STEM (1)

ESTM 501 Inquiry through STEM (3)

ESTM 502 Mathematics and STEM (3)

ESTM 503 Developing STEM based Curriculum (3)

COURSE DESCRIPTIONS

EADL 500 Theories of Adult Education (3) Theories and theorists associated with adult learning and their impact on adult education practice in various adult learning settings.

EADL 510 History of American Adult Programs (3) Educational programs and settings designed for adult learners from colonial America to contemporary times.

EADL 520 Curriculum Development for Adult Learners (3) Examines the development and administration of curriculum and instructional programs for adult learners in diverse educational settings including adult basic education, GED, and workplace. Emphasis is placed on effective environments and instructional strategies for addressing programmatic goals and outcome appropriate for adults.

EADL 530 Reading Instruction for Adult Learners (3) A study of methodologies and strategies for teaching beginning-level reading and reading comprehension to adult learners.

EADL 540 Beginning Mathematics for Adult Learners (3) A study of methodologies and strategies for teaching mathematics to beginning level adult learners.

EADL 595 Adult Education Internship (3) Required minimum of 300 clock hours of supervised work experience in an adult education instructional setting(s) to include 150 hours of direct documented instructional delivery with adult learners.

EADM 511 Leadership, Organization & Administration (3) Focuses on the role, development, and assessment of the school leader within a learning organization. Survey the research and practice of leadership and the challenges of high-achieving schools through a variety of methods and standards. Interstate School Leaders Licensure Consortium Standards and moral leadership principles will be the foundation for presenting these concepts. Cross-listed with EADM 611.

EADM 513 School Finance/Management of School Resources & Facilities (3) Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to responsibilities and issues in fiscal operations, beginning with an understanding at the federal and state level, the local division level, and ultimately the direct link in day-to-day local school policies, procedures and decision-making. Finally, Management of School Resources and Facilities is based on the premise that the school leader allocates and supervises other resources than fiscal and directs the efficient and effective function of the physical facility. Cross-listed with EADM 613.

EADM 515 Research Design (3) Focuses on the role of the school leader or educator as a consumer (basic, applied, and orientational), a user (evaluation), and a producer (action) of educational research. As consumers, candidates learn how to identify, read, analyze, synthesize, evaluate, explain, and apply quantitative, qualitative, and mixed research. As users, candidates utilize descriptive statistics and data-driven decision making in problem based learning applications. As producers, candidates follow the structure of a research proposal to develop competency with the literature, methods, designs, and data analysis techniques germane to the field.

EADM 524 Supervision of Teaching Methods/Classroom Management (3) Focuses on the role of the school leader in empowering teachers to deliver essential (standards-based) effective instruction through supervision of that instruction. Consideration of various methods and models of evaluating instruction and pedagogical approaches as well as interrelationships among the school organization, curriculum development and diversity. Classroom management practices, a safe and orderly school learning environment and legal principles for both teacher supervision and school safety will be presented. Course aligned with the Interstate School Leaders Licensure Consortium Standards.

EADM 532 Technology for Administrators (3) Focuses on the role of the school leader in the appropriate use of media/technology, including ethical and legal issues. Aligning with the Interstate School Leaders Licensure Consortium Standards, an emphasis will be on the school leader's use of educational technologies for the classroom (specifically planning, implementing, and monitoring for student achievement), data collection, information management, problem-solving, data-driven decision making, and communication. This course may be presented as one of a cluster of four courses in the summer residency. Cross-listed with EADM 632.

EADM 536 Personnel Management/Development (3) Focuses on the role of the school leader in human resource responsibilities to include legal aspects in recruiting, interviewing, hiring, contract management, termination, grievance, building of professional working relationships with faculty, staff, and support personnel, communication skills, and technology to support personnel management. Candidates will examine the school leader's role in professional development in all areas, specifically in student achievement. The entire personnel management and leadership function will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 636.

EADM 538 School Law (3) Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to understand law as it relates to education and schooling, using legal systems to protect student rights and improve student opportunities, that the professional learning community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities, and that the educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Cross-listed with EADM 638.

EADM 540 School & Community Relations (3) Focuses on the role of the school leader in designing programs around the needs, problems, and issues of the school, with its stakeholders, special publics. Because of cultural changes and new problems arising there is a need for better two way communications between the school and the community. Dealing constructively and effectively with these needs and problems will increase the chances that parents, stakeholders, special publics, and the district will take a positive interest in the school, thus inviting their support for school improvement. Candidates will develop a plan to capitalize on the diversity (cultural, ethnic, racial, economic, special interest groups) of the school community to improve student achievement, school programs, and meet diverse needs of all students. The course will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 640.

EADM 547 Educational Leadership in Mathematics I (3) Essential characteristics, skills, and dispositions needed to maintain effective math education leadership roles in K-8 schools. In-depth review of national and state mathematics standards. On-site professional development models discussed with primary emphasis on the Content-Focused Coaching model by Lucy West. Cross-listed with EADM 647.

EADM 548 Educational Leadership in Mathematics II (3) Field-based experience to develop and demonstrate skills for carrying out effective mathematics coaching in K-8 schools. Review of literature on best practices and case studies, and self-critique of videotaped coaching sessions. Cross-listed with EADM 648.

EADM 553 Technology Applications for School Mathematics Leaders (3) Technology resources for learning mathematics and for leaders of mathematics education. Instructional applications through online resources, hand-held resources, and software packages that target the mathematical development of K-8 teachers and students. Includes management technologies for the mathematics leader. Cross-listed with EADM 653.

EADM 595 Principal Internship (3) Focuses on the role of the school leader by establishing the connection between theory and practice. Assignment to a specified school(s) with the supervision of a certified school administrator in the field and with the guidance of a Regent faculty internship advisor, including a minimum of 200 clock hours with exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations, focused on instructional leadership and learning within a public school or accredited nonpublic school. Responsibility for completion of course competencies and continuous contact with a Regent University internship advisor. The Interstate School Leaders Licensure Consortium Standards will be the framework for the intern's evaluation. Cross-listed with EADM 695.

EADM 595A Principal Internship (2) Part 1 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 695A.

EADM 595B Principal Internship (2) Part 2 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 695B.

EADM 595C Principal Internship (2) Part 3 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 695C.

EADM 596 School Leaders Licensure Assessment (SLLA) Test Preparation (2) Focuses on the role of the school leader by preparing for state licensure as required by numerous states and measuring beginning educational leaders' understanding and knowledge of a broad range of job-related topics, including whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. A description of the Interstate School Leaders Licensure Consortium Standards, test-taking strategies, sample questions, annotated responses, and specific problems-based learning. Cross-listed with EADM 696.

EADM 598 Professional Leadership Project (2) Focuses on the role of the school leader through successful completion of a culminating experience that will synthesize theory and practice. For most, the project will consist of providing evidence that critical program competencies have been met by applying accumulated knowledge to a specific challenge of student achievement and educational equity. This is an individualized course that will be co-designed by the participating candidate and faculty advisor(s). The Interstate School Leaders Licensure Consortium Standards form the foundation for course

completion. Note: Candidates may take EADM 596 School Leaders Licensure Assessment (SLLA) Test Preparation in place of EADM 598.

EADM 611 Leadership, Organization & Administration (3) Focuses on the role, development, and assessment of the school leader within a learning organization. Survey the research and practice of leadership and the challenges of high-achieving schools through a variety of methods and standards. Interstate School Leaders Licensure Consortium Standards and moral leadership principles will be the foundation for presenting these concepts. Cross-listed with EADM 511.

EADM 613 School Finance/Management of School Resources & Facilities (3) Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to responsibilities and issues in fiscal operations, beginning with an understanding at the federal and state level, the local division level, and ultimately the direct link in day-to-day local school policies, procedures and decision-making. Finally, Management of School Resources and Facilities is based on the premise that the school leader allocates and supervises other resources than fiscal and directs the efficient and effective function of the physical facility. Cross-listed with EADM 513.

EADM 632 Technology for Administrators (3) Focuses on the role of the school leader in the appropriate use of media/technology, including ethical and legal issues. Aligning with the Interstate School Leaders Licensure Consortium Standards, an emphasis will be on the school leader's use of educational technologies for the classroom (specifically planning, implementing, and monitoring for student achievement), data collection, information management, problem-solving, data-driven decision making, and communication. This course may be presented as one of a cluster of four courses in the summer residency. Cross-listed with EADM 532.

EADM 636 Personnel Management/Development (3) Focuses on the role of the school leader in human resource responsibilities to include legal aspects in recruiting, interviewing, hiring, contract management, termination, grievance, building of professional working relationships with faculty, staff, and support personnel, communication skills, and technology to support personnel management. Candidates will examine the school leader's role in professional development in all areas, specifically in student achievement. The entire personnel management and leadership function will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 536.

EADM 638 School Law (3) Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to understand law as it relates to education and schooling, using legal systems to protect student rights and improve student opportunities, that the professional learning community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities, and that the educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Cross-listed with EADM 538.

EADM 640 School & Community Relations (3) Focuses on the role of the school leader in designing programs around the needs, problems, and issues of the school, with its stakeholders, special publics. Because of cultural changes and new problems arising there is a need for better two way communications between the school and the community. Dealing constructively and effectively with these needs and problems will increase the chances that parents, stakeholders, special publics, and the district will take a positive interest in the school, thus inviting their support for school improvement. Candidates will develop a plan to capitalize on the diversity (cultural, ethnic, racial, economic, special interest groups) of the school community to improve student achievement, school programs, and meet diverse needs of all students. The course will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 540.

EADM 647 Educational Leadership in Mathematics I (3) Essential characteristics, skills, and dispositions needed to maintain effective math education leadership roles in K-8 schools. In-depth review of national and state mathematics standards. On-site professional development models discussed with primary emphasis on the Content-Focused Coaching model by Lucy West. Cross-listed with EADM 547.

EADM 648 Educational Leadership in Mathematics II (3) Field-based experience to develop and demonstrate skills for carrying out effective mathematics coaching in K-8 schools. Review of literature on best practices and case studies, and self-critique of videotaped coaching sessions. Cross-listed with EADM 548.

EADM 653 Technology Applications for School Mathematics Leaders (3) Technology resources for learning mathematics and for leaders of mathematics education. Instructional applications through online resources, hand-held resources, and software packages that target the mathematical development of K-8 teachers and students. Includes management technologies for the mathematics leader. Cross-listed with EADM 553.

EADM 695 Principal Internship (3) Focuses on the role of the school leader by establishing the connection between theory and practice. Assignment to a specified school(s) with the supervision of a certified school administrator in the field and with the guidance of a Regent faculty internship advisor, including a minimum of 200 clock hours with exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations, focused on instructional

leadership and learning within a public school or accredited nonpublic school. Responsibility for completion of course competencies and continuous contact with a Regent University internship advisor. The Interstate School Leaders Licensure Consortium Standards will be the framework for the intern's evaluation. Cross-listed with EADM 595.

EADM 695A Principal Internship (2) Part 1 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 595A.

EADM 695B Principal Internship (2) Part 2 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 595B.

EADM 695C Principal Internship (2) Part 3 of 3 internship experiences to comply with current Virginia Department of Education administrator licensure regulations including meeting the required hours to fulfill the internship experience. Cross-listed with EADM 595C.

EADM 696 School Leaders Licensure Assessment (SLLA) Preparation (2) Focuses on the role of the school leader by preparing for state licensure as required by numerous states and measuring beginning educational leaders' understanding and knowledge of a broad range of job-related topics, including whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. A description of the Interstate School Leaders Licensure Consortium Standards, test-taking strategies, sample questions, annotated responses, and specific problems-based learning. Cross-listed with EADM 596.

EADM 703 Advanced Theory & Practice of Leadership Communication, & Organizations (3) Critical examination of theories and practices of leadership and communication as they relate to individuals and organizations within the context of educational systems.

EADM 704 Advanced Curriculum, Instruction, & Assessment (3) Underpinnings, principles, and issues of curriculum, instruction, and assessment as they directly relate to student learning and achievement.

EADM 705 Effective Communication & Conflict Resolution (3) The key to healthy organizations is productive communication and conflict resolution. Provides a communication-based perspective for organizations and leadership in a diverse society. Review and translate into practice research on team process management, consensus building and negotiation skills. Apply the particular communication skills into your respective contexts as evidenced by video role-play, case study analysis and/or feedback from peers, faculty and supervisors.

EADM 706 Legal, Ethical, Policy, & Professional Issues in Education (3) Analysis, synthesis, and evaluation of key legal, ethical, policy, and professional issues confronting K-12 educators.

EADM 720 Strategic Planning & Leadership of School Resources & Operations (3) Leadership and management skills that achieve efficient and effective organizational operations. Emphasizes strategic planning (including vision/mission) and principles, practices, and issues of budgeting affecting all operations at the district and building levels including management of resources, time, and space.

EADM 721 School & Community Relations (3) Principles and practices of working collaboratively with various constituencies in relation to K-12 student learning, which provides an awareness and better understanding of cultural changes within the internal and external publics of the school and community.

EADM 810 Advanced Practices in Personnel Administration (3) Analysis and problem solving in recruitment, selection, placement, training, and evaluation of personnel as it relates to the purpose of education. Emphasis is given to human resources management and development functions in schools and school districts and the role of professionalism in advancing educational goals.

EBIB 502 God's Kingdom and Academics (3) Teaches for competence in skill areas related directly to Christian/Kingdom education such as biblical interpretation, faith-learning integration, discipleship practices, biblical world view development, biblical identity & destiny impartation, Christian character formation, and Kingdom of God principles and "keys."

EBIB 510 Personalized Teaching Model (3) Requires students to combine the skills of excellent teaching approaches with biblically prescribed discipleship qualities to produce and demonstrate a personalized practical model for guiding Christian education. Prerequisites: EDCS 501 and EBIB 502.

EBIB 515 Kingdom Education (3) Examination and application of the biblical concept of Kingdom of God/Kingdom of Heaven to Christian education. Cross-listed with ECEL 715.

EBIB 516 Hermeneutics and Biblical Integration for Education (4) An examination of the roles and impact of hermeneutics and biblical integration on education curriculum. Various approaches to faith and learning integration are examined. Approved for ACSI biblical studies certification credit.

EBIB 518 Student Discipleship in Christian Education (3) A study of the characteristics, equipping approaches, and assessment methods for equipping students as disciples of Christ. Cross-listed with ECEL 718.

EBIB 521 Christian Heritage (3) Provides a rationale for Christian education as an extension of the mission of the Church. This examination is done within the educationally relevant context of what it means to be a citizen in God's holy nation (1 Peter 2:9). Approved for ACSI biblical studies certification credit.

EBIB 523 Christian Character Formation (3) An examination of how the character qualities Jesus expected of His disciples should impact the educational setting. Propose educational strategies for character formation appropriate for home school and traditional classroom settings. Approved for ACSI biblical studies certification credit. Cross-listed with EBIB 623.

EBIB 524 Biblical Foundations of Christian Education (3) Examines educational practices related to the biblical focus on the Kingdom of God that Christians are to promote on earth, including the classroom. The emphasis is particularly on those Kingdom related teaching methods and leadership skills informed by relevant professional literature.

EBIB 528 C&I Christian Education (3) Examining, selecting, implementing, & evaluating Christian education curricula.

EBIB 623 Christian Character Formation (3) An examination of how the character qualities Jesus expected of His disciples should impact the educational setting. Propose educational strategies for character formation appropriate for home school and traditional classroom settings. Approved for ACSI biblical studies certification credit. Cross-listed with EBIB 523.

ECEL 710 Christian Education - Philosophy (3) Biblically-based examination and development of philosophically related influences in Christian education.

ECEL 715 Kingdom Education (3) Examination and application of the biblical concept of Kingdom of God/Kingdom of Heaven to Christian education. Cross-listed with EBIB 515.

ECEL 718 Student Discipleship in Christian Education (3) A study of the characteristics, equipping approaches, and assessment methods for equipping students as disciples of Christ. Cross-listed with EBIB 518

ECEL 720 Christian Education – Curriculum & Instruction (3) Examination and development of programs, practices and materials for Christian/Kingdom education.

ECEL 751 Financial Management for Christian Schools (3) Development of sound fiduciary and biblically-based principles and practices for stewarding Christian school resources. Cross-listed with EDCS 551.

ECEL 752 Starting & Operating Christian Schools (3) Developing best practices and biblically-based approaches to starting and operating Christian schools. Cross-listed with EDCS 552.

ECEL 753 Staff Development for Christian Schools (3) Development of teaching, administrative, and support staff as disciples of Christ to be able to in turn disciple others within the Christian school environment. Cross-listed with EDCS 553.

ECTL 500 Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3) Explores the general paradigmatic structure of knowledge, focusing in particular on the social sciences and humanities, and engages students in the process of conceptualizing educational research problems that are based in social science and humanities theory and models. After considering basic conventions and principles from anthropology, sociology, social psychology, political science, and the humanities, students explore and apply various theoretical perspectives and models to potential research topics in education.

ECUR 500 Curriculum & Instructional Techniques (3) Provides learners with research-based knowledge and skills necessary to analyze exemplary curricula and appropriate assessment practices including familiarity with the Virginia Standards of Learning, informative feedback mechanisms, and school system implementation. Students consider proper selection and use of materials including media and computers while evaluating the process and implementation of school-based curriculum design, as well as the linkage between assessment data and instructional design. Cross-listed with UED 400.

ECUR 501 Curriculum Studies and Trends in Mathematics (3) Discusses big picture mathematics curricular design ideas, including history of mathematics curriculum, development of national and state standards, curriculum frameworks,

and implementation of effective practices into K-8 schools. Reviews recent developments, research, and theoretical foundations of curricular concepts and practices in mathematics. Cross-listed with ECUR 601.

ECUR 511 Curriculum, Methods & Assessment (3) Focuses on the role of the individual teacher in his or her classroom. Emphasizes curricula, methods of instruction and the assessment of pupil progress in daily lessons and units of instruction.

ECUR 525 Classroom Management (3) Principles and practices for creating and maintaining effective and efficient learning environments for diverse learners to include methods for effective student discipline, appropriate learning strategies, and environments that motivate student learning.

ECUR 540 Instructional Leadership and Student Academic Achievement (3) Focuses on the role of the school leader in curriculum practices that result in improved student achievement, leadership strategies for implementing curriculum standards, power standards, data teams, and standards-based performance assessment, and emerging instructional leadership issues and trends of a diverse school community. Additional emphasis on the transformation of curriculum theory to practice-based activities that include how to organize, build and evaluate curriculum and instruction. Cross-listed with ECUR 640.

ECUR 601 Curriculum Studies and Trends in Mathematics (3) Discusses big picture mathematics curricular design ideas, including history of mathematics curriculum, development of national and state standards, curriculum frameworks, and implementation of effective practices into K-8 schools. Reviews recent developments, research, and theoretical foundations of curricular concepts and practices in mathematics. Cross-listed with ECUR 501.

ECUR 640 Instructional Leadership and Student Academic Achievement (3) Focuses on the role of the school leader in curriculum practices that result in improved student achievement, leadership strategies for implementing curriculum standards, power standards, data teams, and standards-based performance assessment, and emerging instructional leadership issues and trends of a diverse school community. Additional emphasis on the transformation of curriculum theory to practice-based activities that include how to organize, build and evaluate curriculum and instruction. Cross-listed with ECUR 540.

ECUR 700 Diversity, Inclusion, & Theory in the Classroom (3) Investigates current best practices for merging an inclusionary classroom of students with disabilities to learn alongside their non-disabled peers, while also presenting strategies to better understand diversity and link the two to educational theory.

ECUR 800 Grant Writing for Leadership Minded Educators (3) Develop educators' understanding of grant research, writing, and stewardship in order to implement projects that positively impact student achievement and continued learning.

EDCE 700 Foundations of Character Education Programs (3) Introduction to character education programs and social-emotional learning; identifying program outcomes; the basics of curriculum design, instructional delivery, and assessment of character changes, plus the impact on individual success and organizational culture.

EDCE 701 Character Education: Foundations, Theories, and Philosophy (3) Traces the historical evolution of character education throughout the United States, and as a movement. It examines the research that currently exists in the field, with particular emphasis on the underlying philosophy that has guided its development.

EDCE 702 Character Education: Curriculum and Instruction (3) Focuses on the development of meaningful curriculum and innovative instructional practices in the delivery of a character education program. Special attention will be given to the integration of character education programming with learning standards prevalent in most states today. Participants in this course will gain knowledge, understanding, and skills in development, implementation, and assessment related to successful programmatic decision making in character education.

EDCE 703 Advanced Study of Best Practices in Character Education (3) Participants will be presented opportunities to work with faculty and other members of the National Clearing House on Character Education in examining programs and practices; they will also have the opportunity to provide consultative assistance to school districts and community organizations that wish to design new initiatives or reassess efforts currently in place. Formative and summative assessments will be used for programmatic evaluation, and course participants will gain necessary skills to conduct such evaluations.

EDCE 704 Leadership in Character Education (3) Presents an analysis of present day leadership theories and practices that lend themselves to successful design, delivery, and evaluation of character education programs and activities. Emphasis is placed upon building collaborative teams, community networking, and school partnerships within the context of innovation and change.

EDCE 785 Seminar in Character Education (3) Identification and review of contemporary topics for research in character education; examination of approaches to research in character education; and scholarly writing on research topics in character education.

EDCO 501 Strategic Planning & Program Evaluation (3) Examines strategic planning and the role of program evaluation in the planning-implementation-evaluation cycle to include the curriculum planning process. Topics include various theoretical and philosophical perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. The goal is to help educators become active collaborators in the evaluation process and to give them the tools to judge the value of an evaluation. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or critically reviewing an evaluation report as a basis for making an administrative decision, this course offers important leadership preparation. Each student will prepare an evaluability assessment related to a self-selected educational program in his/her area of concentration. Prerequisite: a graduate level research course. Cross-listed with EDCO 801.

EDCO 800 Qualitative Data Analysis (3) Theory and practice in analyzing qualitative data. Topics include coding, meaning generation, and validation.

EDCO 801 Strategic Planning & Program Evaluation (3) Examines strategic planning and the role of program evaluation in the planning-implementation-evaluation cycle to include the curriculum planning process. Topics include various theoretical and philosophical perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. The goal is to help educators become active collaborators in the evaluation process and to give them the tools to judge the value of an evaluation. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or critically reviewing an evaluation report as a basis for making an administrative decision, this course offers important leadership preparation. Each student will prepare an evaluability assessment related to a self-selected educational program in his/her area of concentration. Prerequisite: a graduate level research course. Cross-listed with EDCO 501.

EDCO 802 Analysis of Variance (1) Examines various ANOVA statistical procedures as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations. Covers factorial ANOVA to include mixed designs, analysis of covariance and multivariate variations. SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics Course.

EDCO 803 Regression & Correlation (1) Covers the statistical procedures that are most frequently encountered in doctoral-level correlation research with emphasis on understanding the research context, assumptions, notations and interpretations. Major topics include multiple regression and correlation, logistic regression and discriminate analysis. Covers both hypotheses of association and prediction. SPSS will be used for all statistical calculation. Prerequisites: EFND 702 and Educational Statistics Course.

EDCO 804 Structure & Reliability Analysis (1) Covers statistical procedures used for structure and reliability analysis as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations associated with each statistical procedures. Major topics include factor analysis, an introduction to structural equation modeling and reliability analysis to include alternate form reliability, test-retest reliability, inter-tester reliability and internal consistency (i.e. split-half to include use of the Spearman-Brown prophecy formula, Kuder-Richardson formulas and Cronbach's coefficient alpha). SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics.

EDCS 501 Research Based Teaching Skills (3) Research-validated procedures and skills on topics essential for optimum learning. Topics include teacher impact research findings, student self-governance, instructional design, assessment, professional learning communities, technology, and content & learner differentiation.

EDCS 505 Philosophy of Christian Education (3) Examines various philosophies of education in light of Scripture. Develop a philosophy of education essential to the preparation of "holy nation" citizens. Provides a biblical and philosophical framework for many other courses in the Christian School Concentration. Approved for ACSI educational philosophy requirement.

EDCS 520 Individual Differences & Classroom Management (3) Focuses on a broad range of human individual differences relating to education and to human relationships. Understand the mediating effects of individual differences and apply this knowledge in developing educational and classroom management plans. Approved for ACSI methods credit at both the elementary and secondary levels.

EDCS 551 Financial Management for Christian Schools (3) Development of sound fiduciary and biblically-based principles and practices for stewarding Christian school resources. Cross-listed with ECEL 751.

EDCS 552 Starting & Operating Christian Schools (3) Developing best practices and biblically-based approaches to starting and operating Christian schools. Cross-listed with ECEL 752.

EDCS 553 Staff Development for Christian Schools (3) Development of teaching, administrative, and support staff as disciples of Christ to be able to in turn disciple others within the Christian school environment. Cross-listed with ECEL 753.

EDCS 563 Instructional Strategies for At-Risk Students (3) Prepare educators to reach and effectively teach students who are at risk in the general classroom. Addresses topics such as curriculum-based assessment, accommodations, modifications, and collaboration with other professionals and family members. ACSI approved methods course.

EDCS 591 Culminating Internship (1-4) Provides supervision of classroom-based teaching and/or administration. Prerequisite: Entire Christian School Program.

EDDE 820 Instructional Design for Online Learning (3) Theoretical and experiential examination of the online learning instructional design process.

EDDE 822 Teaching, Learning, & Technology (3) Examines theories and practices of effective teaching and learning with technology.

EDDE 823 Advanced Online Learning (3) Critical examination of theories, research, and trends in online education.

EDDE 825 Special Topics in Educational Technology (3) Examines current issues in educational technology with an emphasis on research and leadership opportunities.

EDDE 830 Trends in Educational Technology (3) Surveys trends and developments in educational technology with a particular emphasis on their application to online learning.

EDDE 880 Independent Study (1-3) (online/distance education) Under the guidance of an instructor or mentor, pursue an in depth study of a topic related to distance education, such as use of compressed interactive video to create an effective learning environment, an examination of the facilitative skills required to create a constructivist learning environment online or use of problem-based learning techniques in a distance learning environment. Requires submission of a scholarly paper on the approved topic. Prerequisite: EFND 726.

EDEL 805 Current Issues in Educational Leadership (3) An in-depth analysis of current issues and their impact germane to the leadership of educational systems.

EDEL 807 Organizational & Institutional Change (3) Paradigms, processes, elements, and constituents of change. Building upon foundational biblical models, principles of an effective change process are emphasized from both macro and micro level perspectives.

EDEL 810 Advanced Societal Reform (3) An in-depth analysis of national and international societal reform through educational systems by considering current political, societal, and educational issues.

EDEL 815 Advanced Study of Dysfunctional Leadership (3) An in-depth analysis of the causes, results, and potential prevention of dysfunctional leadership and its impact on educational organizations.

EDEL 820 Advanced Systems Theory (3) An in-depth analysis of leadership and systems issues needed to transform the learner's educational arena.

EDEL 825 Advanced Cross-Cultural Educational Leadership (3) An in-depth analysis of issues related to cross-cultural leadership.

EDEL 835 Advanced Development of Programs and Curricula (3) An in-depth study of program and curricula development.

EDEL 840 Educational Policy Formation (3) Public policy, pedagogy, and leadership in both the national and international arenas.

EDEL 845 Privatized Education (3) Privatized education outside the realm of the public school arena.

EDEL 850 Consulting & Entrepreneurship (3) Consulting and entrepreneurship within the educational arena.

EDEL 890 Advanced Seminar in Educational Leadership (3) Individualized to the learner's educational calling and conducted via independent study.

EDIP 501 Introduction to Technology in Education (2) Current issues and strategies related to technology research, learning theories, instructional design, product development, information access, and delivery issues for classroom teachers will be highlighted in this course.

EDIP 502 Applications of Technology for Teaching and Learning (1) Application and integration of educational technology in the classroom by providing software training and content focused on technology skill development and curriculum integration, within the context of state and national standards. Prerequisites: EDIP 501 or approval of instructor.

EDIP 540 Philosophical Foundations in Education (3) Historical, political and philosophical foundations of education. While focused on U.S. education, emphasis on generalized principles and issues makes it relevant to all nations. Establishes a philosophical foundation of education and surveys various worldviews that affect education today.

EDIP 541 Developmental Leadership (3) Introduces a developmental leadership model focused on external skills embodied in the process of internal transformation. Requires a personal inventory of spiritual and professional maturity while equipping students with the tools necessary for growth. From that foundation, students will be expected to examine additional leadership models.

EDIP 542 Introduction to Curriculum & Instruction (3) Develop an understanding of biblical perspectives on the nature of learning and the ability to think critically about issues related to teaching and learning. Explore the components of effective instruction and learn how to implement instructional strategies that promote learning.

EDIP 543 Technology in Education (3) Increase learning and learner success by designing educational events that use instructional technology. Covers three basic areas of technology integration: planning, implementation and evaluation. Does not cover specific applications. Within this framework, various technologies and tools will be investigated for the purpose of determining which are best suited for particular instructional situations. Discusses broader issues regarding the usefulness and effectiveness of technology integration in education. The ultimate goal is to create a plan to integrate technology in your educational setting.

EDIP 544 Effective Communication, Conflict Resolution, and Negotiation (3) The key to healthy organizations is productive communication, conflict resolution, and negotiation. This course provides a communication-based perspective for organizations and leadership in a diverse society. Dyadic, small group, formal and informal communication, consensus building, conflict resolution and negotiation skills are just a few of the concepts to be studied in relationship to leadership effectiveness.

EDLD 515 Teaching How To Learn: NILD Level I (2) Examines methods for providing effective educational therapy to students with learning difficulties through studying philosophical perspectives of learning difficulties, assessment techniques of students with learning difficulties, and individualized intervention techniques developed by the National Institute for Learning Development (NILD).

EDLD 520 Teaching How to Learn: NILD Level II (3) Examines the NILD intervention model through questioning and thinking skills, technique instruction and refinement, program development, assessment, and student evaluation. Prerequisite: Permission of instructor.

EDLD 525 Developing Cognitive Competencies: NILD Level III (3) Applications of the NILD intervention model through: cognitive functioning, technique instruction and refinement, language Stimulation, assessment, and student evaluation. Prerequisite: Permission of instructor.

EDLD 530 Methodologies of Instruction for Educational Therapy (3) Investigates instructional methods of mediated learning, Socratic questioning and inquiry, and learning through observation and group experiences.

EDLD 585 Field Experience (1) Students will observe and critique programs that serve learners experiencing difficulties within their communities. A paper will be required to document both effective and ineffective teaching methodologies.

EDLD 595 Internship (4) Interns will be complete an initial testing report on a student recommended for educational therapy. The intern will be observed by an experienced mentor as they work with a student over several sessions for a minimum of 30 clock hours.

EDSL 710 The Adult Learner (3) Provides an overview of the major theorists associated with adult learning based on historical and philosophical perspectives. This course will review and evaluate theory and research that make adult education a distinctive field of philosophy and practice.

EDSL 711 Policy Studies in Adult Education (3) Examination of the study of lifelong learning issues, policy, and policy making at national and international level of education.

EDSL 715 International and Global Issues in Adult Education (3) Current trends, issues, and global perspectives that impact adult learners.

EDSL 727 Supervision & Professional Development (3) Basic principles of supervision to ensure continuous and effective professional development for adult learners.

EDUC 500 Online Orientation (0) Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform from which online classes are launched.

EDUC 700 Online Orientation (0) Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform from which online classes are launched.

EEDD 799A Internship (1) In compliance with the Virginia Department of Education (VDOE), this internship requirement is offered concurrently with one or more semesters of concentration coursework. Focus will be on insuring exposure to diverse sites and experiential activities divided across grade levels as it relates to the course content and associated ISLLC standards. (Pass/No Pass)

EEDD 799B Internship (1) In compliance with the Virginia Department of Education (VDOE), this internship requirement is offered concurrently with one or more semesters of concentration coursework. Focus will be on insuring exposure to diverse sites and experiential activities divided across grade levels as related to the course content and associated ISLLC standards. (Pass/No Pass)

EEDD 800 The Principalship (3) Assignment to a school site to participate directly in management duties and leadership experiences involving the position of the principal. Requires submission of a product that summarizes the experience. Prerequisite: completion of all coursework. (Pass/No Pass)

EEDD 850 The Superintendency (3) Be involved in a school district site and become directly involved in management duties and leadership experiences related to the position of district superintendent. Requires submission of a product that summarizes the experience. Prerequisite: endorsement as a principal and three years' experience in an educational administrative position.

EELM 501 Assessment for Learning (3) The development of valid and reliable classroom assessments to measure student growth as well as student understanding. Topics will focus on the use of student data in development of teacher growth and evaluation plans.

EELM 505 Teaching Social Studies & Technology (3) Methods and best practices to teach History and Social Science concepts associated with Virginia Studies, Colonial History, Economics, Geography, and Cultures in the elementary classroom. Course integrates technology as a tool for research.

EELM 551 Students with Disabilities (3) Learning disabilities, intellectual disabilities, emotional disorders, and the characteristics of students with hearing, vision and/or physical Impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services.

EELM 580 Practicum (1) Demonstrate proficiency in planning, implementing and evaluating instruction for diverse classrooms. Repeatable for credit.

EFND 501 Teaching Math and Science in Elementary Schools (3) Designed to aid future teachers in their understanding and integration of the knowledge, skills and processes to support learners. Participants will investigate various instructional and assessment techniques and, in particular, the end-of-grade VA SOL assessments in mathematics and science. This course includes classroom observation as a competency. Cross-listed with UIS 401.

EFND 503 Leadership and Character Development (2) Focuses on the role of the school leader in two areas: (a) a recognition that the spiritual path of educational leaders will have a distinct influence on their professional practices, and (b) the important factors of the development of good character and resiliency in students. Specific attention will be paid to linking the Interstate School Leaders Licensure Consortium Standards and in developing a plan for responsibility and supervision of character integration in all facets of the learning environment. This course may be presented as one of a cluster of four courses in the summer residency.

EFND 504 Character Education (3) Participants will study the foundations of ethics, ethical behavior, and moral decision-making. Development of these ethical and moral value systems and their impact on individual character growth, within the context of historical and contemporary psychological theories and scientifically-based research. Students will be required to analyze character education: historical and multi-cultural perspectives, its effectiveness and necessity. The

course also includes many practical strategies and methodologies for supporting character development with an emphasis on the affirmation of the principles of truth, justice, and love. Cross-listed with UIS 304.

EFND 505 Teaching Reading and Language Arts Across the Curriculum (3) Examines the complex nature of language acquisition. Addresses instruction in listening, speaking, reading, writing, including spelling and grammar, and the integration of these language modes across the curriculum. Special attention will be given to reading comprehension in narrative and expository texts. Other course topics include familiarity with VA SOL and attention to diversity in the classroom. This course includes as a competency a practicum experience. A 15-hour classroom observation and practicum experience competency is required. Cross-listed with UED 405.

EFND 506 Classroom Management & Instructional Strategies (3) Provides students with strategies to provide instruction effectively while managing the classroom. The relationship between classroom environment and student behavior will be addressed and effective intervention strategies will be presented. Various models, methods, and approaches for managing and modifying students' classroom behavior will be explored. The link between discipline and character development will also be addressed. The learner will also demonstrate understanding of effective instructional design principles – such as flexible groupings, collaborative learning, and methods for gifted and talented students as well as for those students with disabling conditions – for instructional improvement. This course includes a classroom observation as a competency and instructional strategies that focus on the VA SOL. Cross-listed with UED 406.

EFND 508 Teaching Reading in the Elementary Grades (3) Addresses the nature of reading, stages of reading development, approaches to reading instruction, word identification strategies including explicit phonics, fluency development, and vocabulary and comprehension instruction. Other course topics include fostering independent reading using a variety of literature, evaluation including familiarity with the VA SOL, and attention to diversity in the classroom. This course includes as competencies a classroom observation and practicum experience. A 15-hour classroom observation and practicum experience is required. Cross-listed with UED 408.

EFND 509 Character Education Curricula, Instruction, & Assessment (3) Research base for character education and its school transformational capabilities. Design of integrated character education curricula and instructional delivery through standards-based instruction. Effective teaching and assessment of character qualities with strategies for program evaluation.

EFND 510 Leadership & Biblical Integration (3) Focuses on identifying and applying biblical truths and principles to leadership and teaching. Emphasizes practical ways to integrate God's truths and principles into leaders and teachers as "Living Curricula," in to various subjects (curriculum), pre-K-12 and every component of a school or other organization.

EFND 522 Education Statistics (3) Focuses on the methods of statistical analysis that will assist the learner in analyzing data generated from research in education. Concentration in this course will be on realistic examples and the problems that arise in them.

EFND 523 History & Contemporary Issues of American Higher Education (3) Overview of American higher education from the colonial period to the present. Form a foundational understanding of higher education and the origins of contemporary practices and problems within the academy. Investigate diverse institutions such as land grant colleges, historically black colleges and universities, research institutions, liberal arts colleges, religious colleges and universities and access to higher education. Examine and discuss early innovators of higher education and their policies. Cross-listed with EFND 723.

EFND 530 Foundations in Education for Transitioning Professionals (3) Understand the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention will be given to the legal status of teachers and students, including federal and state laws e.g. SOLs; child abuse regulations. The concept of school as an organization/culture and contemporary issues in education are included. School / family communications and ways of involving families in student learning are explored. Attention will be given to the legal status of teachers and students, including federal and state laws e.g. SOLs; child abuse regulations. The concept of school as an organization/culture and contemporary issues in education e.g. language acquisition, reading across the curriculum, and teaching children whose first language is not English are included. School / family communications and ways of involving families in student learning are explored.

EFND 531 Exploring the Curriculum (3) Understand the presuppositions of worldviews and then examine content for evidence of different worldviews. Integrate character principles into the school environment and curriculum. Examine curriculum content and its relationship to cognitive development as a tool for designing instruction to promote higher-level thinking.

EFND 532 Classroom Management for Transitioning Teachers (3) Develop an understanding and application of classroom and behavior management techniques. Effective intervention strategies will be presented and practiced. Diverse approaches to classroom management will be presented based on upon behavioral, cognitive, affective, social and ecological theory and practice. Teacher/student relationships are examined together with classroom community building.

EFND 533 Teaching Students Effectively (3) Focus on classification and sequencing learning outcomes, and the differentiation of instruction. Review the principles of learning, the application of skills in discipline-specific methodology, communication processes, reading in the content areas, selection and use of resources, including media and technology. Examine the relationships among assessment, instruction, and measuring and documenting individual student progress.

EFND 534 Assessment & Evaluation Techniques (3) Using the principles of educational measurement, construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment. Develop the ability to analyze assessment data to make decisions about how to improve instruction and evaluate and improve student performance. Emphasis will be placed on the design of “alternative” and traditional assessment instruments.

EFND 535 Child & Adolescent Growth & Development for Transitioning Teachers (3) A study of the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development, and incorporating children’s individual differences to guide learning experiences.

EFND 536 Advanced Practices I for Transitioning Teachers (3) Topics for the continued transition into teaching of Level II Career Switchers, to include classroom management strategies, diversity in student learning, and data-driven decision making. Course content will be linked to the VDOE requirements for teacher evaluation.

EFND 537 Advanced Practices II for Transitioning Teachers (3) Topics for the continued transition into teaching of Level II Career Switchers, including advanced differentiation of teaching and learning, inclusion and special needs in a regular classroom, addressing the needs of the at-risk learner, and tiered instruction. Course content will be linked to the VDOE requirements for teacher evaluation.

EFND 538 Technology Standards for Instructional Personnel (0) Addresses the Virginia Technology Standards for Instructional Personnel (TSIPs) by providing practical exercises in each of the eight content areas. Pass/No Pass.

EFND 549CS Mentorship A (0) For first-year (Level II) students an official mentor of the School of Education is assigned to assist and act as a resource throughout the semester.

EFND 553CS Mentorship B (0) For first-year (Level II) students an official mentor of the School of Education is assigned to assist and act as a resource throughout the semester.

EFND 595 Field Experience/Student Teaching (6) One semester (500-hour) supervised student teaching field placement experience in an appropriate classroom setting. Cross-listed with UED 495.

EFND 596 Field Experience Portfolio (1) Electronic performance portfolios to document student learning and professional reflection. Taken concurrently with the Elementary PK-6 internship experience. Cross-listed with UED 496. Prerequisites: EDIP 501 or approval of instructor.

EFND 598 Professional Project (1-5) Before the awarding of a degree, successfully complete a culminating experience. For most, the project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met. Cross-listed with EFND 698.

EFND 607 Advanced Study of Worldview (3) Evaluation of cultural and epistemological trends through the lens of a Christian worldview. Cross-listed with EFND 707.

EFND 673 Descriptive Statistics (0) Scales of measurement, central tendency, variability, standard scores, variable relationships, normality, and graphical representations of data. (Pass/No Pass)

EFND 698 Professional Project (2) Working in conjunction with professors, students apply what they learned in the program and complete a research paper for this final project. The emphasis of the project is applying research to practice in special education leadership. The appropriate use of APA style, research to practice, and application skills is emphasized. Topics are chosen on an individual basis based on interaction with the course instructors.

EFND 701 Advanced Human Learning & Motivational Development (3) Major theories in developmental psychology using select criteria including a Christian worldview.

EFND 702 Research Design & Analysis (3) Overview of scholarly research and methods to evaluate research. Presents the basic concepts of quantitative and qualitative research methods and the diverse approaches to scholarly inquiry and reflective practice.

EFND 705 A, B, C Residency (2) One-week, on campus requirement.

EFND 706 Christian Worldview for Educators (3) Explores the development of a Christian worldview with a particular emphasis on Regent University's mission. Evaluates cultural and educational trends through the lens of a Christian worldview.

EFND 707 Advanced Study of Worldview (3) Evaluation of cultural and epistemological trends through the lens of a Christian worldview. Cross-listed with EFND 607.

EFND 715 Data-Driven Decision Making (3) Descriptive statistics and data-driven decision making in problem-based learning applications.

EFND 722 Educational Statistics (3) Basic understanding of statistical methods, particularly as they pertain to research in education. Focuses on conceptual rather than mathematical and applied rather than theoretical—understand why a particular statistical technique is appropriate and how to make sense of the results obtained from its utilization rather than to understand the full mathematical underpinnings of the statistic. SPSS will be used as a productivity tool to perform all statistical procedures. Specific topics include descriptive statistics, visual representation of data, hypothesis testing, regression and correlation.

EFND 723 History & Contemporary Issues of American Higher Education (3) Overview of American higher education from the colonial period to the present. Form a foundational understanding of higher education and the origins of contemporary practices and problems within the academy. Investigate diverse institutions such as land grant colleges, historically black colleges and universities, research institutions, liberal arts colleges, religious colleges and universities and access to higher education. Examine and discuss early innovators of higher education and their policies. Cross-listed with EFND 523.

EFND 724 Advanced Study of Theories in Learning & Development (3) Provides some of the major conjecture and theories used to meet the learning and development needs of adults, and an overview of learning theories, their design and applications for the adult learner in various settings. Investigates topics to include self-directed learning, constructivism, autonomous learning, creative environments conducive to adult learning, designing and implementing training programs and instructional design techniques.

EFND 725 Advanced Study of Best Practices in Special Education (3) Advanced study of empirically based interventions for children with mild disabilities for academic, emotional, and social deficits. Emphasis on current best practices and practices often used but empirically unsupported as well as legal and ethical issues surrounding intervention implementation.

EFND 726 Foundations of Online Learning (3) Explores foundational theories and research-based practices associated with development of online learning programs.

EFND 727 Supervision & Staff Development Training (3) Based on the premise that true staff development is an ongoing, evolving process that supplements the evaluation process. Research and analyze current philosophies and research on effective supervision and staff development. Focuses on the needs and characteristics of learners, the program characteristics that include purpose, structure, content, process and follow-up, and the organizational characteristics that contribute or support effective staff development.

EFND 732 Statistics Interpretations (0) Introduction to descriptive statistical analysis and the purpose of statistical treatments and interpretation of results that may identify and inform sound financial and other educational decisions. Pass/No Pass.

EFND 800 Issues in Education (3) An advanced examination of current educational issues and contributing factors.

EFND 898 Candidacy Examination Continuation (6) For doctoral students to remain active in the program after an unsuccessful attempt to complete the candidacy examination, they must register for EFND 898. During the registered semester, students should review course material to attempt to successfully complete the examination at a later date.

EFND 899 Candidacy Examination Extension (0) Doctoral students who have been granted approval to take the candidacy examination later than the summer of their second year must register for this course to remain active in the program.

EFND 900 Dissertation Proposal (6) Seminar that guides doctoral candidates through the first three chapters of the dissertation. If by the end of the semester the candidates are not ready to defend their proposal, they will be given an IP and would then register for EFND 901.

EFND 904 Dissertation Defense (6) Taken during the final semester of the dissertation process, candidates work closely with their dissertation committee on the completion of chapter five.

EFND 906A Dissertation (5) Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 5 credit segments over 3 consecutive semesters.

EFND 906B Dissertation (5) Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 5 credit segments over 3 consecutive semesters.

EFND 906C Dissertation (5) Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 5 credit segments over 3 consecutive semesters.

EFND 907 Dissertation Continuation (3) Designed for doctoral candidates who have not successfully defended their dissertation within 3 semesters, as required by the School of Education doctoral program. Students will enroll in this course each semester and work closely with their dissertation committee until they have successfully defended their dissertation as required by the program.

EGTL 500 Introduction to Gifted and Talented Learners (3) Overview of the field including history, definitions, identification methods, characteristics and needs of gifted learners. (Required for Virginia endorsement.)

EGTL 510 Curriculum and Instruction for Gifted Learners (3) Modify, create, and evaluate curriculum through differentiation and tiered assessments. (Required for Virginia endorsement.)

EGTL 520 Models and Strategies for Teaching the Gifted (3) Educational models and instructional strategies for use with gifted learners. (Required for Virginia endorsement.)

EGTL 530 Psychology and Education of Gifted Learners (3) Development of gifted individuals over the lifespan from a cognitive, psychosocial, and physiological perspective; evaluate appropriate learning activities and assessments that include cognitive, affective and psychomotor skills and attributes. (Required for Virginia endorsement.)

EGTL 580 Practicum in Gifted Education (2) A field-based experience in a gifted education setting. (Required for Virginia endorsement.)

EHEA 501 The College and the Student (3) An examination of issues relevant to college students. Topics may include intellectual growth, moral development, values, career choice, psychosocial changes, and the role of extracurricular activities. Cross-listed with EHEA 801.

EHEA 502 Higher Education Finance: Strategy, Costs & Value (3) Focuses on the knowledge and skills required to effectively deal with financial changes and trends for institutions of higher education. Students will further their skills in analysis and evaluation of issues from various perspectives – administrative, consumer and societal (government and organizations in the private sector that influence the source and use of funds). Financial management of higher education (administrative perspective) focuses on effectiveness and efficiency issues associated with the use of funds. The consumer perspective (access and choice issues in financing students) focuses on the source of institutional funds; both state and federal policies and programs and budgeting will inform the learner from that perspective. Cross-listed with EHEA 802.

EHEA 503 The Law & Governance of Higher Education (3) Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment. Cross-listed with GOV 628 and EHEA 803.

EHEA 504 Student Services Administration (3) An examination of the historical underpinnings of student affairs, the numerous departments under student affairs, the administrative interaction between student affairs and other university departments, and administrative theory relevant to the student affairs administrator.

EHEA 506 Contracts (3) Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries,

assignment, statute of frauds and statutory variances from the common law). Cross-listed with MLAW 521 and GOV 618.

EHEA 508 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the “right to privacy,” the “right to intimate sexual choice,” and the “right to die”). Cross-listed with GOV 620 and MLAW 620.

EHEA 509 Leadership and Organizations (3) A critical examination of the major theoretical perspectives and issues in organizational theory, focusing on application to colleges and universities. Explores diverse approaches to and applications to leadership, faith and leadership integration, and the impact of power, politics, influence, and culture on the behavior of individuals.

EHEA 595 Professional Field Experience (6) On-site training provides students with the opportunity to apply theoretical knowledge and develop an understanding of the relationship between theory and practice, as well as, to develop and refine professional and personal competencies and attitudes important to effective student affairs professionals. To be completed in an approved educational setting under the supervision of the internship coordinator and a qualified site supervisor with a required minimum of 150 hours of work and participation in an online internship seminar. Prerequisite: Permission of Instructor.

EHEA 602 Role and Mission of the Christian College & University (3) Centers on the need for the continuance of Christian colleges and universities in a post-Christian culture. Particular emphasis will be placed on the strategies, objectives and goals that can best insure the future continuance of the spiritual mission and Orthodox beliefs of Christian colleges and Universities. Cross-listed with EHEA 702.

EHEA 603 Essential Student Affairs Counseling & Support Skills (3) Foundational knowledge, perspectives, and skills essential to student affairs in a higher education setting. Theoretical practical, and ethical considerations of helping techniques will be examined and applied. Fundamental aspects of confidential counseling, academic advising, and career development are explored.

EHEA 702 Role and Mission of the Christian College and University (3) Centers on the need for the continuance of Christian colleges and universities in a post-Christian culture. Particular emphasis placed on the strategies, objectives and goals that can best insure the future continuance of the spiritual mission and Orthodox beliefs of Christian colleges and universities. Cross-listed with EHEA 602.

EHEA 710 Accreditation and Assessment (3) Examines the roles that state and federal accrediting bodies have on the college and university levels. It will give an overview of the dominant agencies like SACS, NCATE, TEAC, etc. and then place them within the context of assessment procedures that must be used for ten year re-accreditation visits. Particular emphasis will be placed on how an institution can effectively prepare for accreditation utilizing the most recent assessment procedures.

EHEA 714 Presidential and Board Leadership (3) Examines the leadership roles and responsibilities of Presidents and Boards of Trustees in higher education. Focuses on new demands for board and presidential accountability, appropriate selection and training of board members, the board's duties in evaluating and compensating presidents, and the president's responsibilities for uniting the board, faculty, and others in meeting the strategic challenges facing the college and university in the 21st century.

EHEA 801 The College and the Student (3) An examination of issues relevant to college students. Topics may include intellectual growth, moral development, values, career choice, psychosocial changes, and the role of extracurricular activities. Cross-listed with EHEA 501.

EHEA 802 Higher Education Finance (3) Focuses on the knowledge and skills required to effectively deal with financial changes and trends for institutions of higher education. Students will further their skills in analysis and evaluation of issues from various perspectives – administrative, consumer and societal (government and organizations in the private sector that influence the source and use of funds). Financial management of higher education (administrative perspective) focuses on effectiveness and efficiency issues associated with the use of funds. The consumer perspective (access and choice issues in financing students) focuses on the source of institutional funds; both state and federal policies and programs and budgeting will inform the learner from that perspective. Cross-listed with EHEA 502.

EHEA 803 The Law & Governance of Higher Education (3) Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional

provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment. Cross-listed with EHEA 503.

EHEA 804 Teaching on a College or University Level: Effective Teaching Strategies for Multiple Constituencies

(3) An academically compelling aspect of Regent's mission of leadership "to change the world" is producing professors who will have a major impact on the professoriate in this new Millennium. With an unusually high percentage of retirements in the coming years, we will have the potential and ability to produce new professors for a new generation of college students. Very few higher educational institutions do an adequate job of preparing exemplary teachers for college classrooms: their larger emphasis is on producing good scholars. And, while research does inform good teaching, it also requires people who have good communication skills and the necessary pedagogical preparation in order to transmit the research. Finally, college and university classrooms are becoming more ethnically and racially diverse. These multiple groups have a major impact on a professor's pedagogical preparation.

EHEA 805 Advanced Research Design and Analysis (3) Designed to provide advanced skills and knowledge to doctoral students for them to design and carry out and evaluate sophisticated research studies. As an advanced course it provides an in-depth examination of the issues and problems facing the educational researcher as he/she organizes a research study or a program evaluation. The course is not bound to any one paradigm, but examines educational research from various perspectives. The course focuses on the theory behind the methodology, advanced research design techniques and associated statistical procedures, internal and external validity, mixed methodology, and qualitative research tools common to the practice of education. Prerequisites: EFND 702 and EFND 722.

EHEA 807 Curriculum and Assessment for College/University Teaching (3) Centers on effective strategies for planning curricula and assessment procedures to a diverse group of learners---from 18 to adult age categories. Particular emphasis will be placed on: building an effective bibliography and syllabus; finding additional resources outside traditional boundaries of education (i.e. advanced technology application); examining a variety of assessment procedures that would be effective with diverse learners; choosing texts and materials, grading procedures and policies, etc. This course is open to all university doctoral students who are seeking a career in college or university teaching.

EHEA 810 The Community College & Proprietary Schools (3) Investigate community/junior colleges, proprietary schools and other post-secondary learning institutions. Examine the post-secondary learning institution, its impact on other institutions of her education, special problems of community colleges and proprietary schools, avenues for academic leadership, teaching in post-secondary institutions and the theory and structure of the two-year college as an institution.

EHEA 811 Administration and Organization Theory in Higher Education (3) In-depth study of administrative roles, functions, knowledge and skill requirements, and administrative behavior. Trends in administrative theory and application explored.

EHEA 812 Advanced Contemporary Issues in Higher Education (3) An in-depth examination of one or more student-selected topics with an emphasis on dissertation research.

EHEA 890 Higher Education Administration Internship (3) Become immersed in an actual higher education institution or education-related program directed by a Regent University faculty member. Provides a pragmatic learning endeavor and forms a colleague base within academe. Provides additional requisite experience required for employment within institutions of higher education or education-related entities. May also foster environments and human resources conducive to successful doctoral dissertation or doctoral project endeavors. Requires a written component.

ELIT 531 Principles and Practices of Literacy Education (3) An overview of literacy education focusing on principles, research-based practices, and exemplary programs. Other topics include the politics of reading and the place of the home, school and community in promoting literacy education.

ELIT 551 Leadership in Literacy Education (3) Preparation for leadership roles in literacy education. Course content addresses (a) vision and mission, (b) needs assessment, (c) program development, implementation, and evaluation, (d) resource procurement, (e) teacher training, and (f) research agendas and methods.

EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3) Provides the knowledge base and skill necessary to identify exemplary curriculum and instruction, as well as to modify and/or design units for enhancement of a pre-existing curriculum. Demonstrate understanding of effective instructional design principles, appropriate assessment practices and informative feedback mechanisms for instructional improvement. In addition, be able to guide fellow personnel in school-based curriculum design/redesign processes.

EMEP 505 Models of Leadership & Related Issues (3) Acquire the knowledge base and explore the experiences necessary for exemplary leaders. Issues of effective communication, collaboration and consultation skills, as well as various

ways to demonstrate those skills will be reviewed in-depth. Choose effective micro, mid-level and macro leadership models for action depending upon your areas of emphasis. This course will examine various models of leadership and their effectiveness. Both contemporary and biblical examples are used to demonstrate skills and attributes of effective leadership and serve as models for assessing one's personal leadership attributes. Among other items, the role of vision and culture within modern society are examined.

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

EPSY 760 Collaborative Research (3) Guided research collaboration with varying topics of inquiry.

EPSY 805 Advanced Study of Test & Measurements (3) After a further study of test and measurement principles, a range of test and under girding statistical procedures and principles will be evaluated. The range of test may include achievement, psycho-educational, intelligence, survey and attitude-scaling instruments.

EPSY 820 Advanced Research Review in Educational Psychology (3) Analytic review of Educational Psychology research and the processes for conducting research.

EPSY 821 Problem-based Project in Research & Evaluation (3) Given a real challenge that requires the utilization of qualitative and/or quantitative research, provide advisor-approved recommendations for addressing the problem. The project may include methodologies from various disciplines (e.g. education, counseling, psychology, sociology, and business). Requires an advisor-approved culminating project.

EPSY 830 Culture, Communities, & Education (3) Highlights a range of complex issues including shifts in cultural practices and implications of these shifts for human or social development in education.

EPSY 835 Psychological Underpinnings of Learning (3) Inquiry of psychological, cognitive, conative, and precursors to learning.

EPSY 840 Theories, Issues, & Practice in Educational Psychology (3) An inquiry of theories, issues, and practices of educational psychology in objective and purposeful milieu.

EPSY 850 Advanced Study in Educational Psychology (3) Advanced survey of the latest topics, lines of research and disciplinary foci currently being addressed in the field of Educational Psychology. Gain in-depth knowledge and understanding of the field, and apply this to your personal career interests.

EPSY 870 Advanced Study of Brain Research (3) Neuropsychological theories, research, and their application to educational settings.

ESAE 810 Teaching and Learning: Theory and Research in Adult Development (3) Reviews current theory and research on adult development and learning, and critically examine claims for distinctive forms of adult cognition including social and psychological aspects of adult learning. Topics include participation, motivation, autonomous learning, and self-efficacy.

ESAE 820 Program Planning for Adult Learners (3) Examines current trends and issues surrounding the development and administration of programs for adults including environmental, social, political, cultural, and demographic variables along with organizational and institutional roles and differences.

ESCP 505 Psychology & Development of the Learner (3) Study the process of human growth and developing patterns of behavior throughout the life span. Emphasizes the individual's physical, mental, emotional, intellectual and spiritual growth.

ESPC 705 History of Special Education (3) An advanced historical survey of the origins of special education. Focus on historical figures in special education, their theories of and interventions with people with disabilities; on the evolution of the social construction of disability; on broad legal and ethical issues related to people with disabilities; and on some current issues facing the field.

ESPC 710 Advanced Study of High-Incidence Disabilities (3) Advanced study of special education high-incidence disability categories: Learning Disabilities, Emotional and Behavioral Disturbance, and Intellectual Disabilities. Focus on the historical development of identification, including distinguishing characteristics and definitions, as well as empirically based interventions that address characteristic issues of each group.

ESPC 720 Seminar: Current Research Issues in Special Education (3) Advanced seminar in the study of current significant and/or controversial research issues in special education.

ESPC 730 Meta-Analysis in the Social Sciences (3) Advanced course in understanding and executing meta-analyses in special education or other social sciences. Study of the history of meta-analysis, its major functions and limitations, and the successful completion of a meta-analysis in a social science area. Prerequisite: Permission of instructor; prior completion of core courses in statistics and research design (e.g., EFND 702 & 722 or equivalent).

ESPC 740 Fad Interventions in Special Education (3) Advanced study of empirically unsupported yet perennially popular interventions for children with disabilities.

ESPC 745 Exceptional Education Research Practice (3) Emphasis on interpreting research to develop strategies and to solve problems across the spectrum of exceptional education in order to improve instruction and assessment.

ESPC 800 Doctoral Seminar: The Editorial and Review Process (3) Advanced study of the entire publishing process from submission to publication for both authors and editors in special education or closely related areas. Examination of publication objectives for different audiences such as refereed vs. non-refereed journals and other publication formats. Study of duties related to guest reviewing, regular reviewing, editorial board duties, responsibilities of refereed journal editors and co-editors. Guest lectures by editors of journals in special education or related social science fields focusing on single/multiple author works and responsibilities, submitting or editing special journal issues highlighting current research and practice, and copy-editing for final printing. Writing and submitting an original article to a refereed journal. Prerequisite: Permission of Instructor.

ESPC 810 Exceptional Education Law & Regulations (3) Analysis and interpretation of federal, state, and case law and regulations relevant to exceptional education leadership at all levels and in various settings.

ESPC 815 Supervision of Exceptional Education (3) Investigate the unique issues of supervision of exceptional education teachers and classes. Effective exceptional education instruction and curriculum across the continuum of services (e.g. consultative, pull-out, resource, self-contained, through inclusion) will be highlighted. Effective schools research, collaboration, assessment, instruction, and innovation will be investigated.

ESPC 820 Exceptional Education Program Review (3) Investigate the program review process to determine program strength and specific areas needing improvement to schools, programs, teachers, effectiveness research, supervision of adults, collaboration, assessment, instruction, curriculum and change will also be discussed.

ESPC 825 Multimedia Learning Environments (3) Investigation of the use of multimedia in educational systems including use for enhanced K12 instruction and teaching training.

ESPC 830 International Special Education (3) Advanced review of international special education; UN Charter, the UN Universal Declaration of Human Rights, the UN Convention on the Rights of the Child to the Salamanca Statement and the Rights of Persons with Disability, and attention to special education in the developing world.

ESPC 835 Exceptional Education Policy & Practice (3) Study the process of the development of policy in exceptional education from standard techniques for analyzing, evaluating, and developing policies for educational systems and organizations with special attention to contemporary policy issues and the process starting at the federal level.

ESPC 840 Bioethics in Special Education (3) Advanced study of the modern origins of bioethics and its relation to persons with disabilities with particular attention to genetic fetal anomalies, assisted suicide, and euthanasia.

ESPC 855 Advanced Topics in Exceptional Education (3) Investigates the role of leadership on current issues and trends in exceptional education, with specific focus on assessment, data collection, research, curriculum, and instructional strategies.

ESTM 500 Stepping into STEM (1) Principles for effective STEM instruction in the elementary classroom. Explicit connections among STEM practices and state and national standards.

ESTM 501 Inquiry through STEM (3) Principles associated with inquiry based instruction and the connections between science and engineering practices including question development, use of models and simulations, and designing and planning investigations.

ESTM 502 Mathematics and STEM (3) Mathematics and computational thinking as fundamental tools for representing physical variables found in solving real world problems. Illustrating the connection between mathematics and science, problem solving strategies using real world problems, using manipulatives to teach math skills.

ESTM 503 Developing STEM based Curriculum (3) Principles of designing an integrated elementary STEM through an examination of integrated curriculum models, problem-based and/or project-based learning activities, and effective instructional strategies that promote critical and creative thinking.

ESTM 504 Integrative Project/STEM Education (3) Advanced instructional strategies using research-based case studies and apply principles through the design of curriculum, instruction and assessment. Apply understanding of STEM education through direct interactions with children in schools, teacher leadership initiatives, community service, scientific laboratory experiences, and environmental interpretation in parks and science learning in museums. Prerequisites: ESTM 501, 502, and 503.

ESTM 510 Teaching Science & Technology (3) Methods and best practices used to teach science in elementary school. Topics include inquiry, life, physical, and earth science topics, as well as the development of habits of mind associated with science. Course integrates technology as a tool for collection and analysis of data.

ESTM 520 Teaching Math & Technology (3) Methods and best practices to teach mathematics and mathematical concepts associated with Number Sense, Geometry, Measurement, Probability and Statistics in the elementary classroom. Course integrates technology as a tool for mathematical problem solving. Fifteen hour practicum associated with course.

ETEC 500 Growing Up in a Media Rich World (3) Examines the extensive role of electronic media - video, music, games, websites, apps, etc. – in educating and socializing modern kids and their families. Will also document patterns of use, examine theories and methods for assessing effects, review research on shaping individual identity, and analyze online social relationships.

ETEC 505 Emerging Technologies: Mobile Learning (3) Use and evaluation of mobile learning tools and services for contemporary learning settings. Key areas of focus include introduction to mobile learning, survey of services, and designing for mobile learning.

ETEC 510 Programming, Application Development & Entrepreneurship in Education (3) Use and evaluation of programming tools and services for contemporary learning settings. Key areas of focus include introduction to programming, survey of services, and programming for mobile devices. Examination of the education marketplace, plan for the creation of products or services to fill a niche/need, and attention on sources of funding.

ETEC 515 Multimedia Design & Evaluation of Instructional Materials (3) Analysis of multimedia learning theories and research-based principles to integrate digital resources and create effective educational products.

ETEC 520 Teaching & Learning with Digital Video (3) Participation in the development and implementation of digital video activities in different educational contexts and situations. Analysis of best practices for digital video capture, editing, and finalization for technology projects across curricular areas.

ETEC 525 Digital Learning, Programs, Professional Development & Online Collaboration (3) Study and application of principles related to digital learning program planning, facilities and resource management, and staff development in contemporary learning settings. Will also examine models of collaboration, sample online collaborative strategies and projects, tools supportive of cross-classroom collaborations, and research findings from collaborative initiatives.

ETEC 530 Connected Teaching in the Digital Age (3) Focuses on four key approaches associated with connected teaching and integration of digital technologies: blended learning, personalized learning, mastery learning and online learning. Also focus on several key shifts, including curriculum, use of space and time, teacher professional learning, teacher learning, equity and access, and technology use.

ETLC 541 Child and Adolescent Growth and Development (3) Explores the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development to incorporate children's individual differences and guide learning experiences. Considers individual differences (socio-economic, racial, ethnic, religious, physical and mental) with the approximate timing and effects of age-related changes and at-risk factors such as attention deficit disorder, substance abuse, child abuse and neglect, and family disruptions on normal development. Analyzes children within the context of family, culture and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process. Required 15-hour classroom observation and practicum experience competency. Cross-listed with UED 441.

ETLC 542 Foundations in Education (2-3) Study of the foundations of education in the U.S. Explores the historical, philosophical, and sociological development and organization of American education. A portion of the course is devoted to education and the law -- both federal and state -- and to the legal status of teachers and students. Establishes a philosophical foundation of education and surveys various worldviews that affect education today. Contemporary issues in education are examined, such as class management, as well as reflection of personal educational philosophies, attitudes,

and aptitudes for teaching. Professional growth and a commitment to life-long learning are emphasized. Cross-listed with UED 442.

ETSL 505 Serving English Language Learners in K-12 Classrooms (3) Designed to prepare teachers to provide linguistically and culturally appropriate instruction for English Language Learners (ELLs) in K-12 classrooms. The course is appropriate for prospective and current ESL teachers and general classroom teachers.

ETSL 510 Linguistics (3) Provides an introduction to the study and analysis of phonology (sound), morphology (word formation) and syntax (grammar) in human language. Focuses on English, but comparisons will be made to other languages.

ETSL 520 Methods of Teaching English to Speakers of Other Languages (3) Introduction to a broad array of methods for TESOL. Focuses on principles and practices of teaching and an introduction to the profession of TESOL.

ETSL 525 Language Teaching Approaches and Practices (3) An overview of historical and current approaches to language pedagogy, as well as current issues and perspectives pertaining to teaching adult ESL/EFL learners. Principles of integrated skill instruction and techniques for teaching speaking and listening will also be addressed. The course serves as an introduction to the field of TESOL for those pursuing the adult learning track.

ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas (3) Preparation for developing ESL students' literacy skills in the content areas. Attention will also be given to grammar and the other language modes.

ETSL 540 Multi-Cultural Education (3) Explores current issues in multicultural education with an emphasis on the impact of socio-cultural factors in education and society. Focuses on issues of diversity and inclusivity to equip learners to succeed in contemporary America and in an increasingly global environment. Examines both theory and practical applications.

ETSL 545 Language, Culture, and Pedagogy (3) Sociolinguistic considerations and their impact on ESL/EFL service delivery.

ETSL 550 Teaching English as a Second or Foreign Language to Adults (3) Designed to equip the learner to teach ESL/EFL learners in college, business, private tutoring and/or adult learning settings. Practical application to teaching situations in overseas and U.S. contexts is emphasized.

ETSL 555 Teaching Grammar to ESL/EFL Learners (3) Methodology for intensive grammar instruction in English as a second or foreign language.

ETSL 560 First and Second Language Acquisition (3) Review of research findings regarding child and adult first and second language acquisition with emphasis on the second-language learner and TESOL curriculum development, including identification and analysis of cognitive, affective, socio-cultural, and educational factors.

ETSL 565 Teaching ESL/EFL Speaking and Listening (3) Methodology for oral language instruction in English as a second or foreign language.

ETSL 570 Teaching Reading (3) Demonstration and examination of selected techniques and materials for teaching reading to English language learners.

ETSL 576 Roles and Responsibilities of the ESL Specialist (3) Provides an overview of the roles and responsibilities of ESL Specialists in various settings. Areas of focus include service delivery options, current trends and issues, and collaboration with colleagues to enhance instruction for English language learners. Participants will complete a field experience as part of this course.

ETSL 585 ESL Practicum (1) Must be taken concurrently with ETSL 530, Teaching Grammar, Writing, and Oral Communication. Field-based opportunity in which students observe and assist with teaching ESL students in a K-12 setting.

ETSP 501 Faith Integration Assessment (1) Required prior to program completion and should be completed in the last semester of the program. Includes a required culminating activity that investigates individual faith growth as assessed through a reflective writing activity.

ETSP 550 Legal Aspects and Foundations of Special Education (3) The history and foundations of special education including key legislative and judicial decisions that have shaped the current special education laws and policies. Interpretation of laws and their impact associated with special education. Ethical frameworks will be developed for appropriate decision making.

ETSP 551 Characteristics of Students with Disabilities (3) Discusses students who demonstrate patterns of behavior consistent with learning disabilities, intellectual disabilities and emotional disorders, and the characteristics of students with hearing, vision and/or physical Impairments. Survey the range of conditions, which contribute to students being eligible for special education services. Presents an overview of identification, assessment, program options and intervention services.

ETSP 552 Behavior Management & Social Skills Training (3) In-depth, research-based study of the causes and corresponding solutions to typical as well as extraordinary classroom management problems. Reviews the knowledge base on teaching socially appropriate behavior. Identifies appropriate behavioral interventions and social skill teaching strategies through case studies, simulations and role-playing. Emphasizes modifying strategies based on learning style and cultural considerations.

ETSP 553 Language Acquisition & the Communicative Arts (3) Prepares participants to develop students' communicative competence through a focus of the language modes: listening, speaking, and writing. The course content addresses language development, language theories, and best practices of assessing and teaching language. Particular attention will be given to language difficulties of students with mild disabilities, and/or language deficit, and/or second language acquisition.

ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts (4) Prepares participants to assess reading skills and to teach reading to student with mild disabilities and/or language deficit and/or second language acquisition. The course will specifically address reading processes, approaches, and stages, early intervention practices, corrective reading, diagnosis and remediation of reading problems, and assessment and instruction of reading in the content areas. Investigate and analyze record reviews and interviews; design, administer, and interpret tests; write reports; and design, implement, and critique instruction. The focus will be on the application and generalization of knowledge to realistic classroom situations.

ETSP 555 Collaboration & Consultation (3) Participants will acquire the necessary knowledge base and skills to collaborate and/or consult with other professionals, students, and parents. Particular attention will be given to teaming, collaborative consultation, and co-teaching.

ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs (3) Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction.

ETSP 557 Field Experience I - Reading & Math (LD, MR, BD) (1) Opportunity to practice and critique reading and math assessment and diagnostic teaching.

ETSP 561A Field III Internship (Inclusion) (3) A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in an inclusive setting. Students will participate in an inclusive classroom that includes students with learning disabilities, emotional/behavioral disabilities, and/or intellectual disabilities. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

ETSP 561 Field III Internship (Students with Disabilities) (3) A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in resource and/or self-contained settings. Students will participate in a classroom for students with learning disabilities, emotional/behavioral disabilities, and/or intellectual disabilities. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

ETSP 570 Instructional Methods for Students with Disabilities (3) Learning disabilities, emotional/behavioral disabilities, and intellectual disabilities investigated from theoretical, philosophical, medical, and legal perspectives. Emphasis on instructional methods for students with learning and behavioral concerns including Attention Deficit Disorder. The impact of learning disabilities, emotional/behavioral disabilities, and intellectual disabilities across the life span with emphasis on curriculum, instructional strategies, and transition issues will be studied. Interpretation of assessment and Individualized Education Plans (IEPs) are included.

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3) Advancing literacy (reading and writing skills) across subjects and grade levels. Techniques that support independent reading, writing, and learning and

organization, summarizing, note-taking, reading/writing strategies and techniques, and reflective thought in content courses will be covered.

ETSP 576 Data Driven Assessment (3) The study of achievement assessment, IQ test, validity and reliability, constructs, construction of authentic assessment and scoring, norm referenced v. criterion referenced, determination of biased assessments and factors that may influence assessment such as cultural, behavioral, and learning diversity. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures and task analysis, observation, portfolio, and environmental assessments; and synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions will be addressed.

ETSP 581 Foundations of Education and Human Growth and Development (3) Foundations of education in the U.S. from historical, philosophical, and sociological development, and various worldviews. This course covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on theories of human development, and incorporating children's individual differences. Individual differences, such as socio-economic, racial, ethnic, religious, physical, and mental, approximate timing and effects of age-related changes and at-risk factors on normal development (for instance, attention deficit disorder, substance abuse, child abuse, and family disruptions).

ETSP 584 Reading Service Delivery: Supervision & Current Trends (3) Examines current trends as well as methods and service delivery options. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low- and high-achieving readers, as well as demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels. Addresses the reading supervisor's roles and responsibilities. Do field observations and interviews, literature reviews, case studies and interactive journaling. Prerequisite: all coursework leading up to the reading internship.

ETSP 585 Reading Research, Curriculum & Technology (3) Examine major research in the field of reading and review, and investigate the use of technology in teaching and assessing reading, writing with associate skills of spelling and grammar, and research skills. Demonstrate the ability to guide students in their use of technology for both process and product as they work with reading writing and research. Examine and demonstrate an ability to teach reading and spelling curricula. Curricular materials and methods will include a children's literature component in which you will demonstrate the ability to foster appreciation for a variety of literature and understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate levels. Prerequisite: all coursework leading up to the reading internship.

ETSP 596 Reading Internship (3) Field-based experience where you will demonstrate the full range of professional responsibilities of a reading specialist. Prerequisite: all program coursework.

ETSP 600 Autism Overview (3) Designed as an introduction to autism and will cover such topics as definition of autism spectrum disorders, language acquisition, behavior management, and autism and the law. This course is required for those students that intend to complete the autism certificate and who have not completed the K-12 Special Education master's program.

ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3) Introduces participants to the history, characteristics, and theory associated with Autism Spectrum Disorders to enhance understanding of autism. Participants will receive an overview of autism as an educational disorder including basic information regarding diagnosis of the condition. Designed to expand on the introductory knowledge gained in the Regent K-12 Special Education Program, content will provide an overview of the seven evaluation areas emphasized in federal law (vision, hearing, health/motor, social/emotional/behavioral, verbal & non-verbal communication, cognitive and adaptive behavior, and academic/vocational). Functional assessment for programming and IEP writing will also be addressed. Prerequisite – completion of the Cross-Categorical Special Education master's program, ETSP 600, or permission from Department Chair.

ETSP 620 Methods for Students with Autism Spectrum Disorders (3) Explores the educational methods (including current research and best-practice) of students with autism. Strong emphasis will be placed on practical methods and strategies for teaching language/communication, reading, and appropriate behavior. Topics may include (but are not limited to): Sensory Integration, Applied Behavior Analysis, TEACH (Treatment and Education of Autistic and related Communication Handicapped Children), Picture Exchange Communication System (PECS), Cognitive Behavioral Methods, etc. Participants will complete a practicum as part of this course. Prerequisite: completion of ETSP 610 or permission from Department Chair.

ETSP 630 Autism Practicum Project (3) This applied project will require one to one contact with at least one autistic student. Academic and behavioral assessments will be completed and an analysis and report will be written on each assessment. These assessments will be used to write an IEP with emphasis on writing the PLOP (Present Level of Performance) and Objectives. A four week program (behavioral and academic) will then be designed and partially implemented. The program will include continuous assessment that is intended to guide instructional decisions.

ETSP 656 Assessing & Teaching Mathematics to Students with Special Needs (3) Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design, and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement, and critique instruction. Cross-listed with ETSP 556.

ETSP 670 Special Education Supervision of Programs and Instruction (3) Covers the topics unique to supervision and administration of special education teachers and classes. The components of effective special education instruction & curriculum across the continuum of services (e.g., consultative, pull-out, resource, self-contained, through inclusion) will be highlighted. Though supervision of instruction and programs in all areas of special education will be covered including the high incidence areas of Learning Disabilities, Speech/Language Impairment, Intellectual Disabilities, Emotional Disturbance, Attention Deficit (included in Other Health Impairment), and Autism, low incidence areas will also be covered. Leadership support of special educators will also cover the establishment of proper physical settings/climate conducive to learning for all students including those with disabilities. Such topics as components of successful schools, effectiveness research, supervision of adults, collaboration, assessment, instruction, curriculum, and change will also be discussed.

ETSP 671 Research and Assessment to Inform Practice in Special Education (3) Focuses on assessing the exceptional child and using research to impact practice. An emphasis is placed on measuring the child's abilities, diagnosing his or her strengths and needs and using this assessment data to inform instruction. Formal and informal tests and evaluations used in special education programs are examined. The interpretation and analysis of data to enhance school improvement plans is also addressed. Basic instructional, assessment, and behavioral recommendations are discussed with an emphasis being placed on current research, effective practice, and the application of assessment results and research to practice.

MATH 520 Math Praxis Prep (0) A review of basic math skills and competencies in preparation for the Math Praxis Core Math assessment; designed to meet individual needs, test strategies will be covered. Pass/No Pass.

MATH 541 Numbers, Systems and Operations for K-8 Teachers (3) Historical numeration systems, base systems, representing numbers, combining numbers, relationships among numbers, and the nature of large and small numbers. Includes children's thinking, how they learn this basic mathematics, their problem-solving strategies, and how they construct their understandings of the base ten number system and arithmetic. Cross-listed with MATH 641.

MATH 542 Geometry and Measurement for K-8 Teachers (3) Mathematical reasoning and geometric ideas through the study of topics in Euclidean geometry and measurement. Provides an appreciation for topics in other geometries such as nonEuclidean, fractal, and computational. Includes evaluating geometric thinking in grades K-8 using the van Hiele model of geometric thought. Prerequisite: MATH 549. Cross-listed with MATH 642.

MATH 544 Algebra and Functions for K-8 Teachers (3) The mathematical underpinnings of algebra: patterns, variables, and functions. Includes modeling and interpreting graphs of linear and nonlinear functions (quadratic, polynomial, and exponential growth and decay) as well as analyzing, interpreting, and assessing children's algebraic thinking in both written and oral communication. Prerequisite: MATH 549. Cross-listed with MATH 644.

MATH 549 Rational Numbers and Proportional Reasoning for K-8 Teachers (3) Basic number strands in fractions and rational numbers, decimals, percentages, ratios, and proportions as identified in K-8 national and state standards. Includes interpretation, computation, and estimation to develop rational number concepts, skills, and proportional reasoning. Prerequisite: MATH 541. Cross-listed with MATH 649.

MATH 551 Probability and Statistics for K-8 Teachers (3) Counting (i.e., combinatorics), probabilistic structures, data analysis, and reasoning. Includes common misconceptions in children's learning, and K-8 classroom applications to meet national and state standards. Includes interpreting children's probabilistic thinking, understanding how they learn these concepts and how to help build problem-solving strategies. Prerequisites: MATH 542 & MATH 544. Cross-listed with MATH 651.

MATH 563 Discrete Mathematics for K-8 Teachers (3) Includes topics in discrete mathematics and implementation in both K-8 classrooms and in professional development programs for teachers. Review of national recommendations in

discrete mathematics for schools, related educational literature, and how best to implement discrete mathematics in schools. Prerequisite: MATH 551. Cross-listed with MATH 663.

MATH 641 Numbers, Systems and Operations for K-8 Teachers (3) Historical numeration systems, base systems, representing numbers, combining numbers, relationships among numbers, and the nature of large and small numbers. Includes children's thinking, how they learn this basic mathematics, their problem-solving strategies, and how they construct their understandings of the base ten number system and arithmetic. Cross-listed with MATH 541.

MATH 642 Geometry and Measurement for K-8 Teachers (3) Mathematical reasoning and geometric ideas through the study of topics in Euclidean geometry and measurement. Provides an appreciation for topics in other geometries such as nonEuclidean, fractal, and computational. Includes evaluating geometric thinking in grades K-8 using the van Hiele model of geometric thought. Prerequisite: MATH 649. Cross-listed with MATH 542.

MATH 644 Algebra and Functions for K-8 Teachers (3) The mathematical underpinnings of algebra: patterns, variables, and functions. Includes modeling and interpreting graphs of linear and nonlinear functions (quadratic, polynomial, and exponential growth and decay) as well as analyzing, interpreting, and assessing children's algebraic thinking in both written and oral communication. Prerequisite: MATH 649. Cross-listed with MATH 544.

MATH 649 Rational Numbers and Proportional Reasoning for K-8 Teachers (3) Basic number strands in fractions and rational numbers, decimals, percentages, ratios, and proportions as identified in K-8 national and state standards. Includes interpretation, computation, and estimation to develop rational number concepts, skills, and proportional reasoning. Prerequisite: MATH 641. Cross-listed with MATH 549.

MATH 651 Probability and Statistics for K-8 Teachers (3) Counting (i.e., combinatorics), probabilistic structures, data analysis, and reasoning. Includes common misconceptions in children's learning, and K-8 classroom applications to meet national and state standards. Includes interpreting children's probabilistic thinking, understanding how they learn these concepts and how to help build problem-solving strategies. Prerequisites: MATH 642 & MATH 644. Cross-listed with MATH 551.

MATH 663 Discrete Mathematics for K-8 Teachers (3) Includes topics in discrete mathematics and implementation in both K-8 classrooms and in professional development programs for teachers. Review of national recommendations in discrete mathematics for schools, related educational literature, and how best to implement discrete mathematics in schools. Prerequisite: MATH 551. Cross-listed with MATH 563.

UNIV LIB Information Research & Resources (0) Teaches basic competencies in the use of computer and related information technology research and resources, including use of the library. Enroll in the course in the first semester. Required for graduation. Pass/No Pass.

THE FACULTY

The School of Education faculty are dedicated professionals committed to the mission and vision of the University. Our diverse and award winning faculty provide leadership and scholarship in their academic disciplines through research, service, and teaching from a Christ-centered worldview.

Finn, Donald (2006) Ph.D., Virginia Commonwealth University; Dean

Baker, Jason (2001) Ph.D., Regent University; Associate Vice President for Teaching & Learning; Professor

Brown, Glenn (2015), Ed.D., Virginia Polytechnic Institute and State University; Program Chair; Math Specialist; Practitioner-in-Residence

Carr, Paul (2010) Ed.D., The George Washington University; Professor

Clark, Herman, Jr. (2004) Ed.D., Nova University; Assistant Professor

Cox, William, Jr. (1980) Ph.D., Florida State University; Program Chair, Christian School Leadership; Professor

Derrick, Gail (2001) Ed.D., The George Washington University; Professor

Flannagan, Jennifer Sue (2007) Ed.D., Regent University; Program Chair, Elementary Education; Director, Martinson Center for Math & Science; Associate Professor

Grooms, Linda (2001) Ph.D., Regent University; Program Chair, Post-Master's Programs; Professor

Hanes, John Jr. (2004) Ph.D., University of North Carolina--Greensboro; Associate Professor

Hill, Sheila (2009) Ed.D., The College of William & Mary; Assistant Professor

Huang, Jiuhan (2008) Ed.D., Oklahoma State University; Associate Professor

Hunter, Elizabeth (2004) Ed.D., Regent University; Assistant Professor

Jordan, Hope (1999) Ph.D., Regent University; Program Chair, Special Education, Reading Specialist; Professor

Koonce, Glenn (2003) Ed.D., Virginia Polytechnic Institute and State University; Program Chair, Educational Leadership; Associate Professor

Lee, Cinthia (2013) Ph.D., University of Washington; Assistant Professor

Mostert, Mark (2002) Ph.D., University of Virginia; Professor

Nisbet, Deanna (1999) Ed.D., Regent University; Program Chair, TESOL; Professor

Pittman, Jeffrey (2011) Ph.D., Old Dominion University; Program Chair, IDP and Student Affairs; Associate Professor

Ponton, Michael (2003) Ed.D., The George Washington University; Professor

Selig, W. George (1980) Ed.D., University of Massachusetts; Distinguished Chair of Educational Leadership

Stiff-Williams, Helen (1998) Ed.D., University of Virginia; Professor

Wighting, Mervyn (2003) Ph.D., Old Dominion University; Program Chair, Career Switcher, Professor

Wolf, Terrance (2016) Ph.D., North Carolina State University; Program Chair, Curriculum & Instruction and Instructional Design & Technology; Assistant Professor



ROBERTSON SCHOOL OF GOVERNMENT

DEAN'S MESSAGE

Political scientist Harold Lasswell famously wrote, "Politics is who gets what, when, and how." Like any government or political science program across the country, the Robertson School of Government (RSG) will instruct you about these things. But, students who choose the RSG come here because we teach much more—we teach the "why." We help students understand the ideas and values that underpin political thought and action. George Washington understood this, which is why he argued, "reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principles." James Madison understood this, writing that we need government because men are not angels. Ronald Reagan understood this, asserting that "Freedom prospers when religion is vibrant and the rule of law under God is acknowledged."

Despite Lasswell's assurance that politics is simply about material things, many of America's enemies, from the Nazis to the Soviets to al Qaeda, have also understood that politics is about ideas. Consequently, RSG graduates are distinctive in that they master Lasswell's inventory as well as the "why." More specifically, RSG's mission is to train leaders who desire to strengthen the ethical and moral foundation of Judeo-Christian principles in government, and who are called to preserve individual freedom, representative democracy, and constitutional government.

Our graduates leave Regent University rooted in a biblical worldview, trained and shaped by a caring, Christian faculty in a rigorous academic environment. From city hall to Capitol Hill and from non-profit humanitarian organizations to the governor's mansion, RSG alumni go on to live Regent's motto of "Christian leadership to change the world."

Eric Patterson, Ph.D.

Dean, Robertson School of Government

CONTACT INFORMATION

Admissions application forms may be downloaded from the website, or obtained by mail. For questions concerning the Robertson School of Government, please contact the school directly.

Robertson School of Government
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757.352.4627 or 888-800-7735
Fax: 757.352.4735
Email: govschool@regent.edu
Website: www.regent.edu/government

MISSION AND PHILOSOPHY

The Robertson School of Government (RSG) trains men and women to meet the challenge of leadership in government, electoral politics, international economic and political development, national security studies and the formulation of public policy. To accomplish this, RSG students will:

- PRODUCE a variety of written products used in the analysis of public policy and administration (including op-eds, research papers, briefings, policy memos and position papers)
- DEMONSTRATE facility with contemporary conventions of academic research, including use of peer-reviewed journals and proper academic citation and writing
- APPLY a variety of research tools/methods in analyzing policy, management and leadership issues (including survey methods, aggregate data analysis, case studies, and interviews)
- ARTICULATE and DEFEND a biblical, Christian worldview in relation to major public policy and leadership decisions and issues
- ANALYZE the historical, cultural and global context of political decision-making today
- RECOMMEND policy and management changes within government aimed at achieving greater efficiency, stewardship of resources and responsiveness to citizens

DISTINCTIVES OF THE SCHOOL

- **Reagan Symposium:** Under the sponsorship of the Robertson School of Government and the Office of Advancement, RSG conducts a symposium in honor of Ronald Reagan. Topics and speakers have included *The Future of Religion in American Politics* (speakers: Amherst College's Dr. Hadley Arkes, U.S. News & World Report's Michael Barone, Ethics & Public Policy Center's Michael Cromartie, American University's Dr. Daniel Driesbach, University of Chicago's Dr. Jean Bethke Elshtain, WORLD Magazine's Editor-in-Chief Marvin Olasky, and American Enterprise Institute's Michael Novak), and *The Legacy of Ronald Reagan* (speakers: University of Virginia's Dr. James Ceaser, George Mason University's Dr. Hugh Hecllo, U.S. Naval War College's Dr. Stephen Knott, American Enterprise Institute's Steven Hayward, Claremont McKenna College's Dr. Andrew Busch, Grove City College's Dr. Paul Kengor, and Russell Kirk Center for Cultural Renewal's Senior Fellow Dr. George Nash).
- **Clash of the Titans:** In addition to the Reagan Symposium, the University sponsors a debate. Past debaters include Karl Rove, Al Gore, Dick Armey, John Kasich, Arianna Huffington, Bob Dole, Jeb Bush, Mike Huckabee, Newt Gingrich, Steve Forbes, Alan Colmes, Geraldine Ferraro, Rick Santorum, Donna Brazile, Paul Begala, Ann Coulter, David Limbaugh, Alan Dershowitz, Nadine Strosser, and Max Cleland.
- **Study Abroad:** The Oxford program allows students to experience targeted graduate courses in Oxford, England, a cradle of learning and Western Civilization. Students in the past have had the opportunity to learn about National Security Studies, International Politics and a comparison of the American and English Constitutions from Regent University and visiting faculty.
- **Learning from Attorney General Ashcroft and Admiral Vernon Clark:** RSG students have enjoyed instruction as well as more informal times with former U.S. Attorney General John Ashcroft including a dinner once per semester with General Ashcroft as well as courses he teaches that are co-listed with the School of Law. Moreover, former Chief of Naval Operations Admiral Vernon Clark lectured many RSG classes on national security studies, the Law of the Sea, the use of military force in diplomacy, and the future of the U.S. military in the Obama administration.
- **Christian Worldview Perspective on Healthcare and Ethics:** Regent's Robertson School of Government offers students an opportunity to learn about key healthcare issues facing policymakers and planners today within a Christian worldview. Students are equipped to advocate for Christian solutions to key healthcare dilemmas within government and the nonprofit world.

FINANCIAL AID

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

To encourage academic excellence, RSG offers merit-based scholarships to outstanding students. Customarily considered by RSG in awarding these scholarships are an applicant's: (1) undergraduate grade point average, (2) undergraduate program, and (3) GRE and/or LSAT score(s) (waiver of the GRE and/or LSAT will adversely affect your potential consideration for a scholarship). All awards fund RSG coursework only. Awards are generally made for one academic year, but may be renewed for a second year by reapplication subject to available funding. Awards are applicable for one academic year (Fall, Spring and Summer).

All admitted students who complete the RSG financial aid application, whether entering in the fall or spring semester, receive immediate consideration for RSG scholarships by the Scholarship Committee, which awards scholarships through a "rolling" admissions process. Since scholarship funding is limited, applicants admitted earlier enhance their prospects for receiving scholarship awards.

To apply, complete and submit the RSG Financial Aid Application. Early applications are given priority consideration. Only accepted applicants who meet the criteria of the specific award will be considered. Applicants are encouraged to apply for school-based financial aid at the time that they submit their admissions application. Applicants seeking Federal Financial Aid are advised to apply even before they have been admitted to the school.

After achieving the required GPA in the first academic year, students must reapply for aid for each of their remaining academic years with RSG. All awards are conditional on the student achieving or maintaining satisfactory academic progress while in school.

Grants and Scholarships

RSG recognizes excellent academic performance and demonstrated leadership potential by awarding scholarships that are highly competitive. The school also awards several grants each year, which recognize financial need, as well as academic performance and potential.

Government/Non-Profit/Public Policy Employee Grant

- RSG provides a \$750 per year grant for employees of local, state and national government who maintain a GPA of 3.00 or higher in RSG.

Military Grants

- 25% tuition remission per year for veterans and those currently serving in any branch of the U.S. Armed Forces, whether active duty, reserves or National Guard
- Spouses: 15% tuition remission per year for the spouses of those serving in any branch of the U.S. Armed Forces whether active duty, reserves or National Guard
- Must maintain at least 3.00 GPA to remain eligible
- Military personnel, their spouses and Department of Defense civilians who receive tuition assistance through DANTES should contact the Business Office at Regent University for details. DANTES approves the RSG distance-education program. Regent University is a top military-friendly university. Military students are welcomed and supported with a variety of programs, including tuition assistance programs. For a complete list of programs please see: http://www.regent.edu/military/education_benefits/

Dean's Scholarships

- Undergraduate GPA of 3.80-3.89, LSAT 157-160, GRE 70-79%
- \$5,700 per year
- Renewable for one year with a 3.80 GPA in RSG

Merit Scholarships

- Undergraduate GPA of 3.60-3.79, LSAT 151-156, GRE 50-69%

- \$2,400 per year
- Renewable for one year with a 3.70 GPA in RSG

Trustee Scholarships

- Undergraduate GPA of 3.90+, LSAT >160, GRE 80%+
- \$10,500 per year
- Renewable for one year with a 3.90 GPA in RSG

Awards for Joint Degree Students

Students in joint degrees programs may also receive a RSG award. Awards are renewable upon reapplication and maintenance of the required minimum cumulative GPA. All awards are limited to RSG coursework.

CAREER OBJECTIVES

The Robertson School of Government has produced graduates who hold important leadership positions in government service at all levels, in related political, non-profit advocacy organizations, and in education.

In addition to enhancing one's current career in public service, journalism, or the military, possible careers include:

Government/NGO's

- Political leadership through appointed and career offices (legislative and executive branches)
- Leadership and management positions in administrative positions at the federal, state, and local government levels and in nonprofit organizations
- Analytical and support positions in key administrative positions (budget and personnel analysts, administrative analysts, etc.)
- Policy research/staff positions (legislative, executive and judicial branches)
- Elected office (local, state, federal)
- Diplomatic and foreign service positions (State Department)
- International political leadership offices (UN, OAS)
- Municipal, state, and federal public administration
- International non-governmental organizations and non-profit organizations

Political Organizations

- Political parties, interest groups, election and issue campaigns
- Domestic and international political advocacy and lobbying leadership positions
- Domestic and international policy research/staff positions (think tanks, institutes)

Education

- Careers in higher education
- Careers in secondary education both domestic and foreign

CAREER SERVICES

In the RSG Career Resource Center, our desire is to provide students and alumni with the resources, tools and opportunities necessary for personal and professional development so they may advance in their calling and positively influence the world. We focus on professional development and opportunity identification.

Professional Development & Opportunity Identification

Professional development activities prepare our students and graduates in the technical aspects of the internship and job search processes and for the realities of the internship and career position. The Career Services office identifies opportunities in state, federal and local government; appointed state and federal positions; think tanks; campaigns; consulting firms; and lobbying groups. Hiring authorities and processes are identified for each option. In addition, existing networks are utilized to multiply the students' exposure.

A Sampling of Current and Past Employers and Internship Sponsors

- American Center for Law & Justice, Virginia Beach, VA
- Azusa Pacific University
- Concerned Women of America
- East West Center
- Defense Intelligence University
- Governor Mike Huckabee, Little Rock, AR
- Governor's Office, Des Moines, IA
- Gun Owners of America, Springfield, VA
- Federal Bureau of Investigation
- Focus on the Family, Colorado Springs, CO
- Joint Forces Staff College
- Immigration and Customs Enforcement
- Institute on Religion and Democracy
- National Defense University
- National Republican Congressional Committee
- Office of the Attorney General, Los Angeles, CA
- Ohio Legislative Service Commission, OH
- The Family Foundation, Richmond, VA
- U.S. Civil Rights Commission, Washington, DC

STUDENT PROFILE

Robertson School of Government students are known for their passion, their preparedness and their work ethic. Since its opening in 1983, RSG has graduated over one thousand students from across the United States and some twenty other nations. Incoming students have a variety of different educational backgrounds and undergraduate majors. Many are returning or mature students with substantial work experience.

ADMISSIONS REQUIREMENTS

See the Admission to Regent University section of this Catalog for admissions requirements. In addition, applicants must meet the criteria indicated on the Robertson School of Government website: www.regent.edu/RSGadmissions

Applicants may defer enrollment for one year if they submit their request in writing to the Admissions Counselor. Applicants must reapply and go through the full application process after one year or if they have not requested the deferment.

ONLINE

All required courses in the RSG programs and most electives are offered online. The Master of Arts and MPA degrees can be completed entirely online. Faculty and support staff are available to assist distance education students just as they assist on-campus students. Distance education students are encouraged to contact faculty and staff by telephone, e-mail or Internet. For more information, please refer to the Online Learning and Distance Education section of the Catalog for information concerning online learning and computer hardware and software requirements.

PROGRAM OVERVIEW

Nowhere is the need for graduates to fulfill Regent's motto, *Christian Leadership to Change the World*, more evident than in government. Principled leadership in government is an absolute necessity for the health and prosperity of our nation. The opportunities that exist today in government are among the most exciting and challenging in our history. We offer:

- **Master of Arts in Government**
 - ◆ Academic Concentrations in:
 - American Government
 - Healthcare Policy & Ethics
 - International Relations
 - Law and Public Policy
 - National Security Studies
 - Political Communication
 - Political Theory
 - Religion and Politics

Master of Arts in National Security Studies

- ◆ Academic Concentrations in:
 - Cybersecurity
 - Homeland Security
 - International Security
 - Mid-East Politics

- **Master of Public Administration**

- ◆ Academic Concentrations in:
 - Emergency Management & Homeland Security
 - Federal Government

- General Public Administration
 - Healthcare Policy & Ethics
 - Law
 - Nonprofit & Faith-Based Organizations
 - Public Leadership and Management
 - Servant Leadership
- **Non-degree seeking students may earn one certificate without being admitted to the MA in Government, MA in National Security Studies, or MPA programs.** They may choose from the following fields:
 - ◆ Certificates in:
 - American Government
 - Cybersecurity
 - Healthcare Policy & Ethics
 - International Relations
 - Law and Public Policy
 - Mid-East Politics
 - National Security Studies
 - Political Communication
 - Political Theory
 - Public Administration
 - Religion and Politics
 - Servant Leadership
 - Terrorism and Homeland Defense

In addition, all of the above certificates may be paired with the MA in Government, MA in National Security Studies, and MPA degrees. Please note that students may not use coursework to receive both a certificate and an academic concentration in overlapping or similar fields (i.e. a student with a concentration in International Relations cannot also receive the International Relations certificate). MA in Government, MA in National Security Studies, and MPA students have the option of earning multiple certificates.

JOINT DEGREE OPTION

The MA in Government, MA in National Security Studies, and MPA degrees may be combined with other graduate level degrees offered at Regent University. Joint degree programs are available to students who have received admission to another Regent University graduate school and have received approval from both the School of Government and that school for acceptance into the joint degrees program.

The most common joint degree pairings include:

- MA in Government/Juris Doctor (School of Law)
- MPA (Government)/MA in Organizational Leadership (School of Business & Leadership)
- MPA (Government)/MBA (School of Business & Leadership)
- MPA (Government)/Juris Doctor (School of Law)
- MA in National Security Studies/Juris Doctor (School of Law)

- MA in National Security Studies/Master of Divinity (School of Divinity)
- MA in National Security Studies/MA in Practical Theology (School of Divinity)

The MA in Government degree requires the completion of the core courses, an academic concentration and three hours of electives/thesis/internship courses, for a total of 30 credit hours. The MA in National Security Studies degree requires the completion of the core courses and an academic concentration for a total of 30 credit hours.

All joint MPA degree programs require the completion of the entire 37 credit hour curriculum. There is no reduction of credit hours given NASPAA accreditation requirements.

Failing Grades

Only courses in which a student receives a B minus or better will count toward a degree or certificate in the Robertson School of Government. This policy also holds for courses offered through cross-registration with other schools and courses taken by students in a non-degree certificate program. To transfer credits in through any of the existing civilian MOUs, students must present a transcript indicating that they received a B or better in these courses plus a course syllabus or a full course description to enable the documentation of equivalent curricular content. For military students seeking transfer credits, a transcript plus a course syllabus or a full course description is required. A grade of “P/NP” is not accepted for Advanced Standing as it must be a B or above.

Both RSG regular enrollment and joint degree students must retake any **core courses** in which they do not receive a B minus or better. Students will pay standard tuition to repeat these courses.

In the MA in Government program, these courses are:

GOV 603 Research Methods
 GOV 604 Christian Foundations of Government
 GOV 614 American Politics
 GOV 625 International Relations Theory
 GOV 658 American Political Thought

In the MA in National Security Studies, these courses are:

GOV 603 Research Methods
 GOV 604 Christian Foundations of Government OR GOV 605 Christian Ethics & the Law of Armed Conflict
 GOV 625 International Relations Theory
 GOV 641 Grand Strategy and Military Operations
 GOV 679 National Security Affairs
 GOV 689 U.S. Foreign Policy

In the MPA program, these courses are:

GOV 602 Principles of Economics
 GOV 603 Research Methods
 GOV 604 Christian Foundations of Government
 GOV 623 Public Policy Initiatives
 GOV 630 Public Human Resources Management
 GOV 634 Public Budgeting and Taxation Policy

Students who fail to receive a B minus or better for courses in a concentration can retake the course in which the grade is received (paying standard tuition) or substitute a different course within that concentration. For elective courses, including the Oxford program, students can retake the course or substitute a different course. Non-degree certificate students may retake the same course in the sequence or choose a different choice when a choice is available within the sequence.

PROVISION OF ADVANCED STANDING

A majority of the credits for the MA in Government, MA in National Security Studies, and MPA degrees must be earned through the Robertson School of Government. Thus, the limit for the number of credits accepted by Advanced Standing and transfer is forty-nine percent of total degree requirements (14 units for the MA in Government, 17 units for the MA in National Security Studies and 18 units for the MPA degree).

Advanced Standing is credit granted towards a degree program for study already undertaken. It prevents the duplication of coursework and may save a student time and money. The Robertson School of Government has the following provisions in place in relation to the granting of Advanced Standing:

For Students from Regent University’s College of Arts & Sciences who are participating in the Combined Bachelors-Masters in Government programs policy:

Students may be granted Advanced Standing for the following undergraduate or graduate courses (taken once the student has completed at least 75 credit hours towards the undergraduate degree) which will be applied to the MA degree in place of the following graduate courses:

Undergraduate Courses	Graduate Courses	Credit Hours
GOVT 432 The American Political Tradition	GOV 658 American Political Thought	3
GOVT 434 Christian Political Philosophy	GOV 604 Christian Foundations of Government	3
GOV 603 Research Methods taken as an undergraduate	GOV 603 Research Methods	3
GOV 625 International Relations Theory taken as an undergraduate	GOV 625 International Relations Theory	3
Total Credit Hours		12

University Advising will automatically petition the Registrar’s Office for Advanced Standing for these courses provided that the following conditions are met:

- The course is completed with a grade of B or higher and the student maintains an overall GPA of 3.00 or higher within the undergraduate degree.
- Students must complete their Bachelor’s degree at Regent University.

For Students from Regent University’s College of Arts and Sciences who are participating in the Combined Bachelors in Political Communication-Masters in Government with a Concentration in Political Communication programs policy:

Students may be granted Advanced Standing for the following undergraduate or graduate courses (taken once the student has completed at least 75 credit hours towards the undergraduate degree) which will be applied to their concentration in Political Communication in place of the following graduate courses:

Undergraduate Courses	Graduate Courses	Credit Hours
------------------------------	-------------------------	---------------------

COMM 416 Communication Ethics	COM 614 Issues in Media Law & Ethics	3
COMM 446 Capstone Seminar	May be substituted for COM 600 Story, Popular Culture and Worldview or COM 611 Media and Social Influence	3
GOVT 240 American Government	GOV 614 American Politics	3
GOVT 304 International Relations	GOV 625 International Relations Theory	3
Total Credit Hours		12

University Advising will automatically petition the Registrar's Office for Advanced Standing for these courses provided that the following conditions are met:

- The course is completed with a grade of B or higher and the student maintains an overall GPA of 3.00 or higher within the undergraduate degree.
- Students must complete their Bachelor's degree at Regent University.

For Students subject to the Memorandum of Understanding governing the transfer of credits from the US Army Command General Staff College:

Graduates of the Command and General Staff Officer course may commence their MPA degree by transferring the following courses:

CGSC Courses	Applied to MPA as:	Credit Hours
C100 Foundation Block	Concentration elective	3
C200 Strategic Studies Block	Concentration elective	3
C400 Doctrine	Concentration elective	3
C500 Joint Functions	GOV 695	3
Total credit hours		12

University Advising will automatically petition the Registrar's Office for Advanced Standing for these courses provided that the following conditions are met:

- The student submits an appropriate official transcript to Regent University upon completion of the CGSOC-CC.
- CGSOC-CC is completed with a grade of B or higher and the student also possesses a Bachelor's degree from a regionally accredited institution with a minimum grade point average (GPA) of 3.00 on a 4.00 scale.
- Student submits a current resume, Army Officer Record Brief (ORB) or equivalent that includes professional and academic experience.

For students who have completed undergraduate or graduate coursework elsewhere (at either an accredited civilian or military institution) for which they believe they may be able to claim Advanced Standing:

Accepted students who wish to petition for Advanced Standing within the MA in Government, MA in National Security Studies, or MPA programs on the basis of either civilian or military coursework completed elsewhere should contact their Faculty Advisor to discuss their request. Students should furnish a transcript (an unofficial transcript is permissible here though the Registrar will later require an official transcript), syllabi for the courses taken and any term papers written as part of their coursework. At the recommendation of their faculty advisor, they may be directed to University Advising to fill out an academic petition for transfer of credits.

Prospective students who wish to explore the likelihood that credits will transfer are directed to contact their admissions officer who will speak with a faculty advisor as appropriate. Students should also be prepared to present a transcript, syllabi and term papers. Students should refer to the University Academic Standing policy for more information.

DEGREE PROGRAMS

Master of Arts Degree (M.A.)

M.A. in Government Program (30 credit hours)

(Program delivered entirely online or entirely face-to-face.)

There are four components to RSG's curriculum: core courses, academic concentrations, certificate courses, and elective/thesis/internship courses. Core courses provide an introduction to foundational concepts and paradigms within each subfield which students then build upon in working towards certificates and concentrations. Upon successful completion of the core courses, an academic concentration(s), any certificate(s), and the remaining electives/thesis/internship, the student is eligible to apply to the Registrar's office for a degree of Master of Arts in Government and a Certificate of Graduate Studies in a certificate program (if completed). The non-degree seeking student who successfully completes a four course certificate program will receive a Certificate of Graduate Studies.

The Robertson School of Government offers academic concentrations in American Government, Healthcare Policy & Ethics, International Relations, Law and Public Policy, National Security Studies, Political Communication, Political Theory, and Religion and Politics and eleven certificates: American Government, Healthcare Policy & Ethics, International Relations, Law and Public Policy, Mid-East Politics, National Security Studies, Political Communication, Political Theory, Public Administration, Religion and Politics, and Terrorism and Homeland Defense.

Co-requisites

ENGL 500 Graduate Academic Writing Seminar (0)

GOV 511 Career Management (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

M.A. in Government Required Core Courses

GOV 603 Research Methods (3)

GOV 604 Christian Foundations of Government (3)

GOV 614 American Politics (3)

GOV 625 International Relations Theory (3)

GOV 658 American Political Thought (3)

TOTAL CORE CREDITS (15)

ACADEMIC CONCENTRATION (12)

ELECTIVES/INTERNSHIP (3)

M.A. IN GOVERNMENT TOTAL CREDITS (30)

ACADEMIC CONCENTRATION COURSES

Students must select an academic concentration from the options listed below. An additional 3 hours is required in the form of elective/thesis/internship credits.

M.A. in Government with a concentration in American Government

The American Government concentration introduces students to the methods and tools used in the analysis of American politics. Course offerings include those which focus on institutions – such as the constitution, the presidency and congress – as well as those which address particular public policy issues within American politics, including terrorism and national security studies. Students may also choose to explore the role of nonprofit and faith based organizations in the American political system.

4 courses (12 credits) from the list below:

- GOV 619 Constitutional Law & Policy I (3)
- GOV 620 Constitutional Law & Policy II (3)
- GOV 622 Religion & Politics (3)
- GOV 623 Public Policy Initiatives (3)
- GOV 628 The Law & Governance of Higher Education (3)
- GOV 630 Public Human Resources Management (3)
- GOV 634 Public Budgeting and Taxation Policy (3)
- GOV 635 Presidency (3)
- GOV 636 Congress (3)
- GOV 639 Anglo-American Constitutionalism (3)
- GOV 660 Intelligence & National Security (3)
- GOV 670 Principles of Public Administration (3)
- GOV 671 Organizational Theory (3)
- GOV 677 Terrorism and Homeland Defense (3)
- GOV 678 Crisis/Disaster Consequence Management (3)
- GOV 679 National Security Affairs (3)
- GOV 689 US Foreign Policy (3)
- GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)
- GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
- GOV 696 Not-for-Profit Start-Up (3)

M.A. in Government with a concentration in Healthcare Policy & Ethics

The Academic Concentration in Healthcare Policy & Ethics is an interdisciplinary program which prepares students to work in the field of healthcare policy as legislative Aides, think tank analysts, or public servants on the local, state and national level. Students are equipped with the tools to analyze and carry out policies related to healthcare provision, administration and finance from a Christian worldview. Students are also prepared to undertake further academic coursework through applying to a doctoral program.

4 courses (12 credits) from the list below:

GOV 683 Healthcare Policy & Ethics (3)

GOV 684 Health Care Law (3)

HLTH 606 Managing Change in Healthcare Organizations (3)

HLTH 607 Healthcare Finance (3)

M.A. in Government with a concentration in International Relations

The International Relations Concentration allows students to apply their foundation in international relations theory through the examination and analysis of regional issues; the examination and analysis of key ideas (such as democratization theory or the role of religion) or through examining the role of the US in the international system.

4 courses (12 credits) from the list below:

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 638 International Organizations (3)

GOV 639 Anglo-American Constitutionalism (3)

GOV 653 Mid-East Politics (3)

GOV 654 International Trafficking in Persons (3)

GOV 655 International & Comparative Human Rights (2-3)

GOV 659 Sharia Law (3)

GOV 672 Islamic Political Thought (3)

GOV 673 Democracy and Development (3)

GOV 674 International Political Economy (3)

GOV 676 Asian Politics (3)

GOV 689 US Foreign Policy (3)

M.A. in Government with a concentration in Law and Public Policy

The Law and Public Policy concentration provides an in-depth analysis of government institutions (e.g. Congress, Presidency, Courts) that make, execute, and interpret the law in the context of electoral competition and other public organizations (e.g. media, parties). A comprehension of the branches of government requires a thorough understanding of their constitutional foundation, which this concentration explores by examining the roots of our constitutional rights in England, the innovations explored during the colonial period, the writings of the Founders, the Declaration of Independence and the Constitution, and the subsequent evolution of the three branches of the federal government. This concentration also provides an opportunity to analyze from a biblical worldview public policy issues. This concentration is designed to benefit those students who want to expand their knowledge and augment their credentials and the intersection of policy, competitive politics, and law.

4 courses (12 credits) from the list below:

COM 614 Issues in Media Law & Ethics (3)

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 615 Economic Policy (3)

GOV 618 Contracts (3)

GOV 619 Constitutional Law & Policy I (3)
GOV 620 Constitutional Law & Policy II (3)
GOV 622 Religion & Politics (3)
GOV 623 Public Policy Initiatives (3)
GOV 628 The Law & Governance of Higher Education (3)
GOV 635 Presidency (3)
GOV 636 Congress (3)
GOV 639 Anglo-American Constitutionalism (3)
GOV 651 Biblical Law (3)
GOV 655 International & Comparative Human Rights (3)
GOV 683 Healthcare Policy & Ethics (3)
GOV 689 US Foreign Policy (3)

M.A. in Government with a concentration in National Security Studies

This interdisciplinary concentration provides students with a historical and contemporary grounding in U.S. National Security issues and concepts, as well as helping them to understand and forecast future issues which may emerge. At the conclusion of this concentration, students will be able to interpret the history of U.S. national security studies through a global and biblical lens; forecast and predict emerging issues and recommend ways of resolving and preparing for contemporary national security issues.

Required Concentration Courses (6 credits):

GOV 662 Cybersecurity Policy & Affairs (3)
GOV 689 US Foreign Policy (3)

2 courses (6 credits) from the list below:

GOV 605 Christian Ethics and the Law of Armed Conflict (3)
GOV 677 Terrorism and Homeland Defense (3)
GOV 678 Crisis/Disaster Consequence Management (3)
GOV 679 National Security Affairs (3)
MLAW 640 National Security Law (3)

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

The Academic Concentration in Political Communication is an interdisciplinary concentration targeted at individuals wishing to work in government public relations as media spokespeople, press secretaries at the city, state or federal level, or for those wishing to work in public relations at NGO's and nonprofit organizations. Equips students with the skills to produce targeted, relevant public relations messages and serve as media influencers with a Christian worldview.

Required Concentration Courses (6 credits):

COM 600 Story, Popular Culture & Worldview, cross-listed with JRN 600 (3)
COM 611 Media & Social Influence (3)

2 courses (6 credits) from the list below:

COM 614/JRN 614 Issues in Media Law & Ethics (3)

COM 651 Public Relations: Cases & Campaigns (3)

JRN 610 News Writing & Reporting (3)

JRN 633 Multimedia Reporting & Mobile Field Production (3)

JRN 661 Community, Citizen & Civic Journalism (3)

M.A. in Government with a concentration in Political Theory

Political theory is a major sub-field in the academic discipline of government. Study of political theory involves reflection on the nature and ends of government, including description of the principles underlying government practice, and prescription about how government ought to function. Political theorizing has a long and venerable pedigree in western civilization, dating back at least to the ancient Greeks. The political theory concentration will thus involve systematic study of the history of political thought, including thinkers such as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin, John Locke, Adam Smith, the American founders, Hegel, Marx, Oakeshott, Rawls, and others. Political theory concentration students will be encouraged to ask the most basic questions related to government: What is justice? and What is the best regime?, for example. The concentration offers courses that will help students develop their analytical and historical skills.

4 courses (12 credits) from the list below:

GOV 602 Principles of Economics (3)

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 610 History of Political Theory (3)

GOV 622 Religion & Politics (3)

GOV 639 Anglo-American Constitutionalism (3)

GOV 651 Biblical Law (3)

GOV 672 Islamic Political Thought (3)

M.A. in Government with a concentration in Religion and Politics

The Religion and Politics concentration provides an interdisciplinary approach to understanding the intersection of religious factors with history, American politics, culture, peace and security, and world affairs. Graduates will be firmly grounded in social science theories of religion, culture, and government and have the opportunity for deeper study of comparative politics, religion and security, legal issues (e.g. Church and State), and religion, security, and peace.

4 courses (12 credits) from the list below:

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 620 Constitutional Law & Policy II (3)

GOV 622 Religion & Politics (3)

GOV 651 Biblical Law (3)

GOV 659 Sharia Law (3)

GOV 672 Islamic Political Thought (3)

THEO 522 Christian Ethics (3)

M.A. in Government as a Joint Degree

Co-requisites

ENGL 500 Graduate Academic Writing Seminar (0)

GOV 511 Career Management (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

M.A. in Government Required Core Courses

GOV 603 Research Methods (3)

GOV 604 Christian Foundations of Government (3)

GOV 614 American Politics (3)

GOV 625 International Relations Theory (3)

GOV 658 American Political Thought (3)

TOTAL CORE CREDITS (15)

ACADEMIC CONCENTRATION (12)

ELECTIVE/THESIS/INTERNSHIP (3)

M.A. IN GOVERNMENT TOTAL CREDITS (30)

M.A. in National Security Studies Program (36 credit hours)

(Program delivered entirely online or entirely face-to-face.)

The M.A. in National Security Studies is a 36-credit degree focused on grand strategy, national security, U.S. foreign policy, and international relations with a special emphasis on the ethics that underlie national security decision-making. The program has four concentrations and has an elective thesis option.

Co-requisites

GOV 511 Career Management (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

M.A. in National Security Required Core Courses

GOV 603 Research Methods (3)

GOV 604 Christian Foundations of Government (3) OR GOV 605 Christian Ethics & the Law of Armed Conflict (3)

GOV 625 International Relations Theory (3)
GOV 641 Grand Strategy and Military Operations (3)
GOV 679 National Security Affairs (3)
GOV 689 U.S. Foreign Policy (3)

TOTAL CORE CREDITS (18)

ACADEMIC CONCENTRATION (12)

ELECTIVES (6)

M.A. IN NATIONAL SECURITY STUDIES TOTAL CREDITS (36)

ACADEMIC CONCENTRATION COURSES

Formally admitted and matriculated students must select an academic concentration from the six options listed below. To earn a second concentration requires 12 discrete credits in the second concentration not already covered in the first.

M.A. in National Security Studies with a concentration in Cybersecurity

The Cybersecurity concentration focuses attention on the latest trends in cybersecurity policy making, including economic threats to corporate and national institutions as well as the legal and policy frontiers from traditional cyber-defense (e.g. Defense Department) to social media, communications, and infrastructure.

Four (4) courses from the list below:

COM/JRN 614 Issues in Media Law and Ethics (3)
CYBR 610 Cybersecurity Ethics (3)
GOV 662 Cybersecurity Policy and Affairs (3)
MBA 621 Innovation and Technological Success (3)

M.A. in National Security Studies with a concentration in Homeland Security

The Homeland Security concentration is of interest to military personnel, intelligence officials, homeland security experts and state and local law enforcement agencies and government personnel. Coursework focuses on threats, vulnerabilities and security issues such as domestic terrorism, natural disasters, and cybersecurity with a focus on planning, prevention and response.

Select four (4) courses from the list below:

GOV 615 Economic Policy (3)
GOV 642 Maritime Security (3)
GOV 643 Energy and Environment Security (3)

- GOV 660 Intelligence and National Security (3)
- GOV 662 Cybersecurity Policy & Affairs (3)
- GOV 677 Terrorism and Homeland Defense (3)
- GOV 678 Crisis/Disaster Consequences Management (3)
- GOV 681 Intergovernmental Relations (3)

M.A. in National Security Studies with a concentration in International Security

The International Security concentration focuses on grand strategy, national security, and foreign policy issues. Coursework focuses on blending international relations theories with policy approaches for all elements of national power: military, diplomatic, information, and economic.

Select four (4) courses from the list below:

- GOV 613 Russian Politics (3)
- GOV 627 Conflict and Conflict Resolution (3)
- GOV 629 Weapons and Non-Proliferation (3)
- GOV 638 International Organizations (3)
- GOV 642 Maritime Security (3)
- GOV 643 Energy and Environment Security (3)
- GOV 653 Mid-East Politics (3)
- GOV 660 Intelligence and National Security (3)
- GOV 662 Cybersecurity Policy & Affairs (3)
- GOV 673 Democracy and Development (3)
- GOV 674 International Political Economy (3)
- GOV 676 Asian Politics (3)
- MLAW 640 National Security Law (3)

M.A. in National Security Studies with a concentration in Middle East Politics

The Mid-East Politics concentration examines the political, historical, cultural, and religious issues associated with this significant area of the world. Courses center around critical elements of mid-east history in conjunction with current trends. Professors will also work with students wishing to gain Arabic language proficiency to further strengthen the student's credentials in this important policy field.

Select four (4) courses from the list below:

- GOV 612 History and Politics of Israel (3)
- GOV 652 U.S. Foreign Policy in the Middle East (3)
- GOV 653 Mid-East Politics (3)
- GOV 659 Sharia Law (3)
- GOV 672 Islamic Political Thought (3)
- GOV 673 Democracy and Development (3)

Master of Public Administration (MPA) Degree

MPA Program (37 hours)

(Program delivered entirely online or entirely face-to-face.)

The Master of Public Administration degree (MPA) provides a high quality Christian worldview degree program for pre-service and mid-career professionals in government and nonprofit organizations. This program is offered both on-line and in blended formats. The MPA explicitly incorporates the principles of servant leadership enhancing student character and competency. Students will explore and practice servanthood (promoting the best long term interests of the key stakeholders) and stewardship (managing human, financial and information resources with excellence). The program will integrate three key elements, best-practice public administration analysis from domestic and international sources, incorporation of selected case studies, and the key integration of service learning opportunities. The MPA consists of a 37 credit hour program with eight 9 credit concentrations: Emergency Management and Homeland Security, General Public Administration, Federal Government, Healthcare Policy & Ethics, Law, Nonprofit & Faith Based Organizations, Public Leadership & Management, and Servant Leadership. In addition, MPA students may earn certificates in the following areas:

- International Relations
- Mid-East Politics
- Political Communication
- Political Theory
- Religion and Politics

Co-requisites

ENGL 500 Graduate Academic Writing Seminar (0)

GOV 511 Career Management (0)

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

MPA Required Core Courses

GOV 602 Principles of Economics (3)

GOV 603 Research Methods (3)

GOV 604 Christian Foundations of Government (3)

GOV 623 Public Policy Initiatives (3)

GOV 630 Public Human Resources Management (3)

GOV 634 Public Budgeting and Taxation Policy (3)

GOV 670 Principles of Public Administration (3)

GOV 671 Organizational Theory (3)

TOTAL CORE CREDITS (24)

Either GOV 695 Internship or elective (3)

ACADEMIC CONCENTRATION (9)

GOV 597 MPA Capstone (1)

MPA TOTAL CREDITS (37)

ACADEMIC CONCENTRATION COURSES

Formally admitted and matriculated students must select an academic concentration from the six options listed below.

MPA with a concentration in Emergency Management & Homeland Security

The Emergency Management/Homeland Security concentration provides students with the knowledge, skills and abilities for successful careers in government, nonprofit and private companies. The emergency management and homeland security area is one of the fastest growing employment fields. Students will select three of the five courses below.

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 660 Intelligence & National Security (3)

GOV 677 Terrorism and Homeland Defense (3)

GOV 678 Crisis/Disaster Consequence Management (3)

GOV 679 National Security Affairs (3)

MPA with a concentration in Federal Government

The Federal Government concentration prepares students for a variety of career paths in the federal service through specialized coursework in leadership, constitutional law, international relations, and politics. Students will develop a greater understanding of culture, climate and competency areas associated with career success in the federal sector.

GOV 614 American Politics (3)

GOV 619 Constitutional Law & Policy I (3)

GOV 620 Constitutional Law & Policy II (3)

GOV 622 Religion & Politics (3)

GOV 625 International Relations Theory (3)

GOV 635 Presidency (3)

GOV 636 Congress (3)

GOV 674 International Political Economy (3)

MPA with a concentration in General Public Administration

Students may develop, in consultation with their advisor, an individualized concentration from existing RSG courses and approved electives from other Regent graduate programs. Student selects three courses in conjunction with their advisor (existing concentration courses plus electives from other school).

MPA with a concentration in Healthcare Policy & Ethics

The Academic Concentration in Healthcare Policy & Ethics is an interdisciplinary program which prepares students to work in the field of healthcare policy as legislative Aides, think tank analysts, or public servants on the local, state and national level. Students are equipped with the tools to analyze and carry out policies related to healthcare provision, administration and finance from a Christian worldview. Students are also prepared to undertake further academic coursework through applying to a doctoral program.

3 courses (9 credits from the list below):

GOV 683 Healthcare Policy & Ethics (3)

GOV 684 Health Care Law (3)

HLTH 606 Managing Change in Healthcare Organizations (3)

HLTH 607 Healthcare Finance (3)

MPA with a concentration in Law

The Law concentration enables MPA students to develop a higher level of expertise and competency in key employment, contract, negotiations and constitutional law issues that are highly germane to public administration theory and practice. These courses will enhance the ability of our students to compete for advanced positions in human resources while providing MPA students in other areas with important job-related knowledge to advance leadership and performance management skills.

Students will complete three of the following five courses consisting of (1) GOV 619 Constitutional Law & Policy I; (2) either GOV 616 Employment Discrimination or GOV 617 Employment Law; and (3) either GOV 618 Contracts or GOV 631 Negotiations.

GOV 616 Employment Discrimination (3)

GOV 617 Employment Law (3)

GOV 618 Contracts (3)

GOV 619 Constitutional Law & Policy I (3)

GOV 631 Negotiations (3)

MPA with a concentration in Non-profit & Faith-Based Organizations

The Nonprofit & Faith-Based Organizations concentration prepares students for leadership positions in faith based and secular nonprofit organizations, the fastest growing labor force sector. Students will gain essential knowledge and experience in developing and managing nonprofits using servant leadership and best practice methods.

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

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

GOV 696 Not-for-Profit Start-Up (3)

MPA with a concentration in Public Leadership & Management

The Public Leadership & Management concentration provides students with a comprehensive set of courses to enhance leadership skills and abilities from a servant leader perspective. Students will enhance the key character and leadership competencies for long-term success.

3 courses (9 credits) from the list below:

GOV 621 Public Program Evaluation/Planning (3)

GOV 667 Local Government Administration (3)

GOV 669 Public Management (3)

GOV 681 Intergovernmental Relations (3)

MPA with a concentration in Servant Leadership

The Servant Leader concentration enables students to more fully study and develop servant leadership character and competency, the foundational element of leadership success. The concentration is an interdisciplinary program with the School of Business and Leadership synergistically combining expertise and students in both programs.

GOV 649 Christian Servant Leader Spiritual Intelligence and two courses from the list below:

SVNT 601 Servant Leadership: Models & Theories (3)

SVNT 602 Servant Leadership: Practices (3)

SVNT 603 Servant Leadership: A Biblical Perspective (3)

STUDY ABROAD

All students are eligible to participate in the annual summer study abroad program in Oxford England. A variety of courses are offered which are suitable for law students, as well as those enrolled in both the M.A. and MPA programs. Programs are led by RSG or law school faculty with substantial involvement by Oxford-based guest speakers, as well as cultural activities and educational travel.

THESIS OPTION

Students in MA program have the option of producing a thesis during their final two semesters. Students may apply thesis credits for GOV 698 and GOV 699 towards their primary concentration. Students should discuss whether the thesis option is a good fit for their academic program with their faculty advisor and secure their advisor's permission prior to registering for GOV 698 followed by GOV 699.

CERTIFICATE COURSES

Students not seeking the full M.A. in Government, MPA or MA in National Security Studies degree programs may complete and separately earn one graduate certificate for the purpose of enhancing knowledge and job competencies. Students can select from thirteen listed options consisting of 12 credit hours of designated classes. Students can later apply for admission to the respective degree programs and transfer all 12 credits upon formal admission. All certificate students must take the following co-requisites their first semester of matriculation:

Co-requisites

ENGL 500 Graduate Academic Writing Seminar (0)

UNIV LIB Information Research & Resources (0)

AMERICAN GOVERNMENT

The American Government certificate prepares students wishing to work in think tanks, in the legislature or in government agencies on the local, state and federal levels. Students are equipped to analyze US government plans and policies from a legal, political, economic and security angle. They also acquire an understanding of the sociocultural, legal and historic basis of policymaking.

Select 4 courses (12 credits) from the list below:

GOV 619 Constitutional Law & Policy I (3)

GOV 620 Constitutional Law & Policy II (3)

GOV 622 Religion & Politics (3)

GOV 623 Public Policy Initiatives (3)

GOV 625 International Relations Theory (3)

GOV 628 The Law & Governance of Higher Education (3)

GOV 630 Public Human Resources Management (3)

GOV 634 Public Budgeting and Taxation Policy (3)

GOV 635 Presidency (3)

GOV 636 Congress (3)

GOV 639 Anglo-American Constitutionalism (3)

GOV 660 Intelligence & National Security (3)

GOV 670 Principles of Public Administration (3)

GOV 671 Organizational Theory (3)

GOV 677 Terrorism and Homeland Defense (3)

GOV 678 Crisis/Disaster Consequence Management (3)

GOV 679 National Security Affairs (3)

GOV 689 US Foreign Policy (3)

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

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

GOV 696 Not-for-Profit Start-Up (3)

CYBERSECURITY

The Cybersecurity concentration focuses on the latest trends in cybersecurity policy making, including economic threats to corporate and national institutions as well as the legal and policy frontiers from traditional cyber-defense (e.g. Defense Department) to social media, communications, and infrastructure.

Complete the following 4 courses (12 credits) from the list below:

COM 614 Issues in Media Law & Ethics (3)

CYBR 610 Cybersecurity Ethics (3)

- GOV 662 Cybersecurity Policy & Affairs (3)
MBA 621 Innovation & Technological Success (3)

HEALTHCARE POLICY & ETHICS

The Academic Certificate in Healthcare Policy & Ethics is an interdisciplinary program which prepares students to work in the field of healthcare policy as legislative Aides, think tank analysts, or public servants on the local, state and national level. Students are equipped with the tools to analyze and carry out policies related to healthcare provision, administration and finance from a Christian worldview. Students are also prepared to undertake further academic coursework through applying to a doctoral program.

Complete the following 4 courses (12 credits) from the list below:

- GOV 683 Healthcare Policy & Ethics (3)
GOV 684 Health Care Law (3)
HLTH 606 Managing Change in Healthcare Organizations (3)
HLTH 607 Healthcare Finance (3)

INTERNATIONAL RELATIONS

The International Relations certificate prepares students wishing to work in international organizations, think tanks and federal agencies which have a significant international component to their work. Coursework exposes students to the major paradigms and debates within the field of international relations theory and allows them to apply their knowledge through analysis of key developments – including the role of religion, area studies of specific regions, and analysis of US policy in the international arena.

Select 4 courses (12 credits) from the list below:

- GOV 605 Christian Ethics and the Law of Armed Conflict (3)
GOV 610 History of Political Theory (3)
GOV 625 International Relations Theory (3)
GOV 638 International Organizations (3)
GOV 639 Anglo-American Constitutionalism (3)
GOV 653 Mid-East Politics (3)
GOV 655 International & Comparative Human Rights (2-3)
GOV 659 Sharia Law (3)
GOV 672 Islamic Political Thought (3)
GOV 673 Democracy and Development (3)
GOV 674 International Political Economy (3)
GOV 676 Asian Politics (3)
GOV 689 US Foreign Policy (3)

LAW AND PUBLIC POLICY

The Law and Public Policy certificate provides an in depth analysis of Congress, which makes laws, and the judiciary, which interprets them. A comprehension of these branches of government requires a thorough understanding of their constitutional foundation, which this certificate explores by examining the roots of our constitutional rights in England,

the innovations explored during the colonial period, the writings of the Founders, the Declaration of Independence and the Constitution, and the subsequent usurpation of legislative authority by the judiciary. This certificate also provides an opportunity to analyze from a biblical worldview public policy issues that relate to the law. This certificate is designed to benefit those students who want to expand their knowledge and augment their credentials to legal and political issues.

Select 4 courses (12 credits) from the list below:

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 615 Economic Policy (3)

GOV 618 Contracts (3)

GOV 619 Constitutional Law & Policy I (3)

GOV 620 Constitutional Law & Policy II (3)

GOV 622 Religion & Politics (3)

GOV 623 Public Policy Initiatives (3)

GOV 628 The Law & Governance of Higher Education (3)

GOV 635 Presidency (3)

GOV 636 Congress (3)

GOV 639 Anglo-American Constitutionalism (3)

GOV 651 Biblical Law (3)

GOV 655 International & Comparative Human Rights (2-3)

GOV 658 American Political Thought (3)

MID-EAST POLITICS

The Mid-East Politics certificate will examine the political, historical, cultural, and religious issues associated with this significant area of the world. Courses center around critical elements of mid-east history in conjunction with current trends and developments. Professors will also work with students wishing to gain Arabic language proficiency to further strengthen the student's credentials in this important policy field.

Select 4 courses (12 credits) from the list below:

GOV 625 International Relations Theory (3)

GOV 653 Mid-East Politics (3)

GOV 659 Sharia Law (3)

GOV 672 Islamic Political Thought (3)

GOV 689 US Foreign Policy (3)

NATIONAL SECURITY STUDIES

This interdisciplinary certificate provides students with a historical and contemporary grounding in US National Security issues and concepts, as well as helping them to understand and forecast future issues which may emerge. At the conclusion of this certificate, students will be able to interpret the history of US national security studies through a global and biblical lens; forecast and predict emerging issues and recommend ways of resolving and preparing for contemporary national security issues.

Required courses (6 credits):

GOV 662 Cybersecurity Policy & Affairs (3)
GOV 689 US Foreign Policy (3)

Select 2 courses (6 credits) from the list below:

GOV 640 National Security Law (3)
GOV 677 Terrorism and Homeland Defense (3)
GOV 678 Crisis/Disaster Consequence Management (3)
GOV 679 National Security Affairs (3)

POLITICAL COMMUNICATION

The Academic Certificate in Political Communication is an interdisciplinary certificate targeted at individuals wishing to work in government public relations as media spokespeople, press secretaries at the city, state, or federal level, or for those wishing to work in public relations at NGO's and nonprofit organizations. These courses equip students with the skills to produce targeted, relevant public relations messages and serve as media influences with a Christian worldview. The Political Communication certificate will require the student to complete an additional 12 credits as follows:

Required courses (6 credits):

COM 600/JRN 600 Story, Popular Culture & Worldview (3)
COM 611 Media & Social Influence (3)

Select 2 courses (6 credits) from the list below:

COM 614/JRN 614 Issues in Media Law and Ethics (3)
COM 651 Public Relations: Cases & Campaigns (3)
JRN 610 News Writing & Reporting (3)
JRN 633 Multimedia Reporting & Mobile Field Production (3)
JRN 661 Community, Citizen & Civic Journalism (3)

POLITICAL THEORY

Political theory is a major sub-field in the academic discipline of government. Study of political theory involves reflection on the nature and ends of government, including description of the principles underlying government practice, and prescription about how government ought to function. Political theorizing has a long and venerable pedigree in western civilization, dating back at least to the ancient Greeks. The political theory certificate will thus involve systematic study of the history of political thought, including thinkers such as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin, John Locke, Adam Smith, the American founders, Hegel, Marx, Oakeshott, Rawls, and others. Political theory certificate students will be encouraged to ask the most basic questions related to government: What is justice? and What is the best regime?, for example. This certificate offers courses that will help students develop their analytical and historical skills.

Select 4 courses (12 credits) from the list below:

GOV 602 Principles of Economics (3)
GOV 605 Christian Ethics and the Law of Armed Conflict (3)
GOV 610 History of Political Theory (3)

- GOV 622 Religion & Politics (3)
- GOV 639 Anglo-American Constitutionalism (3)
- GOV 651 Biblical Law (3)
- GOV 672 Islamic Political Thought (3)

PUBLIC ADMINISTRATION

The Public Administration certificate focuses on developing the essential character and managerial competencies for successfully managing today's public and nonprofit organizations. Course work focuses on developing and integrating human, fiscal and information resources utilizing a servant leadership framework. Specific skill areas include strong organizational skills, wisdom in the application of political theory and philosophy, and a strong moral and ethical foundation. This certificate provides both academic preparation and practical training to equip students for successful careers in government and to enhance the careers of current professionals.

Select 4 courses (12 credits) from the list below:

- GOV 602 Principles of Economics (3)
- GOV 615 Economic Policy (3)
- GOV 630 Public Human Resources Management (3)
- GOV 634 Public Budgeting and Taxation Policy (3)
- GOV 670 Principles of Public Administration (3)
- GOV 671 Organizational Theory (3)
- GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3)
- GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3)
- GOV 696 Not-for-Profit Start-Up (3)

RELIGION AND POLITICS

The Religion and Politics certificate provides an interdisciplinary approach to understanding the intersection of religious factors with history, American politics, culture, peace and security, and world affairs. Graduate will be firmly grounded in social science theories of religion, culture, and government and have the opportunity for deeper study of comparative politics, religion and security, legal issues (e.g. Church and State), and religion, security, and peace.

Select 4 courses (12 credits) from the list below:

- GOV 604 Christian Foundations of Government (3)
- GOV 605 Christian Ethics and the Law of Armed Conflict (3)
- GOV 620 Constitutional Law & Policy II (3)
- GOV 622 Religion & Politics (3)
- GOV 651 Biblical Law (3)
- GOV 658 American Political Thought (3)
- GOV 659 Sharia Law (3)
- GOV 672 Islamic Political Thought (3)
- THEO 522 Christian Ethics (3)

SERVANT LEADERSHIP

The Servant Leader certificate enables students to more fully study and develop servant leadership character and competency, the foundational element of leadership success. The certificate is an interdisciplinary program with the School of Business and Leadership synergistically combining expertise and students in both programs.

Required courses (12 credits):

GOV 649 Christian Servant Leader Spiritual Intelligence (3)

SVNT 601 Servant Leadership: Models & Theories (3)

SVNT 602 Servant Leadership: Practices (3)

SVNT 603 Servant Leadership: A Biblical Perspective (3)

TERRORISM AND HOMELAND DEFENSE

The Terrorism and Homeland Defense certificate is of interest to military personnel, intelligence officials, homeland security experts and state and local law enforcement agencies and government personnel. Coursework focuses on key threats and security issues emerging today with a focus on planning, prevention and response.

Select 4 courses (12 credits) from the list below:

GOV 605 Christian Ethics and the Law of Armed Conflict (3)

GOV 625 International Relations Theory (3)

GOV 653 Mid-East Politics (3)

GOV 660 Intelligence & National Security (3)

GOV 677 Terrorism and Homeland Defense (3)

GOV 678 Crisis/Disaster Consequence Management (3)

GOV 679 National Security Affairs (3)

GOV 689 US Foreign Policy (3)

COURSE DESCRIPTIONS

GOV 511 Career Management (0) A comprehensive overview of career management principles and practices to more effectively equip students for employment and career advancement from a Christian worldview perspective.

GOV 597 MPA Capstone (1) Assesses student learning in the key MPA competency areas through a comprehensive exam and a portfolio assessment. Prerequisites: Completion of 27 credit hours including all MPA core courses.

GOV 602 Principles of Economics (3) Study of the Judeo-Christian foundations of economic activity, work and wealth, enterprise and stewardship, money, interest and debt, trade and development and the role of government in the economy.

GOV 603 Research Methods (3) Qualitative and quantitative reasoning, the basic principles of the philosophy of science, and positivist and reflexivist approaches to knowledge creation.

GOV 604 Christian Foundations of Government (3) Offers a biblical perspective of the religious, philosophical, and cultural foundations of Western civilization as expressed in education, law, ethics, biology, politics, science, psychology, sociology, economics and history. It will contrast biblical Christianity with the other principal worldviews in Western civilization: Secular Humanism, Marxism/Leninism and Cosmic Humanism (New Age), and will analyze public policy issues using each worldview.

GOV 605 Christian Ethics and the Law of Armed Conflict (3) Considers the nature of war and peace, including thought and practice from philosophical and religious viewpoints, with particular reference to the Christian tradition (e.g. just war theory) and the formal law of armed conflict.

GOV 610 History of Political Theory (3) Historical review of the great philosophers of politics and government, in the Western tradition from ancient Greece to the modern era.

GOV 612 History and Politics of Israel (3) An analysis of the nature and development of the Israeli political system, including historical background, Zionism, elections and the institutions of government, constitutional issues, and religion and politics. The relationship between domestic politics and foreign policy will also be explored as well as the regional and global context in which Israel exists.

GOV 613 Russian Politics and History (3) Comparative politics seminar. Examines founding and history of Russia, creation of Soviet and later Russian political institutions, problems of post-communism and democratization and future of Russia as a quasi-authoritarian regime.

GOV 614 American Politics (3) Foundational seminar for graduate work in American politics. Introduces behavioral, reflexivist and institutional approaches to study of key concepts in American politics – including the presidency, Congress, voting and the judiciary.

GOV 615 Economic Policy (3) Reviews advanced economic topics and analyze economic and international trade policies in light of global trade issues. In addition to conducting cost/benefit analysis of economic policies, examine and present alternative solutions to trade and finance problems.

GOV 616 Employment Discrimination (3) Laws pertaining to employment discrimination, including Title VII of the Civil Rights Act of 1964 and administrative practices before the Equal Employment Opportunity Commission. Special consideration given to religious discrimination. Cross-listed with MLAW 630.

GOV 617 Employment Law (3) Employment topics other than discrimination (e.g., wages/hours, hiring/termination, OSHA, covenants not-to-compete, etc.). Cross-listed with MLAW 628.

GOV 618 Contracts (3) Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law). Cross-listed with MLAW 521 and EHEA 506.

GOV 619 Constitutional Law & Policy I (3) Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Cross-listed with LAW 819 and MLAW 619.

GOV 620 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the “right to privacy,” the “right to intimate sexual choice,” and the “right to die”). Cross-listed with EHEA 508, LAW 820, and MLAW 620.

GOV 621 Public Program Evaluation/Planning (3) Provides conceptual and methodological tools to analysts charged with assessing and evaluating program implementation. Develop an understanding of different analytic strategies for assessing if a program is being instituted as designed and is reasonably connected to its articulated goals. Focuses on formative and summative evaluations.

GOV 622 Religion & Politics (3) Covers the basic aspects of religion and politics as reflected in scholarship and period sermons. There are also strong connections with scriptural principles relevant to the topic.

GOV 623 Public Policy Initiatives (3) Covers the basic aspects of various current policy initiatives. Each topic has a class devoted to biblical principles, guest lecturers from experts in the related fields and brief oral reports presented by students.

GOV 625 International Relations Theory (3) The major approaches and methodologies of international relations, examines the First, Second and Third Debates within the field, reviews emerging topics and identifies research questions.

GOV 627 Conflict and Conflict Resolution (3) Evaluates theories about the causes of armed conflict and sustainable peace, both intra- and inter-state, with a focus on specific cases over the past one hundred years. Applies the literature on diplomacy, conflict resolution, track 2 diplomacy and peacebuilding, and transitional justice to real-world cases.

GOV 628 The Law & Governance of Higher Education (3) Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment. Cross-listed with EHEA 503 and 803.

GOV 629 Weapons and Non-Proliferation (3) Studies conventional armaments and weapons of mass destruction and the global efforts to control their spread and reduce their dangers. The course covers policy tools from treaties and diplomacy to sanctions and war.

GOV 630 Public Human Resources Management (3) The history, evolution and modern-day dynamics, policy and issues within human resource management, discussing examples from all three levels of government.

GOV 631 Negotiations (3) Develop legal negotiation skills through participation in simulated negotiations. Negotiation exercises are video-taped for review and faculty critique and evaluation. Classroom discussion is devoted to examining and applying theoretical and practical strategies of negotiation. Cross-listed with MLAW 655.

GOV 634 Public Budgeting and Taxation Policy (3) Understanding the development of successful fiscal policy initiatives, the technical material and the political processes involved in making tax and spending policy to interact effectively with other professionals in the development, prosecution and ultimate attainment of a public policy objective. Recommended: complete GOV 602 or equivalent experience to be determined by the instructor.

GOV 635 Presidency (3) Concepts and methodologies; the institution of the presidency including role of elections, ideology and party politics; methods for measuring success of presidential initiatives; executive power and relationship to legislative and judicial branches; relations with the media, with NGO's, lobbies and international actors and organizations.

GOV 636 Congress (3) Methodologies and concepts for the study of legislative politics; historical and contemporary legislative policymaking process, as well as relations with the executive and judicial branches, the role of lobbies and special interests and contemporary issues including polarization, the drawing of congressional districts and the role of ideology in Congress.

GOV 638 International Organizations (3) Evaluates the rationale for and contributions of major international organizations in the post-war period with a focus on the UN system, the European Union, and international legal covenants (e.g. international criminal tribunals, ICCPR, etc.)

GOV 639 Anglo-American Constitutionalism (3) Common roots of English and American constitutional law—the Magna Carta, the 1628 Petition of Rights and the Bill of Rights of 1689—and the work of English philosophers, theologians, and legal educators who influenced these roots exploring how existing English common law principles such as habeas corpus and the rule of law affected the U.S. Constitution, and the philosophical underpinnings for these principles; and the differences between constitutions, and how these differences influence political structure.

GOV 640 National Security Law (3) This seminar provides students an analysis of national security topics. Among the topics which may be covered are national security and the role of the law, theoretical approaches to national security and world order, development of the international law of conflict management, the use of force in international relations, the

laws of wars and neutrality, war crimes, the international law of intelligence collection, the control of international terrorism, American security doctrine and nuclear weapons. Cross-listed with MLAW 640.

GOV 641 Grand Strategy and Military Operations (3) Provides the theoretical and conceptual tools required to understand the grand strategy assumptions underlying Western national security policies since the advent of Clausewitz and Jomini with a focus on the application of grand strategy to military operations across the elements of national power (diplomatic, information, military, economics) and among U.S. and allied forces since World War I.

GOV 642 Maritime Security (3) Develops an understanding of how national security experts consider key maritime security issues and their trade-offs with other national security priorities as well as how the elements of national power (diplomatic, information, military, economics) are related to U.S. objectives in dealing with threats and vulnerabilities in the maritime sector.

GOV 643 Energy and Environmental Security (3) Develops an understanding of how national security experts consider key energy and environmental security issues and their trade-offs with other national security priorities as well as how the elements of national power (diplomatic, information, military, economics) are related to U.S. objectives in dealing with threats and vulnerabilities in the energy and environmental sectors.

GOV 652 U.S. Foreign Policy in the Middle East (3) Analyzes the past and present foreign policy of U.S. in relation to the greater Middle East, with a focus on the post-war era. Cold War politics, the evolving relationship with Israel and various others governments, religionized politics, and related global trends such as terrorism and oil economics.

GOV 646, 647, 648 Special Topics in Government and Politics (3) Analysis of a current governmental and political topic. Enrollment limited.

GOV 649 Christian Servant Leader Spiritual Intelligence (3) A detailed analysis of the fundamental stewardship, servanthood, and moral principles, practices and behaviors that contribute to wisdom in decision making.

GOV 650 Christian Apologetics (3) Review of the philosophical methodologies used in the defense of the Christian faith, especially evidentialism (facts to faith) and presuppositionalism (faith to facts), focusing on the relationship between faith and reason in current Catholic and Protestant defenses, and with biblical applications to modern and postmodern challenges. No former training in philosophy is required; students from all schools are welcome. Cross-listed with TCDH 523.

GOV 651 Biblical Law (3) Exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics. Cross-listed with LAW 811.

GOV 653 Mid-East Politics (3) Political change and ideological trends in the Mid-East after WWII. Explores the politics of state and nation building, the legacies of colonialism, the impact of nationalism, the development of civil society, the complications of oil wealth, the challenges of democracy, and the place of political Islam.

GOV 654 International Trafficking in Persons (3) Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights violation and the treatment of trafficked persons as a victim of a crime. Cross-listed with LAW 735. Law Student Prerequisites: Completion of first year. Recommended: LAW 683, 684, and 784.

GOV 655 International & Comparative Human Rights (2-3) Addresses the questions of the universality of human rights, including the right of life, the right to death, rights of the child, women's rights, religious freedoms, the rights of third-world countries and the export of Western values to Eastern societies. Prerequisite: LAW 511. Cross-listed with LAW 883.

GOV 656 Human Rights, Civil Liberties, and National Security (1) Discussion of balancing the government's responsibility to defend the body politic and its parallel duty to safeguard the rights of individuals. Exploration of the tensions of achieving security and freedom from Lincoln's suspension of habeas corpus to Bush's detention of terrorist combatants. Law Student prerequisites: LAW 511 and completion of two semesters of law school. Cross-listed with LAW 672.

GOV 657 International Religious Freedom (2) International and regional laws regarding the right to expression and protection of religious belief. Defenses to protect religious freedom, mechanisms for advocacy and intervention, and the impact that non-governmental organizations can have in protecting religious freedom. Law Student Prerequisite: LAW 511 and completion of two semesters of law school. Cross-listed with LAW 714.

GOV 658 American Political Thought (3) Examination of the philosophical and religious roots of early America from the colonial era to the formation of the Constitution.

GOV 659 Sharia Law (3) Survey Islamic Law in three parts: (1) Qur'anic foundations using the Qur'an itself and the history of its various interpretations; (2) "classical/historical/orthodox/traditional" Sharia itself; and (3) the application of Sharia in Muslim nations today and its relevancy to non-Muslim nations. Cross-listed as LAW 812.

GOV 660 Intelligence & National Security (3) Explores the role of the various U.S. intelligence agencies in assessing foreign and domestic terror threats, developing effective counterterrorism strategies, and thwarting terrorist aggression. Topics include intelligence collection and analysis, domestic vs. foreign intelligence, uses and limits of intelligence for counterterrorism, ethical issues in intelligence, and intelligence oversight and reform.

GOV 661 Political Leadership and Management (3) Campaign finance. Interns. Scandals and cover-ups. These familiar issues in American politics reflect the importance of character in the people involved in the political process. This course in the political management program emphasizes ethics in American politics. Students work toward developing a clear, coherent, and biblical framework to guide their personal and professional behavior in politics, through readings and activities that combine a normative understanding of Christians and political engagement with analyses of contemporary real-world politics.

GOV 662 Cybersecurity Policy & Affairs (3) Surveys cyber arena as a facet of international affairs; introduces language and technical specifications of cyberweapons, critical infrastructure, cyberattack and cyberconflict; surveys role of state, non-state and international actors in cyberspace, including the role of the private sector and NGOs.

GOV 664 Political Communication (3) Focuses upon the development of an overall campaign communication strategy by creating effective messages. Methods of message delivery will also be covered as well as methods of assessing the impact of communications. The role of the communications director and establishing effective relationships with the press and media will be explored. Upon completion of the course the student will become well acquainted with campaign communication strategies and techniques.

GOV 667 Local Government Administration (3) Addresses the work of local government managers and leaders in promoting ethical, effective, efficient and accountable government for cities, counties and local and regional authorities.

GOV 668 Political Organizations and Behavior (3) Addresses the major theories and how these theories apply to campaign and other political situations. The learner will understand the composition of past and present party coalitions with emphasis on political behavior. The learner will acquire an understanding of the American political system, institutions and processes including analysis of key individuals in the political arena. Ethical conduct from a Christian perspective within political organizations will be emphasized.

GOV 669 Public Management (3) Examination of the management process in federal government and agencies, focusing on contemporary issues and problems facing the modern-day federal manager, how the manager addresses these issues and with what tools. Uses case studies.

GOV 670 Principles of Public Administration (3) An in-depth analysis of the history of the discipline of American public administration and a development of several distinct principles of normative administrative theory and Judeo-Christian ethics based upon classics in the field.

GOV 671 Organizational Theory (3) Focuses on theories of organizational structure, dynamics, policy and issues within the public organization.

GOV 672 Islamic Political Thought (3) Presents the most influential threads of political thought and philosophy in the Islamic world from Muhammad and the Caliphate through modern jihadism. Topics and authors examined include Sunni and Shi'ite theories of leadership, the Mamluk ideology, Ibn Khaldun, al-Farabi, Ibn Rushd, Sayeed Qutb, and others.

GOV 673 Democracy and Development (3) Political development, post-colonial approaches to understanding democratization, Realist and Critical Theory, state failure, evaluating and critiquing the role of foreign aid providers, and the role of culture in democratization.

GOV 674 International Political Economy (3) A multi-disciplinary study of international and multinational social, political, and economic problems from a Comparative and international perspective.

GOV 676 Asian Politics (3) Deals with Asia's wars and peace in the 20th century, and the dynamic political, economic, and religious developments in the 21st century. It will also discuss the division and desire for unification of Korea, and China's rise as a regional and global power. Includes an analysis of ASEAN's goal to move from economic cooperation to political integration and regional security; and the consideration of the role of APEC and Asia's future relations with The United States and European Union.

GOV 677 Terrorism and Homeland Defense (3) Broadens individual understanding of the ever changing nature of international terrorism and its consequences on American society at large. It covers the present-day US domestic and external responses to terrorism and focus on the rise of the US Homeland Security Agency. Also, there is a focus on trends in modern terrorism, especially the proliferation of WMD and what the US can do (or is doing) to counter such trends.

GOV 678 Crisis/Disaster Consequence Management (3) Policies and procedures to mitigate, prevent and respond to disaster, the literature of risk, regimes for safety and risk reduction, the ethics of care and compassion, and mechanisms for measuring threat and recovery.

GOV 679 National Security Affairs (3) Historical development of US national security policy and doctrines; major theoretical approaches to determining national security objectives and strategies; roles and relations of major actors in making US national security policy; contemporary national security challenges including terrorism, WMDs and the growth of violent extremism.

GOV 681 Intergovernmental Relations (3) Relationships among national, state and local governments, the theory of federalism, intergovernmental cooperation and conflict, municipal and state collaboration, regional relationships and unfunded mandates.

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

GOV 684 Health Care Law (3) The fundamental legal principles of American health care law and the structure and operation of the health care delivery system. Cross-listed with MLAW 643.

GOV 688 Health Care Administration (3) Focuses on the administrative and organizational concepts involved in managing complex health care organizations. Gives an understanding of the structure and function of operations within the health care system.

GOV 689 US Foreign Policy (3) Historical development of US foreign policy principles; actors involved in creation of foreign policy, role of interest groups and special interests; economic aspects of US foreign policy and the role of ideology and religion; considers America's role in the world today.

GOV 690, 691, 692 Independent Study (1-3) Take up to three independent studies with faculty beginning with GOV 690 and continuing with GOV 691 and GOV 692. Requires approval of the Program Director through submission of Individual Study Form.

GOV 693 Managing Not-for-Profit & Faith-Based Organizations (3) From a strategic management perspective, explore principles and practices of management and administration as they apply to not-for-profit organizations. Unique organizational issues covered include board-staff relations; recruiting and motivating volunteers; accountability; organizing for and managing growth; and strategies to respond to changes in the political, economic and cultural environment.

GOV 694 Not-for-Profit and Faith-Based Organizations Fundraising Development (3) Provides lectures, case studies, outside speakers, and class discussion of development and advancement issues in the management of not-for-profit ministries. Explores fundraising, including determining sources of support, planning the campaign, and successful strategies; marketing ministries, including promotional campaigns and public relations; and management issues including recruiting and managing volunteers.

GOV 695 Internship (1-3) Supervised work experience for the purpose of applying curriculum content to current public policy, political management or public administration issues. Requires approval of advisor through submission of Individual Study Form and written internship proposal. Political Management students may fulfill the internship requirement with volunteer and/or paid positions with two or more political campaigns, in consultation with the Program Director.

GOV 696 Not-for-Profit Start-Up (3) An in-depth and applied study of the principles and practices of starting a nonprofit organization or program through the development of a feasibility study and business plan.

GOV 697 Biblical Foundations of Leadership (3) This capstone course, drawing upon prior coursework and biblical principles, explores political leadership theories, leadership attributes, leader and follower relations, the consequences of good and poor political leadership, how leaders change history and impact society/world, and whether leadership endures after a crisis. Since communication is so important for effective leadership, great political speeches are studied to determine why and how they motivate followers. Prerequisites: GOV 603 and GOV 604, or permission of instructor.

GOV 698 Preparing a Thesis Proposal (3) Refining a thesis through wide reading, developing a thesis, database searching, building a bibliography, writing a literature review and preparing a formal thesis proposal. Prerequisite: Permission of Instructor.

GOV 699 Thesis (3) Developing the thesis proposal from GOV 698 into an extended, well-written document incorporating critical analysis and synthesis and involving original work. Prerequisite: Permission of Instructor.

THE FACULTY

The full-time faculty hold doctoral degrees in American history and government, political science, law, and public administration. All faculty members have distinguished records of teaching and professional experience, and many have extensive government experience including consulting with major political parties, involvement in state and local politics and federal and international affairs.

The faculty are also active within professional organizations related to their respective academic disciplines (such as the American Political Science Association, International City/County Managers Association, International Studies Association and various academic and municipal organizations and associations).

Administration and Faculty

Members and their credentials are listed below. (The date in which the faculty member began full time in RSG is listed in parentheses.)

Patterson, Eric D. (2012), Ph.D., University of California, Santa Barbara; Dean; Professor

Agyapong, Elijah (2016), Ph.D., University of Missouri; Assistant Professor

Baucom, Larry (2017), MA, University of Southern California and Naval War College; Professional-in-Residence

Daley, Edwin (2015), DPA, University of Southern California, Practitioner-in-Residence

Dauids, James A. (2003), Ph.D., Regent University; J.D., Duke University; Associate Professor

Gaston, Samuel (2013), MPA, Auburn University; Practitioner-in-Residence

Manjikian, Mary (2009), Ph.D., University of Michigan; Associate Dean; M.A. Director; Associate Professor

Nolte, Andrew (2017), Ph.D. (ABD), Catholic University of America; Assistant Professor

Roberts, Gary (2003), Ph.D., University of Pittsburgh; MPA Director, Professor

Distinguished Visiting Lecturers

Ashcroft, John, J.D., University of Chicago; Distinguished Professor of Law and Government

McDonnell, Robert, J.D., Regent University; Distinguished Professor of Government



SCHOOL OF LAW

DEAN'S MESSAGE

If you are interested in a law school that produces purpose-driven, practice-ready graduates who impact the world, consider Regent Law. Of the more than 200 fully accredited law schools in the United States, Regent Law offers a unique combination of a Christ-centered mission, a first-rate faculty and academic program, and high levels of student satisfaction.

In 2013 and 2014, the Regent Law faculty was ranked in the top 10 of all America law schools by *The Princeton Review*, alongside schools such as Chicago, Virginia, Stanford, Duke, and Washington & Lee. While our faculty members have extensive practice experience and have published several leading law treatises, what truly sets them apart is their commitment, as Christian legal scholars, to integrate faith thoroughly in and outside the classroom and mentor the next generation of lawyers.

Our curriculum lays a foundation of first principles of law, the Western Legal and Common Law traditions, and American Constitutionalism, equipping students with the contemporary knowledge base and practical skills necessary to thrive in any law-related discipline. Furthermore, our Integrated Lawyer Training, innovative Honors Program, and academic centers prepare our graduates to impact lives through the law field of their choice. As one notable measure of the quality of our academic program, Regent Law's Moot Court Program was ranked 8th in the nation in 2015.

I invite you to learn about the Regent Law difference. If you are ready to be challenged, stretched, equipped, and sent out to impact the world like our 3,000+ alumni who practice law across the U.S. and in more than 20 countries, we welcome you to become a lifelong member of the Regent Law team.

Michael V. Hernandez, J.D.

Dean and Professor

CONTACT INFORMATION

Application forms may be downloaded from the website or obtained by mail. To request an application packet, visit <https://www.regent.edu/acad/schlaw/requestinfo.cfm> or contact:

Office of Admissions and Financial Aid
School of Law
Regent University
1000 Regent University Drive – DIV 270
Virginia Beach, VA 23464-9800
Main: 757.352.4584
Toll Free: 877.267.5072
Fax: 757.352.4139
E-mail: lawschool@regent.edu
Website: www.regent.edu/law

MISSION AND PHILOSOPHY

The mission of the School of Law of Regent University is within the general mission of Regent University to bring glory to God and to His Son, Jesus Christ, through the Holy Spirit. The more specific mission of the School of Law is to bring to bear upon legal education and the legal profession the will of almighty God, our Creator. In particular, this mission includes:

- The education and training of students to become excellent lawyers within the standards of the legal profession;
- The grounding of students in biblical foundations of law, legal institutions, and processes of conflict resolution; the recognition of questions of righteousness in the operation of law; and the pursuit of true justice through professional legal service;
- The nurture and encouragement of students toward becoming mature Christians exercising the gifts of the Holy Spirit and showing the fruit of the Holy Spirit in their personal and professional lives; and
- The nurture and encouragement of other law students, practicing lawyers, judges, legislators, government officials, educators and others to recognize and to seek the biblical foundations of law, to recognize questions of righteousness in the operation of the law; and to pursue true justice.

DISTINCTIVES OF THE SCHOOL

- A National Law School: Established in 1986 as a full-time, three-year program, Regent University School of Law draws students from across the United States. The School of Law alumni practice law in 47 states, the District of Columbia, and several foreign nations.
- History: Regent University School of Law started as the O.W. Coburn School of Law of Oral Roberts University. In 1986, the School of Law moved to Regent University. In its first year at Regent, the school had 103 students. It has since grown to approximately 160 students in each incoming class. In 1998, the School of Law began a part-time, four-year program with 35 students.
- Facilities: The School of Law is located in Robertson Hall, a 134,000-square-foot building. Robertson Hall has both tiered and seminar classrooms; two teaching-sized courtrooms; a 375-seat formal courtroom; and professional skills labs. Law faculty members have the latest audio-video technology available for use in teaching. The Law Library is at the heart of the school's operation, supporting the curriculum and research needs of the law school. Occupying the third floor of the 150,000 square foot University Library building, the Law Library contains over 400,000 volumes and provides ready access to online legal research databases, including LexisNexis®, Westlaw®, Bloomberg Law®, and CALI®, as well as a number of topic-specific online resources.
- Externships: Law students may extern with federal or state judges, the U. S. Attorney's Office, a Virginia Commonwealth's Attorney, or a variety of public service organizations, such as the American Center for Law and Justice or the Tidewater Legal Aid Society. Externships provide students with firsthand experience in the practice of law.
- Law Journals: The School of Law publishes the *Regent University Law Review*, a forum for a Christian perspective on law in a traditional legal periodical. Student editors and staff members, chosen on the basis of academic achievement and writing ability, gain valuable experience by writing and editing the *Law Review* under the guidance of the law faculty. The School of Law also publishes the *Regent Journal of Global Justice & Public Policy*.
- Center for Global Justice, Human Rights, and the Rule of Law: The Center's mission is to equip Christian advocates who will promote the rule of law and seek justice for the world's downtrodden—the poor, the oppressed, and the enslaved—and to serve and support those already engaged in such advocacy. The Center seeks to accomplish this mission through various means, such as by sponsoring students in international legal internships and by educating students in the law school courses offered through the Center.
- Center for Advocacy: The Center for Advocacy equips the next generation of legal advocates with exceptional training in legal research and writing, negotiation, trial and appellate advocacy. Whether through the Civil Practice Clinic where students manage real client cases from inception to conclusion, or through nationally recognized Advocacy Skills Boards, varied practicums, and comprehensive externship opportunities, the Center for Advocacy develops the fundamental legal skills students need to fulfill their legal callings with excellence.

- Center for Ethical Formation & Legal Education Reform: The Center coordinates programs and resources Regent Law School has committed to developing students' professional identity. It accentuates Regent's expertise in providing practical training that develops in students the practical judgment important to the practice of law. The Center's goal is to produce lawyers who have an understanding of the nature and purpose of the legal profession and are committed to the ethical practice of law.
- Moot Court, Negotiations, Mediation, Trial, and Client Counseling Competitions: Student teams regularly represent the School of Law in interscholastic skills competitions. The students have demonstrated their talents and skills in numerous local, regional, and national competitions. Regent student teams have won numerous awards at these competitions, including being the National Champions of the ABA Law Student Division Negotiations Competition in 1995, 2001, and 2007, and the Runner-Up in 2012, and the National Champions of the ABA National Appellate Advocacy Competition in 2006. As students prepare for competitions, faculty members provide support and coaching.
- Honors Program: The Honors Program provides select students who are entering law school or have performed at the top of their law school class with exclusive academic and community experiences designed to help them develop as Christian lawyers and Christian leaders. Honors students take selected classes in sections open only to them; and participate in events, such as luncheons with distinguished guests of the law school.

ACCREDITATION

The School of Law is fully approved by The American Bar Association (ABA), The Accreditation Committee and the Council of the Section, 321 N. Clark St., Chicago, IL 60654, 800.285.2221, www.abanet.org/, and approved by the ABA to confer the first degree in law, the J.D. degree (www.abanet.org/legaled/approvedlawschools/alpha.html).

FINANCIAL AID

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

The mission of the financial aid program at the School of Law is to assist the maximum number of students possible in completing their education by using a combination of student, law school, and community resources. In recent years, the School of Law has awarded approximately 80 percent of its students various types of scholarships and grants. Scholarships include both merit-based and a combination of need, leadership, and academic promise. In support of Regent's mission, students who are called into areas of public service and constitutional law may qualify for additional scholarship consideration. Most Regent Law students utilize personal and community resources, institutional aid and federal education loans (Stafford and Graduate PLUS) to cover tuition and living expenses. For detailed information on scholarships and grants, visit: <http://www.regent.edu/acad/schlaw/admissions/finances.cfm> or call 757.352.4584. All student loans are processed via the Regent University Central Financial Aid Office, www.regent.edu/finaid, 757.352.4125.

PROGRAM OVERVIEW

- Juris Doctor (J.D.)
- Joint Degrees (with the J.D.)
- Master of Laws (LL.M.) in American Legal Studies (for international lawyers)
- Master of Laws (LL.M.) in Human Rights
- Master of Arts (M.A.) in Law

LAW LIBRARY

The Law Library occupies the entire third floor of the Library building, immediately adjacent to Robertson Hall. Its 35,680 square feet are designed to facilitate access to Law Library collections and provide ample relaxed and formal seating areas for students and faculty. This space encompasses an atrium, with windows to the inside as well as on the perimeter, bringing natural light to much of the interior of the law library. Study rooms for individual or group study are available.

The Law Librarians are committed to serving the research needs of students, faculty, and members of the local bar. When classes are in session, the Law Library is open until midnight, seven days a week. Those hours extend until 2:00 a.m. during the exam and reading period. Professional reference support is regularly available to assist with student research.

Electronic access to essential databases and resources is key to legal research in the global information environment. In addition to a computer lab, the Law Library boasts wireless access and over 200 LAN ports for student laptops. An extensive collection of legal research databases are made available to students via the Internet.

The Law Library is the proud possessor of the Founders Collection, the almost intact library of the first law school west of the Appalachians, established in Lexington, Kentucky in 1799. This pioneer law school was one of the most renowned of its day, praised by Thomas Jefferson, Justice Story and John Marshall Harlan. The volumes of its library were used to train many of our young nation's finest lawyers, legislators and statesmen. Henry Clay, among the first faculty, was a strong force in helping to support and expand the library. The Founders Collection totals 1,023 volumes and spans four centuries. Careful research in the original catalog has revealed only a very few missing volumes two centuries later.

Other special collections held by the Law Library include the Ralph Johnson Bunche Personal Library, the John Brabner-Smith Library and Papers, the First Amendment & Civil Rights Collection, the Mary Elizabeth Menefee Collection of Law & Film, and a collection of early American political sermons.

ACADEMIC BOARDS

Alternative Dispute Resolution Board

The Alternative Dispute Resolution Board (ADR Board) focuses on the development of practical lawyering skills necessary to resolve disputes before trial, including Negotiations, Mediation, and Client Counseling. Alternatives to dispute resolution typically only cost a small fraction of the litigation process and are consistently utilized in a world where most conflicts never reach the courtroom.

The ADR Board is comprised of both second- and third-year law students. The Board sends teams to compete in a number of regional and national competitions in both the fall and spring semesters, including the ABA Negotiation Competition, ABA Mediation Competition, and ABA Client Counseling Competition.

The ADR Board also hosts an Intramural Negotiation Competition each spring, as well as the Regional ABA Negotiation Competition and the Regional ABA Mediation Competition on a rotating schedule, typically every two or three years.

Journal of Global Justice and Public Policy

The *Journal of Global Justice and Public Policy* is Regent's academic journal, presenting original legal research related to the student of international human rights. The *Journal* is led by a select team of law student editors with faculty guidance, who publish biannually and regularly sponsor conferences, symposia, and other events to promote issues of justice, human rights, and the rule of law.

Moot Court Board

The Moot Court Board is dedicated to equipping students with the skills to be effective advocates. Students are encouraged to build their advocacy on sound legal reasoning and their commitment to God.

The Moot Court Board has 12 Board Members and up to 14 Associate Members. Each year the Board works with the Appellate Advocacy program to host the Regent Cup and with the Legal Research, Analysis, and Writing department to host the 1L Competition. The Board also hosts undergraduate teams in the American Collegiate Moot Court Association competition and invites students from other law schools to compete in the Leroy R. Hassell, Sr. National Constitutional Law Moot Court Competition.

In addition to hosting these four competitions, the Board annually sends teams to up to eight regional and national interscholastic tournaments to compete against the best written and oral advocates in the country. Regent's moot court advocates consistently place in the top levels of each competition.

Regent University Law Review

The *Regent University Law Review* is fulfilling its vision to “provide a forum for a Christian perspective on law and the legal profession, especially through the application of biblical principles to law.” It publishes two issues per year. Student editors and staff members, chosen on the basis of academic achievement and writing ability, edit the *Law Review* under the guidance of the law faculty.

Trial Advocacy Board

The Trial Advocacy Board’s foundational mission is to assist in training law students in the art of trial advocacy and procedural litigation skills, while integrating Christian ideals into the courtroom, with the ultimate goal of molding students into effective Christian advocates. The Trial Advocacy Board will achieve this mission by providing the opportunity to attend and compete in national trial advocacy competitions, hosting periodic seminars and sponsoring an annual intramural trial advocacy competition.

STUDENT ORGANIZATIONS

American Bar Association (ABA), Law Student Division

The Law Student Division chapter has three objectives, all emphasizing service. First, the chapter serves students with educational needs. Second, the chapter suggests ways students, once they graduate and become attorneys, can serve their clients. Third, the chapter provides students with service opportunities in the community. The first two objectives are met through the *ABA Journal* and the *Student Lawyer*, publications members receive each month. The third objective is met through activities and events planned by the chapter’s Executive Committee. Further, all of these objectives can be met through membership in ABA sections.

American Inns of Court

The James Kent Chapter of American Inns of Court is part of an 800-year-old English tradition, brought to this country by Supreme Court Chief Justice Warren Burger to encourage passing down high standards of ethics and excellence within the legal profession. Through Regent’s local chapter, selected third-year students are united with judges and respected senior lawyers in a formal mentorship program that encourages high standards of ethics and civility. Participating students receive firsthand insight into legal issues.

Black Law Students Association (BLSA)

The BLSA has two primary goals: to promote community service in neighboring black communities and to be a vehicle of spiritual, academic, and cultural awareness and support for black law students. The BLSA provides community service by tutoring youth offenders at the Norfolk Detention Home; in the future, it will add programs geared toward promoting awareness concerning voter rights, environmental justice, as well as other global issues.

Business Transactions Law Society (BTLS)

The BTLS serves the law school and Regent University by integrating the Christian faith with corporate, commercial, and transactional law. The BTLS partners with the law school, the university, and the community to provide law students with learning opportunities pertaining to business and transactional law career paths. The organization accomplishes this goal by sponsoring activities involving students, faculty, and members of the local bar.

Christian Legal Society (CLS)

Founded in 1961, CLS is a professional organization of over 3,000 attorneys, judges, law professors, law students, paralegals, and their families who desire to do justice with the love of God. The Society’s diverse membership contributes to its unique mission: to nurture and equip a national network of skilled lawyers, law students, and interested lay people committed to loving and serving Jesus Christ and advocating reconciliation, justice, and religious freedom.

Council of Graduate Students (COGS)

The COGS is the student government organization for the university, and the law school has representatives on COGS. In cooperation with other student organizations within Regent University, the purpose of COGS is to foster and encourage a quality academic and professional environment; to facilitate the interchange of ideas and programs between respective schools and colleges; to promote the university’s commitment to biblical principles and spiritual development; in

everything to bring glory to God and His Son, Jesus Christ, through the Holy Spirit; and to advocate and represent the collective ideas, interests, and concerns of the student body to the administration and vice versa.

Federalist Society for Law and Public Policy Studies

The Federalist Society is a group of conservatives and libertarians interested in the current state of the legal order. It is founded on the principles that: the state exists to preserve freedom; the separation of governmental powers is central to the Constitution; and it is emphatically the province and duty of the judiciary to say what the law is, not what it should be. The Federalist Society seeks both to promote an awareness of these principles and to further their application through its activities.

Hispanic Law Students Association (HLSA)

The Hispanic Law Students Association at Regent University School of Law exists to encourage and support Hispanic and non-Hispanic students as they pursue their calling to serve and remain responsive to the social, political, and academic promotion of the Hispanic community. HLSA seeks to promote the recruitment, academic achievement, and retention of Hispanic law students at Regent University School of Law, thereby allowing the Regent community to flourish with greater diversity while fully-equipping Christian law students of every ethnicity to become leaders who will influence their communities for the glory of Jesus Christ.

Honor Council

The Honor Council has authority to consider allegations of student misconduct pursuant to the process established in the Regent University School of Law Honor Code. The council consists of students elected by their fellow students, and council members elect a Presiding Officer and Associate Presiding Officer to lead the council.

Intellectual Property and Entertainment Legal Society (IPELS)

The mission of IPELS is to provide a forum for Regent students and legal professionals to meet and discuss the subjects of entertainment, sports, and intellectual property law. The IPELS seeks to supplement the legal education of Regent's students by creating opportunities for dialogue with industry leaders and experts; symposia, lectures, panel discussions, and moot court competitions provide unique avenues for such interaction. Above all, the IPELS seeks to operate as a witness about the good news of Jesus Christ to the entertainment and sports law communities at large, while encouraging law students to be "salt and light" in the profession.

International Law Society (ILS)

The principal goal of the ILS is to bring student attention to the university's mission of *Christian Leadership to Change the World*. The ILS works to increase student, faculty, and staff understanding of the many and varied aspects of international law and global affairs. It is dedicated to promoting student involvement in international law through extracurricular activities and programs such as the Philip C. Jessup International Law Moot Court Competition. Although the ILS is based in the School of Law, it is open to all members of the Regent University community.

Law Wives Association

The Law Wives Association of Regent University has been established to support and encourage spouses of law students. Social events are regularly scheduled and are open to all students and their families. Opportunities for Christian fellowship are offered as well. Several spouses participate in Bible studies.

Newman Club

The Newman Club is an organization of Catholic students. The Club is committed to helping students develop spiritually. It sponsors weekly masses and an annual Red Mass on the university's campus. In addition to its spiritual emphasis, the Club provides an array of social activities as well as opportunities for students to perform community services.

Phi Alpha Delta (PAD)

Phi Alpha Delta Law Fraternity, International is a professional fraternity at Regent School of Law. PAD provides students with many opportunities, including networking, service, and academic, personal, and professional development. The George Washington Chapter of Phi Alpha Delta was chartered at Regent University on February 22, 2008. Currently, the chapter boasts one of the largest memberships at Regent, with over 70 members including three members of the faculty.

Public Interest Legal Advocates of Regent (PILAR)

The Public Interest Legal Advocates of Regent seek to provide a venue through which students can act to begin eliminating the inequality of legal resources in our country. PILAR also strives to foster lifelong participation in the law-related areas of the public sector by referring students to opportunities that match their career goals. PILAR is continually seeking to encourage a law school curriculum that: is supportive of public interest law students; has financial programs to assist students interested in public interest with summer and post-graduate employment; and develops relationships with organizations and alumni to provide resources for students.

Regent Students for Life

Regent Students for Life provides the Regent community the opportunity to discuss and engage the culture on all aspects of life: abortion, post-abortion, adoption, disability discrimination, euthanasia, stem cell research, genocide, RU486, abstinence, and much more. RSFL believes that God created life and that life is sacred and needs to be protected. RSFL believes the best way to begin protection of human life is through education and awareness and then activism. This group is an opportunity for educated, mannerly debate and discussion, for service to others, and for *all* Regent students, faculty, staff, and community members to come together as one body to serve those in need for Christ.

Republican National Lawyers Association Law Student Chapter (RNLA)

The purpose of the RNLA is to advance professionalism, advance open, fair and honest elections, advance career opportunity, advance Republican ideals, and fulfill Regent's mission of "Christian Leadership to Change the World."

Student Bar Association (SBA)

The Student Bar Association (SBA) is the student government at Regent University School of Law. Among the responsibilities granted to the SBA is providing law students with representative leadership to the law school and the university. The SBA also has a strong history of providing social and ministry occasions for the entire law school community, such as the Barrister's Ball and the Graduation Banquet. Studying law is a unique privilege, and the SBA seeks to provide students with the best law school experience attainable.

Virginia Bar Association Law School Council

The mission of the Virginia Bar Association (VBA) Law School Council at Regent is to act in accordance with the mission and goals upheld by the VBA. The Council is committed to serving the public and the legal profession by promoting the highest standards of integrity, professionalism, and excellence as future legal professionals. This is done through organizing volunteer opportunities to help the community, organizing networking events to allow law students and lawyers in a number of practice areas to come into contact, and planning events that will make students aware of the possible career opportunities to be found beyond law school.

THE OFFICE OF CAREER & ALUMNI SERVICES

The School of Law is dedicated to preparing students for their legal careers. The Office of Career & Alumni Services is dedicated to meeting the needs of law students in each year of study. Services include extensive individualized counseling, help with self-assessment, formal mock interviews, informal mock interviews, job postings, on-campus interviews, a resource library, and assistance in refining job search techniques.

Workshops are offered each semester addressing topics such as résumé and cover letter writing, networking, interview techniques, summer employment options, and fall recruitment strategies. Students and legal professionals from the Hampton Roads area participate in panel discussions and presentations on judicial clerkships, prosecutorial positions, public interest employment, and other areas of practice. The Office of Career & Alumni Services is dedicated to cultivating and augmenting a solid working relationship with the legal community at large. School of Law alumni have worked in diverse positions throughout the world, including serving as judges, legislators, executive branch officials, and other federal and state governmental officers, working in private practice and in business and industry, and working in the nonprofit and public interest sectors.

STUDENT PROFILE

The School of Law attracts students from all over the United States, making Regent a national law school. Applications from prospective students with LSAT scores above 150 and undergraduate GPAs above 3.0 are especially encouraged, as

the law school has seen that such students are very likely to succeed in law school and pass the bar exam on their first attempt.

JURIS DOCTOR (90 CREDIT HOURS)

Students in the full-time program normally complete their degrees in three years. The School of Law, however, admits certain full-time students to its two-year program, which allows students to complete their J.D. degree in as soon as twenty-four months from the date the students have commenced law study at the law school. The part-time program is designed for students who desire to be employed for more than twenty hours per week during law school, or who for other reasons, need a more flexible course load. Depending on the number of course hours taken each semester, part-time students may complete the J.D. degree in four to five years.

Admissions Requirements

Refer to the “Admission to Regent Graduate Schools” section of this Catalog for additional information regarding admission procedures and requirements.

For admission requirements and further information, visit www.regent.edu/law. A major part of the application review process focuses on the applicant’s LSAT score(s) and academic history. In addition, the admission committee carefully considers the rigor of courses completed, the competitiveness of the institution attended, and grade trends. The committee also places significant importance on the applicant’s responses to the beliefs and values questions and the character and fitness questions on the application, as well as on the applicant’s personal statement and required two letters of recommendation. Applicants must subscribe to the Credential Assembly Service (CAS). The priority consideration date for submitting an application is February 1, although applications are accepted through June 1 or until the class is filled.

Degree Requirements

The J.D. degree requires a minimum of 90 credit hours; joint degrees students must earn a minimum of 83 credit hours. Candidates for the degree must complete the program with a minimum cumulative GPA of 2.00 on a 4.00 scale. All degree requirements for full-time students must be met within five calendar years from the date of entry into the School of Law. Part-time students have a maximum of six years to complete their degree requirements. Exceptions to the time limit are granted only in extraordinary circumstances (e.g., unexpected active duty service in the United States military).

Candidates for the J.D. degree must meet the residency, unit, grade, and course requirements in effect at the time of their admission. Students who withdraw and later re-enter the law school will be bound by the requirements in effect at the time of their readmission. A waiver of certain new or changed requirements may be granted for good cause shown.

The nature, content, and number of units awarded for courses are subject to change without notice. The curriculum is set forth below. Elective courses are offered according to faculty availability and student enrollment.

Transfer Students

Transfer students can only transfer up to 32 credit hours toward the J.D. degree.

DEGREE PROGRAMS

Juris Doctorate Degree (J.D.)

J.D. Program

(Program delivered entirely face-to-face.)

Full-Time Program Option

First Year Required Courses

Fall Semester (15 hours required)

LAW 511 Foundations of Law (2)

LAW 521 Contracts I (3)
LAW 541 Torts I (2)
LAW 551 Civil Procedure I¹ (2)
LAW 552 Legal Analysis, Research & Writing I (3)
LAW 561 Property I (3)

Spring Semester (15 hours required)

LAW 512 Foundations of Practice (1)
LAW 522 Contracts II (2)
LAW 542 Torts II (3)
LAW 553 Legal Analysis, Research & Writing II (3)
LAW 554 Civil Procedure II¹ (3)
LAW 562 Property II (3)

¹ Students must complete these courses and four semesters of coursework (or the equivalent) to obtain a Third Year Practice Certificate in Virginia.

Note: Part-time students complete the first-year required courses over the first two years of law school.

Part-Time Program Option

First Year

Fall Semester (10-11)

LAW 511 Foundations of Law (2)
LAW 552 Legal Analysis, Research & Writing I (3)

Students will take 2 of the following courses in the first semester:

LAW 521 Contracts I (3)
LAW 541 Torts I (2)
LAW 551 Civil Procedure I (2)
LAW 561 Property I (3)

Spring Semester (15)

LAW 512 Foundations of Practice (1)
LAW 553 Legal Analysis, Research & Writing II (3)

Students will complete the second semester of the sequenced courses begun in the first semester:

LAW 522 Contracts II (2)
LAW 542 Torts II (3)
LAW 554 Civil Procedure II (3)
LAW 562 Property II (3)

Upper Level Required Courses for Full-Time and Part-Time Programs

(1) Common Core (26 hours required)

LAW 531 Criminal Law¹ (3)

LAW 602 Business Structures & Agency (3)
LAW 621 Sales (2)
LAW 631 Constitutional Criminal Procedure (3)
LAW 652 Evidence¹ (4)
LAW 683 Constitutional Law I – Constitutional Structure (3)
LAW 684 Constitutional Law II – Individual Rights (3)
LAW 691 Professional Responsibility¹ (3)
LAW 780PS Professional Skills Practicum² (2-4)

(2) Limited Electives (9 hours required)³ Choose at least three of the following courses:

LAW 622 Secured Transactions (3)
LAW 627 Negotiable Instruments/Payment Systems (3)
LAW 661 Family Law (3)
LAW 662 Wills, Trusts & Estates (3)
LAW 746 Virginia Procedure⁴ (3)
LAW 758 State Civil Pretrial Practice & Procedure (3)
LAW 783 Conflict of Laws (3)

²Students with a 2.8 GPA at the end of their first year, for full-time students, or at the end of their second year, for part-time students, are not required to take the Professional Skills Practicum (by may still do so).

³Honors Students are exempted from the Limited Electives requirements.

⁴Virginia Procedure is required for any student, except Honors Students, to be certified by the Law School to take the Virginia Bar Examination. Students who are required to take a Limited Electives course and who declare they do not plan to take the Virginia Bar Examination may substitute any of the other Limited Electives courses for Virginia Procedure.

As noted above, Honors Students are exempted from the Professional Skills Practicum and the requirements in list (2) above. The criteria for becoming and remaining an Honors Student are outlined in the law school's Policies and Procedures Manual.

(3) Experiential/Oral Skills (6 hours required). *Must take at least one course from Subpart A and a second course from either Subpart A or Subpart B, for a total of no fewer than six hours.*

Subpart A: Experiential and Oral

LAW 650 Appellate Advocacy* (3)
LAW 654 Trial Practice (3)
LAW 655 Negotiations (3)
LAW 656 General Mediation (3)
LAW 658 Civil Practice Clinic (3)
LAW 660 Client Interviewing and Counseling (3)
LAW 667 Family Mediation (3)

LAW 778 Advanced Appellate Advocacy I* (1-3)
LAW 779 Advanced Appellate Advocacy II* (1-3)
LAW 744 Advanced Trial Practice I (1-2)
LAW 745 Advanced Trial Practice II (1-2)

Subpart B: Additional Experiential

LAW 595 Apprenticeship (4-10)
LAW 708 Right to Work Practicum (1-3)
LAW 757 Drafting Contracts (3)
LAW 763 Estate Planning (3)
LAW 780 Civil Litigation Practicum (2-3)
LAW 780CA Child Advocacy Clinic (1-3)
LAW 780IM Immigration Practicum (1-3)
LAW 795 Externship (1-5)

(4) Rigorous Written Skills (1 hour required)

GOV 699 Thesis (Joint Degree LAW & GOV only) (3-6)
LAW 590 Independent Study (1-2)
LAW 650 Appellate Advocacy* (3)
LAW 748 Academic Legal Scholarship (2)
LAW 755 Advanced Legal Research & Writing (3)
LAW 778 Advanced Appellate Advocacy I* (1-3)
LAW 779 Advanced Appellate Advocacy II* (1-3)
LAW Seminar/Other Course Approved by Academic Petition to Satisfy (1-3)

*Appellate Advocacy and Advanced Appellate Advocacy can be used to satisfy either the Experiential/Oral Skills or the Written Rigorous Skills requirement, but a single course cannot be used to satisfy both.

Two-Year Option

Two-Year Program Course Sequence

Students in the two-year program are subject to the same course requirements as above, but given the accelerated nature of the program, they take the courses in a modified sequence as reflected below:

Two-Year Program First Year Required Courses

First Summer Term (12)

LAW 511 Foundations of Law (2)

LAW 531 Criminal Law (3)

LAW 652 Evidence (4)

LAW 683 Constitutional Law I – Constitutional Structure (3)

Fall Semester (16)

LAW 521 Contracts I (3)

LAW 541 Torts I (2)

LAW 551 Civil Procedure I (2)

LAW 552 Legal Analysis, Research & Writing I (3)

LAW 561 Property I (3)

LAW 691 Professional Responsibility (3)

Spring Semester (15)

LAW 512 Foundations of Practice (1)

LAW 522 Contracts II (2)

LAW 542 Torts II (3)

LAW 553 Legal Analysis, Research & Writing II (3)

LAW 554 Civil Procedure II (3)

LAW 562 Property II (3)

Elective Courses

Students will complete their credit hour requirement by choosing from among any of the courses offered by the School of Law for which they have met the necessary prerequisites. Students choosing to take LAW 505-508 may take those courses in any sequence. One hour of credit will be granted for every two courses successfully completed in that series.

Students who wish to take LAW 765 (Capstone in Financial Planning) may earn up to an additional four hours of credit through any combination of the following courses: MLAW 532 or 542, or FNCE 652, 653, or 654. All of these courses are online courses. Students who take any of these courses for credit must also take LAW 765.

Joint Degrees

See the General Information section of the Catalog for the description of the joint degrees program. Courses in the School of Law are not normally taken concurrently with courses in other schools. However, several joint degrees are available.

Juris Doctor and MBA (School of Business and Leadership)

The law faculty and the business faculty recognize a great interdependence within the business and legal professions. The business professional who has an understanding of basic principles of law, as well as the specialized areas of law that relate to business will be in a much better position to make business decisions in the fast-moving and complicated business environment. The lawyer who represents businesses and has knowledge of the fundamental principles of business will be much better equipped to give counsel and advice to individuals, partners, corporate officers and directors. In addition, the lawyer will especially benefit from knowledge of business principles in the operation of the business of a law practice.

Juris Doctor and M.A. in Organizational Leadership (School of Business and Leadership)

Companies, organizations, and nations need proven, qualified leaders. True leaders distinguish themselves through their vision, their ability to conceive and implement strategies, and their ability to transform organizations and the lives of the people within them. The M.A. in Organizational Leadership teaches key organizational leadership elements such as ethics, motivation, creativity, vision, strategic planning, teamwork, group development, technology, customer service, and

organizational development. The joint degree program in law and leadership provides unique training for future lawyers who are called to lead.

Juris Doctor and M.A. in Communication or M.A. in Journalism (School of Communication and the Arts)

The interpretation and use of legal information in our modern society is greatly influenced by various media journalistic skills. The worldviews of the people in a society are shaped by the content and manner of this information flow. The relativistic views of many current-day journalists have helped to undermine the foundations of our legal system by presenting the law as only an evolving set of values. Today we need journalists and those involved in media presentation who understand the historical roots of our legal system, as well as current legal theories and practices. A joint degrees program in law and communication or journalism gives students the opportunity to integrate knowledge of the law with communication skills and the media.

Juris Doctor and a Clinical M.A. Program (School of Psychology and Counseling)

The law and counseling faculties recognize a great interdependence between the counseling and legal professions. The lawyer who understands basic principles of counseling, as well as the specialized areas of law that relate to counseling, will be in a better position to work with and on behalf of clients. Likewise, the counselor or psychologist who understands the basic legal rules that relate to counseling and family relationships has a great advantage. This joint degrees program is designed to give counseling skills training to students in law who want or need such practical skills training. This interdisciplinary approach enriches careers by broadening the student's scope of understanding, as well as training and expertise to meet specific needs in legal services where legal remedies may be only a part of the solution.

Juris Doctor and M.A. in Practical Theology or MDiv (School of Divinity)

The law and divinity faculties recognize an interdependence between the professions of law and divinity. The lawyer who understands and operates within a Christian worldview and based on Christian ethical/character foundations of personal spiritual formation will be in a much better position to work with and better represent clients. Likewise, the various ministerial professionals who also understand basic legal rules that relate to ministry, both corporate and family, have a great advantage.

These joint degree programs are designed to provide divinity courses and ministerial skills training to students in law who want or need such training. This interdisciplinary approach enriches careers by broadening the student's scope of understanding as well as training and expertise to meet specific needs in legal services where legal remedies may be only a part of the solution.

Juris Doctor and M.A. in Government (Robertson School of Government)

The education offered in government school prepares students for service in government, politics, and policy making. Some government students may desire to add legal training for particular legal positions in government service or for specialization in law related to all governmental and political activity. The joint degrees program in law and government meets the needs of all these students. The law school teaches the technical skills to practice law; the government school offers training in policy analysis and political methods, integrating biblical and natural principles for government, economics, history, and natural science, as well as law.

Juris Doctor and Master of Public Administration (Robertson School of Government)

The education offered in government school prepares students for service in government, politics, policy making, and nonprofit organizations. Some government students may desire to add legal training to prepare for particular legal positions in government or nonprofit organizations or to obtain legal knowledge as it relates to all governmental and political activity. The joint degrees program in law and government meets the needs of all these students. The law school teaches the technical skills to practice law; the government school offers training in policy analysis and political methods, integrating biblical and natural principles for government, economics, history, and natural science, as well as law.

Certificate of Graduate Studies in Law (School of Law)

M.A. in Law students who have earned at least 18 credit hours – at least 15 of which must be required MLAW courses – will be eligible to receive a Certificate of Graduate Studies in Law. Those who have earned a Certificate and have maintained a cumulative GPA of 3.9 or higher will be eligible for consideration for admission to the J.D. program. To be admitted to the J.D. program, these applicants must satisfy all J.D. admission standards, including obtaining a satisfactory score on the LSAT or GRE.

Master of Laws Degree (LL.M.)

LL.M. Program (30 hours)

Master of Laws (LL.M.) with a concentration in American Legal Studies (30 credit hours)

(Concentration delivered online, face-to-face, or a combination of online and face-to-face.)

(For International Students)

Regent University School of Law's LL.M. with a concentration in American Legal Studies meets the need of international attorneys who wish to be trained in American law. Designed for graduates of accredited institutions outside the U.S. who have already earned a J.D.-equivalent law degree or are in the process of completing such a degree. Regent's LL.M. offers students a rigorous academic experience plus the unique benefit of studying American law from a Christian perspective.

In the online section of Regent's LL.M. with a concentration in American Legal Studies, students can earn an exceptional legal degree without the added expense of leaving home, job or family to study abroad. In both the on-campus and online sections, Regent's faculty and support staff are available to assist students by telephone, e-mail, or the internet. For more information concerning distance education at Regent, please refer to the Online Learning and Distance Education section of the Catalog that, among other things, provides computer hardware and software requirements.

Students in this LL.M. program normally complete their studies in one academic year (two semesters) if they study on campus. Students with this degree may, if allowed by the administering jurisdiction, be qualified to sit for the bar examination in one or more states in the United States. The degree is not structured, however, to prepare students substantively to take an American bar exam. Students must inform themselves of the specific requirements of particular state bar examination and admission requirements.

Admissions Requirements

- Applicants must possess the international equivalent of an ABA JD degree, must be in the process of completing such a degree, or must be able to prove that they are completing or presently hold a foreign law degree which qualifies, or will qualify, them to practice law in their home country or that they currently are, or will be, eligible for licensure abroad.
- English proficiency on the TOEFL exam: 100 internet-based, unless the student's home institution conducts its course of study in English and certifies sufficient English proficiency to pursue an American LL.M. degree.
- Summer term applications may be submitted during the fall and up to January 1 preceding the desired summer (June) enrollment.
- Fall-term applications may be submitted after September 1 preceding the desired August enrollment with priority admission and financial aid consideration given to applications submitted by February 1.

- Spring-term applications may be submitted after February 1 preceding the desired January enrollment. Priority consideration will be given to applications for admission and financial aid submitted by June 15 preceding the desired January enrollment. Initial U.S. attendees are strongly encouraged to pursue fall admission.
- Late applications will be considered on a space available basis; however, international students who wish to study on campus must submit their applications by certain deadlines so that Regent is able timely to issue I-20s to these students. These deadlines are listed on the university website at http://www.regent.edu/admissions/international/requirements.cfm#important_dates.
- Specific admission requirements and further information concerning international student procedures and requirements are located at www.regent.edu/law and the “Admission to Regent Graduate Schools” section of this Catalog.

Financial Aid for International Students

Regent University School of Law is committed to assisting international students through institutional scholarship. The amount of scholarship is determined on a per student basis that takes into consideration the student’s academic profile, leadership and employment experience, and other financial assistance. Students must be accepted to the law school prior to a scholarship decision. Students will be notified of a scholarship decision via email after acceptance.

Scholarship funds are applicable only toward law school tuition. Other cost-of-attendance expenses (room, board, fees, personal, travel, and health insurance) must be covered through funds secured by the student. For further assistance, please visit www.regent.edu/admin/finaid/international.cfm

Degree Requirements

LL.M. students must complete a total of 30 hours for credit and maintain a cumulative law-school GPA of at least 2.0 to graduate. Students must have a J.D. or equivalent law degree from an accredited institution prior to having the LL.M. degree conferred.

Required courses:

LAW BBT Online Orientation -- Required for online students only during first semester of enrollment. Acquaints students to Blackboard, the platform for online classes (0)

LAW 813* Foundations of Legal Thought (3) or LAW 511 Foundations of Law (2)

LAW 814* American Legal System & Writing (3) or LAW 552 Legal Analysis, Research & Writing I (3)

Electives (see below) (24)

*The requirements for the American Legal System & Writing course and/or the American Legal Thought course may be waived, by petition to the Curriculum Committee, for students who have previously completed similar course(s).

On-Campus Electives: On campus students may choose, in consultation with their academic advisor, electives from any courses in the law school’s J.D. catalog. On campus students whose legal training is not in the common-law legal tradition are required to choose one or two (as determined by the program director) electives from basic common-law courses (usually Torts, Contracts, or Property). Seats in on campus elective courses are subject to space availability.

Online Electives: Online students must complete 24 credit hours from the following list of courses:

LAW 554 Civil Procedure II (3)

LAW 602 American Business Structures & Agency (3)

LAW 604 American Tort System (3)

LAW 621 Sales (2)
LAW 622 Secured Transactions (3)
LAW 634 Criminal Law & Procedure (3)
LAW 661 Family Law (3)
LAW 780PS Professional Skills Practicum (2-4)
LAW 815 Advanced Torts (2)
LAW 816 Agency & Partnerships (2)
LAW 817 Business Associations/For-Profit (2)
LAW 818 Civil Pretrial Practice (2)
LAW 819 Constitutional Law & Policy I (3)
LAW 820 Constitutional Law & Policy II (3)
LAW 821 Conflict of Laws (2)
LAW 823 Contracts (3)
LAW 826 Professional Responsibility (3)
LAW 827 Remedies (2)
LAW 831 Constitutional Criminal Procedure (4)
LAW 851 Civil Procedure I (3)
LAW 861 Advanced Property (3)
LAW 962 Trusts & Estates (3)

Master of Laws (LL.M.) with a concentration in Human Rights (30 credit hours)

(Concentration delivered entirely face-to-face.)

The LL.M. with a concentration in Human Rights is designed for lawyers who desire advanced legal education regarding international, regional, and domestic human rights protection and promotion from a biblical perspective. Students normally complete their studies in one academic year (two semesters).

Admission Requirements

Refer to the “Admission to Regent Graduate Schools” section of this Catalog for additional information regarding admissions procedures and requirements. For specific requirements and further information, visit www.regent.edu/law. Applicants must have a J.D. or equivalent law degree from an ABA-accredited U.S. law school or an accredited institution outside the U.S. International applicants must have achieved the following scores on the TOEFL exam: 100 internet-based.

Degree Requirements

LL.M. in Human Rights students must complete a total of 30 hours for credit and maintain a cumulative law-school GPA of 2.0 to graduate. Some resident courses are taken in classes with J.D. students.

Required courses (Fall Semester):

LAW 883 International & Comparative Human Rights (3)
LAW 891 Human Rights Research and Writing (2)

Required courses (Spring Semester):

LAW 899 Thesis (3)
Electives (see below) (22)

Students may design their own concentration of study for fall and spring semesters by selecting electives from the following list of courses: ¹

- LAW 511 Foundations of Law (2)
- LAW 590 Independent Study (1-2)
- LAW 672 Human Rights, Civil Liberties, and National Security (1)
- LAW 674 Religion in the Workplace (3)
- LAW 709 International Criminal Law (3)
- LAW 710 International Development and the Rule of Law (3)
- LAW 711 Jurisprudence (3)
- LAW 712 Legal History (3)
- LAW 713 Origins of the Western Legal Tradition (2)
- LAW 714 International Religious Freedom (2)
- LAW 732 Juvenile Law (3)
- LAW 735 International Trafficking in Persons (3)
- LAW 736 International Children's Rights (2)
- LAW 776 Comparative Law (2)
- LAW 780CA Child Advocacy Clinic (1-3)
- LAW 780IM Immigration Practicum (1-3)
- LAW 784 International Law (3)
- LAW 785 Immigration Law & Procedure (3)
- LAW 790 National Security Law (3)

¹ All of these courses are not offered every semester and/or academic year. Some are offered alternating semesters and/or academic years. The LL.M. – Human Rights degree is currently offered only as an on-campus degree. Students may confirm which courses will be offered each year by checking the LL.M. – Human Rights link on the law school's website.

- LAW 795 Externship (1-3)
- LAW 811 Biblical Law (3)
- LAW 812 Sharia Law (3)

Master of Arts Degree (M.A.)

M.A. in Law Program (30 credit hours)

(The program may be completed entirely online, but some courses are available on campus.)

The Master of Arts in Law program is designed to address the need for further training in law in specialized fields without the time and expense commitment of a Juris Doctor program. The program can be completed in between one and three

years depending on whether the student devotes full-time or part-time effort. This program is designed for achievers who want a credential, and therefore a competitive advantage, in the following types of positions:

- An entry level government position in Homeland Security (the National Security concentration) or criminal justice (the Criminal Justice concentration);
- An entry level position in a private for-profit company (the Business concentration) or non-profit agency (the Non-Profit Management concentration) or the Human Rights concentration;
- An entry level position in a human resources department in government or the private sector (the Human Resources concentration);
- A career as a financial planner or wealth management advisor (the Wealth Management & Financial Planning concentration);
- A career as a high-performance paralegal in a law firm (the Litigation concentration);
- A career working with an international advocacy organization (the Rule of Law Development concentration);
- A career in which mediation skills are helpful (the Mediation concentration);
- An entry level position dealing with governmental regulations (the Regulatory Compliance concentration), and/or;
- An employment promotion in all areas listed above.

Through a combining of courses in the Law School and other Regent Graduate Schools, the Master of Arts in Law seeks to achieve practical learning outcomes to further current and future employment objectives.

Admission Requirements

Refer to the “Admission to Regent Graduate Schools” section of this Catalog for information regarding admissions procedures and requirements. For specific requirements and further information, visit www.regent.edu/law. All M.A. in Law students are required to complete UNIV 500 as a university admissions requirement. This requirement may not be exempted or waived.

Degree Requirements

Master of Arts in Law students must complete a total of 30 hours for credit and maintain a cumulative law school GPA of 3.0 to graduate. Designed for both full-time and part-time students, the M.A. in Law degree (except for the Wealth Management & Financial Planning concentration) consists of four 3-credit-hour core courses for a total of 12 credit hours. Students must also complete 18 hours of courses in a concentration, plus UNIV 500 as required for admissions (UNIV 500) requirement may not be exempted or waived. M.A. in Law students must complete 12 additional credit hours in a concentration in order to obtain a second concentration.

M.A. in Law Concentrations

University Required Course (must be completed in first semester):

UNIV 500 Regent Foundations for Graduate Success (2) (required for all students for admission)

Required core courses for all concentrations, except Wealth Management & Financial Planning

(12 credit hours):

MLAW 513 Foundations of Legal Thought (3)

MLAW 552 American Legal System & Writing (3)

MLAW 605 Legislation & Regulation (3)

MLAW 619 Constitutional Law & Policy I (3)

The student must choose one of the following concentrations for his/her degree program:

M.A. in Law with a concentration in Business

(Concentration delivered online with some courses available on campus)

Required Courses (12 credit hours)

Concentration Specific Required Course (6 credit hours):

MLAW 521 Contract Law (3)

MLAW 602 Business Entities (3)

Complete 12 credit hours from the following list of courses:

MLAW 553 Legal Research and Writing (3)

MLAW 557 Drafting Contracts (3)

MLAW 561 Property Law & Policy (3)

MLAW 583 Immigration Law & Procedure (3)

MLAW 603 Administrative Law & Policy (3)

MLAW 604 American Tort System (3)

MLAW 620 Constitutional Law & Policy II (3)

MLAW 623 Non-Profit Organizations (3)

MLAW 628 Employment Law (3)

MLAW 629 Labor Law (3)

MLAW 630 Employment Discrimination (3)

MLAW 634 Criminal Law (3)

MLAW 635 Criminal Procedure (3)

MLAW 643 Health Care Law (3)

MLAW 655 Negotiations (3)

MLAW 656 General Mediation (3)

MLAW 661 Family Law (3)

MLAW 670 Survey of Taxation (3)

MLAW 672 Human Rights, Civil Liberties, and National Security (1)

MLAW 673 Case Studies in National Legal Policy (1)

MLAW 674 Religion in the Workplace (3)

MLAW 682 State & Local Government (3)

And/or the following courses from the School of Business and Leadership:

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

HRMT 643 Performance Management (3)

HRMT 644 Strategic Human Resource Management Issues (3)

LMOL 642 International Business Law (3)
MBA 610 Managerial Economics (3)
MBA 630 Marketing (3)
MBA 640 Managing People (3)
MBA 645 Managing Organizations (3)
MBA 679 Business Planning & Launch (3)

M.A. in Law with a concentration in Criminal Justice

(Concentration delivered online with some courses available on campus)

Required Courses (12 credit hours)

Concentration Specific Required Courses (12 credit hours):

MLAW 533 Juvenile Law (3)
MLAW 535 International Trafficking in Persons (3)
MLAW 634 Criminal Law (3)
MLAW 635 Criminal Procedure (3)

Complete 6 credit hours from any other courses offered in another concentration.

M.A. in Law with a concentration in General Legal Studies

(Concentration delivered online with some courses available on campus)

Required Courses (12 credit hours)

Concentration Specific Required Courses (12 credit hours):

MLAW 521 Contract Law (3)
MLAW 561 Property Law & Policy (3)
MLAW 604 American Tort System (3)
MLAW 634 Criminal Law (3)

Complete 6 credit hours from any other courses offered in another concentration.

M.A. in Law with a concentration in Human Resources Management

(Concentration delivered online with some courses available on campus)

Required Courses (12 credit hours)

Concentration Specific Required Courses (6 credit hours):

HRMT 644 Strategic Human Resource Management & Issues (3)

MLAW 628 Employment Law (3)

Complete 12 credit hours from the following list of courses:

MLAW 521 Contract Law (3)
MLAW 553 Legal Research & Writing (3)
MLAW 557 Drafting Contracts (3)
MLAW 583 Immigration Law & Procedure (3)
MLAW 603 Administrative Law & Policy (3)
MLAW 604 American Tort System (3)
MLAW 620 Constitutional Law & Policy II (3)
MLAW 623 Non-Profit Organizations (3)
MLAW 629 Labor Law (3)
MLAW 630 Employment Discrimination (3)
MLAW 634 Criminal Law & Procedure I (3)
MLAW 643 Health Care Law (3)
MLAW 655 Negotiations (3)
MLAW 661 Family Law & Policy (3)
MLAW 674 Religion in the Workplace (3)

And/or the following courses from the Robertson School of Government or the School of Business and Leadership:

GOV 630 Public Human Resources Management (3)
GOV 683 Healthcare Policy & Ethics (3)
HRMT 641 Training & Development (3)
HRMT 642 Labor Relations & Collective Bargaining (3)
HRMT 643 Performance Management (3)
MBA 640 Managing People (3)
MBA 645 Managing Organizations (3)

M.A. in Law with a concentration in Human Rights

(Concentration delivered face-to-face on campus with some online classes)

Required Courses (12 credit hours)

Concentration Specific Required Courses (6 credit hours):

MLAW 535 International Trafficking in Persons (3)
MLAW 686 International & Comparative Human Rights (3)

Complete 12 credit hours from the following list of courses:

MLAW 533 Juvenile Law (3)

MLAW 553 Legal Research & Writing (3)
MLAW 583 Immigration Law & Procedure (3)
MLAW 580CA Child Advocacy Practicum (1-3)
MLAW 590 Independent Study (1-2)
MLAW 593 Legal Aid/Nonprofit Externship (1-3)
MLAW 620 Constitutional Law & Policy II (3)
MLAW 623 Non-Profit Organizations (3)
MLAW 634 Criminal Law (3)
MLAW 635 Criminal Procedure (3)
MLAW 636 International Criminal Law (3)
MLAW 640 National Security Law (3)
MLAW 647 Race & the Law (3)
MLAW 652 Evidence Law (3)
MLAW 655 Negotiations (3)
MLAW 661 Family Law (3)
MLAW 672 Human Rights, Civil Liberties, and National Security (1)
MLAW 673 Case Studies in National Legal Policy (1)
MLAW 674 Religion in the Workplace (3)
MLAW 676 International Religious Freedom (2)
MLAW 678 International Children's Rights (2)
MLAW 681 International Development and the Rule of Law (3)
MLAW 684 International Law (3)

And/or the following courses from the Robertson School of Government:

GOV 660 Intelligence & National Security (3)
GOV 677 Terrorism and Homeland Defense (3)
GOV 679 National Security Affairs (3)

M.A. in Law with a concentration in Litigation

(Concentration delivered online with some courses available on campus)

Required Courses (12 credit hours)

Concentration Specific Required Courses (12 credit hours)

MLAW 553 Legal Research & Writing (3)
MLAW 604 American Tort System (3)
MLAW 652 Evidence Law (3)
MLAW 653 Civil Procedure Law (3)

Complete 6 credit hours of MLAW electives.

M.A. in Law with a concentration in Mediation

(Concentration delivered online with some courses available on campus)

Required Courses (12 credit hours)

Concentration Specific Required Courses (6 credit hours):

MLAW 655 Negotiations (3)

MLAW 656 General Mediation (3)

Complete 12 credit hours from the following list of courses:

MLAW 521 Contract Law (3)

MLAW 533 Juvenile Law (3)

MLAW 553 Legal Research & Writing (3)

MLAW 583 Immigration Law & Procedure (3)

MLAW 604 American Tort System (3)

MLAW 628 Employment Law (3)

MLAW 629 Labor Law (3)

MLAW 630 Employment Discrimination (3)

MLAW 661 Family Law & Policy (3)

MLAW 667 Family Mediation (3)

MLAW 674 Religion in the Workplace (3)

And/or the following courses from the Robertson School of Government or the School of Business and Leadership:

HRMT 642 Labor Relations & Collective Bargaining (3)

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

MBA 640 Managing People (3)

M.A. in Law with a concentration in National Security

(Concentration delivered online with some courses available on campus)

Required Courses (12 credit hours)

Concentration Specific Required Courses (12 credit hours):

GOV 677 Terrorism and Homeland Defense (3)

GOV 660 Intelligence & National Security (3)

MLAW 640 National Security Law (3)

MLAW 684 International Law (3)

Complete 6 credit hours from the following two courses from the Robertson School of Government or any other courses offered in another concentration:

GOV 662 Cybersecurity Policy & Affairs (3)

GOV 672 Islamic Political Thought (3)

M.A. in Law with a concentration in Non-Profit Management

(Concentration delivered online with some course available on campus)

Required Courses (12 credit hours)

Concentration Specific Required Courses (6 credit hours):

GOV 693 Managing Nonprofit & Faith-Based Organizations (3)

MLAW 623 Non-Profit Organizations (3)

Complete 12 hours from the following list of courses:

MLAW 521 Contract Law (3)

MLAW 553 Legal Research & Writing (3)

MLAW 557 Drafting Contracts (3)

MLAW 561 Property Law & Policy (3)

MLAW 583 Immigration Law & Procedure (3)

MLAW 603 Administrative Law & Policy (3)

MLAW 604 American Tort System (3)

MLAW 620 Constitutional Law & Policy II (3)

MLAW 628 Employment Law (3)

MLAW 629 Labor Law (3)

MLAW 630 Employment Discrimination (3)

MLAW 634 Criminal Law (3)

MLAW 635 Criminal Procedure (3)

MLAW 655 Negotiations (3)

MLAW 656 General Mediation (3)

MLAW 661 Family Law (3)

MLAW 672 Human Rights, Civil Liberties, and National Security (1)

MLAW 673 Case Studies in National Legal Policy (1)

MLAW 674 Religion in the Workplace (3)

And/or the following courses from the Robertson School of Government or the School of Business and Leadership:

GOV 630 Public Human Resources Management (3)

GOV 669 Public Management (3)

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

GOV 696 Not-for-Profit Start-Up (3)

HRMT 643 Performance Management (3)

MBA 610 Managerial Economics (3)

MBA 640 Managing People (3)

MBA 645 Managing Organizations (3)

M.A. in Law with a concentration in Regulatory Compliance

(Concentration delivered online with some courses available on campus)

Required Courses (12 credit hours)

Concentration Specific Required Course (6 credit hours):

MLAW 603 Administrative Law & Policy (3)

MLAW 620 Constitutional Law & Policy II (3)

Complete 12 credit hours from the following list of courses:

MLAW 521 Contract Law (3)

MLAW 553 Legal Research & Writing (3)

MLAW 557 Drafting Contracts (3)

MLAW 561 Property Law & Policy (3)

MLAW 583 Immigration Law & Procedure (3)

MLAW 604 American Tort System (3)

MLAW 623 Non-Profit Organizations (3)

MLAW 628 Employment Law (3)

MLAW 629 Labor Law (3)

MLAW 630 Employment Discrimination (3)

MLAW 634 Criminal Law (3)

MLAW 635 Criminal Procedure (3)

MLAW 640 National Security Law (3)

MLAW 643 Health Care Law (3)

MLAW 655 Negotiations (3)

MLAW 656 General Mediation (3)

MLAW 672 Human Rights, Civil Liberties, and National Security (1)

MLAW 673 Case Studies in National Legal Policy (1)

MLAW 674 Religion in the Workplace (3)

MLAW 682 State & Local Government (3)

And/or the following courses from the Robertson School of Government or the School of Business and Leadership:

GOV 623 Public Policy Initiatives (3)

GOV 660 Intelligence & National Security (3)

GOV 677 Terrorism and Homeland Defense (3)
GOV 679 National Security Affairs (3)
GOV 681 Intergovernmental Relations (3)
GOV 683 Healthcare Policy & Ethics (3)
HRMT 642 Labor Relations & Collective Bargaining (3)

M.A. in Law with a concentration in Rule of Law Development

(Concentration delivered online with some courses available on campus)

Required courses (12 credit hours)

Concentration Specific Required Courses (12 credit hours):

MLAW 535 International Trafficking in Persons (3)
MLAW 681 International Development and the Rule of Law (3)
MLAW 684 International Law (3)
MLAW 686 International and Comparative Human Rights (3)

Complete 6 credit hours from any other courses offered in another concentration.

M.A. in Law with a concentration in Wealth Management & Financial Planning

(Concentration delivered online with some courses available on campus)

Required courses (30 credit hours; no electives):

ENGL 500 Graduate Academic Writing Seminar (0)
MLAW 513 Foundations of Legal Thought (3)
MLAW 521 Contract Law (3)
MLAW 542 Insurance Law & Planning (2)
MLAW 543 Prof. Conduct & Relationships (1)
MLAW 544 Fundamentals of Estate Planning (3)
MLAW 545 Capstone in Financial Planning (3)
MLAW 552 American Legal System & Writing (3)
MLAW 670 Survey of Taxation (3)

And the following three courses in the School of Business & Leadership:

FNCE 652 Financial Planning (3)
FNCE 653 Financial Analysis (3)
FNCE 654 Portfolio Analysis (3)

Certificate Courses

Students not seeking the full Master of Arts degree may complete and separately earn one or more graduate certificates for the purpose of enhancing knowledge and job competencies. To achieve a Certificate of Graduate Study, a student must successfully complete with a 3.0 grade point average 12 credit hours from one of the concentrations listed above. In addition, they must successfully complete UNIV LIB Information Research and Resources. Students, if they so desire, can later apply for admission to the M.A. in Law program and transfer all 12 credits to the Master of Arts degree upon formal admission.

COURSE DESCRIPTIONS

Juris Doctor and LL.M. Courses (designated as "LAW") and M.A. in Law Courses (designated as "MLAW")

Note: The prerequisites identified below pertain only to J.D. students and not LL.M. or M.A. students.

Juris Doctor

LAW 501 Strategies for Academic Success (1) Development of strategies and skills, such as study and time management skills, students need for academic success. Required for students in the Academic Success Program. Pass/Low Pass/No Pass.

LAW 505 Legal Practice Skills I (0-1) Workplace skills for the business lawyer. Topics may include basic accounting principles; reading financial statements, basic business principles and practices of institutional clients; and employee management. One credit hour will be granted for every two courses completed in this series. Prerequisite: Completion of first year (one semester for students in the accelerated JD program). Pass/No Pass.

LAW 506 Legal Practice Skills II (0-1) Workplace skills for law practice. Topics may include business models for law firms; insurance issues; marketing; developing a business plan; client development and retention; and project management. One credit hour will be granted for every two courses completed in this series. Prerequisite: Completion of first year (one semester for students in the accelerated JD program). Pass/No Pass.

LAW 507 Technological Competence in Law I (0-1) Technological knowledge and skills for law project management. Topics may include e-discovery; cyber-security, cloud computing and storage; computerized research, law practice, case management, and document management. One credit hour will be granted for every two courses completed in this series. Prerequisite: Completion of first year (one semester for students in the accelerated JD program). Pass/No Pass.

LAW 508 Technological Competence in Law II (0-1) Technological knowledge and skills for law practice. Topics may include advance computerized legal research; e-filing; computer systems for lawyers and firms; computerized billing and calendar systems. One credit hour will be granted for every two courses completed in this series. Prerequisite: Completion of first year (one semester for students in the accelerated JD program). Pass/No Pass.

LAW 511 Foundations of Law (2) Jurisprudential survey of the foundations of law, including the development of higher and natural law theories, the influence of higher and natural law and Christian principles on the development of Anglo-American law, and the rise and influence of modern legal philosophies.

LAW 512 Foundations of Practice (1) Introduction to the lawyer's roles and responsibilities; duties to God, clients, courts, and bar, ethical and moral challenges; and development of a moral code and ethical decision-making framework. Includes assessment of students' God-given gifts, consideration of how their strengths intersect with legal opportunities, and how to pursue a professional calling. Pass/No Pass.

LAW 521 Contracts I (3) History and development of the common law of contracts; the principles controlling the formation, enforcement, and avoidance of contracts; as well as preliminary consideration of remedies for breach of contract.

LAW 522 Contracts II (2) The principles controlling the performance and breach of contracts, rights of third parties, as well as additional consideration of remedies for breach of contract.

LAW 531 Criminal Law (3) Introduction to the foundations and common law doctrines of criminal law and modern statutory provisions. Required for the Virginia Third-Year Practice Certificate. J.D. student prerequisite: LAW 511.

LAW 541 Torts I (2) Civil liability resulting from breach of duties arising from common law as distinguished from duties imposed by contract or criminal law, focusing especially on intentional torts.

LAW 542 Torts II (3) Civil liability resulting from breach of duties arising from common law as distinguished from duties imposed by contract or criminal law, focusing especially upon negligence, invasion of privacy, and defamation.

LAW 551 Civil Procedure I (2) Jurisdiction of federal and state courts and fundamental issues related to a plaintiff's ability to sue a defendant in a specific federal district, including subject matter jurisdiction, personal jurisdiction and venue. Not available to LL.M. students.

LAW 552, 553 Legal Analysis, Research & Writing I & II (3, 3) Introduction to the law library and to the use of the full range of source materials available to lawyers and judges in the practice of law. Complete written projects designed to develop legal writing and research skills necessary for the practice of law.

LAW 554 Civil Procedure II (3) Procedures and rules governing the process by which a civil lawsuit proceeds through the federal system, including the rules governing pleadings, claims by and against the defendant, pretrial discovery, summary judgment, judicial involvement in case management, the trial and appeal; joinder of claims and parties, and the preclusive effect of a judgment in one suit involving one or more of the same parties in a successive suit. Prerequisite: LAW 551 or LAW 851 (LL.M. students).

LAW 556 Fed Civil Pretrial Practice & Procedure (3) Focuses on case management, discovery, pretrial motions, and drafting of pleadings in federal district courts. Includes strategies and tactics for utilizing federal and local rules for effective and professional practice.

LAW 561 Property I (3) The law pertaining to the nature of private property, both real and personal, including biblical principles relevant to property acquisition and ownership, personal property issues, donative transfers, the common law classification of estates and future interests, and concurrent estates.

LAW 562 Property II (3) The law and biblical principles pertaining to the acquisition, ownership and use of real property; landlord-tenant law; easements; covenants and servitudes; transfers of interests in real property, including an examination of merchantable title, deeds, legal descriptions, conveyancing, recording systems and title assurance, adverse possession, and land use controls.

LAW 590 Independent Study (1-2) Learning experience that allows research and evaluation of subject matter or conduct other comparable academic activities with minimum faculty guidance. Guidelines are published in the law school's Policies and Procedures Manual. J.D. student prerequisites: LAW 552 and 553.

LAW 595 Apprenticeship (4-10) Students directly experience and participate in the practice of law by working without remuneration under the supervision of a practicing attorney or judge in a government office, judicial chamber, non-profit organization, or private firm, with oversight by a full-time faculty member. Prerequisites: Approval required. Pass/No Pass.

LAW 602 American Business Structures & Agency (3) Survey of the law of agency and partnerships, corporations and other business structures. Study of: the law governing formation, control, liabilities, property, dissolution and disposition of partnerships; internal and external relations of partners; and close and public corporations, their origins, structure, rights and liabilities of management and shareholders. J.D. student prerequisites: LAW 521 and 522. LAW 541, 542, 551, and 554 are recommended but not required.

LAW 603 Business Analytics & Finance (3) Introduction to analytics and finance in the context of business organizations. Includes basics of decision analysis and game theory; designing contracts to allocate risk and incentivize performance; accounting, financing, market economics, statistics, survey design, present value, net present value, project financing, leverage, diversification, derivatives, and efficient capital markets. Prerequisites: LAW 521, 522, and 602. LAW 541, 542, 551, and 554 are recommended, but not required.

LAW 604 American Tort System (3) Common law civil liability resulting from breach of duty. Topics studied include intentional torts, negligence, proximate cause, and damages.

LAW 605 Case Studies in National Legal Policy (1) Constitutional, Statutory, and Regulatory implications regarding issues such as drug enforcement and capital punishment in the context of the principle of the equal protection of the law for all Americans. Cross-listed with MLAW 673.

LAW 606 Mergers, Acquisitions, & Securities Regulation (3) Introduction to acquisition and control of corporate assets by merger, proxy contests, tender offers & open market purchases; securities regulation, including public offerings, private placements, registrations, exemptions, and liabilities under the Securities Act of 1933; anti-fraud & insider trading regulation under the Securities & Exchange Act of 1934. Prerequisites: LAW 521, 522, and 602. LAW 541, 542, 551, and 554 are recommended, but not required.

LAW 620 Patent Law (3) Teaches the fundamental principles of federal patent law, including appeal procedures to the U.S. Court of Federal Claims and the U.S. International Trade Commission. Subject areas include patent eligibility, novelty,

statutory bars, non-obviousness, anticipation, prior art, patent specifications enablement, patent claims, patent prosecution, reissue, reexamination, international prosecution, infringement, doctrine of equivalents, reverse doctrine of equivalents, equitable defenses, licensing of patents, injunctions and patent enforcement. Prerequisites: LAW 561 and 562.

LAW 621 Sales (2) Study of the law governing commercial transactions with primary focus on sales (Article 2 of the Uniform Commercial Code (UCC), leases (Article 2A of the UCC) and the United Nations Convention on Contracts for the International Sale of Goods (CISG). J.D. student prerequisites: LAW 521 and 522.

LAW 622 Secured Transactions (3) Thorough study of the basic concepts of secured transactions (Article 9 of the Uniform Commercial Code) including scope, attachment, priority, perfection and remedies on default, plus an introduction to relevant bankruptcy concepts. J.D. student prerequisites: LAW 521, 522, 561 and 562. LAW 621 is recommended but not required.

LAW 623 Copyright Law (3) Teaches the fundamental principles of federal copyright law and introduction to the 1976 Copyright Act, as well as the Digital Millennium Copyright Act passed by Congress. Subject areas include scope of protection, standing, infringement, contributory infringement, substantial similarity, computer programs, sound recordings, performance rights, transfer of ownership, licenses, registration, importation, injunctions, impoundment, statutory damages, the “Fair Use” doctrine, the “First Sale” doctrine, WIPO Copyright Treaty, the Uniform Copyright Convention, the Berne Convention, GATT and TRIPS. Prerequisites: LAW 561 and 562.

LAW 625 Trademark & Unfair Competition Law (3) Teaches the fundamental principles of federal trademark law and an introduction to the Lanham Act. Subject areas include distinctiveness, secondary meaning priority, concurrent use, registration, service marks, certification marks, confusion, reverse confusion, functionality, abandonment, infringement, contributory infringement, incontestability, fair use, trade dress, trade dress infringement, false representations, dilution, parody, injunctive relief, disclaimers and international aspects of trademark protection. Prerequisites: LAW 521, 522, 541, 542, 561, and 562.

LAW 626 Introduction to Law Librarianship (2) Open to selected students who have demonstrated expertise in legal research and/or interest in law librarianship. Designed to introduce the various departments and areas of specialization, and the different types of law libraries, their organizational structures, collections and services. Prerequisites: LAW 552 and 553.

LAW 627 Negotiable Instruments/Payment Systems (3) Study of the transactions relating to and the law regulating the various kinds of payment systems with particular reference to the Uniform Commercial Code. Areas covered include negotiable instruments under Article 3 and bank deposits and collections under Articles 4 and 4A. May examine how federal regulations affect this area of law. J.D. student prerequisites: LAW 521 and 522. LAW 621 and LAW 622 are recommended but not required.

LAW 630 Employment Discrimination (3) Laws pertaining to employment discrimination, including Title VII of the Civil Rights Act of 1964 and administrative practices before the Equal Employment Opportunity Commission. Special consideration given to religious discrimination.

LAW 631 Constitutional Criminal Procedure (3) Study of limitations imposed on law enforcement activities by the Fourth, Fifth and Sixth Amendments of the U.S. Constitution as applied to the States via the 14th Amendment. Procedurally, the course considers the criminal justice process from investigation through arrest and initial court appearance. J.D. student prerequisite: LAW 683. LAW 684 is recommended but not required.

LAW 632 Criminal Pretrial Practice (2) Introduction to criminal process and constraints imposed on that process by U.S. Supreme Court decisions applying various provisions of the U.S. Constitution. Topics covered include the decision to prosecute, pretrial release, discovery, the preliminary hearing, the grand jury, the right to speedy trial, plea bargaining, joinder and severance and double jeopardy. Where appropriate the Federal Rules of Criminal Procedure and related federal criminal statutes will be addressed. J.D. student prerequisites: LAW 531, 551, 554, and 631.

LAW 634 Criminal Law & Procedure (3) Common law doctrines of criminal law, modern statutory provisions, and limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution.

LAW 640 Products Liability (3) Study of the legal principles governing the liability for harm caused by products including the historical development of products liability, theories of recovery, typical defenses and recurring issues. Prerequisites: LAW 541 and 542.

LAW 650 Appellate Advocacy (3) Develop written and oral appellate advocacy skills through appellate brief-writing and participation in simulated oral arguments. Teaches how to present clear and persuasive arguments to appellate judges. Prerequisites: LAW 551, 554, 552 and 553.

LAW 651 Legal History in Judicial Decisionmaking (2-3) Examines the role of legal history in modern judicial decisionmaking, focusing on recent judicial opinions that appear to be decided primarily based on historical reasoning, and critically examining the cited historical sources. Students will be equipped to confidently incorporate historical argument into their legal thinking and future advocacy. Prerequisite: LAW 683 (can be taken concurrently with LAW 683 with instructor's permission).

LAW 652 Evidence (4) Study of the law of evidence, the rules governing its admission and exclusion and the policies and theories underlying the evidentiary system. Subject matter areas include order of proof, relevance, judicial notice, real and documentary evidence, hearsay, competence, presumptions, privilege, impeachment and rehabilitation of witnesses. Required for the Virginia Third-Year Practice Certificate. Prerequisites: LAW 551 and 554.

LAW 654 Trial Practice (3) Develop courtroom skills of process and persuasion through simulated civil and criminal cases. Emphasis is on opening statement, direct and cross-examination and closing argument. Be involved in class exercises conducting these aspects of trial practice. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, 562, and 652.

LAW 655 Negotiations (3) Develop legal negotiation skills through participation in simulated negotiations. Negotiation exercises are video-taped for review and faculty critique and evaluation. Classroom discussion is devoted to examining and applying theoretical and practical strategies of negotiation. J.D student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.²

LAW 656 General Mediation (3) This traditionally graded course presents an overview of the history of mediation and introduces students to the process, value, limitation, and skills for third-party intervention in the settlement of non-family law conflicts consistent with Christian principles and professional codes of ethics, especially those for mediators in the Commonwealth of Virginia. Through literature, case review, discussions and simulations, the student explores biblical conflict resolution, the nature of conflict, reconciliation, conflict management styles, communication skills, and mediation theory and practice to develop skills a general mediator needs to facilitate a constructive resolution of conflict and help heal relationships if feasible. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, 562, and 655.

LAW 658 Civil Practice Clinic (3) This classroom and live client course provides students with "hands-on experience" in representing clients before administrative and judicial fora in matters. Students have direct responsibility for the management of a case from the initial interview to conclusion of representation under supervision of a licensed attorney. They also gain knowledge and skills in interviewing, fact-gathering, identifying and applying law to case facts, diagnosing a client's problems, developing case strategy, drafting legal instruments, assessing professional competence and responsibility in the attorney-client relationship, preparing for and conducting trials and negotiation and settlement. Coursework encompasses civil procedure, evidence, substantive law, law office management, ethics and professional responsibility. May be repeated for a total of up to 6 credit hours. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, 562, 652, permission of Instructor, and Virginia Third-Year Practice Certificate.

LAW 660 Client Interviewing and Counseling (3) Exploration of client interviewing and counseling in the practice of law. Designed to help students: (1) improve their interpersonal and legal skills; (2) acquire effective client interviewing and counseling skills; and (3) consider the attorney-client relationship, different models of counseling, and the moral and ethical considerations that can arise when attorneys work with clients. Prerequisites: LAW 511 and completion of two semesters of law school.

LAW 661 Family Law (3) General introduction to the law and legal regulation of family associations. Focuses on the relationships of husband and wife, parent and child and, in that context, assists in developing a thorough understanding of biblical, historic and contemporary legal principles and rules governing the family and other intimate relationships. Probes contemporary topics related to law and the family in light of current legal and cultural settings. J.D. student prerequisites: LAW 521, 522, 561 and 562. Cross-listed with MLAW 661.

LAW 662 Wills, Trusts & Estates (3) Introduction to the basic legal principles of intestate succession; to the execution, construction, revocation and interpretation of wills; to the creation of trusts; to the fiduciary administration of trusts and estates; and to the acquisition of the basic legal principles of transferring family wealth. Prerequisites: LAW 521, 522, 561 and 562.

LAW 663 Gender & the Law (3) Considers and confronts legal problems regarding current women's issues. Presently, all materials available in this area have been written from a feminist jurisprudential perspective. In contrast, apply a Christian perspective to examine critically the position of women socially, economically, culturally and personally. Prerequisite: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562. LAW 661 is recommended but not required.

LAW 664 Elder Law (3) Deals with legal problems concerning care of the elderly. Addresses current jurisprudence and the status of the elderly and incapacitated, representation of the elderly, incapacitation planning, skilled care facility law

and issues, cryogenics, rights and responsibilities, medical experimentation and Medicaid and Medicare planning and management. Particular attention to ethical and moral issues raised by the course content encourages creative thinking in a pro-elderly, pro-life, pro-family jurisprudence. Prerequisite: LAW 662, which may be taken concurrently.

LAW 667 Family Mediation (3) This traditionally graded course presents an overview of the history of mediation and introduces students to the process, value, limitation, and skills for third-party intervention in the settlement of family and non-family conflicts consistent with Christian principles and professional codes of ethics, especially those for mediators in the Commonwealth of Virginia. Through literature, case review, discussions and graded simulations, the student explores biblical conflict resolution, the nature of conflict, reconciliation, conflict management styles, communication skills, family systems, the restructure of family roles and relationships during divorce, parenting plans, domestic violence, support, and the theory and practice of family mediation to help develop skills a mediator needs to facilitate a constructive resolution of family conflict and help heal relationships if feasible. Prerequisites: Completed Course Application, Instructor Consent, LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562. LAW 661 and LAW 655 are strongly recommended, but not required.

LAW 669 Bioethics (3) Designed to deal with legal problems that confront current issues regarding and surrounding biology, medicine and the law. Focuses on managing biology, ethical theory and genetic control to afford protection, life and provision in the biblical framework and context of the family. Links the practical knowledge of the law with social, moral and policy issues that are very real in bioethics law practice. Prerequisite: LAW 511. LAW 661 is recommended but not required.

LAW 671 Individual Federal Income Taxation (3) Study of the statutory, judicial and administrative law relating to federal income taxation of the individual. Prerequisite for all other tax courses. Prerequisites: LAW 521, 522, 561 and 562.

LAW 672 Human Rights, Civil Liberties, and National Security (1) Discussion of balancing the government's responsibility to defend the body politic and its parallel duty to safeguard the rights of individuals. Exploration of the tensions of achieving security and freedom from Lincoln's suspension of habeas corpus to Bush's detention of terrorist combatants. J.D. student prerequisites: LAW 511 and completion of two semesters of law school. Cross-listed with GOV 656.

LAW 674 Religion in the Workplace (3) Study of the right of employees to practice their faith at work. Primary focus on Title VII of the Civil Rights Act of 1964 and administrative practice before the Equal Employment Opportunity Commission. Topics include (1) workplace conflicts on religious expression, (2) attire, (3) Sabbaths, (4) union fees, (5) gender roles, (6) sexual orientation, (7) employer defenses, (8) ministry exceptions, (9) constitutional protections, and (10) litigation strategy. J.D. student prerequisites: LAW 511 and completion of two semesters of law school.

LAW 683 Constitutional Law I – Constitutional Structure (3) Study of principles of U.S. constitutional law, in both historical and contemporary contexts. Subject matter areas include: the biblical, philosophical, historical and political background of the U.S. Constitution; judicial review; the distribution and separation of governmental powers in the U.S. federal system, with emphasis upon the federal commerce, taxing and foreign affairs powers; and intergovernmental relations. Prerequisite: LAW 511 and completion of one semester of law school.

LAW 684 Constitutional Law II – Individual Rights (3) Continuation of the study of principles of U.S. constitutional law, in both historical and contemporary contexts. Subject matter focuses on the First and Fourteenth Amendments, with emphasis on due process, equal protection, freedom of speech and press, and free exercise and non-establishment of religion. Prerequisite: LAW 683.

LAW 691 Professional Responsibility (3) Examination and analysis of the authority and duties of lawyers in the practice of their profession as advocate, mediator and counselor, and of their responsibility to God, to government, to the courts and the bar and to their clients, including a study of the ABA Rules of Professional Conduct. Required for the Virginia Third-Year Practice Certificate. Prerequisites: LAW 511 and completion of two semesters of law school. LAW 521, 522, 531, 541, 542, 551, and 554 are recommended but not required.

LAW 701 Business Planning (2) Advanced study of the legal organization and conduct of business in partnership and corporate form. Emphasizes the practical aspects of the organization, operation, purchase and sale and other matters related to the role of the practicing lawyer in business affairs. Prerequisites: LAW 602, LAW 771, and LAW 773.

LAW 703 Nonprofit, Tax-Exempt Organizations (3) Study of the laws and legal principles applicable to exempt organizations. Topics covered include the legal structure and organization of nonprofits, issues of taxation and tax-exempt status, government regulation of exempt organizations and potential liability arising from the conduct of a ministry. J.D. student prerequisite: LAW 511.

LAW 704 Employment Law (3) Employment topics other than discrimination (e.g., wages/hours, hiring/termination, OSHA, covenants not-to-compete, etc.). J.D. prerequisites: LAW 551, 554, or 683.

LAW 706 Labor Law (3) Discusses the history of collective bargaining in the public and private sectors and considers the practical, constitutional, and political issues involved in union exclusive representation. Using the National Labor Relations Act as the backdrop, the course surveys the parallel public employee bargaining statutes. Employer, union, and individual employee rights are studied from the time of the selection of a union representative through the collective bargaining process to the final contract and its enforcement. Union obligations regarding individual employees are studied in some detail. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 708 Right to Work Practicum (1-3) Provides students interested in employee rights in the context of compulsory unionism, public interest law, and litigation the opportunity to work with the litigation staff of the National Right to Work Legal Defense Foundation. Sixty hours of research, writing, and litigation support are required per credit hour. Students can choose their preferred projects but must complete at least one long-term research project if they want the course to satisfy the rigorous written skills requirement. Students also must sign a client confidentiality agreement. Prerequisites: LAW 511, 552, 553, and completion of two semesters of law school. Recommended but not required: LAW 683 and 684. Pass/No Pass.

LAW 709 International Criminal Law (3) The criminal law that applies across international borders, including key international criminal law tribunals from Nuremberg to the International Criminal Court and the substantive law of international crimes such as genocide, crimes against humanity, and war crimes. J.D. student prerequisite: LAW 511 and completion of two semesters of law school. Cross-listed with MLAW 636.

LAW 710 International Development and the Rule of Law (3) Rule of law principles and how to apply the principles to form and fortify the legal culture and institutions in developing nation-states. How economic structures, the security environment, and cultural and religious views impact law-making and enforcement. J.D. student prerequisites: LAW 511 and completion of two semesters of law school. Cross-listed with MLAW 681.

LAW 711 Jurisprudence (3) Study of God and man, justice and law. Focuses upon the basic issues of the philosophy of law and the specific task of exploring a distinctively Christian jurisprudence. Topics include law and morals, judicial reasoning, limits on governmental power and individual liberty, theories of justice and the nature of law and justice. Prerequisites: LAW 511, 551, and 554.

LAW 712 Legal History (3) Study and discussion of Western legal history beginning with the impact of the papal revolution in the 11th century. Special attention given to the historical relationship between church and state and to the biblical and theological foundations of Western law and legal systems in general and the English Common Law in particular. J.D. student prerequisite: LAW 511.

LAW 713 Origins of the Western Legal Tradition (2) Survey of Western legal history beginning with the impact of the Papal Revolution of the 11th century, emphasizing the influence of the Christian church and faith on the development of Western law and legal systems. J.D. student prerequisite: LAW 511.

LAW 714 International Religious Freedom (2) International and regional laws regarding the right to expression and protection of religious belief. Defenses to protect religious freedom, mechanisms for advocacy and intervention, and the impact that non-governmental organizations can have in protecting religious freedom. J.D. student prerequisite: LAW 511 and completion of two semesters of law school. Cross-listed with GOV 657.

LAW 715 The East African Legal Environment: A Comparative Introduction (3) A topical survey of the legal environment in sub-Saharan Africa designed for American law students with an interest in global justice issues.

LAW 722 Remedies (3) Study of the law of judicial remedies, both equitable and legal, focusing on the nature and scope of the relief available. Emphasizes the various types of injunctive relief, declaratory judgments and enforcement powers of the courts, including contempt proceedings. Provides a brief study of the development of chancery courts and the continuing distinction between equitable and legal remedies. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 723 Bankruptcy (3) Study of federal bankruptcy law and the law of debtors and creditors under state law. Specific topics include the property of the estate, the automatic stay, exemptions, discharge, preferences and reorganization. Such topics as judgment liens, executions, attachments, garnishments and fraudulent transfers will be covered in the non-bankruptcy portion of the course. J.D. student prerequisites: LAW 521, 522, 561, 562, 621 and 622. LAW 622 may be taken concurrently.

LAW 724 International Business Transactions (3) Study of the legal framework and problems of doing business across state borders. Subject matter areas include international economic policy, international trading of goods, regulation of international trade, foreign investment, and the resolution of international disputes. J.D. student prerequisites: LAW 521, 522, 561, and 562.

LAW 725 Insurance (3) Overview of the fundamental legal principles of insurable interests in lives and property. Subject matter areas include the nature of an insurable interest, selection and control of risks, coverage of risks and adjustment of claims and government regulations of the insurance industry. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 726 Securities Regulation (3) Begins with an examination of the federal law and policies governing the offer and sale of securities in the primary market, including initial public offerings, private placements, and the subsequent resale of securities with attention to the Securities Act of 1933. Coverage will include the definition of a security; registration requirements; exemptions from registration; enforcement mechanisms and the duties and liabilities of corporations, their officers and directors, underwriters, financial advisors, and lawyers under the 33 Act. The course continues with an examination of the federal law and policies governing trading of securities in the secondary market with attention to the Securities Exchange Act of 1934. Coverage will include the disclosure and reporting obligations of public companies and the rules governing insider trading by corporate executives and others. Coverage may include a study of federal regulation of proxies, mergers or tender offers, or the role of broker-dealers, investment advisors, investment companies or self-regulatory organizations. J.D. student prerequisite: LAW 602.

LAW 727 Mergers & Acquisitions (3) A study of the law governing business combinations, asset acquisitions, and changes of corporate control, including the statutory and non-statutory forms; the application of the business judgment rule and other corporate rules as they relate specifically to target company defensive tactics and efforts to maximize target company shareholder value or to maximize other interests or to promote other constituencies; the role and concerns of various participants, including seller-side concerns, typical buyer-side concerns, and various public policy concerns; the economic arguments for and against mergers, acquisitions, and changes in control; and the stages of a transaction, documentation of a transaction, legal compliance requirements, and closing. J.D. student prerequisite: LAW 602.

LAW 732 Juvenile Law (3) Discussion of problems related to minority status, including jurisdiction of the state, detention, responsibility for the crime, rights and responsibilities of the parents, and the constitutional, statutory and case law parameters of the juvenile law system. J.D. student prerequisites: LAW 511, 551 and 554.

LAW 735 International Trafficking in Persons (3) Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights violation and the treatment of trafficked persons as a victim of a crime. J.D. student prerequisites: Completion of first year. J.D. student recommended: LAW 683, 684, and 784. Cross-listed with GOV 654.

LAW 736 International Children's Rights (2) Comparative overview of children's rights law and practice, including interdisciplinary perspectives on childhood, Convention on the Rights of the Child, child labor, child slavery and trafficking, adoption, provision rights, and gender and sex discrimination issues. J.D. student prerequisite: LAW 732.

LAW 742 Admiralty (2) Survey course on the basic rules and principles of modern maritime law, including admiralty jurisdiction and procedure; maritime torts to person and property; maritime liens, contracts and financing; and such peculiarly maritime topics as vessel limitation of liability. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 743 Health Care Law (3) Overview of the fundamental legal principles of health care law. Topics covered include an introduction to the field of forensic medicine, medical proof in litigation, advanced medical malpractice topics and the structure and operation of the health care delivery system. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 744 Advanced Trial Practice I (1-2) Extension of Trial Practice. Complete rigorous formal preparation and subsequently serve on a team that competes in an interscholastic trial competition. Develop understanding of opening statements, closing arguments, evidentiary objections, offers of proof, the introduction of demonstrative evidence, trial tactics, trial preparation, direct and cross-examination of witnesses, and trial strategies generally. Prerequisites: LAW 654 and membership on an interscholastic trial advocacy team.

LAW 745 Advanced Trial Practice II (1-2) Extension of Advanced Trial Practice I. Complete rigorous formal preparation, building on skills developed in Advanced Trial Practice I, and subsequently serve on a team that competes in an interscholastic trial competition. Develop advanced understanding of opening statements, closing arguments, evidentiary objections, offers of proof, introduction of demonstrative evidence, trial tactics, trial preparation, direct and cross-examination of witnesses, and trial strategies. Prerequisites: Law 744 and membership on an interscholastic trial advocacy team

LAW 746 Virginia Procedure (3) Based on the civil procedure of the Commonwealth of Virginia and examines the various courts, statutes and rules. Primary concentration on titles 8.01, 16.1 and 7.1 of the Code of Virginia. Prerequisites: LAW 551 and 554.

LAW 747 Race & the Law (3) Historical look at how our legal system has treated the issue of race and how our government has treated various races. Prerequisites: LAW 511 and completion of two semesters of law school. LAW 683 and 684 are recommended, but not required. Cross-listed with MLAW 647.

LAW 748 Academic Legal Scholarship (2) Members of an academic law review or journal that has been approved by the faculty are eligible to receive credit for writing a publishable law review article, comment or note and substantially assisting the board of their review or journal. The Constitution of each review or journal provides the standards, approved by the faculty, which govern this credit. Prerequisites: LAW 552 and 553.

LAW 751 Federal Courts (3) Study of the role of the federal courts in the U.S. Focuses on an analysis of the constitutional and legislative foundations of the judicial power of the U.S. and an examination of the practice and procedure in the federal court system. Prerequisites: LAW 511, 551, 554 and 683.

LAW 752 Law Practice Management (2) Prepares for entry into the private practice of law, including ethical and personal pressures related to private law practice. Among other requirements, conduct an initial client interview and identify ethical issues presented during the interview. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 755 Advanced Legal Research & Writing (3) Seminar that exposes a deeper understanding of the skills and materials of electronic legal research. Emphasizes the development of practical, useful skills and equipping students for clerking and other work experiences. Produce weekly written assignments dealing with different research materials and a topical research guide. Prerequisites: LAW 552 & 553.

LAW 757 Drafting Contracts (3) The law and techniques of contract formation and drafting. Provides experience in the imaginative thinking that a lawyer must pursue in integrating the expressed and implied agreements of the parties to a contract. Provides opportunities to learn to create legal documents that express the agreement not only clearly, but also in a manner that defies any contrary interpretation. Enrollment limited by instructor. J.D. prerequisites: LAW 521, 522, 552 and 553.

LAW 758 State Civil Pretrial Practice & Procedure (3) Hands-on experience in developing a civil lawsuit according to the rules and procedures of the state in which the student intends to practice. Techniques, strategies, and ethical and professional considerations involved in analyzing and complying with statutes of limitations, drafting pleadings, determining evidence needed, conducting discovery, and preparing for and trying cases. Prerequisite: LAW 652.

LAW 762 Real Estate Transactions & Skills (3) Advanced skills course to prepare in the practice of law relating to real estate transfer and finance. Perform simulations that address practical aspects of title examinations, title searches, contracts for the purchase and sale of real estate, conveyancing techniques, mortgaging foreclosure practices and settlement and closing of title. J.D. student prerequisites: LAW 521, 522, 561 and 562.

LAW 763 Estate Planning (3) Provides an understanding of estate and gift tax adequate for planning moderate-sized estates, and teaches how to structure, prepare, manage, and use an appropriate estate plan and advise clients concerning the accumulation, preservation and distribution of their estates.

LAW 765 Capstone in Financial Planning (3) Involves case analysis and the integration of financial planning, insurance planning, investment planning, taxation, retirement and employee benefits, and estate tax planning in comprehensive personal financial planning. Students will learn how to manage case scenarios to identify issues, analyze client financial situations, and make and implement recommendations. Prerequisite: Enrollment in the course is subject to instructor approval.

LAW 766 Land Use Planning (3) Introduces the law pertaining to basic zoning and land use planning tools and techniques from classical zoning to the contemporary methods. Examines the role of the comprehensive plan in the zoning process, subdivision controls, historic and environmental preservation techniques, growth control and the issue of financing capital facilities by taxing new developments. J.D. student prerequisites: LAW 561 and 562.

LAW 768 Environmental Law (3) Survey of various topics including the biblical view of man's relationship to the environment, common law remedies, public trust and police power, takings, judicial review of administrative action, the National Environmental Policy Act (NEPA), water pollution (Federal Water Pollution Control Act), air pollution (Clean Air Act), the Resource Conservation and Recovery Act (RCRA), the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA/Superfund) and the Toxic Substances Control Act (TSCA). Prerequisites: LAW 561 and 562.

LAW 771 Partnership Tax (2) Advanced course in the law of federal income taxation with special emphasis on sole proprietorships, partnerships, limited liability companies and related aspects of S corporations. Prerequisites: LAW 671 and LAW 602.

LAW 772 Estate & Gift Tax (3) Overview of the law of federal estate and gift taxes. Prerequisites: LAW 662 and LAW 671. LAW 671 may be taken concurrently.

LAW 773 Corporate Tax (3) Advanced course in the law of federal income taxation with emphasis on corporate tax laws and related aspects of S corporations. Prerequisites: LAW 602 and LAW 671.

LAW 774 First Amendment Law (3) Survey of the protections guaranteed by the First Amendment of the U.S. Constitution. Topics covered include freedom of religion, the establishment clause, freedom of speech and freedom of the press. J.D. student prerequisites: LAW 683 and 684.

LAW 776 Comparative Law (2) Focuses on the nature of Comparative law, the concept of legal tradition and the development of civil law, common law and other legal traditions in the contemporary world of nation states. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 778 Advanced Appellate Advocacy I (1-3) Extension of Appellate Advocacy. Independently research and write a significant portion of a moot court team's brief; members of each team will then pool their independent work and complete the entire brief for competition. Additionally, present practice oral arguments in class and have the opportunity to serve as judge for classmates. Earn one, two, or three credits. Prerequisites: LAW 650 and membership on an interscholastic moot court team.

LAW 779 Advanced Appellate Advocacy II (1-3) Extension of Advanced Appellate Advocacy I. Independently research and write a significant portion of a moot court team's brief; members of each team will then pool their independent work and complete the entire brief for competition. Additionally, present practice oral arguments in class and have the opportunity to serve as judge for classmates. Earn one, two, or three credits (maximum of five credits when combined with LAW 778). Prerequisites: LAW 778 and membership on an interscholastic moot court team.

LAW 780 Civil Litigation Practicum (1-3) Hands-on experience in the world of civil litigation. Practical aspects of how to be a successful litigator and the application of principles to practice. Client development, quality service, effective advocacy, persuasive writing, and litigation strategy. Prerequisites: LAW 511, 551, 552, 553, and 554.

LAW 780BK Bankruptcy Law Practicum (1-2) Apply bankruptcy law to financial problems of debtors and creditors under supervision of practicing bankruptcy attorney. Fifty hours of supervised work required per credit hour. May be repeated with instructor approval but for no more than a cumulative total of two credits. Prerequisites (or concurrently): LAW 511, 521, 522, 551, 552, 553, 554, 561, 562; and 622 (or concurrently) or 723 (or concurrently). Permission of Instructor. Pass/No Pass.

LAW 780CA Child Advocacy Clinic (1-3) Students work on projects relating to policy making regarding children's issues pending before state legislative and regulatory bodies, and may represent actual clients in need of legal counsel/representation. Course may be repeated for academic credit, up to a total of 6 credit hours. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 661. Application/Permission of instructor required.

LAW 780IM Immigration Practicum (1-3) Students work with professor to present cases to the U.S. Citizenship and Immigration Services, U.S. Immigration and Customs Enforcement, and U.S. Department of Justice Immigration Court. Responsibilities include: client intake interviews, evidence gathering, legal research, drafting motions, and client correspondence. J.D. student prerequisites: LAW 552, 553, and 785. Permission of Instructor.

LAW 780PS Professional Skills Practicum (2-4) Designed to prepare graduating law students to pass the bar examination and practice law. Includes review and reinforcement of legal analysis and writing skills, and specific practice in analyzing and writing bar exam essay questions and answering multiple choice questions in the form of the Multistate Bar Exam (MBE). Pass/Low Pass/No Pass.

LAW 781 Administrative Law (3) Study of the law pertaining to the appropriate functions and purposes of administrative agencies in government; constitutional limitations on agency structure and action; analysis of informal and formal procedures, investigation, rule-making and adjudication with a focus on the Federal Administrative Procedure Act and judicial review. Prerequisites: LAW 551 and 683.

LAW 782 State & Local Government (3) Nature, constitution, powers and liabilities of municipal corporations, and the interrelationships between municipal, county and state governments. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, 562, and 683. Cross-listed with MLAW 682.

LAW 783 Conflict of Laws (3) Study of the theories of the application of laws involving domicile and citizenship, bases of jurisdiction, foreign judgments and, in transactions having elements in more than one state, the choice of governing law in such fields as property, contracts, torts and family law. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, 562, and 683.

LAW 784 International Law (3) Discussion and study of the nature of international law; state jurisdiction; the individual legal system; statehood and recognition of states; diplomatic and consular immunity; international agreements; the use of force; and an overview of various international organizations. J.D. student prerequisite: Completion of one semester of law school.

LAW 785 Immigration Law & Procedure (3) Citizenship, acquisition and maintenance of major immigrant and non-immigrant classifications; admission into and exclusion or deportation from the U.S.; and structure and procedures of the Immigration and Naturalization Service, Board of Immigration Appeals, Department of State and Department of Labor. J.D. student prerequisites: LAW 551 and 554.

LAW 786 Legislation (3) Legislative process with emphasis on the lawyer's perspective and functions, issues of representative theory, legislative organization and procedure, interaction of the legislature with other branches of government and research and drafting in the legislative context. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 790 National Security Law (3) Study of national security law from a United States perspective. Begins with the constitutional framework and relevant principles of international law, and then moves to specific topics such as using force abroad; the Fourth Amendment; detention and habeas corpus; interrogation; and prosecuting combatants in federal courts and by military commission. J.D. student prerequisite: LAW 683.

LAW 795 Externship (1-3) Students will experience the practice of law and develop professional skills by working without remuneration off campus under the direct supervision of one or more attorneys, in governmental offices, or in a judicial or other approved placement. May also include a classroom component. May be repeated for academic credit, up to a total of 5 credit hours. J.D. student prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562. Pass/No Pass.³

LAW 811 Biblical Law (3) Exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics. J.D. student prerequisite: LAW 511.

LAW 812 Sharia Law (3) Survey Islamic Law in three parts: (1) Qur'anic foundations using the Qur'an itself and the history of its various interpretations; (2) "classical/historical/orthodox/traditional" Sharia itself; and (3) the application of Sharia in Muslim nations today and its relevancy to non-Muslim nations. J.D. student prerequisite: LAW 511.

LAW 861 Advanced Property (3) The law pertaining to the nature of private property, both real and personal, including biblical principles relevant to property acquisition and ownership, personal property issues, donative transfers, the common law classification of estates and future interests, and concurrent estates. The law and biblical principles pertaining to the acquisition, ownership and use of real property; landlord-tenant law; easements; covenants and servitudes; transfers of interests in real property, including an examination of merchantable title, deeds, legal descriptions, conveyancing, recording systems and title assurance, adverse possession, and land use controls.

LAW 862 Entertainment Law (3) Overview of legal problems in film, theatre, television, sound recordings and literary and music publishing. Topics include the role of attorneys, agents and business and personal managers, contractual provisions in different entertainment agreements, protection for ideas and stories, rights of privacy and publicity and related copyright issues. Prerequisites: LAW 521, 522, 561, and 562.

LAW 863 Sports Law (2) Study of the law of sports including intellectual property, rights of privacy and publicity, antitrust, labor, contracts, torts, Olympic and International Rules and sports agency. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 882 School Law (2) Focuses on the legal aspects of public, private and home education, including: 1) the legal framework for public education; 2) First Amendment and other constitutional issues related to the public schools; 3) government regulation of private/parochial schools; and 4) parental rights concerning home education. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 554, 561, and 562.

LAW 883 International & Comparative Human Rights (2-3) Addresses the questions of the universality of human rights, including the right of life, the right to death, rights of the child, women's rights, religious freedoms, the rights of third-world countries and the export of Western values to Eastern societies. J.D. student prerequisite: LAW 511.

LAW 884 Introduction to Human Rights in Africa (1) Addresses the foundations for and institutional protections of international human rights, including: the origins and philosophical basis for the modern international human rights movement; fundamental principles of modern international human rights law and mechanisms for enforcing human rights in East Africa; and a Christian perspective on international human rights law.

²Students who intend to apply to sit for the New York Bar Examination will be required to satisfy an experiential course requirement, effective 2018.

³May be used to satisfy the New York Bar Examination's experiential course requirement.

Master of Laws (LL.M.) in American Legal Studies

LAW 813 Foundations of Legal Thought (3) (1) The philosophical and theological sources and nature of American law and justice; (2) the role of lawyers in the American justice system; and (3) jurisprudential thinking about what lawyers do, including select substantive legal issues.

LAW 814 American Legal System & Writing (3) American legal system and skills necessary to succeed in that system, including reading cases and statutes, analyzing legal issues, and researching selected topics of American law. Course culmination is a legal research paper.

LAW 815 Advanced Torts (2) Civil liability resulting from breach of duties arising under common law; intentional, negligence and strict liability torts and theories of liability and recovery; defamation, interference with contract, and strict products liability.

LAW 816 Agency & Partnerships (2) Law of agency and law governing formation, control, liabilities, property, dissolution and disposition of partnerships, and the internal and external relations of partners.

LAW 817 Business Associations/For-Profit (2) Law of close and public corporations and other business associations, their origins, structure, rights and liabilities of management and shareholders.

LAW 818 Civil Pretrial Practice (2) Developing a civil lawsuit according to the rules and procedures of the state in which the student intends to practice. Focus includes complying with statutes of limitations, drafting pleadings, determining evidence needed, conducting discovery, and preparing for and trying cases.

LAW 819 Constitutional Law & Policy I (3) Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Cross-listed with GOV 619 and MLAW 519.

LAW 820 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with EHEA 508, GOV 620, and MLAW 620.

LAW 821 Conflict of Laws (2) Theories and application of laws involving domicile and citizenship, bases of jurisdiction, foreign judgments and, in transactions having elements in more than one state, the choice of governing law in such fields as property, contracts, torts and family law.

LAW 823 Contracts (3) Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law).

LAW 826 Professional Responsibility (3) Authority and duties of lawyers in the practice of their profession as advocate, mediator and counselor, and of their responsibility to God, government, courts, bar and to their clients. The course focuses on the ABA Rules of Professional Conduct and relevant state professional codes of professional responsibility.

LAW 827 Remedies (2) Equitable and legal remedies, including injunctive relief, declaratory judgments and enforcement powers of the courts, including contempt proceedings.

LAW 831 Constitutional Criminal Procedure (4) Study of limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments of the U.S. Constitution as applied to the States via the 14th Amendment. Procedurally, the course considers the criminal justice process from the investigation through arrest and initial court appearance.

LAW 851 Civil Procedure I (3) Jurisdiction of federal and state courts and fundamental issues related to a plaintiff's ability to sue a defendant in a specific federal district, including subject matter jurisdiction, personal jurisdiction and venue.

LAW 962 Trusts & Estates (3) Introduction to the basic legal principles of intestate succession; to the execution, construction, revocation and interpretation of wills; to the creation of trusts; to the fiduciary administration of trusts and estates; and to the acquisition of the basic legal principles of transferring family wealth.

Master of Laws (LL.M.) in Human Rights

LAW 891 Human Rights Research and Writing (2) Seminar that introduces LL.M. students to the full range of source materials available and research and analytical methods used by lawyers conducting scholarly research and writing in the field of human rights. Produce abstract, outline, and bibliography in preparation for LL.M. Thesis requirement.

LAW 899 Thesis (3) Independent study and writing project in human rights conducted under faculty supervision. Produce a publishable quality article or manuscript 35-50 pages in length. Required for LL.M. in Human Rights. Prerequisite: LAW 891.

Master of Arts

MLAW 513 Foundations of Legal Thought (3) (1) The philosophical and theological sources and nature of American law and justice; (2) the role of lawyers in the American justice system; and (3) jurisprudential thinking about what lawyers do, including select substantive legal issues.

MLAW 521 Contract Law (3) Common law of contracts, and the principles controlling the formation, performance and termination of contracts (offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law). Cross-listed with GOV 618 and EHEA 506.

MLAW 533 Juvenile Law (3) Discussion of problems related to minority status, including jurisdiction of the state, detention, responsibility for the crime, rights and responsibilities of the parents, and the constitutional, statutory and case law parameters of the juvenile law system.

MLAW 535 International Trafficking in Persons (3) Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights violation and the treatment of trafficked persons as a victim of a crime.

MLAW 542 Insurance Law & Planning (2) Considers principles of risk and insurance, income taxation and business use of insurance, analyzes and evaluates risk exposures and insurance needs, and the selection of insurance company and policy; finally, examines the following forms of individual insurance; life, long-term care, disability income, health insurance, and annuities.

MLAW 543 Prof. Conduct & Relationships (1) Focuses on communicating with a counseling financial planning clients; discerning client and planner attitudes, values, biases and behavioral characteristics; and learning the Certified Financial

Planning Board's *Code of Ethics and Professional Responsibility and Rules of Conduct, Disciplinary Rules and Procedures, and Financial Planning Practice Standards*.

MLAW 544 Fundamentals of Estate Planning (3) Fundamental areas of estate planning, which include methods of property transfer at death, characteristics and consequences of property titling, incapacity and elder law, powers of appointment, fiduciaries, sources of estate liquidity, use of life insurance in estate planning, estate planning documents (including wills and trusts, and planning for non-traditional relationships), IRAs and retirement plans, income in respect of a decedent, the types, features, and taxation of trusts, qualified interest trusts, charitable gifts/transfers and gifting strategies, marital deduction, intra-family and business transfer techniques, deferring and minimizing estate taxes, generation-skipping transfer tax, federal estate and gift tax compliance and tax calculation, and postmortem estate planning techniques.

MLAW 545 Capstone in Financial Planning (3) Involves case analysis and the integration of financial planning, insurance planning, investment planning, taxation, retirement and employee benefits, and estate tax planning in comprehensive personal financial planning. Students will learn how to manage case scenarios to identify issues, analyze client financial situations, and make and implement recommendations. Prerequisite: UNIV 500 as required for admissions. Prerequisites: MLAW 542, MLAW 543, MLAW 544, MLAW 670, FNCE 652, FNCE 653, and FNCE 654.

MLAW 552 American Legal System & Writing (3) American legal system and the skills necessary to succeed in that system, including reading cases and statutes, analyzing legal issues, and researching selected topics of American law.

MLAW 553 Legal Research & Writing (3) Research skills and instruction in legal writing, analysis, and brief writing. Prerequisite: MLAW 552.

MLAW 557 Drafting Contracts (3) The law and techniques of contract formation and drafting. Provides experience in the imaginative thinking that a lawyer must pursue in integrating the expressed and implied agreements of the parties to a contract. Provides opportunities to learn to create legal documents that express the agreement not only clearly, but also in a manner that defies any contrary interpretation.

MLAW 561 Property Law & Policy (3) Nature of private property (both real and personal); landlord-tenant law; easements; covenants and servitudes; transfers of interests in real property; merchantable title; deeds; legal descriptions; conveyancing; recording systems; adverse possession; and land use controls.

MLAW 580CA Child Advocacy Practicum (1-3) Students work with professor on projects relating to the nature and regulation of policy making regarding children's issues, including current issues pending before state legislative and regulatory decision making bodies.

MLAW 583 Immigration Law & Procedure (3) Citizenship, acquisition and maintenance of major immigrant and non-immigrant classifications; admission into and exclusion or deportation from the U.S.; and structure and procedures of the Immigration and Naturalization Service, Board of Immigration Appeals, Department of State and Department of Labor.

MLAW 590 Independent Study (1-2) Learning experience that allows research and evaluation of subject matter or conduct other comparable academic activities with minimum faculty guidance.

MLAW 593 Legal Aid/Nonprofit Externship (1-3) Students interested in public interest law may serve as externs with the local legal aid program and nonprofit organizations that have a legal division. For students who enroll in the legal aid externship, there is a classroom component in which lawyering skills such as factual investigation, interviewing, case analysis and litigation strategy are discussed. The legal aid classroom component introduces students to the areas of substantive law in which the legal aid program represents clients, e.g. landlord/tenant law, consumer law and government benefits. Hours spent in the classroom component do not substitute for the hours necessary to fulfill the externship requirement on site at the placement.

MLAW 602 Business Entities (3) Law governing formation, structure, rights and liabilities pertaining to business entities, corporations, partnerships, limited liability companies, and other business associations.

MLAW 603 Administrative Law & Policy (3) The appropriate functions and purposes of administrative agencies in government; constitutional limitations on agency structure and action; and analysis of informal and formal procedures, investigation, rule-making and adjudication with a focus on the Federal Administrative Procedure Act and judicial review.

MLAW 604 American Tort System (3) Common law civil liability resulting from breach of duty. Topics studied include intentional torts, negligence, proximate cause, and damages.

MLAW 605 Legislation & Regulation (3) The functions, powers, and processes of both legislative bodies and administrative agencies. Includes issues of representative theory, legislative organization and procedure, and interaction of the legislature with other branches of government plus the constitutional limitations and roles of administrative agencies.

MLAW 619 Constitutional Law & Policy I (3) Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Cross-listed with GOV 619.

MLAW 620 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the “right to privacy,” the “right to intimate sexual choice,” and the “right to die”). Cross-listed with EHEA 508, GOV 620, and LAW 820.

MLAW 623 Nonprofit Organizations (3) Study of the laws and legal principles applicable to exempt organizations. Topics covered include the legal structure and organization of nonprofits, issues of taxation and tax-exempt status, government regulation of exempt organizations and potential liability arising from the conduct of a ministry.

MLAW 628 Employment Law (3) Employment topics other than discrimination (e.g., wages/hours, hiring/termination, OSHA, covenants not-to-compete, etc.). Cross-listed with GOV 617.

MLAW 629 Labor Law (3) Discusses the history of collective bargaining in the public and private sectors and considers the practical, constitutional, and political issues involved in union exclusive representation. Using the National Labor Relations Act as the backdrop, the course surveys the parallel public employee bargaining statutes. Employer, union, and individual employee rights are studied from the time of the selection of a union representative through the collective bargaining process to the final contract and its enforcement. Union obligations regarding individual employees are studied in some detail.

MLAW 630 Employment Discrimination (3) Laws pertaining to employment discrimination, including Title VII of the Civil Rights Act of 1964 and administrative practices before the Equal Employment Opportunity Commission. Special consideration given to religious discrimination. Cross-listed with GOV 616.

MLAW 634 Criminal Law (3) Focus on the foundations and common law doctrines of criminal law and modern statutory provisions.

MLAW 635 Criminal Procedure (3) Focus on the limitations imposed on law enforcement activities by the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution.

MLAW 636 International Criminal Law (3) The criminal law that applies across international borders, including key international criminal law tribunals from Nuremberg to the International Criminal Court and the substantive law of international crimes such as genocide, crimes against humanity, and war crimes. Cross-listed with LAW 709.

MLAW 640 National Security Law (3) This seminar provides students an analysis of national security topics. Among the topics which may be covered are national security and the role of law, theoretical approaches to national security and world order, development of the international law of conflict management, the use of force in international relations, the laws of wars and neutrality, war crimes, the international law of intelligence collection, the control of international terrorism, American security doctrine and nuclear weapons. Cross-listed with GOV 640.

MLAW 643 Health Care Law (3) The fundamental legal principles of American health care law and the structure and operation of the health care delivery system. Cross-listed with GOV 684.

MLAW 647 Race & the Law (3) Historical look at how our legal system has treated the issue of race and how our government has treated various races. Cross-listed with LAW 747.

MLAW 652 Evidence Law (3) The law of evidence and the rules governing its admission and exclusion and the policies and theories underlying the evidentiary system.

MLAW 653 Civil Procedure Law (3) Procedures and rules governing the process by which a civil lawsuit proceeds through the court system and the jurisdiction of federal and state courts.

MLAW 655 Negotiations (3) Develop legal negotiation skills through participation in simulated negotiations. Negotiation exercises are video-taped for review and faculty critique and evaluation. Classroom discussion is devoted to examining and applying theoretical and practical strategies of negotiation. Cross-listed with GOV 631.

MLAW 656 General Mediation (3) The history of mediation and the process, value, limitation, and skills for third-party intervention in the settlement of non-family law conflicts consistent with Christian principles and professional codes of ethics.

MLAW 661 Family Law (3) General introduction to the law and legal regulation of family associations. Focuses on the relationships of husband and wife, parent and child and, in that context, assists in developing a thorough understanding of biblical, historic and contemporary legal principles and rules governing the family and other intimate relationships. Probes contemporary topics related to law and the family in light of current legal and cultural settings. Cross-listed with LAW 661.

MLAW 667 Family Mediation (3) The history of mediation and the process, value, limitation, and skills for third-party intervention in the settlement of family and non-family conflicts consistent with Christian principles and professional codes of ethics.

MLAW 670 Survey of Taxation (3) Considers the fundamentals of personal, business, and trust & estate income tax law and tax compliance, including basis, tax consequences of property sales, alternative minimum tax, passive activity and at-risk rules, charitable contributions and deductions, tax reduction techniques, and the tax implications of special circumstances.

MLAW 672 Human Rights, Civil Liberties, and National Security (1) Discussion of balancing the government's responsibility to defend the body politic and its parallel duty to safeguard the rights of individuals. Exploration of the tensions of achieving security and freedom from Lincoln's suspension of habeas corpus to Bush's detention of terrorist combatants.

MLAW 673 Case Studies in National Legal Policy (1) Constitutional, Statutory, and Regulatory implications regarding issues such as drug enforcement and capital punishment in the context of the principle of the equal protection of the law for all Americans. Cross-listed with LAW 605.

MLAW 674 Religion in the Workplace (3) Study of the right of employees to practice their faith at work. Primary focus on Title VII of the Civil Rights Act of 1964 and administrative practice before the Equal Employment Opportunity Commission. Topics include (1) workplace conflicts on religious expression, (2) attire, (3) Sabbaths, (4) union fees, (5) gender roles, (6) sexual orientation, (7) employer defenses, (8) ministry exceptions, (9) constitutional protections, and (10) litigation strategy.

MLAW 676 International Religious Freedom (2) International and regional laws regarding the right to expression and protection of religious belief. Defenses to protect religious freedom, mechanisms for advocacy and intervention, and the impact that non-governmental organizations can have in protecting religious freedom.

MLAW 678 International Children's Rights (2) Comparative overview of children's rights law and practice, including interdisciplinary perspectives on childhood, Convention on the Rights of the Child, child labor, child slavery and trafficking, adoption, provision rights, and gender and sex discrimination issues.

MLAW 681 International Development and the Rule of Law (3) Rule of law principles and how to apply the principles to form and fortify the legal culture and institutions in developing nation-states. How economic structures, the security environment, and cultural and religious views impact law-making and enforcement. Cross-listed with LAW 710.

MLAW 682 State & Local Government (3) Nature, constitution, powers and liabilities of municipal corporations, and the interrelationships between municipal, county and state governments. Cross-listed with LAW 782.

MLAW 684 International Law (3) Discussion and study of the nature of international law; state jurisdiction; the individual legal system; statehood and recognition of states; diplomatic and consular immunity; international agreements; the use of force; and an overview of various international organizations.

MLAW 686 International & Comparative Human Rights (2-3) Addresses the questions of the universality of human rights, including the right of life, the right to death, rights of the child, women's rights, religious freedoms, the rights of third-world countries and the export of Western values to Eastern societies.

THE FACULTY

Resident Faculty

Regent University School of Law has a diverse and distinguished faculty. Members of the faculty have published extensively; and all of them have significant legal experience in private practice, public interest legal work, or government service. The school is justly proud of the accomplishments of its faculty members. Collectively, the faculty provides an outstanding and rich legal education for Regent students. Members and their credentials are listed below. (The year in which the faculty member began full-time in the School of Law is listed in parentheses.)

Hernandez, Michael V. (1992), J.D., University of Virginia School of Law; Dean; Professor

Ashcroft, John D. (2005), J.D., University of Chicago Law School; Distinguished Professor of Law and Government

Boland, James M. (2000), J.D., Regent University School of Law; Director, Legal Analysis, Research, and Writing; Associate Professor

Brauch, Jeffrey A. (1994), J.D., University of Chicago Law School; Executive Director, Center for Global Justice, Human Rights and the Rule of Law; Director, LL.M. Programs; Professor

Cameron, Bruce N. (2007), J.D., Emory University School of Law; Reed Larson Professor of Labor Law

Cook, Douglas H. (1987), J.D., The Ohio State University Moritz College of Law; Associate Vice President for Academic Affairs; Professor

Dauids, James A. (2003), Ph.D., Regent University; J.D., Duke University School of Law; Associate Professor

DeGross, Eric A. (1994), J.D., Regent University School of Law; Professor

Duane, James J. (1991), J.D., Harvard Law School; Professor

Folsom, Thomas C. (2002), J.D., Georgetown University Law Center; Senior Lecturer

Gantt, II, L.O. Natt (2000), J.D., Harvard Law School; M.Div., Gordon-Conwell Theological Seminary; Associate Dean of Academic Affairs; Co-Director, Center for Ethical Formation & Legal Education Reform; Professor

Griffin, Caleb N. (2016), J.D. Harvard Law School; Assistant Professor

Hamm, Marie Summerlin (1999), J.D., Regent University School of Law; M.L.S., Syracuse University; Director, Law Library

Hensler, III, Louis W. (1998), J.D., University of Chicago Law School; Professor

Jacob, Bradley P. (2001), J.D., University of Chicago Law School; Associate Professor

Kirkland, Janis L. (2000), J.D., T.C. Williams School of Law, University of Richmond; Director, Wealth Management Concentration, M.A. Program; Acting and Assistant Director, Legal Analysis, Research & Writing Program; Principal Lecturer

Kohm, Lynne Marie (1994), J.D., Syracuse University College of Law; John Brown McCarty Professor of Family Law

Madison, III, Benjamin V. (2003), J.D., College of William and Mary, Marshall-Wythe School of Law; Director, Bar Passage Initiatives; Co-Director, Center for Ethical Formation & Legal Education Reform; Professor

McKee, Kathleen A. (1996), J.D., Columbus School of Law; Catholic University; LL.M., Georgetown University Law Center; Director of Experiential Learning; Associate Professor

Murphy, James E. (1997), J.D., University of Oklahoma College of Law; Director, M.A. Program; Business Affairs Manager; Lecturer

Stern, Craig A. (1990), J.D., University of Virginia School of Law; Director, Honors Program; Professor

Van Essendelft, Kimberly R. (2006), J.D., College of William and Mary, Marshall-Wythe School of Law; Assistant Dean of Student Affairs; Principal Lecturer

Walton, S. Ernie (2013), J.D., Regent University School of Law; Assistant Dean of Admissions; Academic and Administrative Director, Center for Global Justice, Human Rights, and the Rule of Law; Lecturer

West, Patricia (2014), J.D., College of William and Mary, Marshall-Wythe School of Law; Associate Dean of Career and Alumni Services; Distinguished Professor

Whittico, Gloria A. (2007), J.D., University of Virginia School of Law; Director, Academic Success Program; Associate Professor

Law Library Faculty

Magee, William E. (2000), J.D., Regent University School of Law; M.S.L.S., Catholic University of America; Assistant Director for Public Services



SCHOOL OF PSYCHOLOGY & COUNSELING

DEAN'S MESSAGE

Our motto in the School of Psychology & Counseling (SPC) indicates our aspiration to be both “academically excellent” and “distinctively Christian.” We believe that these goals are synergistic. Our aim is produce leaders in psychology and counseling who can provide effective services to their clients in a manner richly informed by the best of the academic traditions in these fields and the Christian faith. Our focus has been on preparing professionals and paraprofessionals for practice oriented careers in a wide variety of settings. Many of our graduates have developed careers in explicitly Christian practices contexts. Many others work in the spectrum of secular mental health contexts such as private practice, school services, medical settings, or military clinics. All are trained to integrate faith and practice in sophisticated and ethical ways regardless of their practice settings. Our academic community consists of faculty, staff and students who share a commitment to provide a redemptive impact on the world through their careers.

William L. Hathaway, Ph.D.

Dean

CONTACT INFORMATION

Application forms may be completed online at www.regent.edu/psychology/apply. To request admissions information, contact:

Admissions Office – DIV 270
School of Psychology & Counseling
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757.352.4498 or 800.681-5906
Fax: 757.352.4839
E-mail: psycoun@regent.edu
Website: www.regent.edu/spc

MISSION AND PHILOSOPHY

The Regent University School of Psychology & Counseling provides leadership for exemplary educational programs. Its professional programs integrate sound practice skills, disciplinary competence, and biblically-based values to promote human welfare with a focus on service provision to individuals, family, church, and community.

Vision Statement -- Our efforts stem from two central passages of Scripture, "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself," (Matthew 22:37-39); and "Love each other as I have loved you," (John 15:12). The methods and purposes of psychology and counseling are always to be held against these biblical standards.

We aim to educate graduates to provide healing and restoration to members of the local and world community through the application of biblical principles and professional excellence.

DISTINCTIVES OF THE SCHOOL

The School of Psychology & Counseling prepares graduates from a Christian worldview, while adhering to the highest standards of each discipline. Our professional programs prepare graduates in a distinctly Christian manner while meeting accreditation, certification and educational requirements for licensure. These programs are designed for individuals to take their knowledge into every corner of the world in order to assist people in the prevention and resolution of the problems of human living. A strong emphasis is placed on the restoration of relationships: individual to God, individual to individual and restoration within the family, the church and the community. It is our goal that individuals who graduate from our programs will be exemplary, reflecting the character of Christ within their personal and professional lives.

ACCREDITATION

Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). <http://sacscoc.org/membershipInfo.asp>

The School of Psychology and Counseling has two additional accreditations: The American Psychological Association (APA), Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, 202-336-5979, www.apa.org/ed/accreditation/, has granted accreditation to the Doctoral Program in Clinical Psychology (Psy.D.), www.apa.org/ed/accreditation/clinpsymz.html; and The Council for Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Avenue, Alexandria, VA 22304, 703.823.9800 ext. 301, www.cacrep.org, has granted accreditation to the following programs in the Counseling Department: M.A. in Clinical Mental Health Counseling, M.A. in School Counseling, M.A. in Marriage, Couple, & Family Counseling; Doctoral Program in Counselor Education & Supervision (Ph.D.). <http://www.cacrep.org/directory/directory.cfm>

PROGRAM OVERVIEW

The SPC adheres to a Judeo-Christian worldview. The Judeo-Christian perspective provides a sound basis from which human behavior might be studied, and sets a standard by which counseling methods might most effectively be applied—one that recognizes the individual as a totality of body, soul and spirit. The research and experience of those who have pioneered the field are highly valued, as are biblical resources that contextually define and analyze the motives and patterns of human behavior.

The school designs each student's master plan of study to optimize employability in the various and diverse settings found in the field of counseling and psychology, such as:

- Community mental health agencies
- Church and parachurch organizations
- Public and private schools
- Colleges and universities
- Business and governmental settings
- Private practice groups and hospitals
- Health care organizations

Joint degrees with other Regent schools are available. See the General Information section of the catalog for the description of the joint degrees program.

All degree programs in the SPC, including the distance learning programs, require some level of in-residence study. For details see Residency information on the website for the specific degree program.

Degree Programs Offered

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

Certificates Offered

- Certificate of Graduate Studies in Addiction (On Campus or Online)
- Certificate of Graduate Studies in Clinical Mental Health Counseling (On Campus or Online)
- Certificate of Graduate Studies in Marriage, Couple & Family Counseling (On Campus or Online)
- Certificate of Graduate Studies in School Counseling (On Campus or Online)
- Certificate of Graduate Studies in Trauma (On Campus or Online)

FINANCIAL AID

Regent University and the SPC offer various financial aid opportunities for all degree-seeking students. For information about these scholarships contact the Admissions Office or [visit www.regent.edu/psychology/finaid](http://www.regent.edu/psychology/finaid). Students are encouraged to complete their FAFSA (www.fafsa.ed.gov) early in the admissions process, although awards will not be made until the student has been approved for admission.

STUDENT PROFILE

Students in the School of Psychology & Counseling are diverse in religious, national and ethnic origins, and number approximately 470. The average student age is in the mid-30s, three fourths are women and approximately one third are minorities.

ADMISSIONS REQUIREMENTS

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

Admissions Application Deadlines

- Psy.D. in Clinical Psychology and Ph.D. in Counselor Education & Supervision, and the Ph.D. in Counseling & Psychological Studies– Applications are accepted for the fall term only. The application deadline is December 15th. New students are admitted to the fall term only.

- M.A. in Clinical Mental Health Counseling; M.A. in School Counseling; and M.A. in Marriage, Couple & Family Counseling Programs – Applications are considered for the fall and spring terms only. No applications will be considered after July 1st for fall admission and December 1st for spring admission.
- M.A. in Human Services, M.A. in Pastoral Counseling, and M.S. in General Psychology – Applications are accepted for fall, spring and summer terms. Applications are due by July 1st for fall admission, December 1st for spring admission and April 1st for summer admission.

ACADEMIC POLICIES

Cross-Registration

Those students who elect to take a class in the SPC and are degree-seeking from one of the other Regent degree programs are considered cross-registered students. They must demonstrate that they have met any prerequisites for the course and obtain the signature of the professor teaching the course including advising to course content and relevance to desired degree outcome. Students may cross-register only if space remains available in the class. Degree-seeking students in the SPC have first preference for enrollment in SPC classes.

Cross-registered students may only take up to four courses (12 credit hours) in the SPC. Any exception to this policy can only be granted by the Dean or the Dean's designate, and must be petitioned for in the appropriate manner. An "Approval to Enroll in a Class in Another School" form, found on the web at www.regent.edu/admin/registrar/studentforms.cfm, must be completed by the student and signed by the appropriate professor prior to the student's registration through their home school.

Students who have previously applied for admission to the SPC, either by original degree-seeking application, non-degree application or as a joint degrees applicant, and have been denied admission to our school, will have to submit an Academic Petition to the SPC to be considered for cross-registration.

Failing Grades (B- or Below)

The general grading policy for each course in the SPC is that any grade below a B is considered not satisfactory for graduate level work. Receiving a grade of B- will result in the student retaking the course.

DEGREE PROGRAMS

PROGRAM CHANGES DISCLAIMER STATEMENT

Programs may choose to add or delete courses and course progressions from time to time; if a student is in a degree program over several years, there may be differences between what is offered and what is in the original catalog. Students will work with their individual advisors to ensure that they have met all requirements for graduation under the following stipulations:

The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement unless the student is in a remedial situation that is clearly documented.

In the case of a student stopping out of a program and being readmitted, the student will be under the catalog of the year of readmission.

Students may, with approval, take more credit hours than required in their catalog. However, financial aid will not be available for courses outside of the approved degree program.

If a student has a required course that is no longer offered, the advisor will help the student find a substitute course at Regent or through the consortium.

Psy.D. in Clinical Psychology Program (124 credit hours beyond the bachelor's)

(Program delivered entirely face-to-face)

The Psy.D. program integrates scholarly and rigorous academic training, clinical practice and research within a Christian worldview. Students are prepared to compete for national internships as well as subsequent licensure in Virginia and other states with similar requirements.

The Psy.D. program is a terminal professional degree. The degree is designed to be responsive to society's need for Christian psychologists functioning in a variety of leadership roles. Graduates have the potential to serve in such diverse roles as clinical directors of agencies; hospital staff members; directors of Christian counseling centers and private practices; consultants to business and industry; academic instructors; supervisors of new clinicians; office-holders in local, state and national professional organizations; members of boards of directors of human services agencies; members of licensing boards; consultants to churches and schools; managed care case managers and administrators; and a variety of other roles.

The program is completed full-time in four years, plus one year of internship. Students entering at the master's level may be able to complete the coursework in three years with an additional year of internship for a total of four years. All students enrolled in Psy.D. are required to attend the program on a full-time basis. A fixed curriculum progression has also been established to ensure that students follow a logical and cumulative program of clinical training. While the Psy.D. program is designed to mentor general practitioners of clinical psychology, there is opportunity for each student to pursue more specialized interests through course electives and focused practice. This flexibility allows for students to adapt their training to meet the licensing requirements of many different states and jurisdictions. Before selecting such optional and individualized components of the program, each student should review the specific requirements of the jurisdiction in which they plan to practice.

The program coursework content includes biological, social, behavioral and affective bases of behavior, as well as study of individual differences. These courses provide a foundation for preparation as a clinical psychologist. The program has an integrative approach: integration of clinical work and coursework, integration of faith and practice and integration of multicultural, ethical and diversity issues in both didactics and practice. The program culminates in a 2,000-hour internship and the dissertation project.

The research sequence introduces the student to statistical methods, research design, program evaluation and outcome research in psychotherapy. These experiences prepare the student for completing the dissertation project requirement. The dissertation project may be empirical, theoretical or applied and is normally completed in the fourth year. The goal of the research sequence is to equip students with the knowledge and skills to effectively understand and apply research literature to appropriate clinical areas. The Psy.D. program includes yearly assessments of students, as well as a candidacy exam. A comprehensive examination given in the third year serves to determine admission to doctoral candidacy.

Students are encouraged to apply to a wide variety of internship sites including the military, veteran's hospitals, state psychiatric hospitals and community and private outpatient clinics. The emphasis will be on obtaining the best American Psychological Association (APA) and Association of Psychology Postdoctoral and Internship Centers (APPIC) internships available for each student. The internship application process begins in the students' fourth year. These paid positions are located outside of the Virginia Beach area.

The faculty brings a wealth of experience and a diversity of theoretical background. Among these professionals are both full-time and adjunct faculty members. Despite a diversity of theoretical orientation, the faculty is united by a common commitment to a Christian worldview and to providing quality, professional training.

University Requirement:

UNIV LIB Information Research and Resources (0)

Required Core Courses:

History & Systems of Psychology

PSY 600 Clinical Psychology (3)

PSY 723 History & Systems of Psychology (3)

Individual Behavior

PSY 638 Psychopathology (3)

Cognitive/Affective Bases of Behavior

PSY 716 Affect, Cognition & Motivation (3)

Biological Bases of Behavior

PSY 715 Biological Bases of Behavior (3)

Human Development

PSY 640 Life Span Psychology (3)

Social Bases of Behavior

PSY 717 Social Psychology (3)

Research, Statistics & Design

PSY 617 Research Design (3)

PSY 714 Statistics (3)

Methods of Assessment

PSY 725 Intelligence Testing & Psychometrics (Lab) (4)

PSY 726 Personality Assessment & Psychometrics (3)

PSY 728 Advanced Assessment (2)

PSY 732 Clinical Assessment & Treatment Planning (2)

Clinical Practice

PSY 614 Clinical Child & Pediatric Psychology (3)

PSY 621 Clinical Interviewing (3)

PSY 622 Pre-practica in Evidence Based Practice (3)

PSY 627 Psychotherapies I (3)

PSY 628 Psychotherapies II (3)

PSY 733-738 Clinical Practica Case Consultation (12)

PSY 739 Advanced Practica I (1)

PSY 741 Advanced Practica II (1)

PSY 763 Supervision & Consultation (3)

PSY 774 Health Psychology & Integrated Medicine (3)

Ethics, Standards & Diversity

PSY 661 Ethics, Professional Orientation & Legal Issues in Psychotherapy (3)

PSY 670 Multicultural Psychology (3)

Spiritual Formation Sequence

PSY 776 Psychology of Religion (3)

PSY 777 Survey of Christianity (3)

PSY 778 Applied Theology for Clinical Psychologists (3)

PSY 779 Applied & Clinical Integration (3)

PSY 780 Integration Capstone (1)

Psy.D. Dissertation

PSY 700 Dissertation Methodology Seminar (1)

PSY 701-703 Dissertation (9)

PSY 718 Professional Development & Dissertation Proposal Development (1)

Internship (3 minimum)

PSY 801-803 Clinical Internship (at 1 credit each) (3)

Psy.D. Electives (18 credits required)

Any of the PSY courses can be used as elective for the Psy.D. program.

Ph.D. in Counseling & Psychological Studies (51 credit hours)

(Program delivered online)

The Ph.D. in Counseling & Psychological Studies degree is an advanced degree that prepares Christian scholars and leaders in mental health counseling, research, scholarship and psychological science. This interdisciplinary culminating degree in mental health counseling was initially conceived as a Ph.D. program for mental health scholars working in international settings who do not need North American professional accreditation but is also appropriate for scholars who seek to impact culture in ministry contexts outside of the formal professional organizations of psychology or counseling in any region. Course requirements for the Ph.D. in Counseling & Psychological Studies include a common core of 14 courses (39 credits). In addition, students are required to complete either the research concentration or the clinical concentration consisting of 4 courses (12 credits). The student concentration will be determined at admission based on their master's coursework. Applicants entering the program with a clinical master's degree will take the research concentration. Applicants entering the program with research competencies in their master's degree will take the clinical concentration. Applicants do not have sufficient preparation in either clinical or research competencies at the masters level may be required to complete additional training in both areas.

University Requirement:

UNIV LIB Information Research and Resources (0)

Required Courses

MHPS 618 Qualitative Research Methodology (3)
MHPS 674 Addictive Behaviors (3)
MHPS 688 Political Structures and Policy Analysis (3)
MHPS 691 Indigenous Mental Health Care I (3)
MHPS 700 Grant Writing & Dissertation Proposal (3)
MHPS 701 Dissertation I (2)
MHPS 702 Dissertation II (2)
MHPS 703 Dissertation III (2)
MHPS 724 Appraisal & Psychometrics (3)
MHPS 740 Introduction & Leadership (3)
MHPS 758 Disaster Trauma & Psychological First Aid (3)
MHPS 763 Supervision (3)
MHPS 788 Indigenous Mental Health Care II (3)
MHPS 796 Capstone: Psychological Sciences & Christian Thought (3)

Research Concentration (not required for students in clinical concentration)

MHPS 616 Research Methods in Psychological Sciences I (3)
MHPS 617 Research Methods in Psychological Sciences II (3)
MHPS 714 Statistics (3)
MHPS 760 Research & Program Evaluation (3)

Clinical Concentration (not required for students in the research concentration)

MHPS 621 Listening Skills I (3)
MHPS 623 Listening Skills II (3)
MHPS 644 Concepts of Family Systems (3)
MHPS 661 Ethics and Legal Issues (3)

Ph.D. in Counselor Education & Supervision Program (66 credit hours beyond the master's degree)

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

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

The Ph.D. in Counselor Education & Supervision is unique in this country, offering a rigorous biblical worldview curriculum and clinical training program entirely in an e-learning (online) format, with three brief residencies. Students receive the education and training necessary to become leaders who will make a difference in the discipline of counseling as college and university educators, advanced clinical practitioners and counseling professionals in a wide variety of career roles.

The Ph.D. in Counselor Education & Supervision represents the advanced degree in the pursuit of higher education in the discipline of counseling. Regent's doctoral program in Counselor Education & Supervision is both theoretical and experiential and is intended to prepare students to work as counselor educators, counselor supervisors, advanced practitioners in clinical settings and leaders in the field of counseling. The emphasis of the doctoral program is on training educators to teach counseling at the college and university level, with commensurate emphasis on the development of the advanced clinical skills, which are necessary to teach and supervise counseling effectively, as well as enhance the practice of the professional counselor.

The program requires the master's degree as a prerequisite. Students matriculate on a full-time basis in a lockstep course sequence the first two years of the program. Students may be able to complete the program within three and one-half to four years, including the capstone events of the one-year internship and completion of the dissertation project.

The program is offered online, with three mandatory brief residencies during which students will be required to come to a designated location, most likely the Virginia Beach Campus, for approximately 7 days each for intensive teaching, orientation, and workshop events as part of the required curriculum. These residencies are an essential component of coursework and are mandatory for all students. The program may be especially appealing to individuals who want or need the flexibility of an online, nonresident program to meet their current commitments to family or job.

The Ph.D. in Counselor Education & Supervision will prepare individuals for a wide variety of counseling leadership positions, including those who want to teach counseling and supervision at the college or university level; practicing professional counselors who want to provide supervision services; licensed professional counselors who want to advance the level of their clinical skills; individuals who want to assume leadership positions in the discipline of counseling (e.g., Director of Mental Health Services for an agency or non-profit organization); school counselors seeking promotion or leadership positions (e.g., Director of Guidance positions for school districts); individuals who want to do research and/or write professionally; and individuals who want to add consultation or program evaluation to their array of existing professional counseling services or develop a practice based on these professional counseling services.

Coursework has been developed along an educator/practitioner paradigm. The precepts underlying the education and training of counseling professionals at Regent University follow the developmental model. Students are trained to understand the individual in terms of where he or she is in the ongoing process of growth, development and passage through life stages, and explore with the individual any aspects of development in social, cognitive, emotional and behavioral spheres that might have been delayed or interrupted. The program integrates and applies Judeo-Christian principles throughout its curriculum, to educate students cognitively, clinically *and* spiritually to work in a diverse society.

The Ph.D. program accepts as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry, and it prepares students to generate new knowledge for the counseling profession through research. Students receive a thorough experience in research via three advanced level courses designed to develop and sharpen their researching and professional writing skills. Candidates for the Ph.D. degree must apply the knowledge gained from their doctoral courses to conceive, plan and present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research.

The program faculty members consist of both full-time and adjunct educators sought after because of their particular experience and expertise. All faculty incorporate curricular experiences that address the integration of faith and learning in the pursuit of developing in each individual student the highest level of competence in counseling knowledge and skill, and in the counselor's ethical responsibility to respect each client's spirituality level, always mindful not to impart one's own values and beliefs on others. Because of the multifaceted training available in the program, graduates are able to function as effective and ethical counseling professionals in both secular and Christian settings.

University Requirement:

UNIV LIB Information Research and Resources (0)

Required Courses (Unless otherwise designated, all courses are 3 credit hours)

CES 617 Quantitative Research Methodology

CES 618 Qualitative Research Methodology

CES 626 Advanced Counseling & Career Theories
CES 650 Preventive Counseling
CES 670 Multicultural Issues in Counseling
CES 700 Proposal Development
CES 701-703 Dissertation research (minimum of 9 credit hours)
CES 714 Statistics
CES 715 Advanced Multivariate Statistics
CES 728 Advanced Assessment
CES 740 Instruction in Counselor Education
CES 749 Advanced Marriage and Family Counseling & Consultation
CES 760 Program Evaluation
CES 763 Supervision & Consultation
CES 789 CES Capstone: Counseling & Christian Thought
CES 801 Internship I (1)
CES 802 Internship II (1)
CES 803 Internship III (1)

Possible Electives (12 additional credit hours of CES electives, 3 of which must come from CES 770-772)

CES 614 Advanced Child & Adolescent Therapy
CES 635 Family Dynamics of Addictions
CES 639 Advanced Psychopathology for Counselors
CES 648 Human Sexuality
CES 660 Business Issues in Professional Practice
CES 680 Teaching Praxis I
CES 746 Marital & Couple Therapy
CES 747 Models of Family Therapy
CES 750 Counseling of Women
CES 752 Coaching: Theory, Skills & Practice
CES 755 Advanced Theory in Group Counseling
CES 757 Sexual Trauma, Domestic Violence & Human Trafficking
CES 758 Disaster Trauma & Psychological First Aid
CES 759 Treating PTSD, Compassion Fatigue, & Complex Trauma
CES 770 Advanced Practicum in Individual Counseling
CES 771 Advanced Practicum in Group Counseling
CES 772 Advanced Practicum in Marriage and Family Counseling
CES 780 Introduction to Spiritual Formation in Counseling Professionals

M.S. in General Psychology Program (39 credit hours)

(Program delivered entirely online)

The Master of Science in Psychology program is a broad review of the core science in psychology at the graduate level. This program prepares students to apply principles of psychology to a variety of industries, academic, science, healthcare and business settings or further prepares students for study at the doctoral level in basic science or applied psychology.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (27 credits)

GPSY 500 Contemporary Psychology (3)

GPSY 510 Statistics I (3)

GPSY 511 Statistics II (3)

GPSY 513 Research Methods in Psychology (3)

GPSY 515 Biological Bases of Behavior (3)

GPSY 517 Social Psychology (3)

GPSY 532 Affect, Cognition & Motivation (3)

GPSY 549 Integrative Psychology (3)

Choose 1 of the 2 following courses (3)

GPSY 540 Life Span Psychology (3)

GPSY 541 Psychopathology (3)

Doctoral Preparation Concentration (9 credits)

GPSY 512 Statistics III (3)

GPSY 540 Life Span Psychology (3) or GPSY 541 Psychopathology (3) (whichever was not taken above)

Electives (6 or 12 depending on doctoral concentration)

(Doctoral Preparation students must take 6 credits, other students must take 12 credits of electives)

GPSY 550 Health Psychology (3)

GPSY 551 Multicultural Psychology (3)

GPSY 552 Psychology of Religion (3)

GPSY 553 Applied & Consulting Psychology (3)

GPSY 554 Life Coaching (3)

Either of the following courses may also be taken as an elective if they were not used to meet required course sequence:

GPSY 540 Life Span Psychology (3)

GPSY 541 Psychopathology (3)

Electives available for students in Doctoral Preparation concentration only:

GPSY 599A & GPSY 599B Thesis I & Thesis II (3 credits each)

Clinical M.A. Programs

The clinical M.A. is available in three programs: Clinical Mental Health Counseling; School Counseling; or Marriage, Couple & Family Counseling. In this master's program, students designate one of the three programs which are offered on campus or online. Graduates of these programs will be prepared with the educational requirements for licensure in Virginia and in states with compatible requirements. The school counseling program is state-approved for licensure as a school counselor in Virginia and has reciprocity with 27 other states.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following programs offered by the School of Psychology & Counseling of Regent University: M.A. in Clinical Mental Health Counseling, M.A. in School Counseling, and M.A. in Marriage, Couple & Family Counseling, on campus or online.

All students enrolled in the counseling program as online students must attend two mandatory residencies during which students will be required to come to a designated location, most likely the Virginia Beach Campus, for approximately seven days for intensive teaching, orientation, and workshop events as part of the required curriculum.

Competency Assessments

The School of Psychology & Counseling is committed to program effectiveness. As a means of fulfilling this commitment, and to ensure that students obtain mastery level skills, competency assessment probes have been developed throughout the training. These probes have been incorporated into several separate courses to allow students to demonstrate attainment of critical skills crucial to their development as counselors. Adequate performance on each probe is necessary to assure progress through the program. In addition, each student in the community or school program will take, as an exit exam, the Counselor Preparation Comprehensive Examination (CPCE). While all students must take the exam, it will be a criterion for receiving the master's degree in counseling for those students.

Professional Development

Each student is expected to mature in several crucial areas that are considered essential to professional development. In each course, professors assess students' progress in each of these areas and help students take steps to remediate deficiencies. The areas are: general knowledge, subject knowledge, application skills, integration, workmanship, self-control/maturity, relationships, ethical practice and communication/expression.

M.A. in Clinical Mental Health Counseling Program (60 credit hours)

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

This program provides the academic and applied training necessary for someone seeking employment as a counselor in a private practice, community agency, or church counseling center. It also meets the Virginia Board of Counseling academic requirement for licensure of 60 credit hours.

M.A. in School Counseling Program (60 credit hours)

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

This program provides the courses necessary for meeting the State of Virginia school counselor requirements for employment as a school counselor, K-12.

M.A. in Marriage, Couple & Family Counseling Program (60 credit hours)

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

This program provides the courses necessary for meeting the State of Virginia Licensed Marriage, Couple & Family Therapist requirements.

Clinical M.A. Program Courses (60)

UNIV LIB Information Research and Resources (0)

Residency (0)

COUN 596A Residency Year One (required for online students only) (0)*

COUN 596B Residency Year Two (required for online students only) (0)**

Core Courses (45)

COUN 500 Orientation to the Counseling Profession (3)

COUN 517 Research & Statistics (3)

COUN 521 Counseling Skills & Techniques (3)*

COUN 523 Practicum & Advanced Skills (3)

COUN 526 Theories of Counseling (3)

COUN 532 Assessment Techniques in Counseling (3)

COUN 535 Addiction Therapies for Individuals and Families I (3)

COUN 536 Career & Lifestyle Development (3)

COUN 538 Psychopathology & Diagnosis (3)

COUN 540 Human Growth & Development (3)

COUN 545 Concepts of Family Systems (3)

COUN 554 Group Counseling (3)**

COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling (3)

COUN 570 Multicultural Counseling (3)

COUN 578 Counseling & Christian Thought (3)

Clinical Mental Health Counseling Program Courses (15)

COUN 562 Crisis, Trauma & Clinical Mental Health (3)

COUN 595A&B Internship in Clinical Mental Health Counseling (3 credits each) (6)

Electives 1 & 2 (6)

School Program Courses (15)

COUN 514 Counseling Children & Adolescents (3)

COUN 516 Principles of School Counseling (3)

COUN 519 Program Development & Evaluation for School Counselors (3)

COUN 594A&B Internship in School Counseling (3 credits each) (6)

Marriage, Couple & Family Program Courses (15)

COUN 546 Marital & Couple Therapy (3)

COUN 547 Models of Family Therapy (3)

COUN 548 Theories of Human Sexuality (3)

COUN 593A&B Internship in Marriage, Couple & Family Counseling (3 credits each) (6)

Elective Course Offerings

COUN 514 Counseling Children & Adolescents (3)
COUN 515 Adult & Gerontological Counseling (3)
COUN 538 Psychopathology & Diagnosis (3)
COUN 546 Marital & Couple Therapy (3)
COUN 547 Models of Family Therapy (3)
COUN 548 Theories of Human Sexuality (3)
COUN 549 Issues in Sexual Abuse (3)
COUN 550 Counseling of Women (3)
COUN 553 Developmental Marriage and Family Counseling (3)
COUN 557 Sexual Trauma, Domestic Violence & Human Trafficking (3)
COUN 558 Disaster Trauma & Psychological First Aid (3)
COUN 559 Treating PTSD, Compassion Fatigue, & Complex Trauma (3)
COUN 560 Business Issues in Professional Practice (3)
COUN 571 Addiction Therapies for Individuals & Families II (3)
COUN 572 Addiction: Traditional and Faith-based Interventions (3)
COUN 573 Addiction and the Family (3)
COUN 574 Introduction to Process Addiction (3)
COUN 580 Practicum in Trauma Studies (3)
COUN 581C Practicum in Applied Marital Therapy (1)
COUN 592 Internship in Addiction (3)
COUN 652 Coaching: Theory, Skills & Practice (3)

Other Electives as offered by the SPC

Cross-listed courses with the Psy.D. Program are available for M.A. students with permission of their advisor. Students in the School Counseling program may choose electives from the School of Education with the approval of the student's advisor.

**Online students must take COUN 596A and COUN 521 concurrently.*

***Online students must take COUN 596B and COUN 554 concurrently.*

Non-Clinical M.A. Program

(Program delivered entirely online.)

M.A. in Human Services Program (HSC) (30 Credit Hours)

This online program is designed to offer training to persons who work or serve in any of a wide range of human service roles. The human services program equips graduates to draw on interdisciplinary knowledge and skills from the behavioral sciences and related fields to more effectively meet the needs of those they serve. The degree is designed to create new service opportunities or enhance the graduates' abilities to serve well in roles they already occupy for those not seeking licensure in a mental health field. All students in the program complete a human services core and then complete the degree by taking courses in a concentration of their choice in any of a number of applied human service areas. The degree culminates in a capstone that includes field experience in the student's area of interest.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Core Courses (18 credit hours)

- HSC 500 Foundations of Human Services (3)
- HSC 501 Behavioral Science Foundations (3)
- HSC 505 Professional Ethics in the Human Service Fields (3)
- HSC 524 Helping Skills & Techniques (3)
- HSC 570 Multicultural Awareness & Individual Diversity (3)
- HSC 596 Capstone & Field Experience (3)

M.A. in Human Services with a concentration in Addictions Counseling (12 credit hours)

- HSC 525 Advanced Counseling Skills & Techniques (3)
- HSC 535 Addiction (3)
- HSC 572 Addiction Intervention (3)
- HSC 574 Process Addictions (3)

M.A. in Human Services with a concentration in Biblical Counseling (12 credit hours)

- HSC 530 Christian Counseling (3)
- HSC 531 Survey of Biblical Counseling Models (3)
- HSC 532 Issues in Biblical Counseling (3)
- HSC 577 Survey of Christianity (3)

M.A. in Human Services with a concentration in Christian Counseling (12 credit hours)

- HSC 525 Advanced Counseling Skills & Techniques (3)
- HSC 560 Counseling Models & Strategies (3)
- HSC 561 Community & Crisis Counseling (3)
- HSC 577 Survey of Christianity (3)

M.A. in Human Services with a concentration in Conflict & Mediation Ministry (12 credit hours)

- MBA 640 Managing People (3)
- MLAW 655 Negotiations (3)
- MLAW 656 General Mediation (3)
- MLAW 667 Family Mediation (3)

M.A. in Human Services with a concentration in Criminal Justice & Ministry (12 credit hours)

MLAW 533 Juvenile Law (3)

MLAW 535 International Trafficking in Persons (3)

MLAW 583 Immigration Law & Procedure (3)

MLAW 634 Criminal Law (3)

M.A. in Human Services with a concentration in Grief Counseling (12 credit hours)

HSC 525 Advanced Counseling Skills & Techniques (3)

HSC 561 Community & Crisis Counseling (3)

HSC 565 Grief & Bereavement (3)

HSC 566 Counseling Ministry for the Bereaved (3)

M.A. in Human Services with a concentration in Human Services Counseling (12 credit hours)

HSC 513 Issues in Counseling (3)

HSC 525 Advanced Counseling Skills & Techniques (3)

Choose 2 of the following courses:

HSC 544 Marriage & Relationship Counseling (3)

HSC 546 Counseling Children & Adolescents (3)

HSC 552 Group Counseling (3)

HSC 560 Counseling Models & Strategies (3)

HSC 561 Community & Crisis Counseling (3)

M.A. in Human Services with a concentration in Human Services for Student Affairs (12 credit hours)

EHEA 501 The College and the Student (3)

EHEA 503 The Law & Governance of Higher Education (3)

EHEA 504 Student Services Administration (3)

EHEA 602 Role and Mission of the Christian College & University (3)

M.A. in Human Services with a concentration in Life Coaching (12 credit hours)

HSC 526 Christian Coaching (3)

HSC 525 Advanced Counseling Skills & Techniques (3)

HSC 580 Coaching Practicum (3)

HSC 581 Advanced Coaching Practicum (3)

M.A. in Human Services with a concentration in Marriage & Family Ministry (12 credit hours)

HSC 525 Advanced Counseling Skills & Techniques (3)

HSC 544 Marriage & Relationship Counseling (3)

HSC 545 Concepts of Family Systems (3)

HSC 546 Counseling Children & Adolescents (3)

M.A. in Human Services with a concentration in Trauma & Crisis Counseling (12 credit hours)

HSC 513 Issues in Counseling (3)

HSC 525 Advanced Counseling Skills & Techniques (3)

HSC 561 Community & Crisis Counseling (3)

HSC 565 Grief & Bereavement (3)

M.A. in Pastoral Counseling (33 Credit Hours)

The M.A. in Pastoral Counseling degree is designed to offer training in pastoral counseling to those who desire to engage in counseling ministry. This online degree is appropriate both for clergy and lay pastoral counseling preparation and draws from the Christian psychology, mental health counseling, and clinical pastoral education fields. Pastoral counseling is a specialty in counseling ministry, not a licensed mental health field. Yet pastoral counselors are often the first line of assistance and gatekeepers to professional services for people seeking help in faith-based and other settings. The program offers training in the foundational skills, knowledge, and approaches needed for the pastoral care role.

University Requirement

UNIV 500 Regent Foundations for Graduate Success (2) or UNIV LIB Information Research & Resources (0), as required upon admission

Required Courses (33 credits)

PAC 513 Issues in Pastoral Counseling (3)

PAC 524 Helping Skills & Techniques (3)

PAC 525 Counseling Skills & Techniques II (3)

PAC 535 Addictive Behavior & Substance Abuse (3)

PAC 544 Marriage & Relationship Counseling (3)

PAC 561 Community & Crisis Counseling (3)

PAC 577 Survey of Christianity (3)

PMIN 511 Pastoral Care, Counseling, & Conflict (3)

PMIN 554 Christian Pilgrimage (3)

PMIN 571 Clinical Pastoral Education (6)

Certificate of Graduate Studies (CGS)

The School of Psychology & Counseling offers a Certificate of Graduate Studies (CGS) in Trauma, School Counseling, Clinical Mental Health Counseling, Marriage, Couple & Family Counseling, or Addiction. The CGS is designed to give students who have earned, or who are in the process of earning a 60 credit Master's level degree in counseling, the opportunity to complete the additional coursework they need to pursue career opportunities, state licensure, or specialty certification. The requirements for state licensure and specialty certification vary by state. Students should research the requirements for the specialty that they are interested in pursuing to determine if the CGS will meet their needs.

Courses taken at Regent University in the course of completing an M.A. in Counseling degree can be counted toward the Certificate of Graduate Studies. It is possible to earn an M.A. in Counseling degree (60 credits), and a Certificate of

Graduate Studies at the same time in as few as 66 credits, depending on the major and how a student manages elective course work.

Students are not eligible for federal financial aid for course work beyond the 60 credit hours required for the M.A. in Counseling degree. In most cases, this would mean that at least 6 credits of CGS coursework are not eligible for federal financial aid. Students should budget financial resources to fund the additional coursework required for the CGS.

A student who is not currently enrolled in the SPC who wishes to complete the Certificate of Graduate Studies must apply as a non-degree student through our admissions office. All courses must be taken at Regent University. Courses cannot be transferred in to the CGS programs. All requirements for the Certificate must be completed within a five-year period of time. Students who earn an M.A. in Counseling through the SPC cannot earn a CGS in the same subject as their major. For example, a student in the M.A. in Counseling program with a major in School Counseling cannot also earn a CGS in School Counseling.

University Requirement:

UNIV LIB Information Research and Resources (0)

CGS in Addiction (18 Credits)

- COUN 535 Addiction Therapies for Individuals & Families I (3)
- COUN 571 Addiction Therapies for Individuals & Families II (3)
- COUN 572 Addiction: Traditional and Faith-based Interventions (3)
- COUN 573 Addiction and the Family (3)
- COUN 574 Introduction to Process Addiction (3)
- COUN 592 Internship in Addiction (3)

CGS in Clinical Mental Health Counseling Required Courses (18 credits)

- COUN 532 Assessment Techniques in Counseling (3)
- COUN 535 Addiction Therapies for Individuals & Families I (3)
- COUN 538 Psychopathology & Diagnosis (3)
- COUN 562 Crisis, Trauma, & Clinical Mental Health (3)
- COUN 570 Multicultural Counseling (3)
- COUN 595A Internship in Clinical Mental Health Counseling (3)

CGS in Marriage, Couple & Family Counseling Required Courses (18 credits)

- COUN 535 Addiction Therapies for Individuals & Families I (3)
- COUN 545 Concepts of Family Systems (3)
- COUN 546 Marital & Couple Therapy (3)
- COUN 547 Models of Family Therapy (3)
- COUN 548 Theories of Human Sexuality (3)
- COUN 593A Internship in Marriage, Couple & Family Counseling (3)

CGS in School Counseling Required Courses (18 credits)

COUN 514 Counseling Children & Adolescents (3)

COUN 516 Principles of School Counseling (3)

COUN 519 Program Development & Evaluation for School Counselors (3)

COUN 545 Concepts of Family Systems (3)

COUN 570 Multicultural Counseling (3)

COUN 594A Internship in School Counseling (3)

CGS in Trauma Required Courses (18 credits)

COUN 557 Sexual Trauma, Domestic Violence & Human Trafficking (3)

COUN 558 Disaster Trauma & Psychological First Aid (3)

COUN 559 Treating PTSD, Compassion Fatigue & Complex Trauma (3)

COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling (3)

COUN 562 Crisis, Trauma, & Clinical Mental Health (3)

COUN 595A Internship in Clinical Mental Health Counseling (3)

or

COUN 591 Internship in Trauma Counseling (3)

COURSE DESCRIPTIONS

Optional Curricula

The academic programs at Regent University provide opportunities for students to pursue individual study under the guidance of a competent faculty member. Special courses and seminars that are not part of the listed catalog courses are taught periodically to supplement each school's regular course offerings. The following course numbers apply to various schools in the university. Consult with your advisor or dean's office for specific policies and procedures for these courses in your school.

575/675 Special Topics Courses (varies) Special interest courses are normally offered only once unless appropriate action is taken to add them to the regular catalog courses.

585/685 Seminar (varies) In-depth study and discussion of various specific topics related to each school. May include faculty presentations, student presentations, outside speakers and/or a combination of these. Seminars may be scheduled to meet throughout a term or for a shorter concentrated time.

589/689 Workshops (varies) Hands-on experience in a variety of areas. Faculty members combine theory and knowledge of a particular topic with practical application of that theory and knowledge in a classroom setting. May be scheduled to meet throughout a term or for a shorter concentrated time.

590/690 Independent Study (varies) Learning experience to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time and resources permit. May be chosen for one of the following reasons:

- The subject matter or academic activity is not included in regular course offerings and is pertinent to your degree interests.
- The subject matter of academic activity is significantly beyond the scope of scheduled course offerings.
- An independent study shall constitute a contract between student and teacher, and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the study shall be equivalent to that expected in the classroom.
- An independent study course shall be subject to the same academic policies as a regular course except that incomplete work shall be subject to the In Progress (IP) grade policy. The value of the independent study shall vary from one to four semester hours. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements. To register for an independent study, students must submit an approved Individual Study Form to the school registration representative and register for the independent study during the registration period for the term in which the student intends to begin the study.

Ph.D. in Counseling & Psychological Studies

MHPS 616 Research Methods in Psychological Sciences I (3) Surveys the range of research methods utilized in psychology sciences with a primary emphasis on quantitative research including both experimental and non-experimental designs. Emphasis will be on statistical concepts and reasoning.

MHPS 617 Research Methods in Psychological Sciences II (3) Advanced topics in research methods utilized in psychology sciences with a primary emphasis on quantitative research. Emphasis will be on research methodology in varied global environments for data collection and analysis.

MHPS 618 Qualitative Research Methodology (3) Examination of qualitative research designs such as grounded theory, ethnographic, and phenomenological methodologies and the development of advanced level qualitative research skill. Includes the development of competencies in qualitative data collection, analysis and oral and written data presentation.

MHPS 621 Listening Skills I (3) The first of two courses that focuses on the experiential application and practice of basic listening skills and techniques necessary for the establishment and maintenance of a therapeutic relationship. Pass/No Pass.

MHPS 623 Listening Skills II (3) The second of two courses that focuses on the experiential application and practice of advanced listening skills and techniques necessary for the establishment and maintenance of a therapeutic relationship. Prerequisite: MHPS 621. Pass/No Pass.

MHPS 644 Concepts of Family Systems (3) In depth exploration of family systems and adult relationships will facilitate deeper understanding. Examine topics on systems theory, life span dynamics, and selected issues associated with the delivery of services to families.

MHPS 661 Ethics and Legal Issues (3) In-depth concepts of ethical, legal, moral and spiritual issues in providing mental health services. Case studies often form a basis for discussion. Explores dynamics of various cultural traditions and legal issues.

MHPS 674 Addictive Behaviors (3) Presents the psychological and physiological aspects of addiction. Explores components of an addictive cycle, empirically supported treatment modalities, relapse prevention, and the approaches in facilitating family and community supports.

MHPS 688 Political Structures and Policy Analysis (3) Integrate learning experiences across courses and experiences to allow students to develop facility analyzing multidimensional facets of complex systems, including mental health policy at local and national levels to articulate and evaluate essential factors that enhance or impede implementation of policy directives in complex environments.

MHPS 691 Indigenous Mental Health Care I (3) Introduction to key concepts, theories and methods in indigenous psychology, including seminal research and approaches to culture, psychology and science.

MHPS 700 Grant Writing & Dissertation Proposal (3) Synthesize knowledge of research and research methodology. Develop an approach to a topic consistent with the scientific process. Complete a literature review and draft proposal to be evaluated for methodological strengths and weaknesses. Learn the grant writing process to sustain funding for services and research.

MHPS 701 Dissertation I (2) Develop and conduct research under the direction of a dissertation committee. Content of the study can be an empirical study, case study or other suitable professional activity/product. Register for three consecutive terms or by petition.

MHPS 702 Dissertation II (2) Develop and conduct research under the direction of a dissertation committee. Content of the study can be an empirical study, case study or other suitable professional activity/product. Register for three consecutive terms or by petition.

MHPS 703 Dissertation III (2) Develop and conduct research under the direction of a dissertation committee. Content of the study can be an empirical study, case study or other suitable professional activity/product. Register for three consecutive terms or by petition.

MHPS 714 Statistics (3) Statistical methods and application to psychological research. Surveys the collection, organization and analysis of data utilizing hypothesis testing by either parametric or nonparametric techniques. Evaluates various frequency distributions and measures of central tendency.

MHPS 724 Appraisal & Psychometrics (3) Introduces psychometric testing, with particular emphasis on multicultural dimensions of the topic. Administer, score and evaluate the findings of tests. Primary emphasis on current versions commonly used assessments and applications across contexts.

MHPS 740 Introduction & Leadership (3) Overview of the history and development of mental health professionals with an examination of the theoretical orientation and practical skills necessary to function effectively as a leader. Examine current topics pertinent to leadership within the field and biblically based leadership skills.

MHPS 758 Disaster Trauma & Psychological First Aid (3) Covers emergency management and key concepts of disaster mental health. In depth understanding of cultural issues related to disaster and the application of Psychological First Aid.

MHPS 760 Research & Program Evaluation (3) Focus on developing proficiency using research design principles and integrating analytic techniques to examine and evaluate the effectiveness of programs for mental health and community services.

MHPS 763 Supervision (3) Critique of the literature in mental health supervision with discussion and didactic emphasis on the role of the clinical supervisor in the dynamics of supervisory relationships. Examines current theories, research and topics related to supervisory leadership and cross-cultural applications.

MHPS 788 Indigenous Mental Health Care II (3) Advanced concepts, theories and methods in indigenous psychology, including seminal research and approaches to culture, psychology and science. Course culminates in a portfolio project applying mental health care to an indigenous cultural group.

MHPS 796 Capstone: Psychological Sciences & Christian Thought (3) The interface between Christian theology and psychology; the examination of historical and current issues affecting faith and profession, applications of spirituality within the discipline and reflection on professional identity formation and application as a culmination of the doctoral experience.

Ph.D. in Counselor Education & Supervision

CES 614 Advanced Child & Adolescent Therapy (3) Examine theories, techniques, and empirical findings essential to the treatment of children and adolescents. Emphasis is placed on developmental, cultural, and family parameters related to effective therapy with children and adolescents. Particular attention is paid to ethical, developmentally appropriate diagnostic and treatment strategies in therapy tailored to the needs of children and or adolescents.

CES 617 Quantitative Research Methodology (3) Emphasizes advanced examination of quantitative research such as experimental and quasi-experimental designs and the development of advanced level quantitative research skills. Examines ethical issues involved in research and the impact of subject diversity on research design, measurement, implementation and generalization of findings. Covers use of library resources. Critically evaluates research publications vis-à-vis types of research, the range of research designs, research methodology and subject-related study elements.

CES 618 Qualitative Research Methodology (3) Emphasizes advanced examination of qualitative research designs such as grounded theory, ethnographic, and phenomenological methodologies and the development of advanced level qualitative research skill. Includes the development of competencies in qualitative data collection, analysis and oral and written data presentation.

CES 626 Advanced Counseling & Career Theories (3) Study in depth the major theories of personality and career development, including the philosophical and psychological assumptions that underlie them. Explore the relationship of personality theory and career theory to counseling clinical practice, as well as the biblical perspective in the study of personality and career theories. Emphasis on social change theory and the role of the counselor as advocate.

CES 635 Family Dynamics of Addictions (3) Intergenerational patterns of addiction in the family will be explored, including patterns of functioning, prescribed roles of individual family members and the bio-psycho-social-spiritual model of addictions. Emphasis will be given to the family as a dynamic system and the impact of a variety of addictive behaviors and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective.

CES 639 Advanced Psychopathology for Counselors (3) Examine the history and nature of pathology, current views and approaches to psychopathology, the role of psychopharmacology as a treatment approach, diagnosis using the current revision of the DSM, and the use of diagnostic assessment tools in psychopathology. Emphasis will be placed on review of case studies as supported by current research.

CES 648 Human Sexuality (3) Human sexuality, including assessment and intervention for sexuality related and gender specific issues and what it means to view persons as sexual beings. Diverse views of human sexuality existent in the Christian community and broader society including intimacy, sexual ethics, sexual deviancy, gender identity, gender stereotypes, and sexual disorders especially as applied to the clinical setting.

CES 650 Preventive Counseling (3) Conceptual knowledge and practical applications of prevention to assist children, adolescents, and adults in averting psychological and mental health problems. Emphasis on advocacy competencies social justice, best practices in prevention, and wellness helping models.

CES 660 Business Issues in Professional Practice (3) Review business practices, skills needed to plan and organize important elements and biblically-based leadership skills relevant to establishing and operating a counseling-related business.

CES 668 Cross-Cultural Supervision I (3) Students provide clinical supervision under the supervision of Regent faculty in a cross-cultural setting either face-to-face outside of the US or online. Students will develop their own supervision style and practice servant leadership in the cross-cultural setting. Cross-listed with COUN 568.

CES 669 Cross-Cultural Supervision 2 (3) Students provide clinical supervision under the supervision of Regent faculty in a cross-cultural setting either face-to-face outside of the US or online. Students will act in leadership roles as they supervise and co-teach in cross-cultural environment. Cross-listed with COUN 569.

CES 670 Multicultural Issues in Counseling (3) Provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

CES 680 Teaching Praxis I (3) Examine the theoretical and applied aspects of the human learning process related to postsecondary teaching and learning in counselor education, with an emphasis on instructional planning, organization, delivery, management and evaluation related to teaching counselors-in-training. Synthesize and apply knowledge of learning and instructional processes as teaching assistants in graduate counseling courses. Limited to resident students in teaching assistant status.

CES 700 Proposal Development (3) Synthesize knowledge of research and research methodology and develop a rationally defensible approach to a research topic in counseling that incorporates fidelity to both Christian faith and the scientific process. Complete a review of literature and draft a dissertation proposal that will be evaluated for methodological strengths and weaknesses.

CES 701-704 Dissertation research (3 credits each) All doctoral candidates must complete the dissertation as a capstone experience of the program. Research conducted under the direction of a dissertation committee. Requires a minimum of 9 credit hours. Prerequisite: Permission of instructor.

CES 705 A, B, C Residency (0) A requirement for incoming, second, and third year PhD students.

CES 714 Statistics (3) Examines the relationship between research design and statistical methods, and the principles of probability theory in multivariate analysis, including multiple regression analysis, analysis of variance, analysis of covariance and multivariate analysis of variance. Emphasizes skill in the application of advanced statistical techniques to social science research, interpreting results of statistical analyses and data analyses and presentations.

CES 715 Advanced Multivariate Statistics (3) Multivariate statistical techniques and methods of data analysis including mixed methods ANOVA, logistic regression, repeated measures ANOVA, discriminant analysis, factor analysis, principal component analysis, path analysis, meta-analysis, and structural equation modeling. The assumptions for using the tests and how to evaluate the SPSS output from the different statistical analyses. Prerequisite: CES 714.

CES 719 Proposal Continuation (1) For those who need additional time to successfully complete their dissertation proposal. Prerequisite: CES 700.

CES 728 Advanced Assessment (3) Understanding of assessment and evaluation theory and techniques in counseling, and of current topics pertinent to assessment. Examine and critique a variety of assessment instruments used in counseling.

CES 740 Instruction in Counselor Education (3) Overview of the history and development of counselor education with an examination of the theoretical orientation and practical skills necessary to function effectively as a counselor educator. Examine current topics pertinent to teaching counselor education and biblically based leadership skills in the profession of counselor education.

CES 746 Marital & Couple Therapy (3) Provides an understanding, demonstration and application of various models and techniques for working with married and non-married couples. Prerequisite: CES 749. Cross-listed with COUN 546.

CES 747 Models of Family Therapy (3) Examines models of family systems therapy and techniques. Helps beginning family therapists develop a model of practice and apply models to clinical cases. Cross-listed with COUN 547.

CES 749 Advanced Marriage and Family Counseling & Consultation (3) Examination of the diversity of approaches to marriage/family counseling, and the dynamics of couples and family counseling. Students receive practical, supervised experience developing and presenting marriage/family-related psychoeducational and consultative products. Emphasizes development of strategies based upon the special needs and characteristics of diverse client populations and ethical considerations when working with couples and families.

CES 750 Counseling of Women (3) Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman.

CES 752 Coaching: Theory, Skills & Practice (3) A practical introduction to coaching, including definitions, models, techniques, coaching types, marketing, and available resources for use in coaching, with an emphasis on applications of

coaching practices to international, multicultural environments often within Christian contexts. Cross-listed with COUN 652.

CES 755 Advanced Theory in Group Counseling (3) Critical analysis of advanced counseling theories, approaches and modalities applicable to working with groups. Examines integration of biblically based leadership skills relevant to group counseling, with an in-depth exploration of the students' personal approach to group leadership. Emphasizes development of group advanced counseling skills and strategies based upon the special needs and characteristics of diverse client groups.

CES 757 Sexual Trauma, Domestic Violence & Human Trafficking (3) Examine underlying principles of mental health problems that originate in dysfunctional families of origin and early childhood sexual abuse. Particular attention is given to relevant DSM disorders. Examines the cultural and economic underpinnings of human trafficking with a focus on treatment options and intervention techniques. Cross-listed with COUN 557.

CES 758 Disaster Trauma & Psychological First Aid (3) Covers the four phases of emergency management, the eight phases of disaster, and key concepts of disaster mental health. In depth understanding of cultural issues related to disaster and the application of Psychological First Aid based on NIMH, Green Cross, and The Trauma Institute Standards and Ethics are demonstrated. Cross-listed with COUN 558.

CES 759 Treating PTSD, Compassion Fatigue, & Complex Trauma (3) The theoretical concepts and symptoms of PTSD, compassion fatigue and vicarious traumatization in clients, practitioners, first responders and in their role as trauma therapists is explored. Learn current evidence-based strategies for treatment of compassion fatigue and vicarious traumatization. Cross-listed with COUN 559.

CES 760 Program Evaluation (3) Focused survey of the concepts and processes related to program evaluation and the steps to perform a program evaluation. Emphasis on the application and demonstration of critical thinking skills related to analyzing and evaluating an array of programs.

CES 763 Supervision & Consultation (3) Critique of the literature in counselor supervision with discussion and didactic emphasis on the role of the counselor supervisor in the dynamics of supervisory relationships. Examines current theories and topics related to consultation. Emphasis on ethical issues in supervision and consultation.

CES 770 Advanced Practicum in Individual Counseling (3) Development and refinement of advanced individual counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off campus sites acquiring at least 30 hours of direct contact that includes clinical/counseling services, conducting supervision of other clinicians regarding their clinical work, and teaching therapy skills. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

CES 771 Advanced Practicum in Group Counseling (3) Development and refinement of advanced group counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off campus sites acquiring at least 30 hours of direct contact that includes group leadership, conducting supervision of other clinicians regarding their group work, and teaching group therapy skills. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

CES 772 Advanced Practicum in Marriage and Family Counseling (3) Development and refinement of advanced marriage and family counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off campus sites acquiring at least 30 hours of direct contact that includes marriage and/or family counseling, conducting supervision of other clinicians regarding their marriage and family clinical work, and teaching therapy skills. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

CES 780 Introduction to Spiritual Formation in Counseling Professionals (3) Introduction to the theory of spiritual formation from the Judeo-Christian perspective. Examine historical traditions of spiritual formation, define and analyze the process of spiritual formation and articulate your own definition and theory of spiritual formation as a counseling professional.

CES 789 CES Capstone: Counseling & Christian Thought (3) The interface between Christian theology and the counseling profession; the examination of historical and current issues affecting faith and profession, applications of spirituality within the profession and reflection on professional identity formation and application as a culmination of the doctoral experience.

CES 795 Doctoral Project Continuation (1) Must register for 1 credit hour per term if the doctoral project is not complete after the 12 credit hours of CES 701-704. Prerequisite: CES 704.

CES 801 Internship I (1) Supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 200 hours of supervised counseling experience during the internship term. May be taken concurrently with CES 802 or 803 or out of sequence.

CES 802 Internship II (1) Continuation of supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 200 hours of supervised counseling experience during the internship term. May be taken concurrently with CES 801 or 803 or out of sequence.

CES 803 Internship III (1) Continuation of supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 200 hours of supervised counseling experience during the internship term. May be taken concurrently with CES 801 or 802 or out of sequence.

Clinical M.A. Programs

COUN 500 Orientation to the Counseling Profession (3) Introductory course to the counseling profession. This course covers essential elements of the counseling profession including (a) history and philosophy, (b) professional roles, self-care, and worldview, (c) relationships with other helping professionals including the role of supervision and consultation, (d) credentialing and professional organizations, (e) practice within various professional settings. Prerequisite: Take concurrently with COUN 521.

COUN 514 Counseling Children & Adolescents (3) An intensive examination of the counseling strategies used with school-aged children. Assessment strategies and diagnosis will be examined. Recognition of the rights of special student populations will be given attention. Problems, concerns and dynamics underlying the behavior of children and adolescents and their treatment in counseling will be examined. Prerequisites: COUN 526 and COUN 540.

COUN 515 Adult & Gerontological Counseling (3) Study of the processes of adult development and aging with a focus toward clinical applications. Explores physical, mental, emotional, social and spiritual aspects of adult development and aging.

COUN 516 Principles of School Counseling (3) Provides an understanding of comprehensive K-12 counseling programs to include planning, organizing, implementing and evaluating. Learn how to provide preventive and remedial services that meet and enhance developmental needs and the educational program of the school, and how to be flexible in reacting to differing consumer demands and proactive in providing counseling, consulting, coordinating and guidance services within a school counseling program.

COUN 517 Research & Statistics (3) Provides underlying principles of social science research with an adequate understanding of academic writing, logical thinking and basic research methods. Further knowledge of research methods, as well as be acquainted with the use of various descriptive and inferential statistics in order to develop strategies to assess research literature.

COUN 519 Program Development & Evaluation for School Counselors (3) Needs assessment, data collection/analysis, design, implementation, management, and evaluation of a school counseling program are the purpose of this course. The basis is the integration of the assessment information, the American School Counselor Association's National Model and the National Standards for School Counseling. Prerequisite: COUN 516.

COUN 521 Counseling Skills & Techniques (3) The first of two courses that focuses on the experiential application of the theories courses and practice of basic counseling skills and techniques. Meet weekly in a group to critique videotaped experience of basic counseling skills and techniques. Prerequisite: Take concurrently with COUN 500. Pass/No Pass.

COUN 523 Practicum & Advanced Skills (3) Sequel to COUN 521 to move on to more advanced counseling skills and techniques, which are videotaped. Involves a field experience in a mental health or school setting. On-site experience includes observing professionals as they function, as well as developing primary level mental health service provision skills. Continue to meet in weekly small groups to critique your application of counseling skills. Prerequisites: for counseling students COUN 500, COUN 521, COUN 526, COUN 538, COUN 545, COUN 554, COUN 561, COUN 570, and either COUN 516, COUN 546, or 562. Pass/No Pass.

COUN 526 Theories of Counseling (3) Introduction to the major personality and psychotherapeutic theories that undergird current counseling practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories.

COUN 532 Assessment Techniques in Counseling (3) Teaches principles of measurement and assessment and counseling use of various assessment instruments: achievement, aptitude, intelligence, interest and personality. Covers supervision in administering, scoring and interpreting individual evaluation methods. Prerequisite: COUN 538.

COUN 535 Addiction Therapies for Individuals & Families I (3) Investigates addictive processes associated with dependencies. Addresses assessment, diagnosis, treatment planning and interventions throughout the stages of misuse, abuse and dependency. Explores issues related to addictive disorders in individuals and families.

COUN 536 Career & Lifestyle Development (3) Studies theories of career and lifestyle development, counseling approaches, ethical issues and applications to the diversity of work settings. Addresses lifespan career program planning, changing roles of men and women, dual-career families and decision-making theories. Includes interrelationship of work, family and leisure along with relevant assessment instruments, career counseling resources and information systems, as well as major issues that impact career choices and work settings such as family issues, mobility of people and work settings and other relevant concerns.

COUN 538 Psychopathology & Diagnosis (3) Examination of abnormal behavior as defined by the DSM and includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Focuses on appropriate use of the DSM, differential diagnosing, cultural overrides and emerging technologies in the treatment of individuals and groups.

COUN 540 Human Growth & Development (3) Study of the processes of human growth and developing patterns of behavior throughout the lifespan. Particular emphasis will be placed on the physical, mental, emotional, intellectual and spiritual growth of the individual.

COUN 541 Couple Therapy I (1) Reviews the basic research in couple dynamics and treatments. Students are introduced to a common treatment theory of couple treatment. Cross-listed with PSY 641.

COUN 542 Couple Therapy II (1) Teaches the current empirically supported treatments in couple therapy from several theoretical bases. Students have the opportunity to rehearse couple treatment skills. Prerequisite: COUN 541. Cross-listed with PSY 642.

COUN 543 Couple Therapy III (1) Focuses on exposure to couple therapy, video review and application of couple therapy skills. Evidence based treatment approaches are a special focus of the course. Prerequisite: COUN 542. Cross-listed with PSY 643.

COUN 545 Concepts of Family Systems (3) In-depth analysis of marital and family relationships. Explore topics such as systems theory, family life development, communication processes and conflict resolution from a scriptural and interaction systems perspective. Examine and evaluate various family structures. Prerequisite: COUN 526.

COUN 546 Marital & Couple Therapy (3) Provides an understanding, demonstration and application of various models and techniques for working with married and non-married couples. Prerequisite: COUN 545 or concurrent. Cross-listed with CES 746.

COUN 547 Models of Family Therapy (3) Examines models of family systems therapy and techniques. Helps beginning family therapists develop a model of practice and apply models to clinical cases. Cross-listed with CES 747.

COUN 548 Theories of Human Sexuality (3) Introduces issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: COUN 540.

COUN 549 Issues in Sexual Abuse (3) Comprehensive overview of various issues related to sexual abuse. Addresses the diagnosis, assessment and treatment of child and adult victims and of the perpetrator.

COUN 550 Counseling of Women (3) Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman.

COUN 553 Developmental Marriage and Family Counseling (3) The successful passage through the developmental stages of marriage and family over the lifespan contributes in positive ways to the health and well-being of marriage and family. This advanced course will integrate the student's Christian worldview, with cultural and ethical issues as they affect the variable stages of life within a family. Included for study and discussion are current social topics of marriage and family

developmental stages and historical perspectives that are of concern to the clinical process. Prerequisites: COUN 526, COUN 540, COUN 545.

COUN 554 Group Counseling (3) Conceptual and practical overview of group counseling including the role of group leadership; tools for forming a group and orienting members; and catalysts for interaction skills for conducting and evaluating counseling/therapy groups. Emphasis will be given to leadership techniques used at different stages in the life of a group, as well as ethical issues. Participate in a small group to promote self-awareness, interpersonal skills and an understanding of group skills and techniques. Prerequisite: COUN 500, COUN 521, and COUN 526.

COUN 557 Sexual Trauma, Domestic Violence & Human Trafficking (3) Examine underlying principles of mental health problems that originate in dysfunctional families of origin and early childhood sexual abuse. Particular attention is given to relevant DSM disorders. Examines the cultural and economic underpinnings of human trafficking with a focus on treatment options and intervention techniques. Cross-listed with CES 757. Prerequisites: COUN 521, COUN526, and COUN 538.

COUN 558 Disaster Trauma & Psychological First Aid (3) Covers the four phases of emergency management, the eight phases of disaster, and key concepts of disaster mental health. In depth understanding of cultural issues related to disaster and the application of Psychological First Aid based on NIMH, Green Cross, and The Trauma Institute Standards and Ethics are demonstrated. Cross-listed with CES 758. Prerequisites: COUN 521, COUN 526, and COUN 538.

COUN 559 Treating PTSD, Compassion Fatigue & Complex Trauma (3) The theoretical concepts and symptoms of PTSD, compassion fatigue and vicarious traumatization in clients, practitioners, first responders and in their role as trauma therapists is explored. Learn current evidence-based strategies for treatment of compassion fatigue and vicarious traumatization. Cross-listed with CES 759. Prerequisites: COUN 521, COUN526, and COUN 538.

COUN 560 Business Issues in Professional Practice (3) For those considering opening their own counseling practice. Learning goals include: how to structure a business plan, marketing techniques, staffing, budgeting, time management and managed care issues.

COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling (3) Culminating seminar that presents comprehensive concepts of ethical, legal, moral and spiritual issues in counseling. Relevant case studies form a basis for discussion. Prerequisites: for counseling students COUN 521, COUN 554 or concurrent.

COUN 562 Crisis, Trauma & Clinical Mental Health (3) Addresses the foundations, contextual dimensions, and basic knowledge and skills to function in specialized settings of agency, community and emergency environments. Emphasis will be placed on providing intervention in clinical, disaster, crisis and traumatic situations, including emergencies in which triage, intervention, support, referral and advocacy is required. Specialized areas will include counselor self-care; wellness and preventions; suicide de-escalation, crisis incident stress management, and psychological first aid.

COUN 568 Cross-Cultural Supervision 1 (3) Students provide clinical supervision under the supervision of Regent faculty in a cross-cultural setting either face-to-face outside of the US or online. Students will develop their own supervision style and practice servant leadership in the cross-cultural setting. Cross-listed with CES 668.

COUN 569 Cross-Cultural Supervision 2 (3) Students provide clinical supervision under the supervision of Regent faculty in a cross-cultural setting either face-to-face outside of the US or online. Students will act in leadership roles as they supervise and co-teach in cross-cultural environment. Cross-listed with CES 669.

COUN 570 Multicultural Counseling (3) Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Religion is explored as an aspect of diversity.

COUN 571 Addiction Therapies for Individuals & Families II (3) Emphasizes critical, theoretical, and best practice approaches to addiction treatment and crisis interventions. Utilizes group dynamics and therapy groups as an essential component of effective addiction treatment, relapse prevention, and recovery. Emphasis on best practices in the planning and delivery of care. Prerequisite: COUN 535.

COUN 572 Addiction: Traditional and Faith-based Interventions (3) The history, traditions, and role of spirituality in addiction are discussed. Faith-based interventions are explored. Assessment and treatment interventions will be incorporated.

COUN 573 Addiction and the Family (3) Explores family issues in abuse and addiction. Topics include family systems theory, codependency, abuse issues, the role of culture in families, co-occurring disorders within families, and models of family therapy.

COUN 574 Introduction to Process Addiction (3) Presents the psychological and physiological aspects of process addiction (eg. sexual, gambling, gaming, food). Explores components of an addictive cycle, holistic treatment modalities, relapse prevention, and the approaches in facilitating family and community supports. Attention is given to multicultural competencies.

COUN 578 Counseling & Christian Thought (3) Examines applied integration within a Christian worldview and explores examples of applied integrative theory and practice in counseling.

COUN 579 Seminar in Clinical Training (1-3) Additional hours of clinical supervision for those requiring remediation or for extended circumstances regarding clinical training and application of clinical skills. Prerequisite: Permission of Instructor.

COUN 580 Practicum in Trauma Studies (3) Learning and experiential application of trauma theories and techniques, practice of advanced counseling skills, and a field experience related to trauma in a mental health or school setting beyond foundational training in trauma studies.

COUN 581A-C Practicum in Applied Marital Therapy (1 credit each) Learning and experiential application of the Hope Project marital theory and techniques, practice of advanced counseling skills, and an on campus field experience related to marital therapy in a clinical setting. In order to earn a certification of completion enrollment must occur sequentially in the Fall, Spring, and Summer semesters. Prerequisite: Permission of instructor required. Pass/No Pass.

COUN 591 Internship in Trauma Counseling (3) Experiential application of trauma theories and techniques, practice of advanced counseling skills, and a field experience related to trauma in a mental health or school setting beyond foundational training, supervised on site by a trained mental health professional. Participate in a weekly internship seminar. Prerequisite: Permission of Instructor. Pass/No Pass.

COUN 592 Internship in Addiction (3) Students will work at a professional substance abuse or process addiction counseling setting. They will be supervised by an approved addiction and/or licensed mental health professional. This culminating experience will aid students in applying their knowledge and experience. Additionally, students will participate in a weekly internship seminar Pass/No Pass. By permission of instructor.

COUN 593 A&B Internship in Marriage, Couple & Family Counseling (3) Be assigned to work at a professional setting in which marital, couple & family counseling is the modality of treatment, closely supervised on site by a trained marriage, couple & family professional. Culminating experience to apply the knowledge and experience gained during counselor training program as a member of a professional team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. Prerequisite: Permission of Instructor. Pass/No Pass.

COUN 594 A&B Internship in School Counseling (3) Culminating experience to apply the knowledge and experience gained during the school counselor program under close supervision by a trained school counselor in an assigned school setting. Prerequisite: Permission of Instructor.

COUN 595 A&B Internship in Clinical Mental Health Counseling (3) Be assigned to work at a professional counseling work setting, closely supervised on site by a trained mental health professional. Culminating experience to apply the knowledge and experience gained during counselor training program as a member of a professional mental health team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. Prerequisite: Permission of Instructor. Pass/No Pass.

COUN 596 A, B- Residency (0)

COUN 652 Coaching: Theory, Skills & Practice (3) A practical introduction to coaching, including definitions, models, techniques, coaching types, marketing, and available resources for use in coaching, with an emphasis on applications of coaching practices to international, multicultural environments often within Christian contexts. Cross-listed with CES 752.

M.S. in General Psychology

GPSY 500 Contemporary Psychology (3) Historical development, current state, and emerging trends of psychology both as a profession and scientific discipline. An orientation is provided to the program to graduate study in the field, and to ethics in psychology. The integration of Christianity and contemporary psychology will be examined.

GPSY 510 Statistics I (3) Statistical methods and their application to psychological research. Surveys the collection, organization and analysis of data utilizing hypothesis testing. Evaluates various frequency distributions and measures of central tendency. An emphasis will be placed on the application of correlational and one-way ANOVA techniques.

GPSY 511 Statistics II (3) Continued graduate instruction in statistical methods and their application to psychological research with a particular emphasis on Multivariate ANOVA techniques. Prerequisite: GPSY 510.

GPSY 512 Statistics III (3) Final course in the statistics sequence will emphasize the application of Multiple Regression and Path Analysis to psychological research. Prerequisite: GPSY 511.

GPSY 513 Research Methods in Psychology (3) Surveys the range of research methods utilized in contemporary psychology with a primary emphasis on quantitative research including both experimental and non-experimental designs.

GPSY 515 Biological Bases of Behavior (3) Reviews the biological determinants and influences on psychological functioning with a focus on the structure and function of the central nervous system.

GPSY 517 Social Psychology (3) Major theories, issues, data and research methodologies in social psychology. Current research literature on social perception, prejudice, helping behavior, and social conformity.

GPSY 518 Thesis Proposal (1) Develop a proposal for a thesis project with supervision by a faculty thesis committee. Pass/No Pass.

GPSY 532 Affect, Cognition & Motivation (3) Affective neuroscience, cognitive psychology and motivational psychology. Attention and perception, consciousness, thinking and reasoning, memory, language, and motivational factors in human and animal functioning.

GPSY 540 Life Span Psychology (3) Human growth and development across the life span. Particular emphasis on the physical, social, cognitive, emotional, and spiritual growth of the individual with a review of current research.

GPSY 541 Psychopathology (3) Review of features, developmental course, etiology, and classification of psychological disorders.

GPSY 549 Integrative Psychology (3) The integration of Psychology and Christianity. The history of the integration project, various models of integration in science and applied psychology, and emerging trends in light of classic and current scholarly contributions to the area.

GPSY 550 Health Psychology (3) Relationship between psychological factors and medical illnesses, wellness promotion, stress management, coping and other aspects of the psychology of health and illness. The evolving role of psychology in applied research and practice in health settings.

GPSY 551 Multicultural Psychology (3) Globally focused course designed to expand personal and professional attitudes, knowledge and skills in working with people in our contemporary, pluralistic society. Multiple areas of diversity are explored as are the intersection between these areas. The relationship of Christianity to multiculturalism and issues of diversity will be considered throughout these explorations.

GPSY 552 Psychology of Religion (3) Survey of the field of psychology of religion and spirituality. Students will review classic and contemporary theory and research on the psychology of religious and spiritual functioning.

GPSY 553 Applied & Consulting Psychology (3) Examination of approaches, theory, research and practice in organizational and consulting psychology. The course draws from both the specialized field of industrial-organization psychology and from other areas of psychology demonstrating the key contributions psychology can and does make to a wide range of organizational and other life settings.

GPSY 554 Life Coaching (3) Review of the field and practice of coaching augmented by graduate preparation and training in psychology.

GPSY 599A & B Thesis I & Thesis II (3 credits each) Conduct, write and successfully defend a thesis in psychology under the supervision of a faculty committee. Students register for two consecutive terms and must take both courses. Prerequisites: GPSY 513 and successful proposal of the thesis project. Pass/No Pass.

GPSY 599C Thesis Continuation (3) For those who need additional time to successfully complete and defend their Thesis Project. Repeatable for credit. Prerequisites: GPSY 599A and GPSY 599B. Pass/No Pass.

M.A. in Human Services

HSC 500 Foundations of Human Services (3) A review of human services fields and career identities. The impact of worldviews on the relationship between human service workers and those they serve is examined. Attention is given to ethical, spiritual, and other considerations for those seeking to be effective change agents for the good of others.

HSC 501 Behavioral Science Foundations (3) Consists of carefully selected topics/findings drawn from the behavioral sciences that can provide a valuable knowledge base for those working in the human services fields. It will draw from the psychological research on the biological, cognitive, social, and emotional bases of behavior, theories of counseling, motivation research, and other behavioral science fields.

HSC 505 Professional Ethics in the Human Service Fields (3) Provides an overview of professional ethics for human services fields. A brief survey of the professional codes in the mental health fields and other relevant guidance in applied ethics pertinent to human services work and roles.

HSC 513 Issues in Counseling (3) Pragmatic and psychospiritual components related to the organization, administration and operation of counseling related services within the context of the local church and other ministry environments. Examines the practical application of ministry oriented counseling for commonly addressed problems. Addresses various legal, ethical and liability issues, and discusses specific treatment issues. Consideration to thorough assessment and referral functions in each of these areas. Examines the impact of small group ministry.

HSC 524 Helping Skills & Techniques (3) A survey and experiential application of interviewing, reflective listening and helping skills. Techniques and practices derived from professional counseling and other human service fields will be covered with an emphasis on demonstrations, modeling, practice and evaluation. Cross-listed with PAC 524.

HSC 525 Advanced Counseling Skills & Techniques (3) Continuing experiential application of significant personality theories and practice of more advanced counseling skills. Overview of the techniques and practices derived from the major psychotherapeutic systems relevant to these more advanced skills. Emphasis on the demonstration, modeling, practice and evaluation of these core skills and techniques.

HSC 526 Christian Coaching (3) Introduces the student to the field of life coaching in the context of Christian helping relations, and assists them in working with others to facilitate individual development. Multicultural and diversity issues are explored in relation to the role of coach and client.

HSC 530 Christian Counseling (3) An overview of the theology, theory, and practice of diverse forms of Christian Counseling including integrative, biblical counseling, Nouthetic counseling, and Christian psychology approaches. Will feature the work of influential contributors to the Christian counseling movement. A focus on practical Christian counseling skills and case will be incorporated.

HSC 532 Issues in Biblical Counseling (3) A case-study application of Christian theology and biblical counseling models to human need.

HSC 531 Survey of Biblical Counseling Models (3) Emphasis on knowledge of biblical counseling models and their applications within counseling ministry. This will include hermeneutically sound biblical interpretation and the application of theology to human need.

HSC 535 Addiction (3) Explores issues related to addictive disorders in individuals and families from assessment, diagnosis, treatment planning and interventions throughout the stages of misuse, abuse and dependency. Students gain a basic understanding of the skills and concepts needed for working in the area of substance abuse. Cross-listed with PAC 535.

HSC 544 Marriage & Relationship Counseling (3) Overview of various marriage and adult relationships. In depth analysis of one's own marriage and/or family of origin will facilitate deeper understanding. Examine topics on systems theory, life span dynamics, and selected issues associated with marriage counseling such as premarital counseling, marriage enrichment, human sexuality, and divorce/remarriage. Presents a multicultural focus as it pertains to marriage, adult relationships and ministry. Cross-listed with PAC 544.

HSC 545 Concepts of Family Systems (3) Explores family systems and related relational dynamics to understand problems and interventions aimed at addressing the family unit from a treatment perspective. Presents a multicultural/diversity focus as it relates to families.

HSC 546 Counseling Children & Adolescents (3) Overview of various child, adolescent, and parental relationships and the theological considerations in addressing these relationships. Examines developmentally appropriate approaches and effective strategies for counseling children and adolescents in both individual and group settings as well as topics

relating to systems theory, the family life cycle, parenting, blended families, and resources to aid the family. Relevant ethical and legal considerations also discussed. Presents a multicultural focus as it pertains to children adolescents, and ministry.

HSC 552 Group Counseling (3) Conceptual and practical overview of group dynamics including the role of group leadership, tools for forming a group and orientation of members. Emphasis will be given to leadership techniques used at various stages of the group process as well applicable ethical issues. Participate in a small group experience to promote self-awareness, develop interpersonal and facilitator skills and explore biblical principles relevant to group dynamics.

HSC 560 Counseling Models & Strategies (3) Introduction to basic lay counseling intervention strategies, techniques, and supportive care-giving activities. Examines such topics as conflict resolution, negotiation and mediation, anger management, mentoring, brief counseling, and solution-focused interventions. Presents a multicultural focus as it relates to intervention strategies and ministry.

HSC 561 Community & Crisis Counseling (3) Continuation of Models & Strategies with more advanced lay counseling intervention strategies, techniques, and supportive care-giving activities. Examines such topics as models of inner healing and forgiveness, critical incidents and crisis counseling, community trauma and disaster, chaplaincy issues, and stress/burnout issues. Presents a multicultural focus as it relates to intervention strategies and ministry. Cross-listed with PAC 561.

HSC 565 Grief & Bereavement (3) A supervised field experience in coaching. Students must obtain at least 50 hours of supervised experience. In addition to supervision at the pre-approved site, students also complete a weekly seminar offered by program faculty. The coaching field experience may address a wide range of life issues and service recipients.

HSC 566 Counseling Ministry for the Bereaved (3) Explores ministry-based responses to grief and bereavement. Pastoral counseling and mental health models designed for ministry contexts will be examined. Particular attention will be given to the spiritual challenges and resources that can impact grieving and its outcomes.

HSC 570 Multicultural Awareness & Individual Diversity (3) Provides an introduction to the importance of cultural awareness and the presence/influence of cultural and individual diversity. Also, students gain an overview of social theories and social justice. Attention is given to support the development of multicultural skills with a broad range of focus and application across varied settings. Cross-listed with PAC 570.

HSC 572 Addiction Intervention (3) Helps students gain an understanding of spirituality and substance use and faith-based interventions. An overview of foundational applications of assessment and intervention is presented. Presents a multicultural focus as it relates to addiction.

HSC 574 Process Addictions (3) Presents a basic understanding of process addictions (food, sex, gambling, etc.), from psychological to physiological aspects. Explores components of an addictive cycle, spiritual components, treatment options, and community supports. Presents a multicultural focus as it relates to process addiction.

HSC 577 Survey of Christianity (3) A survey of the Bible, Christian theology, and Christian history for individuals in the human services field. Provides a global and historical survey of the Christian faith with consideration of applied theology and pastoral care. Cross-listed with PAC 577.

HSC 580 Coaching Practicum (3) A supervised field experience in coaching. Students must obtain at least 50 hours of supervised experience. In addition to supervision at the pre-approved site, students also complete a weekly seminar offered by program faculty. The coaching field experience may address a wide range of life issues and service recipients.

HSC 581 Advanced Coaching Practicum (3) A supervised field experience in coaching. Students must obtain at least 80 hours of supervised experience. In addition to supervision at the pre-approved site, students also complete a weekly seminar offered by program faculty. The coaching field experience may address a wide range of life issues and service recipients.

HSC 596 Capstone & Field Experience (3) Combined reflection and analysis of an applied field experience with course-based discussion of the integration of Christianity and human service work. Students must obtain a total of 150 hours of pre-approved on-site experience, including 50 contact hours in human services work with identifiable client/participants. Cross-listed with PAC 596.

MA. in Pastoral Counseling

PAC 505 Professional Ethics in the Human Service Fields (3) Addresses comprehensive concepts of ethical, legal, moral and spiritual issues in counseling ministry. Relevant case studies form a basis for discussion. Cross-listed with HSC 505.

PAC 513 Issues in Pastoral Counseling (3) Pragmatic and psychospiritual components of organization, administration and operation of counseling related services within the local church and ministry environments. Examines issues in ministry oriented counseling for common life problems and mental illnesses. Addresses legal, ethical and liability issues, and discusses treatment issues. Offers guidance for referral and collaboration.

PAC 524 Helping Skills & Techniques (3) A focus on the practice of basic micro-processing communication skills which form the foundation to counseling competencies and other listening based human interactions. Emphasis on the demonstration, modeling, practice, and evaluation of these core skills and techniques. Cross-listed with HSC 524.

PAC 525 Counseling Skills & Techniques II (3) Continuing experiential application of significant personality theories and practice of more advanced counseling skills. Overview of the techniques and practices derived from the major psychotherapeutic systems relevant to these more advanced skills. Emphasis on the demonstration, modeling, practice and evaluation of these core skills and techniques.

PAC 535 Addictive Behavior & Substance Abuse (3) Investigates addictive processes associated with dependencies. Addresses assessment and pastoral counseling responses throughout the stages of substance misuse, abuse and dependency. Explores issues related to addictive disorders in individuals and families. Cross-listed with HSC 535.

PAC 544 Marriage & Relationship Counseling (3) Overview of marriage and adult relationships. Analysis of one's own marriage and/or family of origin will facilitate deeper understanding. Examine systems theory, life span, and issues associated with marriage counseling such as premarital counseling, marriage enrichment, sexuality, and divorce/remarriage. Presents a multicultural focus pertaining to marriage, adult relationships and ministry. Cross-listed with HSC 544.

PAC 561 Community & Crisis Counseling (3) Continuation of Models & Strategies with advanced lay counseling intervention strategies, techniques, and care-giving activities. Examines grief and loss, forgiveness, responding to critical incidents and crisis counseling, community trauma and disaster, chaplaincy issues, stress/burnout, and compassion fatigue issues. Presents a multicultural focus relating to intervention strategies and ministry. Cross-listed with HSC 561.

PAC 570 Multicultural Awareness & Individual Diversity (3) Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society as it pertains to counseling ministry. Cross-listed with HSC 570.

PAC 577 Survey of Christianity (3) A scholarly survey of the Bible, Christian theology, and Christian history designed to provide graduate level exposure to these three areas of Christian scholarship for students who do not have prior equivalent study. Cross-listed with HSC 577.

PAC 596 Capstone & Field Experience (3) Supervised field experience. Requires 150 hours of experience, 50 hours in counseling personal, spiritual, coaching, mentoring, disciple-making with individual, couple, family, and/or groups. Students work with approved ministry site with pastoral counselor or other approved supervisor. Students attend weekly seminar which focuses on Christian integration. Cross-listed with HSC 596.

Psy.D. in Clinical Psychology

PSY 600 Clinical Psychology (3) Familiarizes the student with field of professional psychology, including its history. Provides a graduate survey of the development of various training models for professional psychology, ethical issues, licensing laws and specialties within clinical psychology. Attention to the application of scientific thinking and research to clinical issues. Provides a survey of diverse approaches to integration of faith and psychology.

PSY 614 Clinical Child & Pediatric Psychology (3) A survey of evidence based procedures for the assessment and treatment of child psychopathology including such disorders as AD/HD and Autism. The course also introduces the student to the field of pediatric psychology with its emphasis on the treatment of children in health settings.

PSY 617 Research Design (3) Learn how to critically evaluate and use research designs such as experimental, quasi-experimental and passive-observational designs. Explores other pertinent issues such as sampling, meta-analysis techniques, ethics of research and qualitative research strategies. Present critiques of published research papers. Prerequisite or concurrent: PSY 714.

PSY 618 Using Technology in Healthcare and Business (3) Engage learners in critical thinking/problem solving, collaboration, and self-management to create technology-based solutions to real-world problems in healthcare and business. Students will formulate questions, make predictions, design investigations, collect and analyze data, share ideas, and create technological products that can be tested and refined beyond the classroom.

PSY 621 Clinical Interviewing (3) Covers training in basic listening skills related to the establishment and maintenance of a therapeutic relationship. Client-centered techniques and interventions are presented to provide a foundational basis for the building of rapport and of a therapeutic alliance.

PSY 622 Pre-practica in Evidence Based Practice (3) This pre-practica training course utilizes observation and skill rehearsal to teach students evidence based practice. Students spend time observing psychotherapy and assessment cases, evaluating exemplar video production cases of psychotherapy treatment, and developing assessment and intervention skills. Prerequisites: PSY 621, PSY 638, and PSY 725.

PSY 626 Personality Theory (3) Introduction to the major personality and psychotherapeutic theories that undergird current therapy practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories.

PSY 627 Psychotherapies I (3) Focused survey of two psychotherapy orientations: cognitive-behavioral psychotherapy and behavioral therapy. Learn how to conceptualize a clinical case from each perspective, formulate theoretically consistent treatment goals and move the treatment through each of the phases of therapy using interventions from the approach. Provides an example of an empirically supported treatment protocol utilizing each therapeutic orientation. Presented in a modular fashion, divided into distinct segments focusing on each approach.

PSY 628 Psychotherapies II (3) Intensive introduction to the basic concepts, techniques and strategies associated with psycho-dynamic therapies. Provides an overview of objective relations therapy to enrich appreciation of psycho-analysis. Devoted to the presentation of single cases. Prerequisite: PSY 627.

PSY 635 Substance Abuse (3) In-depth examination of substances that are abused in society. Considers characteristics, physical and psychological components, spiritual aspects, treatment options and prevention.

PSY 638 Psychopathology (3) Examination of abnormal behavior as defined by DSM IV. Includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Designed to develop clinical skills in the use of the DSM IV.

PSY 639 Advanced Psychopathology (3) Examine etiological factors, diagnostic assessment and treatment issues regarding Axis II pathology, trauma-based disorders and dual diagnosis conditions. Emphasizes an examination of how current research influences the development of theory in psychopathology. Prerequisite: PSY 638.

PSY 640 Life Span Psychology (3) Study of the processes of human growth and developing patterns of behavior throughout the life span. Particular emphasis on the physical, mental, emotional, intellectual and spiritual growth of the individual.

PSY 641 Couple Therapy I (1) Reviews the basic research in couple dynamics and treatments. Students are introduced to a common treatment theory of couple treatment. Cross-listed with COUN 541.

PSY 642 Couple Therapy II (1) Teaches the current empirically supported treatments in couple therapy from several theoretical bases. Students have opportunity to rehearse couple treatment skills. Prerequisite: PSY 641. Cross-listed with COUN 542.

PSY 643 Couple Therapy III (1) Focuses on exposure to couple therapy, video review and application of couple therapy skills. Evidence based treatment approaches are a special focus of the course. Prerequisite: PSY 642. Cross-listed with COUN 543.

PSY 647 Family Therapy (3) Familiarizes systemic and developmental theories of the family, various family therapy models and the application of theories and models to clinical cases. Emphasizes application of theory to emerging issues in family therapy (e.g., multiculturalism, gender, special populations). Facilitates awareness of your own family experiences and the impact of those experiences on your professional work.

PSY 648 Sexuality & Sex Therapy (3) Issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: PSY 640.

PSY 654 Group Therapy (3) Conceptual and practical overview of group therapy. Consideration of relevant ethical and diversity matters; and to facilitate self-awareness and an experiential understanding of group process through group participation.

PSY 660 Business Issues in Professional Practice (3) Learning goals include: how to structure a business plan, marketing techniques, staffing, budgeting, time management and managed care issues.

PSY 661 Ethics, Professional Orientation & Legal Issues in Psychotherapy (3) In-depth concepts of ethical, legal, moral and spiritual issues in therapy. Case studies often form a basis for discussion. Explores the APA ethics standards.

PSY 662 Community Psychology (3) Introduces community psychology's contribution to assessment, prevention, intervention and evaluation. Emphasizes major concepts in the field that address preventative and promotive strategies targeting underserved populations. Highlights paradigmatic distinctions from traditional clinical practices and community mental health systems of service delivery to expand the vision of Christian mental health professionals.

PSY 670 Multicultural Psychology (3) Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Explores religion as an aspect of diversity.

PSY 671 Advanced Diversity Psychology (3) Explains the relationship between multicultural theory, identity development, and clinical practice and develops diversity competency preparedness for practica and internship. Provides theory and didactic experiences regarding direct application of multicultural concepts to prepare students for integrating diversity variables into treatment, demonstrating further readiness for practica and internship experiences.

PSY 700 Dissertation Methodology Seminar (1) Intensive coverage of current topics in the clinical psychology field with emphasis on the appropriate research methodology and design. Evaluates the philosophy and ethics of scientific research. Determine research for doctoral project and to develop a concept paper around the particular topic.

PSY 701-703 Dissertation (9) Credits given for conducting research under the direction of a dissertation committee. Content of the study can be an empirical study, case study or other suitable professional activity/product. Register for three consecutive terms, at 3 credits per term. Prerequisite: PSY 718.

PSY 704 Dissertation Continuation (1) For those who need additional time to complete their dissertation. Prerequisite: PSY 703.

PSY 714 Statistics (3) Statistical methods and application to psychological research. Surveys the collection, organization and analysis of data utilizing hypothesis testing by either parametric or nonparametric techniques. Evaluates various frequency distributions and measures of central tendency. Emphasizes the application of correlational and factor analysis techniques.

PSY 715 Biological Bases of Behavior (3) Structure and function of the central nervous system is integrated with common neurological disorders such as closed head injury, Parkinson's disease and stroke. Explores seminal work done by early physiological psychologists.

PSY 716 Affect, Cognition & Motivation (3) Topics include animal and human emotions and their interface with biology and social and cultural variation. Specific cognitive activities including attention and perception, consciousness, thinking and reasoning, memory and speech and languages are evaluated within a motivational framework.

PSY 717 Social Psychology (3) Overview of the major theories, issues, data and research methodologies of social psychology. Cover a broad survey of primary research writings in the field.

PSY 718 Professional Development & Dissertation Proposal Development (1) Develop a proposal for a doctoral project with supervision by a faculty member. Prepare internship application materials and explore the future internship as a professional developmental stage. Prerequisite: PSY 700.

PSY 719 Proposal Continuation (1) For those who need additional time to successfully complete their dissertation proposal. Prerequisite: PSY 718.

PSY 723 History & Systems of Psychology (3) Traces the emergence of psychology as an independent discipline from its roots in philosophy, theology and the natural sciences.

PSY 725 Intelligence Testing & Psychometrics (Lab) (4) Introduces the diverse area of intelligence testing, with particular emphasis on multicultural dimensions of the topic. Administer, score and evaluate the findings of standard intelligence and achievement tests. Primary emphasis on current versions of the Wechsler scales. Examine brief IQ tests and brief neuropsychiatric screening instruments. Use your experiences with each of the above tests to explore the critical area of psychometrics found in all psychological testing.

PSY 726 Personality Assessment & Psychometrics (3) Covers standard objective and projective tests of personality and psychopathology. Tests covered include the MMPI-II, PAI, MCMI-III, Rorschach (introductory material only), TAT, Foyer Structured Sentence Completion Test and other projective techniques. Learn to integrate findings into a comprehensive, domain focused testing report.

PSY 728 Advanced Assessment (2) Survey of advanced topics in cognitive, psychoemotional and personality assessment. Trains to interpret a variety of testing protocols and process data for complex areas of assessment such as: differentiation of learning disabilities, detection of malingering, evaluation of comorbidities and assessment of individuals with various types of sensory deficits.

PSY 729 Performance Based Assessment (3) Provides an overview of the history and current status of performance based assessment in the field of psychology. Primary emphasis is placed on a comprehensive understanding of the Rorschach Inkblot Method. Students will learn to administer, score, and interpret performance based measures. Class will include a laboratory in which skills in administration and interpretation can be practiced. Prerequisite: PSY 726.

PSY 732 Clinical Assessment & Treatment Planning (2) Introduction to psychodiagnostic assessment and treatment planning. Covers a variety of related topics including: diagnostic interviewing/decision making, case conceptualization, mental status exams, standards of practice, establishing appropriate treatment plans and using manualized treatment protocols. Reviews methods of note-taking and report-writing.

PSY 733-738 Clinical Practica Case Consultation (12) (2/term for 2 years) Supervised clinical practicum experience in an appropriate work environment for six terms. Learn how to integrate your Christian worldview and practice with the theory and practice of psychology. Prerequisite: PSY 622.

PSY 739 Advanced Practica I (1) Incorporates advanced clinical experiences designed, arranged, implemented and conducted by doctoral students under faculty supervision. Prerequisites: PSY 733-738.

PSY 740 Mental Health and Missions Practica (3) Designed to provide students with an opportunity to integrate concepts of missions/ministry and clinical psychology. Students will participate in a short-term missions trip and provide assessment, psychoeducation, and psychotherapy services on site under the supervision of a mental health professional. The focus will be on learning how to apply clinical skills in a practical and culturally sensitive manner.

PSY 741 Advanced Practica II (1) Incorporates advanced clinical experiences designed, arranged, implemented and conducted by doctoral students under faculty supervision. Prerequisites: PSY 733-738 and PSY 763.

PSY 744 Marital Therapy (3) Theories of marital relationships, various models for working with couples and the application of theories and models to clinical cases. Emphasis on application of theory to emerging issues in marital therapy (e.g., multiculturalism, gender, special populations).

PSY 749 Advanced Marriage & Family Psychotherapy (3) Emphasizes an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Emphasizes supervision skills in family and couples' treatment. Prerequisite: PSY 647.

PSY 750 Psychology of Women (3) Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman. Course offered online only.

PSY 751 Adult & Gerontological Psychology (3) Study of the processes of adult development and aging with a focus toward clinical applications. Explores physical, mental, emotional, social and spiritual aspects of adult development and aging.

PSY 752 Psychodynamic I: Introduction (1) Introduction to empirically-supported and evidence-based psychodynamic therapy. Permission of instructor. Prerequisite: PSY 628.

PSY 753 Psychodynamic II: Personality (1) In-depth study of empirically-supported and evidence-based psychodynamic therapy; emphasis on case conceptualizations. Prerequisites: PSY 628 and 752.

PSY 754 Psychodynamic III: Termination (1) Empirically-supported and evidence-based psychodynamic therapy focused on the termination of long-term treatments. Prerequisites: PSY 628, 752 and 753.

PSY 755 Advanced Group Psychotherapy (3) Focuses on the development of interpersonal competency through the small, face-to-face group interaction and in the experiential mode. Opportunity for presentations and analysis of significant issues. Requirements: must be presently facilitating a therapy group. Prerequisite: PSY 654.

PSY 759 Human Neuropsychology (3) Develops basic considerations concerning the problem of assessment in neuropsychology. Assesses disturbances in memory, language, constructional abilities, movements, attention and concept formation and forensic issues. Reviews major neuropsychological batteries.

PSY 763 Supervision & Consultation (3) Explores the major models of supervision. Discussion of ethical issues, as well as typical dilemmas for the practicing supervisor. Evaluates consultations with other professionals and organizations. Provides peer supervision and completion of a consultation project.

PSY 768 Forensic Psychology (3) Covers basic principles and concepts of forensic psychology. Emphasis given to legal process when danger and competence are at issue. Emphasizes critical review of pertinent literature.

PSY 771 Clinical Psychopharmacology (3) Introduction to psychotropic drugs and their neurochemical bases, model of action and clinical application. Discusses principles of use and current status of psychopharmacology.

PSY 773 Psychology of Trauma & Crisis (3) This is a didactic and practical course designed to provide the student with an overview of the theoretical and research knowledge base regarding the pertinent areas of trauma, trauma therapy, disaster mental health and crisis intervention. Additionally, the student will learn the essential components of stress prevention and resiliency programs. A special emphasis will be placed on trauma, crisis response, crisis intervention, stress management and trauma therapy as it relates to emergency service personnel: Fire, EMS and law enforcement. Students will learn about emergency service workers helping seeking behaviors and the common barriers psychologists encounter when working with this population.

PSY 774 Health Psychology & Integrated Medicine (3) Covers the settings in which health psychology and integrated medicine are practiced, and health promotion and epidemiology. Introduces the relationship between psychological factors and medical illnesses, stress management and coping strategies and methods of consultation in health settings.

PSY 775 Models of Inner Healing & Forgiveness (3) Focuses on two prominent Christian intervention strategies in soul care, inner healing and forgiveness, and examines several recently developed models of inner healing prayer and forgiveness. Explores inner healing models such as the work of Neil Anderson (Freedom in Christ Ministries) and Ed Smith (Theophostic Ministries). Studies forgiveness models, such as the work of Everett Worthington and Robert Enright. Considers research in the areas of inner healing and forgiveness.

PSY 776 Psychology of Religion (3) Analyzes and evaluates the contributions of psychology to the understanding of religious experience. Surveys the theory and research of the field of psychology of religion, and reviews the spectrum of major world religions.

PSY 777 Survey of Christianity (3) Overview of several key aspects of the Christian faith that are highly pertinent to the task of integration. Pursues a broad survey of Christianity that is trans-sectarian but evangelical in perspective. Provides a panoramic survey of the Bible, church history, theology and Christian movements, and a more focused discussion of the statement of faith ascribed to by Regent University faculty and staff. Two broad themes underlie the course: 1) providing an apologetic understanding of Christianity; and 2) facilitating a Christian understanding of human nature that can inform psychology.

PSY 778 Applied Theology for Clinical Psychologists (3) Applied formational approach to the Christian faith via the developing traditions of spiritual direction and the classic spiritual disciplines, and how the synthesis of spiritual direction and disciplines may be integrated into therapeutic processes.

PSY 779 Applied & Clinical Integration (3) Examines clinical integration within a Christian worldview and explores examples of applied integrative theory and practice in assessment and treatment.

PSY 780 Integration Capstone (1) Intensive seminar that provides a culminating review of the student's developing strategies, experiences and understandings related to the integration of Christianity and psychology. Occurs during the last term of coursework prior to the internship.

PSY 781-783 Research Group 1-3 (1) For those who participate in a faculty member's research team. Actively contribute to faculty research projects in a manner negotiated with a specific faculty member. Wide ranges of research activities are possible, such as: literature reviews, development of questionnaires, data collection, statistical analysis, writing and presentation. Prerequisite: Instructor approval. (Note: Only a total of three credits from this sequence may count towards satisfaction of the elective requirement.)

PSY 801-803 Clinical Internship (1 each, 3 minimum) Two thousand hours of supervised psychological activities in an APA-approved internship. Prerequisite: permission of clinical training director.

THE FACULTY

Regent University School of Psychology & Counseling has an active, distinguished faculty of published scholars and members of state and local boards on issues of counseling, substance abuse, and other relevant subjects.

- Hathaway, William L.** (1997), Ph.D., Bowling Green State University; Dean; Professor
- Arveson, Kathleen R.** (1999), Ph.D., Loyola College; Senior Lecturer
- Baum, Linda J.** (2008), Ph.D., Kent State University; Director of Clinical Training, PsyD Program; Associate Professor
- Compton, Lisa** (2014), Ph.D., Regent University; Lecturer
- Dwiwardani, Carissa** (2011), Ph.D., Biola University; Director, Psychological Services Center; Associate Professor
- Dy-Liacco, Gabriel S.** (2005), Ph.D., Loyola College in Maryland; Associate Professor
- Erwin, Kathie T.** (2010), Ed.D., University of Sarasota (now Argosy); Associate Professor
- Holland, Daniel** (2015), Ph.D., Old Dominion University; Assistant Professor
- Johnson, Judith** (2001), Ph.D., Loyola University, Senior Lecturer
- Jones, David** (2017), Ed.D. University of Cincinnati; Assistant Professor
- Knight, Jasmine** (2015), Ph.D., Old Dominion University; Assistant Professor
- Moriarty, Glendon L.** (2002), Psy.D., Forest Institute of Professional Psychology; Professor
- Newmeyer, Mark D.** (2011), Ed.D., University of Cincinnati; Associate Professor
- Ord, Anna S.** (2016), Psy.D., Regent University; Director, M.S. in General Psychology Program; Assistant Professor
- Page, Cassandra** (2014), Psy.D., Biola University; Assistant Director, Psychological Services Center; Assistant Professor
- Parker, Stephen E.** (1993), Ph.D., Emory University; Professor
- Reese, Merrill** (2007), Ph.D., Regent University; Principal Lecturer
- Ripley, Jennifer S.** (1999), Ph.D., Virginia Commonwealth University; Director, Marriage and Ministry Assessment Training and Empowerment Center; Professor
- Rowan, Anderson B.** (2017), Ph.D. Fuller Theological Seminary; Director, Psy.D. in Clinical Psychology Program; Professor
- Runyan, Helen** (2014), Ph.D. Old Dominion University; Assistant Professor
- Savinsky, David M.** (2012), Ph.D., Regent University; Director of Clinical Training, M.A. Counseling Programs; Assistant Professor
- Sells, James N.** (2005), Ph.D., University of Southern California; Director, Ph.D. in Counseling & Psychological Studies Program; Interim Director, M.A. in Pastoral Counseling Program; Assistant Dean for Academics; Professor
- Shatto, Erynne H.** (2016), Ph.D., University of South Alabama; Assistant Professor
- Smith, Jacqueline** (2014) Ed.D., University of Cincinnati; Counseling Department Chair; M.A. Clinical Counseling Programs Director; Associate Professor
- Todd, Sherry M.** (2010), Ph.D., Old Dominion University; Associate Professor
- Tophoven, Ingo** (2010), Ph.D. Regent University; Assistant Professor
- Trout, Amy W.** (2006), Psy.D., Wheaton College; Director, M.A. in Human Services Program; Associate Professor
- Underwood, Lee A.** (1999), Psy.D., Wright State University; Professor
- Williams, Cyrus R., III** (2009), Ph.D., University of Florida; Director, Ph.D. in Counselor Education & Supervision Program; Associate Professor

Yarhouse, Mark A. (1998), Psy.D., Wheaton College; Director, Institute for the Study of Sexual Identity; Rosemarie S. Hughes Endowed Chair of Christian Thought in Mental Health Practice; Professor

Zaporozhets, Olya, (2012), Ph.D., University of Toledo; Co-Director, Institute for the Study of Sexual Identity; Assistant Professor

Visiting Faculty

Black, Robert B. (1985), Faculty Emeritus, Ph.D., Ohio University

Collins, Gary (2007), Ph.D., Purdue University, (Distinguished Visiting Faculty)

Hughes, Rosemarie S. (1987), Dean Emerita, Ph.D., Old Dominion University