



**REGENT UNIVERSITY
COLLEGE OF ARTS & SCIENCES
UNDERGRADUATE CATALOG
2014-2015**

(Fall 2014-Summer 2015)

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's undergraduate school is accredited or certified by the following bodies:

- **Council for Higher Education Accreditation (CHEA)** (www.chea.org/)
- **The Teacher Education Accreditation Council (TEAC)**
The Regent University School of Education's educational leadership and teacher preparation programs and the College of Arts & Sciences interdisciplinary studies program, which are designed to prepare competent, caring, and qualified professional educators are accredited by the Teacher Education Accreditation Council for a period of seven years, from January 9, 2009 to January 9, 2016. This accreditation certifies that the educational leadership, teacher preparation and interdisciplinary studies programs have provided evidence that they adhere to TEAC's quality principles. Teacher Educational Accreditation Council, One Dupont Circle, Suite 320, Washington, DC, 20036, phone 202.466.7236.
www.teac.org<http://www.teac.org/>

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

Nondiscrimination Policy

Regent University admits students of any race, color, disability, gender, religion, national or ethnic origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

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

TABLE OF CONTENTS

<i>PREFACE</i>	ii
Accreditation	
Nondiscrimination Policy	
<i>TABLE OF CONTENTS</i>	iii
<i>THE UNIVERSITY</i>	1
MESSAGE FROM OUR CHANCELLOR & CEO	1
Mission Statement	2
Philosophy of Education	2
History of the University	2
Freedom of Expression	3
Standard of Personal Conduct	3
Campus Facilities	3
The University Library	4
Library Faculty	5
<i>THE COLLEGE OF ARTS & SCIENCES</i>	6
DEAN’S MESSAGE	6
Mission and Philosophy	6
Distinctives	6
Goals of the College of Arts & Sciences	7
Degree Programs	7
The Undergraduate Academic Calendar	10
ADMISSION	12
Contact Information.....	12
Standards	13
Applying for Admission.....	13
Admission for International Students	14
International Students Admission Requirements	14
Conditional Enrollment	16
Admissions Processes	20
Transfer of Undergraduate Credit.....	20
Additional Opportunities for Gaining College Credit	22
Enrollment Status Classification.....	25
Nondiscriminatory Policy	25
TUITION AND FEES	26
Payments and Late Fees.....	26
Tuition Installment Plan (TIP)	27
Refund Policy	27
FINANCIAL AID	27
Important Financial Facts.....	27
Federal Financial Aid.....	28
Withdrawals and Return of Title IV Funds Policy	30
Employer Reimbursement.....	31
School-Based Scholarships and Grants.....	32
Scholarship & Grant Policies	34
Private Grants and Scholarships.....	35
Satisfactory Academic Progress (SAP)	35

Veteran's Benefits	36
Student Employment	36
Virginia Tuition Assistance Grant.....	36
State Assistance for Students from States Other than Virginia.....	37
More Information	37
Email Notification and Genisys	37
ACADEMIC SUPPORT, STUDENT LIFE, AND CAMPUS SERVICES.....	37
Academic Support	37
Student Services	38
Information Technology.....	41
Psychological Services Center.....	42
ACADEMIC POLICIES	42
Academic Advising.....	42
Academic Appeals.....	42
Academic Dismissal.....	42
Academic Integrity.....	42
Academic Probation.....	43
Academic Warning.....	44
Appeals and Grievances.....	44
Attendance and Participation.....	44
Centers and Institutes.....	45
Commencement.....	45
Cornerstone and Capstone Requirement.....	46
Dean's List.....	46
Declaring a Major.....	46
Faculty/Course Evaluations.....	46
Financial Holds on Academic Records	46
Grade Change Appeals	46
Grading System	46
Graduation Procedure.....	48
“Incomplete” Grades "I".....	48
Independent Learning Opportunities.....	49
“In-Progress” Grades "IP".....	49
Latin Honors	49
Outcomes Assessment Requirement.....	50
Withdrawal from the College of Arts & Sciences.....	50
Writing Expectations.....	51
REGISTRATION	51
Registration Processes.....	52
Minimum and Maximum Loads	53
Auditing a Course	53
TRANSCRIPTS AND STUDENT RECORDS	53
Transcripts and Verification of Enrollment.....	53
Student Records Confidentiality.....	53
Access to Student Educational Records by Others.....	53
Financial Holds on Academic Records	54
ACADEMIC PROGRAMS.....	54
Graduation Requirements for the Associate of Arts Degree	55
Graduation Requirements for the Baccalaureate Degree.....	56
The General Education Core Curriculum	57
Areas of Specialization: Majors, Minors, Emphases, and Areas of Study	60

ACADEMIC DEPARTMENTS	61
Biblical Studies and Christian Ministry.....	61
Business, Leadership, and Information Systems.....	68
Communication Arts.....	80
General Education.....	94
Government, History, International Studies, and Criminal Justice	95
Interdisciplinary Studies.....	112
Languages and Literature	119
Natural Science and Mathematics	131
Psychology	137
OFF-CAMPUS STUDY OPPORTUNITIES	142
THE FACULTY OF THE COLLEGE OF ARTS & SCIENCES	145

THE UNIVERSITY

MESSAGE FROM OUR CHANCELLOR & CEO

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

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

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

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

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

Dr. M. G. “Pat” Robertson
Chancellor & CEO

MISSION STATEMENT

Preamble

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

Mission

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

Vision

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

PHILOSOPHY OF EDUCATION

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

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

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

HISTORY OF THE UNIVERSITY

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

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

The university has grown to nearly 6,000 students earning associates, bachelor's degrees, master's degrees, and doctoral degrees at our Virginia Beach Campus or online via the worldwide web.

FREEDOM OF EXPRESSION

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

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

STANDARD OF PERSONAL CONDUCT

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

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

CAMPUS FACILITIES

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

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

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

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

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

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

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

Opened in the fall of 2008, the "**Metroplex**" building is home to the School of Business and Leadership, the Center for Teaching and Learning, and the American Center for Law and Justice (ACLJ). This modern building is the first of three planned buildings and is within walking distance of the main campus.

The **University Chapel** and the **Divinity School** were dedicated in March 2013. Equipped with the highest quality audio/visual equipment, the chapel seats 1000 and includes a prayer room, multipurpose classroom, and support facilities for weddings and special events. The Divinity School will introduce all prospective students and parents to Regent University in addition to being home to campus ministries, the Professional and Continuing Education Division, Enrollment Management, the School of Divinity, and eight classrooms. Nestled between these two buildings is the University's centerpiece for reflection---the University prayer garden.

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, 116 online journal databases, 225,000 electronic books, nearly 10,750 audiovisual items including DVDs, films, CDs, audio and videocassettes, etc. and thousands of microfilms. Over 99,000 full-text journal titles are available through our online resources, accessible via the internet 24 hours a day, seven days a week.

General research and subject specific databases available through the Library include: Academic Search Complete, WorldCat, ABI/Inform, APA PsycInfo, APA PsycArticles, EBSCO eBook Collection, ATLA Religion Database, Business Source Complete, CQ databases, Communication & Mass Media Complete, Education Full-Text, Emerald Journals, Factiva, IBIS World, International Index to the Performing Arts, JSTOR, Literati, Project MUSE, ProQuest Dissertations and Theses, Sabin Americana 1500-1926, Science Direct, Wiley Online Library, and many others.

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

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

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

Library social media outlets include a Facebook Group (RegentULibrary), Twitter (@RegentULibrary), YouTube (RegentULibrary) and blog titled *Library Link*.

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

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

LIBRARY FACULTY

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

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

Diehl, Melody (2012), M.L.I.S., Catholic University of America; MBA Regent University

Henkel, Harold (2005), M.S.L.S., Catholic University of America

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

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

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

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. In 2009, Regent University was recognized as second in the nation for online schools by OEDb.

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

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

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

Gerson Moreno-Riano, Ph.D.
Dean

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 undergraduate 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 sharing these inheritances with our students so they can be blessed and bless generations to come.

GOALS OF THE COLLEGE OF ARTS & SCIENCES

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

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

The mission and goals of the College of Arts & Sciences allow students to develop and apply the requisite competencies for living in the 21st century.

DEGREE PROGRAMS

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

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

The Associate of Arts Degree

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

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

requirements. (See “Academic Programs” for details regarding program requirements.)

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

Areas of Study

- Business,
- Christian Studies,
- Criminal Justice,
- General Studies,
- History,
- Information Systems, and
- Psychology.

Baccalaureate Degrees

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

Bachelor of Arts majors: (offered through the College of Arts & Sciences):

- Animation (*not available online*),
- Biblical and Theological Studies (emphasis in Biblical Studies or Theological and Historical Studies),
- Christian Ministry,
- Cinema Television (*not available online*),
- Communication Studies,
- English (optional emphasis in Writing or concentration in Secondary English Education),
- Government (emphasis in American Government and Politics, International Relations and Foreign Policy, or Pre-Law),
- History and Social Science (with a concentration in Secondary Education),
- International Studies,
- Leadership Studies, and
- Theatre (*not available online*).

Bachelor of Science majors (offered through the College of Arts & Sciences):

- Biophysical Sciences,
- Business (emphasis in Accounting, Economics, General Management, Human Resources Management, or Marketing),
- Criminal Justice,
- Information Systems Technology (General emphasis or Information Security emphasis),

- Interdisciplinary Studies PreK-6 (for teacher education),
- Mathematics (with a concentration in Secondary Mathematics Education) (*not available online*),
- Professional Studies, and
- Psychology.

Baccalaureate Minors:

Animation (*not available online*),

American Government and Politics,

Art (not available online),

Biblical Studies,

Business,

Christian Ministry,

Cinema-Television (*not available online*),

Communication,

Criminal Justice,

Economics,

English,

French (*not available online*),

Hispanic Studies,

History,

Homeland and International Security,

Information Systems,

International Relations and Foreign Policy,

International Studies,

Leadership,

Mathematics,

Political Philosophy,

Psychology,

Spanish (*not available online*),

Theatre (*not available online*),

Theology, and

Youth Ministry.

Other coursework offered:

Art,

Biology,

Earth Science,

Economics,
 General Education,
 Geography,
 Music,
 Philosophy, and
 Physics.

COLLEGE OF ARTS & SCIENCES
 ACADEMIC CALENDAR, FALL 2014 – SUMMER 2015

Fall 2014 (201510) 15 Week Term; Sessions A and B	
Registration Period:	
Tiered registration begins for returning on-campus students - Monday, Mar. 24	
Open registration for distance classes - Wednesday, Apr. 23 to Sunday, Aug. 3	
Late registration for Session A (\$100 late registration fee during this period) - Monday, Aug. 4 - Sunday, Aug. 17	
Late registration for Session B (\$100 late registration fee during this period) - Monday, Oct. 6 - Sunday, Oct. 19	
Last day to register for Session A	Sunday, Aug. 17
Payment Deadline (for A and B registrations)	Monday, Aug. 18
Term Start – Session A Start	Monday, Aug. 18
Session A & 15 week term Add/Drop Period – 100% Refund	Monday, Aug. 18 - Sunday, Aug. 24
Session A & 15 week term 50% refund period	Monday, Aug. 25 - Sunday, Aug. 31
Labor Day – University Closed	Monday, Sept. 1
Registration for Session B	Monday, Sept. 1 - Sunday, Oct. 5
Classes dropped for non-payment	Wednesday, Sept. 3
Last day to withdraw with a “W” grade – Session A	Sunday, Sept. 14
Graduation applications due for Dec. graduation	Monday, Sept. 15
Seven Days Ablaze	TBD
Withdrawal deadline – Session A (“WF” grade)	Sunday, Oct. 5
Late registration for Session B (\$100 late registration fee during this period)	Monday, Oct. 6 - Sunday, Oct. 19
Session A End	Saturday, Oct. 11
Last day to withdraw with a “W” grade - 15 week term	Sunday, Oct. 12
Fall Break	Monday, Oct. 13 - Sunday, Oct. 19
Session A grades due to Registrar	Wednesday, Oct. 15
Last day to register for Session B	Sunday, Oct. 19
Payment Deadline (for B only registration)	Monday, Oct. 20
Session B Start	Monday, Oct. 20
Session B Add/Drop Period – 100%	Monday, Oct. 20 - Sunday, Oct. 26
Session B 50% Refund Period	Monday, Oct. 27 - Sunday, Nov. 2
Classes dropped for non-payment – Session B	Wednesday, Nov. 5
Spring open registration begins	Wednesday, Nov. 5
Last day to withdraw with a “W” grade – Session B	Sunday, Nov. 16
Thanksgiving Break	Thursday, Nov. 27 – Sunday, Nov. 30
Withdrawal deadline - 15 week term (“WF” grade)	Sunday, Nov. 30
Graduation applications due for May or August graduation	Monday, Dec. 1
15 week term end	Saturday, Dec. 6
Withdrawal deadline - Session B (“WF” grade)	Sunday, Dec. 7
15 week term grades due to Registrar	Wednesday, Dec. 10
Session B End, official university semester end	Saturday, Dec. 13

Christmas Holidays – No Classes	Monday, Dec. 15 - Sunday, Jan. 11, 2015
Session B grades due to Registrar	Wednesday, Dec. 17

Spring 2015 (201540) 15 Week Term; Sessions C and D

Registration Period:

Open registration period - Wednesday, Nov. 5 to Sunday, Dec. 14
 Late registration for Session C (\$100 late registration fee during this period) - Monday, Dec. 15 - Sunday, Jan. 11
 Late registration for Session D (\$100 late registration fee during this period) - Monday, Mar. 2 - Sunday, Mar. 15

Late registration for Session C (\$100 late registration fee during this period)	Monday, Dec. 15 – Sunday, Jan. 11
Last day to register for Session C	Sunday, Jan. 11
Term Start – Session C Start	Monday, Jan. 12
Payment Deadline (for C and D registrations)	Monday, Jan. 12
Session C & 15 week term Add/Drop Period – 100% Refund	Monday, Jan. 12 – Sunday, Jan. 18
Session C & 15 week term 50% Refund Period	Monday, Jan. 19 – Sunday, Jan. 25
Martin Luther King, Jr. Day – University Closed	Monday, Jan. 19
Classes dropped for non-payment	Wednesday, Jan. 28
Last day to withdraw with a “W” grade – Session C	Sunday, Feb. 8
Withdrawal deadline – Session C (“WF” grade)	Sunday, Mar. 1
Late registration for Session D (\$100 late registration fee during this period)	Monday, Mar. 2 – Sunday, Mar. 15
Session C End	Saturday, Mar. 7
Last day to withdraw with a “W” grade - 15 week term	Sunday, Mar. 8
Spring Break	Monday, Mar. 9 - Sunday, Mar. 15
Session C grades due to Registrar	Wednesday, Mar. 11
Last day to register for Session D	Sunday, Mar. 15
Payment Deadline (for D only registration)	Monday, Mar. 16
Session D Start	Monday, Mar. 16
Session D Add/Drop Period – 100% Refund	Monday, Mar. 16 – Sunday, Mar. 22
Summer registration begins	Wednesday, Mar. 18
Session D 50% Refund Period	Monday, Mar. 23 – Sunday, Mar. 29
Fall tiered registration begins	Monday, Mar. 30
Classes dropped for non-payment -Session D	Wednesday, Apr. 1
Good Friday – University Closed	Friday, Apr. 3
Last day to withdraw with a “W” grade – Session D	Sunday, April 12
Fall open registration begins	Wednesday, Apr. 22
Withdrawal deadline – 15 week term (“WF” grade)	Sunday, Apr. 26
15 week term End	Saturday, May 2
Withdrawal deadline - Session D (“WF” grade)	Sunday, May 3
15 week term grades due to Registrar	Wednesday, May 6
Session D End, official university semester end	Saturday, May 9
Commencement	Saturday, May 9
Session D grades due to Registrar	Wednesday, May 13

Summer 2015 (201570) Sessions E and F

Registration Period:

Open registration period - Wednesday, Mar. 18 to Sunday, Apr. 26
 Late registration for Session E (\$100 late registration fee during this period) - Monday, Apr. 27 - Sunday, May 10
 Late registration for Session F (\$100 late registration fee during this period) – Monday, June 15 - Sunday, June 21

Registration for Session E	Wednesday, Mar. 18 - Sunday, Apr. 26
Late registration for Session E (\$100 late registration fee during this period)	Monday, Apr. 27 - Sunday, May 10

Last day to register for Session E	Sunday, May 10
Payment Deadline (for E registration)	Monday, May 11
Term Start – Session E Start	Monday, May 11
Session E Add/Drop Period – 100% Refund	Monday, May 11 - Sunday, May 17
Session E 50% Refund Period	Monday, May 18 - Sunday, May 24
Memorial Day – University Closed	Monday, May 25
Classes dropped for non-payment – Session E	Wednesday, May 27
Last day to withdraw with a “W” grade - Session E	Sunday, June 7
Late registration for Session F (\$100 late registration fee during this period)	Monday, June 15 - Sunday, June 21
Session F Start	Monday, June 22
Session F Add/Drop Period	Monday, June 22 – Sunday, June 28
Withdrawal deadline - Session E (“WF” grade)	Sunday, June 28
Session F 50% Refund Period	Monday, June 29 – Sunday, July 5
Independence Day Holiday – University Closed	Friday, July 3
Session E End	Saturday, July 4
Classes dropped for non-payment – Session F	Wednesday, July 8
Session E grades due to Registrar	Wednesday, July 8
Last day to withdraw with a “W” grade - Session F	Sunday, July 19
Withdrawal deadline - Session F (“WF” grade)	Sunday, Aug. 9
Session F End	Saturday, Aug. 15
Session F grades due to Registrar	Wednesday, Aug. 19

Please note the following 2014-2015 holidays:

September 1, 2014 (Mon) Labor Day

October 13-19, 2014 (Mon-Sun) Fall Break/Modular Week

November 27 –November 30, 2014 (Th-Sun) Thanksgiving

December 8, 2014 – January 11, 2015 Christmas Holidays (Graduate Schools other than Law)

December 15, 2014 – January 11, 2015 Christmas Holidays (CAS and Law School)

January 19, 2015 (Mon) Martin Luther King, Jr. Day

March 9 – March 15, 2015 (Mon-Sun) Spring Break

April 3, 2015 (Fri) Good Friday

May 25, 2015 (Mon) Memorial Day

July 3, 2015 (Fri) Independence Day

ADMISSION

Contact Information

Applications for admission may be downloaded or 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 More Information. Downloaded applications 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

Standards

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

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

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

English	4 Units
Mathematics	3 Units (Algebra, Geometry, Algebra II)
Science	3 Units
Social Sciences	3 Units (World History, U.S. History, U.S. Government)
Foreign Languages	3 Units

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

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

Applying for Admission

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

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

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

- A completed and signed Application for Admission
- A \$50 non-refundable application fee
- An official transcript from the high school from which the individual graduated, to verify advanced placement credit if applicable. Home school students must submit an official high school transcript and transcripts from

all colleges attended. See below for transcript requirements.

- An official transcript from any and all colleges attended previous to Regent. A median cumulative college GPA of 2.5 is expected.
- Official SAT scores (Critical Reading and Math/ACT Composite scores if the applicant is under 23 years old - not required for ages 23 and older)
- Signed Community Life Form

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

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

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

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

- Name of home school and address
- Name of student, along with student's social security number and birth date
- Name of principal
- Curriculum and courses completed each year with grades and a grade point average
- Cumulative grade point average for total progress
- Standardized performance test scores
- Diploma awarded with date of graduation

Admission for International Students

Regent University is authorized under Federal law to enroll non-immigrant students. While it is permissible for our international students to begin some of our programs in the spring semester, it is strongly recommended that students who are new to the United States (U.S.) start their initial enrollment at Regent in the fall term, as there is more time for students to arrive and acclimate to Regent and the U. S. before the fall semester than there is before the spring semester. On-campus housing is very limited in the spring semester, and new students may have to find housing off-campus. Off-campus housing can be difficult for international students to obtain, because the process often requires the student to have a social security number that is issued by the U.S. Social Security Administration. International students are not eligible to apply for a U.S. social security number unless they can show proof of employment in the United States. Living off campus will also create transportation concerns, because we do not have a reliable public transportation system in our area. Therefore, new international students who are unable to obtain an on-campus housing assignment will be required to submit documentation to show they have secured alternate housing arrangements before an I-20 can be issued. On-campus housing is generally easier to obtain in the fall semester. Students who are transferring from another U.S. institution who are admitted to Regent for the summer term are required to be enrolled full-time in that first summer term, and must attend the mandatory SEVIS/International Student Orientation before the fall semester. Summer admission is not permitted for students who are new to the U.S.

The following is to supplement the University Admissions requirements mentioned previously for all Regent applicants and outlines additional information and materials necessary to be eligible for admission to Regent University as a non-immigrant international student. Non-immigrant applicants are defined as those applicants who are *not citizens* of the United States and are *not seeking to become citizens* or permanent residents of the United States. Non-immigrant applicants are required to submit financial statements and are subject to other requirements. Those who are not seeking F-1 student immigration status may not need to submit financial statements. Please contact Enrollment Support Services 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, non-immigrant

applicants must comply with the following:

- In order to provide prospective students with sufficient time to apply for the student visa, Regent University should receive admission materials at least six to nine months prior to the anticipated semester of enrollment. This will provide adequate time to process the application, determine acceptance and admittance decisions, and issue the SEVIS I-20 which is needed for the student visa application.
- International applicants needing an I-20 are restricted to the following majors:
 - Animation
 - Biblical and Theological Studies
 - Business
 - Christian Ministry
 - Cinema-Television
 - Communication Studies
 - English
 - Government
 - Information Systems
 - Interdisciplinary Studies
 - Mathematics
 - Psychology
 - Theatre

- All application materials must be completed in English, or have appropriate English translations attached. The applicant must meet the normal minimum undergraduate GPA requirements or provide evidence of equivalent academic performance if a standard grade point system was not used. Applicants must submit an official **course-by-course** evaluation of all academic credit received from foreign educational institutions. These evaluations will serve as the applicant's official record of academic achievement and will be used to determine eligibility for Regent's program offerings. Regent University will **only** accept official **course-by-course** evaluations from agencies accredited through NACES. Please see the list below for Regent recommended evaluation agencies:

World Education Services, Inc.

www.wes.org

E-mail: dc@wes.org

Bowling Green Station

P.O. Box 5087

New York, NY 10274-5087

Tel: (212) 966-6311

Educational Credential Evaluators, Inc.

www.ece.org

P.O. Box 51470

Milwaukee, WI 53203-3470

Tel: (414) 289-3400

AACRAO International Education Services

<http://www.aacrao.org/international/foreignEdCred.cfm>

E-mail: oies@aacrao.org

One Dupont Circle, NW

Suite 520

Washington, D.C. 20036

- Applicants whose native language is not English may take either the Test of English as a Foreign Language (TOEFL®), 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:

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

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

- Applicants must complete the Supplementary International Application packet and include all pertinent non-immigrant information for government reporting.
- Applicants must complete a Financial Certification Form certifying adequate finances (based on current costs) for at least the first year, and indicate how they will meet expenses for subsequent years of study. If the applicant has one or multiple sponsors, all must complete the Sponsor's Affidavit of Support, and return it to Enrollment Support Services. The financial documentation cannot be more than 6 months old at the time of admission.
- Applicants should retain a copy of their application materials, including the Financial Certification Form and bank statements, for their records.

Conditional Enrollment

International undergraduate 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 College of Arts & Sciences removes the conditional designation. Failure to register is a serious violation of the F-1 immigration 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 nonimmigrant 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 want 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 (OPT) through one school and want 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 fax/mail it to the Regent University DSO in Enrollment Support Services. Because of federal deadlines with immigration transfer procedures, this form must be submitted to Regent's ESS office within 30 days after an F-1 student completes his/her studies at his/her latest U.S. institution, or his/her post-completion OPT. The applicant should include copies of the current immigration documents with their application materials: I-20 form including the U. S. Visa history, the biographical pages of the Passport, the electronic I-94 record, 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 an academic decision will be issued. *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 deposit requirement. 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 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 the Financial Certification Form and, all supporting documents, verifying that the applicant’s financial resources meet the financial needs for their first year of study and that adequate funding will be available for the entire duration of the degree program.
3. Regent must receive all applicable immigration documentation.
4. Regent must receive the applicant’s program specific enrollment deposit to Regent University. 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-20Issuance.

Enrollment Term	International Application Deadlines (Date by which the applicant must submit his/her application.)	Academic Acceptance Deadlines (Date by which the acceptance decision must be made by the school.)	I-20 Issuance Deadlines (Date by which all applicants must submit all documents required for the I-20.)
Fall Semester			
Overseas/Initial Attendance Students	Feb 15	Mar 15	Apr 15
Immigration Transfer Students/COL (F-1 students who are transferring from another U.S. institution or students who are changing their degree levels at Regent.)	Mar 15 (or 3 months prior to the expiration date of the applicant's current immigration status,	April 15 (or 2 months prior to the expiration date of the applicant's current immigration status, whichever date comes first.)	May 15 (or 1 month prior to the expiration date of the applicant's current immigration status, whichever date comes first.)

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

Immigration Transfer/COL Applicants (F-1 students who are transferring from another U.S. institution or students who are changing their degree levels at Regent.)	Dec 15 (or 3 months prior to the expiration date of the applicant's current immigration status, whichever date comes first.)	Jan 15 (or 2 months prior to the expiration date of the applicant's current immigration status, whichever date comes first.)	Feb 15 (or 1 month prior to the expiration date of the applicant's current immigration status, whichever date comes first.)
Out of Status Applicants (F-1 students who are in violation of their immigration status and need to depart the US or apply to USCIS for Reinstatement to lawful F-1 status)	Oct 15	Nov 15	Dec 15

Visa Information

According to current regulations, foreign nationals are strictly prohibited from enrolling in on campus degree programs in the F-2 and the B-1/B-2 immigration status. To apply for F-1 student immigration status/visas, foreign nationals must meet all international student requirements in order to receive a SEVIS I-20 from Regent. Applicants are strongly advised to begin the admission process 9-12 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 now required to have a valid passport when entering the U.S. by air/at any airport. As of June 1, 2009, Canadian and Bermudian citizens who are entering the U.S. by land/sea travel will need to present a single document that complies with the Western Hemisphere Trade Initiative (WHTI). The document must show proof of identity and proof of citizenship, such as a passport. Mexican citizens who are entering the U.S. by land/sea travel must present a passport with a nonimmigrant visa, or a laser visa border crossing card. For more details, please visit: www.dhs.gov/western-hemisphere-travel-initiative.

Special Notes:

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

--Students admitted to Regent University for on campus degree programs should NOT enter the U.S. in the B-1/B-2 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 because Regent cannot issue I-20s for online degree programs.

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 Student Activities & Leadership (OSAL). A comprehensive Orientation is typically held two weeks prior to the start of classes for the fall term (in the week prior to the academic orientations) and the week before classes for the spring term. Students who are transferring from another U.S. institution who are admitted to Regent for the summer term are required to be enrolled full-time in that first summer term, and must attend the mandatory SEVIS/International Student Orientation before the fall semester. Summer admission is not permitted for students who are new to the U.S. F-1 students should not book their flights to

the U.S. for the fall or spring semesters until they have received their student visa and have confirmed the dates of the 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.

Admissions Processes

Processing and Notification

It is the applicant's responsibility to ensure that all required information is submitted to the College of Arts & Sciences Office of Enrollment Support Services. The Admissions Committee will review applicant's records when all information is complete. Applications are reviewed and evaluated in the order in which they are received. Admission decisions will be communicated to applicants in writing as soon as possible after the decision has been made, typically within one to two weeks for domestic applicants and four to six weeks for international applicants. Admission to the College of Arts & Sciences is decided on a rolling basis; completed applications submitted early are prioritized. Students are thus encouraged to complete and submit their applications as early as possible. If an application, or any of its supporting materials, is received after the application deadline, the Admissions Committee will request the applicant to indicate if he or she prefers to defer enrollment or to withdraw the application altogether.

Readmission

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

Reactivation

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

Transfer of Undergraduate Credit

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

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

If a student has earned credits at a regionally accredited institution through successful completion of

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

3. Regent University does not accept transfer credit for courses typically labeled “student development,” “career,” “special topics,” “internships,” “seminars,” or for remedial or sub-introductory (below 100-level) courses or varsity sports participation. Courses from regionally accredited institutions will be considered for transfer when Regent does not offer an equivalent course, provided that the transferred course is within the general framework of the liberal arts curriculum. Courses that are academic rather than vocational/technical in nature will be accepted. Some vocational courses that have academic content, such as basic/intermediate engineering, etc.), as well as approved military training, may be considered, up to a maximum of twenty-one (21) credit hours.
4. When transfer courses are approved, the name of the institution where the credits were earned and the credit category are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative GPA. Courses transferred as “P” or “S” will be considered as earned credit, but will not affect the grade point average or graduation honors.
5. If transfer credit is received in lieu of a Regent University course and the student subsequently registers at Regent University for the same course, the credit originally awarded is void.
6. At least 50% of a student’s coursework for a major in the baccalaureate or associates degree program must be completed through Regent University.
7. Students wishing to complete a minor at Regent University must complete all of the required credits for the minor at Regent. Only six (6) of the total number of credits may count toward both the minor and the major. The remaining nine (9) to twelve (12) credits of the minor must be unique to that minor program. Courses applied to the minor must be graded C- (1.67) or better. Note: Some departments may not allow a major and a minor within the same discipline.
8. Transfer students who have earned the Associate in Arts (A.A.), Associate of Science (A.S.) or Associate of Arts & Sciences (A.A.&S.) degree from VA or NC community colleges (or other institutions with whom Regent has an articulation agreement) and who meet the minimum requirements for admission to Regent University will receive transfer credit for all eligible courses taken from regionally accredited colleges and those institutions specifically identified by Regent University for transferability, recognized as direct transfer programs, subject to normal transfer credit policy. Students holding the A.A, A.S. or A.A.&S. degree are required to take GENE 100 - The Making of the Christian Mind and GENE 402 – The Making of a Christian Leader, which are courses specific to the mission of Regent University. Regardless of whether the student holds an associate’s degree, no more than ninety (90) semester hours may be transferred from other colleges and universities for the bachelor’s degree.
9. A minimum of sixty (60) semester hours of transferable credit with a minimum grade of “C” (2.0 on a 4.0 scale) will permit a student to enter with junior classification; a minimum of ninety (90) semester hours of transferable credit following these standards allows a student to enter with senior status. All students seeking degrees must meet the requirements outlined under “Graduation Requirements” regardless of total credit accepted in transfer.
10. Transfer students must be in good standing academically, socially, and financially, with all institutions previously attended. Regent reserves the right to place transfer students automatically on academic probation if they were on academic probation for the previous semester at another institution.
11. Regent University reserves the exclusive right to determine the acceptability and applicability of all transfer credits. The university reserves the right to deny credit for coursework taken by the student prior to admission if it is identified and presented after transfer to Regent. Regent University reserves the right to refuse acceptance of course credits when those credits were earned more than ten years prior to the date on which the student applies for transfer. Students are invited to demonstrate competencies gained through such courses through CLEP or other approved examinations and thereby gain course credit.
12. See Credit by Examination policy in the following “Additional Opportunities for Gaining College Credit” section for policies regarding transfer hours.

Active students desiring to take courses outside of Regent during the pursuit of their degree program must complete a

Transient Credit Form found online at: <http://www.regent.edu/admin/registrar/undergradstudentforms.cfm>. Courses completed at another institution without this form on file may not be subject to normal transfer policies.

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

Additional Opportunities for Gaining College Credit

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

Early College

At the discretion of the dean, a student may be enrolled in The College of Arts & Sciences courses as an Early College student. The Early College program is for currently enrolled high school students who have not received a high school diploma (or its equivalent) or completed an approved home school program. Applicants must complete the Early College Application and ensure that the application has been reviewed and signed by the high school principal or guidance counselor or the home school advisor. Applicants must provide an official copy of the high school/home school transcript.

Early College applicants are admitted under a non-degree status and are limited to taking 30 credits with Regent University from the following list:

BIBL 103 Old Testament Studies
BIBL 104 New Testament Studies
BIOL 101 Introduction to Biology with Lab
BIOL 102 Human Biology with Lab
COMM 110 Public Speaking
EASC 101 Introduction to Earth Science with Lab
ECON 101 Introduction to Economics
ENGL 101 English Composition
ENGL 102 Research and Academic Writing
ENGL 202 Literature of the United States: Beginnings to the Civil War
ENGL 203 Literature of the United States: Civil War through the 21st Century
ENGL 212 British Literature: 19th Century through the 21st Century
FREN 101 Introductory French I (full semester)
FREN 102 Introductory French II (full semester)
FREN 210 Intermediate French I (full semester)
FREN 211 Intermediate French II (full semester)
GEOG 101 World Geography
HIST 101 Western Civilization I
HIST 102 Western Civilization II
HIST 201 U.S. History I (to 1877)
HIST 202 U.S. History II (from 1877)
HIST 211 World History I
HIST 212 World History II
MATH 101 Mathematics for Liberal Arts
MATH 102 College Algebra
PHIL 102 Logic and Critical Thinking
PSYC 102 Introduction to Psychology
SPAN 101 Introductory Spanish I (full semester)
SPAN 102 Introductory Spanish II (full semester)
SPAN 210 Intermediate Spanish I (full semester)
SPAN 211 Intermediate Spanish II (full semester)

Should an Early College student wish to take more than thirty (30) credits or take a course not listed on the approved Early College course list, he or she must first submit an academic petition requesting permission for exceeding the 30 hour limit. Early College students are limited to 7 credit hours per semester with a maximum of 4 credits hours per

session. After their first semester, early college students may submit a request to increase this credit hour limit via academic petition.

Tuition for Early College courses is \$155 per credit hour including all related fees, but exclusive of parking, professional, late payment, or late registration fees. Early College students are not eligible to receive financial aid. Individuals seeking non-degree Early College status must submit the following:

1. A signed Early College Enrollment Application form signed by high school principal, counselor, or home school advisor
2. Official high school transcripts

Students seeking enrollment in the Early College Program:

1. Must have high school principal/guidance counselor or home school advisor approve and sign the application
2. Must obtain approval of parent or guardian
3. Must provide an official copy of current high school transcript
4. Must be at least 16 years of age
5. Must have completed the sophomore year in high school
6. Must have a B average in a college prep curriculum

Upon graduation from high school, any Early College student may apply for acceptance into one of Regent's approved undergraduate degree programs through the regular admissions process. Early College status is not a guarantee of regular admission as a degree seeking student. Courses for Early College students are posted on a non-degree transcript. The courses taken in Early College may be transferable to the College of Arts & Sciences bachelor and associate degree programs.

Credit by Examination

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

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

applied to associate and baccalaureate degrees at Regent University. Regent's DSST course equivalency chart is available online at <http://www.regent.edu/admin/registrar/additionaltransfer.cfm>.

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

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

Prior Learning Assessment (PLA)

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

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

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

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

Military Credit

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

Credit for Workforce Training

Regent University will consider for transfer credit many formal courses or examinations offered by various organizations, including businesses, unions, and government agencies, when such work has been evaluated by ACE. Following best practices in higher education, Regent uses the recommendations of the ACE National Guide to College Credit for Workforce training to evaluate these experiences.

Study Abroad credit

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

Enrollment Status Classification

Regular

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

Provisional

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

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

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

Conditional

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

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

Non-Degree or Professional Development Status

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

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

Individuals seeking Professional Development status need to submit the following:

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

Nondiscriminatory Policy

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

TUITION AND FEES – Fall 2014

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

TUITION

- Block Tuition, Traditional Student (12-18 credit hours): \$7,950/semester
- Block Tuition, Traditional Student (if under 12 or over 18 credit hours): \$530/credit hour
- Non-Block Tuition Student taking classes during the evening/weekend in the 8-week format): \$395/credit hour

FEES

- Nonrefundable application fee: \$50
- CAS Support Fee: \$19/semester
- Technology Fee: \$250/semester
- CAS Student Activity Fee (Blocked Tuition Students): \$100
- Parking Fee: \$100/semester
- Health Center Fee: \$20/semester (fall and spring only, all Block Tuition students and students living on campus)
- New Student Programming Fee: \$75 (all new Blocked Tuition Students)
- Course Fees: \$70 or \$200 for select ANIM, ARTA, BIOL, CHEM, CTVU and THEA courses
- Late payment fee: \$100 (applied to all unpaid accounts after the payment deadline each semester)
- Late registration fee: \$100 (applied to continuing students who register after the posted regular registration period prior to the start of each session)
- Graduation Fee: \$60
- Graduation Application late fee: \$25 (applied to all graduation applications submitted after Sept. 15 for fall graduation or Dec. 1 for spring and summer graduation)
- Tuition Installment Plan (TIP): One-time setup fee of \$45 per semester.

ROOM

\$4,300-\$6,500 (*see options below*)

Apartment Type	Academic Year Housing Fee
Regent Village Shared 2 bedroom apt (4 residents)	\$5,090 (\$2,545 per resident per semester)
Regent Commons Suite Room (4 bedroom) Single	\$6,500 (\$3,250 per resident per semester)
Regent Commons Studio Double (2 residents)	\$4,300 (\$2,150 per resident per semester)
Regent Commons Shared One Bedroom Apt. (2 residents)	\$5,730 (\$2,865 per resident per semester)
Regent Commons Tripled One Bedroom Apt. (3 residents)	\$4,300 (\$2,150 per resident per semester)

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

Payments and Late Fees

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

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

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

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

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

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

Tuition Installment Plan (TIP)

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

Refund Policy

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

Before course starts through end of first week of either an 8 week session or 15 week term	100%
Start of second week through end of second week of either an 8 week session or 15 week term	50%
After start of third week of either an 8 week session or 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 comprehensive financial aid program. Students in The College of Arts & Sciences may qualify for scholarship, grant, and loan programs from institutional, state, private, and federal sources. The Central Financial Aid Office administers all aid programs available to undergraduate students.

Important Financial Facts

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

Federal Financial Aid

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

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

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

Federal Pell Grant

Only regularly enrolled degree-seeking students in an undergraduate degree-seeking program may be considered for eligibility in the Federal Pell Grant Program. Interested individuals must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Depending upon need as determined by the results of the FAFSA application, costs and enrollment status as determined by federal guidelines, a student may qualify for an amount up to \$5,785 for a full year beginning Fall 2013. The actual amount will vary depending upon each student's application information and enrollment status.

The TEACH Grant Program

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

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

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

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

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

- Bachelor of Science
 - Interdisciplinary Studies (Pre-K through 6th Grade Elementary Education)
- Master of Education
 - Christian School
 - Curriculum & Instruction
 - Adult Education
 - Christian School

- Gifted & Talented
 - Teacher Leader
- Individualized Plan
- Leadership in Character Education
- Master Teacher
- Master of Education/Initial Licensure
 - Career-Switcher – Alternative Licensure
 - Special Education (K – 12)
 - Elementary Education
- Master of Education/Optional Endorsements
 - Reading Specialist
 - Teaching English to Speakers of Other Languages (TESOL)

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

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

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

If you meet **all** of the above requirements, you may be eligible for a TEACH Grant. The TEACH Grant program will provide up to \$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).

Federal Direct Stafford Loan Program

Eligibility for the Federal Direct 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 (SAP) in order to qualify for this program (see explanation below).

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 the student, and/or a “return of federal funds” calculation completed that may require some of the loan proceeds to be returned to the lender or paid back by the student. See the University refund policy and Return of Title IV Funds policy for more information. Any student who receives financial aid funds, but does not attend any of the classes (or complete any distance coursework) for which the disbursement was made is required to have the entire amount returned to the funding entity immediately. This is done by returning the payment received to Regent. Regent will, in turn, refund it to the funding entity on the student's behalf. This may result in a balance due the university.

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

1. Federal Direct Subsidized Loans

The subsidized Stafford loan is a low-cost loan to help pay education costs. Undergraduate juniors or seniors may be eligible for up to \$5,500 per academic year. Students classified as sophomores may receive \$4,500 and those classified as freshman \$3,500. The amount is based on need. The federal government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. The interest rate for Subsidized Stafford loans during the 2013 - 2014 academic year is 3.86% percent while in school and upon entering repayment. Congress passed a new law that changed loan interest rates to “variable-

fixed.” Each year, the interest will vary depending on financial markets, but individual loan rates will stay fixed at that annual rate for the life of that loan. New rates are released every June. Track interest rates for 2-14-2015 and beyond at <http://www.regent.edu/newrates>. Students have a six-month grace period after graduation or dropping below half-time status before entering the 10-year repayment period.

2. 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: For the purposes of this legislation, Regent University defines its undergraduate program time limits as two years for associate degrees and four years for bachelor’s degrees. Therefore, students in these programs will become ineligible for additional subsidized loans, and may lose interest subsidy on existing subsidized loans, after 3 years (associate degrees) and 6 years (bachelor’s degrees).

3. Federal Direct Unsubsidized Loans

An independent undergraduate junior or senior may be eligible for up to \$12,500 per academic year with the Unsubsidized Stafford Loan. Independent students classified as freshman may receive a combined \$9,500 while sophomores may receive up to \$10,500. If the student is eligible for the maximum subsidized loan (example: \$5,500), the maximum unsubsidized loan is \$7,000 for a junior or senior, depending on the cost of attendance less other aid and resources. Unsubsidized loans are not based on need and interest begins to accrue at disbursement. Borrowers may exercise the option of making monthly or quarterly interest payments before the principal repayment period begins, or deferring interest repayment and having the interest capitalized and added on to the principal of the loan. Otherwise, the same rates and terms apply to the unsubsidized Stafford loan as to the subsidized Stafford loan. Dependent students may receive an additional \$2,000 in unsubsidized loans in addition to their subsidized eligibility. The interest rate for Unsubsidized Stafford loans during the 2013-2014 academic year is 3.86% while in school and upon entering repayment. This rate is subject to change (see <http://www.regent.edu/newrates>). Students have a six-month grace period after graduation or dropping below half-time enrollment before entering the 10-year repayment period.

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

Federal PLUS Loans

Parent PLUS loans are available to parents of dependent undergraduate students who are attending at least half time. PLUS Loans are used to help meet the cost of attendance at Regent. Parents should apply at least 4 weeks before the start of the semester. Dependent students whose parents are unable to qualify for PLUS become eligible for independent student federal loan limits. The interest rate for Parent PLUS loans for 2013–2014 is 6.41%. This rate is subject to change (see <http://www.regent.edu/newrates>).

Withdrawals and Return of Title IV Funds Policy

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

- A student who withdraws is one who either officially goes through a "withdrawal from the university," is administratively withdrawn, suspended, or withdraws from all of his or her courses taken for credit.

- Per federal regulation, if a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire semester, Regent University must assume, for federal financial aid purposes, that the student has unofficially withdrawn, unless the university can document that the student completed the semester. In cases where Regent University cannot document that a student completed the semester, a Return of Title IV Funds calculation must be completed

A student's withdrawal date is:

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

A student may rescind his or her official notification to withdraw by filing a written statement that he or she is continuing to participate in academically-related activities and intends to complete the term (payment period) for which payment of Title IV funds were or would be received. The request to cancel the 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 on a prorated, per diem basis (calendar days) up to the 60% point in the semester. Title IV aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the Regent University Financial Aid Office.

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

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

Regent University is responsible for:

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

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

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

If you believe that your individual circumstances warrant that your charges or refund should be determined in a manner other than the published University Refund policy located at Refund Policy, or you would like examples of the worksheets for this Return of Title IV Funds policy, contact the Regent University Financial Aid Office. The Financial Aid Office may be contacted by calling 757.352.4125, or by e-mail at finaid@regent.edu. This policy supersedes and replaces the prior required "Federal Title IV Refund Policy" portion of the Regent University refund policy. This policy is subject to change at any time, and without prior notice based on federal law and/or regulation.

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

Employer Reimbursement

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

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

The Employer Reimbursement Deferment Plan

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

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

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

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

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

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

School-Based Scholarships and Grants

The College of Arts & Sciences offers the following scholarship programs. These awards are highly selective, and the number of awards is limited and varies each year. Eligibility for the following awards depends on a student's program of enrollment.

Full-Semester Program

Applicants admitted to and enrolled in the College of Arts and Sciences' full-semester program may be eligible for the following awards:

- **Merit Scholarships:** Merit scholarships are awarded automatically after students are admitted to the university. Merit scholarship determinations use either a combination of standardized test scores (SAT/ACT) and high school GPA or cumulative college GPAs (requires 15 or more transferrable credits). The “Founders,” “Trustee’s,” and “Honors” Merit Scholarships required the maintenance of a 3.0 cumulative GPA at Regent University. The “Achievement Award” requires the maintenance of a 2.67 cumulative GPA at Regent University.
- **Phi Theta Kappa:** Students must be members of the Phi Theta Kappa Honor (PTK) society prior to enrollment at Regent University. Award determinations are based on receipt of PTK membership verification documents and a cumulative GPA of 3.0 from all prior institutions of enrollment. The PTK award requires the maintenance of a 3.0 cumulative GPA at Regent University
- **Investment Grant:** Regent University's Investment Grant is designed to cover gaps between financial aid available and pre-determined estimates of individual financial need. If you receive a scholarship or grant (gift aid) from any source after being awarded an Investment Grant, the Investment Grant will be reduced by the amount of your new scholarship or grant. This can occur before, during, or at the conclusion of any semester and will adjust at the time Regent University is notified of your additional scholarship or grant.

Additionally, financial need and need-based grants are re-evaluated each year after students submit a new FAFSA application. Recipients of Regent University's Investment Grant should expect that it can and will change annually depending on their FAFSA-determined EFC (Expected Family Contribution) and estimated Cost of Attendance. If you were selected for verification, the verification process must be completed prior to the disbursement of the Investment Grant. After verification is complete, should your estimated family contribution (EFC) change, the possibility exists that you may lose eligibility for this need-based grant. Please plan to complete the verification process early.

- Finally, in order to maintain continued eligibility for the investment grant, students must keep a cumulative GPA of 2.0 or higher. GPA reviews occur once after spring grades post each academic year.
- **Military Service:** The following awards are available for our military service members and their families:
 - **Active Duty Military Service:** Regent University will reduce our active duty military service members' tuition to \$250 per credit hour. Active Duty service is defined by any individual currently in the Army, Navy, Marines, Air Force, Coast Guard, National Guard, or active Reserves. A copy of the student's Leave and Earning Statement (LES) will be required.
 - **Veterans:** Regent University will reduce the tuition of all honorably discharged military service members to \$250 per credit hour. A copy of the student's DD-214 will be required.
 - **Military Spouse & Dependent Child:** All spouses and dependent children of an active duty military service member or honorably discharged veteran may be eligible for up to \$1,000 off of tuition charges, split between fall and spring semesters. This award is not available during optional summer semesters. Completion of the Military Spouse & Dependent Child Verification Form will be required.
 - Each of these awards requires the maintenance of good academic standing as defined by the university.
- **Legacy Award:** An eligible student will receive an award of \$500 annually, split between fall and spring semesters. Eligible students must be the grandchild, child, or sibling of a Regent University (formerly CBN University) alumnus. Individuals are considered alumni if they graduated and received a degree from Regent University (formerly CBN University). Students must maintain good academic standing in order for this award to renew each year.
- **Home School Legal Defense Association (HSLDA) Award:** An eligible student will have membership to the Home School Legal Defense Association or be the dependent of someone who does. The submission of the HSLDA Verification Form will be required. An eligible student may receive up to \$500 off of tuition charges, split between fall and spring semesters. This award is not available during optional summer semesters. All recipients must maintain good academic standing as defined by the university.
- **Virginia & North Carolina Community College Award:** An eligible student will be a graduate with an A.A., A.S., or A.A.S. from a community college in either the Virginia Community College System (VCCS) or the North Carolina Community College System (NCCCS). Submission of a transcript listing the degree and confer date from the awarding institution will be required. The financial aid office can use the transcript submitted during the admissions process if necessary information is included on it. An eligible student may receive up to

\$500 off of tuition charges, split between fall and spring semesters. This award is not available during optional summer semesters. All recipients must maintain good academic standing as defined by the university.

- **Church Match Grant:** Regent University will match up to \$750 per semester of what a church gives to an eligible student. The Church Match Form will be submitted along with a check from the contributing church or ministry to the financial aid office at Regent University.
- **Corporate Partnerships:** Regent University is proud to partner with over 30 local corporations and businesses. A major benefit of this partnership is the option for full-time employees, their spouses, and their dependents to be eligible for up to a 25% reduction in tuition charges. More information our corporate partnerships can be viewed at http://www.regent.edu/support/partners/partner_employees.cfm.
- **Teen Mania Honor Academy:** An eligible student will receive an award of \$500 annually, split between fall and spring semesters. Eligible students must be a graduate of the Honor Academy's Undergraduate or Graduate programs. Students must submit a copy of their Teen Mania certificate confirming graduation. Additionally, students must maintain good academic standing in order for this award to renew each year.

Eight Week Online or On-Campus Programs

Applicants admitted to and enrolled in the College of Arts and Sciences' eight-week online or on-campus programs may be eligible for the following awards:

- **Military Service:** The following awards are available for our military service members and their families:
 - **Active Duty Military Service:** Regent University will reduce our active duty military service members' tuition to \$250 per credit hour. Active Duty service is defined by any individual currently in the Army, Navy, Marines, Air Force, Coast Guard, National Guard, and active Reservists. A copy of the student's Leave and Earning Statement (LES) will be required.
 - **Veterans:** Regent University will reduce the tuition of all honorably discharged military service members to \$250 per credit hour. A copy of the student's DD-214 will be required.
 - **Military Spouse & Dependent Child:** All spouses and dependent children of an active duty military service member or honorably discharged veteran may be eligible for \$250 off of tuition charges per semester (fall, spring, and summer); however, the student must maintain at least half-time enrollment. Completion of the Military Spouse & Dependent Child Verification Form will be required.
 - Each of these awards requires the maintenance of good academic standing as defined by the university.
- **Virginia & North Carolina Community College Award:** An eligible student will be a graduate with an A.A., A.S., or A.A.S. from a community college in either the Virginia Community College System (VCCS) or the North Carolina Community College System (NCCCS). Submission of a transcript listing the degree and confer date from the awarding institution will be required. The financial aid office can use the transcript submitted during the admissions process if necessary information is included on it. An eligible student may receive \$250 per semester (fall, spring, and summer); however, the student must maintain at least half-time enrollment. All recipients must maintain good academic standing as defined by the university.
- **Church Match Grant:** Regent University will match up to \$750 per semester of what a church gives to an eligible student. The Church Match Form will be submitted along with a check from the contributing church or ministry to the financial aid office at Regent University.
- **Corporate Partnerships:** Regent University is proud to partner with over 30 local corporations and businesses. A major benefit of this partnership is the option for full-time employees, their spouses, and their dependents to be eligible for up to a 25% reduction in tuition charges. More information our corporate partnerships can be viewed at http://www.regent.edu/support/partners/partner_employees.cfm.

Scholarship & Grant Policies

Below lists the policies that help dictate how university-funded scholarships and grants are processed, awarded, and interact:

Students may be awarded a combination of awards not to exceed a portion of the student's direct university charges. The Church Match Grant and the Military Service Book Credit (full-semester program only) are exceptions to this policy.

- The combinability of awards varies depending on a student's award package, enrollment, charges, and financial need. In some cases, full-semester students may receive three (3) combined awards or up to \$1,500 in combined institutional aid (whichever comes first) with the Merit, Phi Theta Kappa, and Investment grants.
- Failure to maintain required GPAs may result in the loss or termination of the grant(s) and/or scholarship(s).

- Typically, undergraduate scholarships and/or grants are awarded on a fall/spring basis. Availability of scholarship and/or grant funds during summer semesters varies by award and program of enrollment (i.e., full-semester, 8-week Online or On-campus). Merit, Phi Theta Kappa, and Investment grant awards are not available during the summer semester under any conditions.
- Scholarship and/or grant fund disbursement may depend on a student's enrollment status. Full-semester students that receive a merit, need, or other scholarships or grant will not receive any of the offered award amount if enrolled less than full-time (12 or more credit hours per semester). Percentage-based awards will provide the percentage off actual tuition charges once a student is enrolled, regardless of enrollment status (less than half-time, half-time, three-quarter time, or full-time).
- If employees of Regent, CBN, or Founders Inn, or the spouses or dependents of these employees, receive tuition remission, no College of Arts & Sciences awards will be granted.
- The College of Arts & Sciences' scholarships and grants will be awarded for the duration of the student's tenure at Regent as long as the student meets maintenance requirements including academic standards and conduct standards. Regent reserves the right to adjust scholarships/grants in response to student conduct and/or academic integrity violations.

A current list of all the College of Arts & Sciences scholarships and grants, with full eligibility requirements and application information, is available online at <http://www.regent.edu/undergradscholarships>.

Private Grants and Scholarships

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

Satisfactory Academic Progress (SAP)

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

Minimum Requirements

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

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

In the event that a student fails to meet any of the above criteria at the end of an academic semester/term, the student will be placed on "Financial Aid Warning" for the immediately following period of enrollment. That is, a student in this category may receive financial aid for the next term of enrollment, but must meet the above stated minimums by the end of that time period. The second time that a student fails to meet one or more of the requirements, the student will no longer be making satisfactory 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 after a warning period, the student may appeal this decision to the Dean of the School through the school's financial aid representative or academic advisor. Reasons for appeal may include such extenuating circumstances as prolonged illness, hospitalization, death of an immediate family member, etc. The appeal must be in writing and indicate the reasons why the minimum requirements were not met and why aid should not be terminated. The Satisfactory Academic Progress Appeal form is available online or through the Central Financial Aid office. If the student is enrolled in class(es) while the appeal is being heard, the student is responsible for following the policies and procedures associated with the class(es).

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

Repeated Courses

When a course is repeated, the last grade points and credit hours earned replace the previous grade points and credit hours in computing the grade point average.

Transfer Students

Courses that transfer students took at previous institutions prior to attending Regent are counted in the number of hours successfully completed and the credit hours attempted. The grades earned in these hours do not appear in the GPA calculation, per the university's academic policy.

Periods of Non-Enrollment

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

Veteran's Benefits

For information concerning veterans benefits, contact the Business Office at 757-352-4052 or <http://www.regent.edu/admin/busoff/veteranbenefits.cfm>. Allow 45 days for paperwork to be processed by the Veterans Administration.

Student Employment

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

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

Virginia Tuition Assistance Grant

Regent University participates in the Virginia Tuition Assistance Grant Program (VTAG). Virginia residents enrolled full-time, as defined in the VTAG regulations, (a minimum of 12 credit hours per semester for undergraduate students) in a degree-seeking program, excluding Christian Ministry (BA) and Biblical & Theological Studies (BA) students, may be eligible for an award. An applicant must have been a Virginia domiciliary resident for one year prior to enrollment. If

the student begins classes within one year of moving to Virginia, the student is ineligible. Domicile is established by at least 12 months of consecutive residence in Virginia prior to enrolling in school supported by actions that demonstrate intent to remain in Virginia indefinitely. The amount of the award varies per academic year. The maximum award for the 2013 - 2014 academic year was \$3,100 (\$1,550 per Fall & Spring semester) for undergraduate students. Awards are based upon state funding and may be reduced at any point in the academic year to an amount lower than originally offered (depending upon the State's appropriated funds). VTAG awards are only available for the fall and spring semesters. Summer term is not included in VTAG awards. A completed VTAG application must be submitted to the Central Financial Aid Office by July 31 for the following academic year. The recommended application date is April 15 to ensure the appropriate coordination of all aid offered to a student. For more information and an application, contact the Central Financial Aid Office. More information on the VTAG program is available at <http://www.regent.edu/admin/finaid/tag.cfm>.

State Assistance for Students from States Other than Virginia

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

More Information

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

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

E-mail Notification and GENISYS®

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

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

More information about the university's financial aid programs is available at <http://www.regent.edu/finaid>.

ACADEMIC SUPPORT, STUDENT LIFE, AND CAMPUS SERVICES

Academic Support

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

- ❖ Selecting a topic
- ❖ 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
- ❖ Discovering effective proofreading strategies
- ❖ Formatting papers according to the appropriate style (APA, MLA, Turabian, etc.)
- ❖ Avoiding plagiarism

Each 45-minute coaching session is available in-person, over the phone, or through Wimba benefiting both local and distance education students. Most sessions are by appointment, but some drop-in hours are available. Appointments can be scheduled via the Writing Center’s online scheduler, which is located at www.regent.edu/writing.

Tutoring Writing

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

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 of range of writing topics, including *The Most Common Errors in Writing*, *Style Guide Formatting*, *Clear & Coherent Writing*, and *Avoiding Plagiarism*.

Online Resources Page

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

Writing course descriptions:

ENGL 301 Tutoring Writing (1)

Theory and practice of working with writers in a one-to-one setting. Prepares tutors to work effectively in a writing-center context. Prerequisite: ENGL 102 or graduate standing. Cross-listed with ENGL 501.

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 (<http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>) as a valuable reference tool for students.

The following services/departments are provided within Student Services:

- Campus Ministries
- Career Services

Counseling Services
Disability Services
Health Center
International Student Services
Regent Bookstore
Regent Ordinary/Food Service
Residence Life
Student Activities and Leadership
University Shuttle Service

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

Campus Ministries

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

Career Services

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

Counseling

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

Disability Services

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

Health Center

In partnership with Sentara Medical Group, Regent University operates a health center on campus in CRB suite 188. 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.

Regent Bookstore

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

Regent Ordinary/Food Service

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

Residence Life

On-campus Living

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 are reserved primarily for graduate or older undergraduate (25+ years of age) students with families or married couples. Housing for most single undergraduate students between the ages of 17 and 24 is available in Regent Commons. Generally, freshmen, sophomores, and transfer undergraduate students reside in Regent Commons. Additionally, some upperclassmen undergraduate students reside in Regent Village.

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

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

- Some housing assignments in Regent Village are furnished and available for roommate configuration (2 graduate or older undergraduate residents of the same sex sharing a two-bedroom apartment). There are also furnished shared two-bedroom apartments in Regent Village for traditional-aged undergraduate students, primarily upperclassmen, that house a total of four students (2 students in each bedroom). 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 is included in furnished roommate apartments only. Students are responsible for telephone service in all apartments.
- Pets are not allowed (except fresh water fish in five gallon or smaller tanks).
- Families with children must live downstairs
- Virginia Law prohibits more than two persons per bedroom
- Children of different genders cannot share a bedroom

Regent Commons housing assignments are available to single undergraduate students between the ages of 17 and 24. This residential area is comprised of two four-story residence halls with elevators and contains fully-furnished apartment-style housing assignments. The floor plans include double occupancy studios, double and triple occupancy one-bedrooms, and four-bedroom suites. Regent Commons is conveniently located on campus and easily accessible to all campus facilities.

Commons apartment-style housing amenities include: fully-furnished housing assignments, all utilities (electricity and water), cost-inclusive laundry, basic cable television, and wireless internet service provided through the semester housing fee. The Commons also includes a 24-hour accessible state-of-the-art fitness center, 24-7-365 secured buildings and residence hall programming by Resident Assistants (RAs). Kitchens include refrigerator, range, dishwasher, and microwave oven.

On-Campus Residency Requirement for Freshmen Undergraduates

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

Off-Campus Housing

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

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

Student Activities and Leadership

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

University Shuttle Service

Regent University maintains a shuttle service, which runs between 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.

Information Technology

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

MyRegent

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

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

Computer Requirements

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

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

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

E-Mail Account

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

Psychological Services Center

The Psychological Services Center (PSC) at Regent University is open to all students and their immediate families, in addition to those from the Regent and Hampton Roads community. The PSC provides consultation, workshops/trainings, individual, family, couple, and group counseling, as well as psychological and intelligence testing. Doctoral students in clinical psychology, under the supervision of licensed psychologists, are the primary service providers. All information is kept in strict confidence in compliance with the ethical standards set by the American Psychological Association. The PSC provides the highest professional quality of therapy and diagnostics utilizing a Christian worldview. There is no counseling fee for students and their immediate families; testing fees are moderately priced. Employees of Regent, CBN and others from the general community are invited to schedule appointments and reduced fees are available for those with financial need. In addition, referrals from pastors and local community partners can offset service costs. Call 757.352.4488 for more information.

ACADEMIC POLICIES

Academic Advising

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

Academic Appeals

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects her/his academic career. For details on the procedures to follow for academic appeals and grievances, please consult the Student Handbook (available online).

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

Academic Dismissal

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

Academic Integrity

Foundation and Student Responsibility

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

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

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

Definitions

Conduct that violates the Academic Honor Code includes the following:

1. **Dishonesty.** This lack of integrity is exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include copying from the examination paper of another, allowing one's own examination paper to be copied, reading without the instructor's consent a copy of the examination prior to the date it is given; giving or receiving unauthorized aids; submitting the same work product in more than one course without the express permission of the instructor(s); or disclosing or accepting information about test questions or answers if one takes a test at a different time than other students in the same course.
2. **Plagiarism.** Plagiarism is using the intellectual property (e.g., books, articles, artwork, movies, drawings, ideas, and photos) of others without proper citation - thereby giving the impression that it is the student's own work. Plagiarism ranges from a failure to acknowledge one's indebtedness to another for an idea in a formal written or oral statement to using verbatim words, sentences, passages, or audiovisual material from the work of others without quotation marks and proper citation (a rule of thumb is to use quotation protocol for five or more words taken directly from another source). Other examples of plagiarism include having someone else (e.g., colleague, friend, relative, or writing service) write a paper that is then submitted by the student for class credit and purchasing and submitting a paper from an online source. Gibaldi (1998) defines plagiarism well:

Whenever you draw on another's work, you must specify what you borrowed whether facts, opinions, or quotations and from what source you borrowed. Using another person's ideas or expressions in your writing without acknowledging the source constitutes plagiarism. . . . In

short, to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone, and to do so is a violation of professional ethics. (p. 151)

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

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

Academic Probation

Undergraduate students with less than a 2.00 cumulative GPA at the end of any semester will be placed on academic probation. While on academic probation, students will be limited to a maximum of 12 semester credit hours (13 credit hours if enrolled in a science course which includes a lab). Students must receive a passing grade for all courses in the following semester of enrollment, and they must raise the cumulative GPA to 2.00 or higher by the end of that subsequent semester of enrollment. Students not meeting this requirement will be academically dismissed from the College of Arts & Sciences.

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

Academic Warning

When a student's semester grade point average (GPA) is less than a 2.0 notwithstanding their cumulative GPA, the student will be sent an academic warning. This notice will be copied to the student's academic advisor as well as the parents of the student provided a signed records release is on file. The warning is intended to alert the student so that the appropriate measures necessary for academic success can be taken.

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.

Attendance and Participation

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

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

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

Attendance is tracked weekly. For any week (7 days) in which a student does not attend class or, for online courses, participate in academic activities for the course in Blackboard, the student will be marked absent in the Blackboard grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online student engages in academic activity for the course in Blackboard or the on-campus student attends the on-campus class for a course, whichever is more recent. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Students should be aware that this date could affect their financial aid and financial obligations.

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

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

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

Centers and Institutes

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

University Sponsored Centers

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

- Center for Christian Thought and Action (CCTA)

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 have no more than three courses remaining for graduation. These courses must be completed in the summer term following commencement. The coursework may include an internship or practicum experience, which must also be completed during the summer.

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

1. Receive written approval from the Registrar's Office that they are eligible to participate in commencement.
2. Register and pay for coursework during summer registration.

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

Cornerstone and Capstone Requirement

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

Dean's List

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

Declaring a Major

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

Faculty/Course Evaluations

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

Financial Holds on Academic Records

The Business Office will place a financial hold on the academic records of present and former students who have

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

Grade Change Appeals

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

Grading System

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

The following grading system is followed:

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

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

Letter grades indicate the following:

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

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

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

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

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

Students should be aware that they need to earn a C- (a C for Animation, Business, and Interdisciplinary majors) or better in all courses which they intend to apply to the major. They can repeat courses following the processes listed under "Registration Processes."

Graduation Procedure

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

Note: Diplomas will not be issued to graduates who have not completed required financial aid exit counseling.

"Incomplete" Grades ("I")

A grade of "Incomplete" ("I") will be assigned only if proper arrangements have been made prior to the end of the course. The "Incomplete" grade is intended for use only in extraordinary circumstances, beyond the student's control, which prevent the student from completing the course on time. To qualify for an Incomplete, the student must have completed over 75% of the course material and have a documented reason for requesting the incomplete. (75% means all assignments/exams up to and including the mid-term point, tests, and or assignments.) If these conditions are met, the instructor may complete a "Request for a Grade of 'Incomplete'" (available at <http://www.regent.edu/admin/registrar/onlineforms.cfm>) and submit it to the appropriate Department Chair before the end of the course for final approval of request. Both the student and the instructor must sign the request; however, the student may give the instructor permission to sign for him or her. The instructor must indicate that this permission

has been granted on the form. A grade of “I” will be given in a regular course only for legitimate deficiencies due to illness, emergencies, or other extraordinary circumstances. **The form must be submitted to the Registrar by the last day of the session.** Students on academic probation are ineligible for grades of “Incomplete” for courses taken while on academic probation.

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

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

Independent Learning Opportunities

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

1. *Independent Study courses:*

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

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

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

2. *Internships:*

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

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

“In-Progress” Grades (“IP”)

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

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

Latin Honors

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

- Summa Cum Laude: 4.00 cumulative GPA
- Magna Cum Laude: 3.95-3.99 cumulative GPA
- Cum Laude: 3.85-3.94 cumulative GPA

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

Outcomes Assessment Requirement

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

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

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

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

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

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

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

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

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

Withdrawal from The College of Arts & Sciences

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

1. A voluntary withdrawal will be granted if students request it in writing from their advisor.
2. Students who have not attended classes, or distance students who have not participated in instructional events by the end of the second week of the session/semester, will, —in accordance with university practice—be assumed to have unofficially withdrawn from the university and will be administratively withdrawn. Students who leave the university during a term without officially withdrawing may also be administratively withdrawn. Students who are administratively withdrawn forfeit fees or deposits paid to the university.
3. The school’s policies and deadlines for grades of “W” (Withdrawn) and “WF” (Withdrawn Failing) apply to students who either voluntarily withdraw from the university or are administratively withdrawn (see the information under “Academic Information”). The regular refund policy applies for a student suspended for disciplinary reasons.
4. When students have been absent for one year, the university will assume that students have permanently withdrawn from the College of Arts & Sciences. Students wishing to be readmitted must submit an Application for Readmission.

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

Returns from a withdrawal have the following stipulations:

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

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

Writing Expectations

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

REGISTRATION

Only students who have formally applied and have been officially accepted to enroll at Regent University may register for courses. An open registration period for each term shall be conducted in the previous semester. Students who register within two weeks of the beginning of the session may be charged a late registration fee. All new students are

strongly encouraged to participate in orientation programs. Contact Undergrad_Student_Services@regent.edu for details.

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

Registration for an independent study or internship shall coincide with the authorized registration periods and payment deadlines. Students should complete the Individual Study Form or the Internship Application and submit it to the academic advisor. The normal late fee applies to those students who register for such courses after the final registration period.

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

Registration Processes

1. *Adding a Course*

Students may add a class only during the first week of an eight week session or fifteen week term. Students are to use the "Add/Drop" form to make this request, available online on the Registrar's webpage (<http://www.regent.edu/admin/registrar/>) as well as in hard copy in the Registrar's office and in the Office of Advising and Student Services. **Students may not add courses beyond the first week of an eight week session or fifteen week term.**

2. *Dropping a Course*

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

4. *Repeating a Course*

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

5. *Withdrawal from a Course*

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

After the fourth week and up to the end of the seventh week of an eight week course (after the eighth week and up to the end of the fourteenth week of a fifteen week course), students who discontinue class but who complete the proper form requesting withdrawal from class, following the procedure described above, will receive a grade of

“WF.” Withdrawals are not permitted the last week of class. Students who discontinue the class but who fail to withdraw properly receive a grade of “F” for the class.

Students who have not physically attended an on-campus class, or online students who have not participated in academic activities by the end of the second week of an eight week session or fifteen week term, will, in accordance with university practice, be assumed to have unofficially withdrawn and will be administratively withdrawn from that class. However, any participation in academic activities for the class constitutes class attendance. “Academic activity” includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Students participating and/or attending need to follow the procedures stated above regarding “W” and “WF” grades; they will not be administratively withdrawn.

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

Minimum and Maximum Loads

Students are required to enroll in a minimum of 12 credit hours each semester to be considered full-time. The total credit hours for all 8-week courses and any full term courses taken each semester count toward the 12 credit minimum. Students may enroll in up to 9 credit hours each session, with provisionally accepted students and students on academic probation limited to 12 credit hours (13 credit hours if enrolled in a science course which includes a lab) per semester. In order to ensure academic success, all students are advised to take no more than three courses (9 credit hours) per session. Students who desire to take more than 9 hours in a session should submit an academic petition to register for an overload of more than 9 credits each session. Only students who have at least a 3.0 cumulative grade point average will be considered for this overload approval.

Auditing a Course

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

TRANSCRIPTS AND STUDENT RECORDS

Transcripts and Verification of Enrollment

Requests for copies of transcripts from Regent University may be made online at www.getmytranscript.com. The Registrar’s Office issues only official transcripts. One free transcript will be provided to students when graduation requirements have been met and the degree has been posted by the Registrar’s Office. 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. Requests for letters verifying enrollment at Regent should be made directly to the Registrar’s Office.

Student Records Confidentiality

Regent University protects the confidentiality of the education records of current and former students. This policy is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA rights apply once a student is considered “in attendance” by the institution. Regent defines “in attendance” as being registered for at least one class at 12:01 a.m. on the first day of the student’s first session, as determined by the official university

academic calendar. At its discretion, the institution may provide directory information to include: the student's name, address, email address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph, and participation in officially recognized activities. Students may withhold directory information by notifying the Registrar's Office, in writing, within two weeks of the posting of the annual notice that advises students of their rights. The full text of this policy, including procedures for inspecting and amending one's education records, are printed in the *Student Handbook*.

Access to Student Educational Records by Others

1. Directory Information

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

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

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

2. Non-directory Information

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

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

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

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

3. Parental Access

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

Financial Holds on Academic Records

The Business Office will place a financial hold on the academic records of present and former students who have

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

ACADEMIC PROGRAMS

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

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

Graduation Requirements for the Associate of Arts Degree

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

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

✓ Business

BUSN 110 Introduction to Business (3)

BUSN 220 Accounting Principles (3)

BUSN 240 Marketing Principles (3)
BUSN 320 Financial Management (3)
BUSN 470 Strategic Management (3)

✓ Christian Studies

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

✓ Criminal Justice

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

✓ General Studies Electives (15 credit hours)

Social Sciences

Choose One Course:

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

✓ History

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

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

Plus two HIST courses numbered 300 or above.

✓ Information Systems

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

✓ Psychology

PSYC 102 Introduction to Psychology (3)
PSYC 211 Developmental Psychology (3)
PSYC 303 Theories of Personality (3)

PSYC 313 Research Methods (3)
PSYC 317 Marriage and Family (3)

Graduation Requirements for the Baccalaureate Degree

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

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

The following requirements apply to the major and minor:

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

Double Major Requirements

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

Dual Degree Requirements

- Students completing both a B.A. and a B.S. degree, in addition to general graduation requirements, must complete a minimum of 150 hours of study to earn both degrees. Students must complete 100% of the

requirements for both majors, and 75% of the second degree major core requirements, which must total a minimum of 30 hours, must be unique to the second degree.

The General Education Core Curriculum

Serving as a core experience for undergraduate students at Regent University, the general education core curriculum is intended to foster students' personal, spiritual, and academic growth as Christian leaders who can change the world. The College of Arts & Sciences has developed its general education curriculum to conform to the rigorous academic standards of excellence proposed by the American Council of Trustees and Alumni (ACTA). In accordance with these standards, Regent's general education curriculum requires coursework in English Composition, Literature, Economics, U.S. History, Mathematics, and the Natural Sciences, while offering elective courses in foreign language. Foundational courses in Biblical worldview, Christian leadership, Communication, Philosophy, and the Arts are also integral to the general education core.

With this foundation, students are further challenged through the general education curriculum to develop the knowledge, skills, and values central for effective leadership in today's world as they gain awareness of themselves and the needs of others. Students encounter a liberal arts experience that prepares them to think, to inquire about ideas and the nature of the world, and to seek and analyze information. This educational experience, grounded in Christ and shaped within a caring community, prepares students for today's complex world, equipping graduates to be effective, service-minded leaders.

Requirements

The general education core requirements include a minimum of 49 credit hours of courses in specific areas.

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

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

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

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

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

Written and Oral Communication	6 credits		
Required:		COMM 110 Public Speaking	3
		ENGL 101 English Composition	3
Critical Thinking and Analysis	6 credits		
Required:		ENGL 102 Research and Academic Writing	3
		PHIL 101 Introduction to Philosophy †	3

Quantitative and Scientific Literacy	7-8 credits		
Choose 1 mathematics course:	3 credits	MATH 101 Mathematics for Liberal Arts	3
		MATH 102 College Algebra ‡, *	3
		MATH 201 Statistics ‡, †, **	3
		MATH 211 Calculus I †	4
		MATH 220 Discrete Mathematics	3
Choose 1 natural sciences course: ‡‡, ***	4 credits	BIOL 101 Introduction to Biology with Lab ††	4
		BIOL 121 General Biology I #	4
		EASC 101 Introduction to Earth Science with Lab Ω	4

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

‡ IDS students must complete MATH 102 and MATH 201.

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

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

†† Psychology majors (B.S.) must complete BIOL 101.

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

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

** Students majoring in Criminal Justice (B.S.), Government (B.A.), or Professional Studies (B.S.) must complete MATH 201.

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

*** Students matriculating with a transfer of an approved 3-credit natural science course that lacks a laboratory component may complete this requirement by taking BIOL 112 Human Biology Laboratory (1).

Ω History and Social Science Education Majors must complete EASC 101.

Students majoring in Biophysical Sciences (B.S.) must complete MATH 201 in the mathematics group and BIOL 121 in the natural sciences group.

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

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

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

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

Cultural Perspective	15-16 credits		
Choose 1 Global Studies course:	3-4 credits	GEOG 101 World Geography ‡	3
		HIST 101 Western Civilization I ‡*	3
		HIST 102 Western Civilization II ‡	3
		HIST 211 World History I	3
		HIST 212 World History II	3
		SPAN 101 Introductory Spanish I	4
		SPAN 102 Introductory Spanish II	4
		SPAN 210 Intermediate Spanish I	3

		SPAN 211 Intermediate Spanish II	3
--	--	----------------------------------	---

‡ IDS students must complete GEOG 101 and either HIST 101 or HIST 102.
 * History and Social Science Education Majors must complete HIST 101.

Choose 1 Literature course:‡	3 credits	ENGL 205 Literature of the Western World	3
		ENGL 377 Shakespeare	3

Choose 1 Economics course:	3 credits	ECON 101 Introduction to Economics ‡	3
		ECON 120 Microeconomics †,‡‡	3

‡ IDS students and History and Social Science Education Majors must complete ECON 101.
 † Students majoring in Business (B.S.), International Studies (B.A.), Professional Studies (B.S.), or Information Systems Technology (B.S., General Emphasis) must complete ECON 120.
 ‡‡ Students majoring in the Associate of Arts in Business must complete ECON 120, which will also meet their Area of Study requirement.

Required Arts Course	3 credits	GENE 200 Art and Culture	3
----------------------	-----------	--------------------------	---

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

‡ IDS students complete both HIST 201 and HIST 202.
 *History and Social Science Education Majors must complete HIST 201.

Total required general education core credits: 49 to 51

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

Majors

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

Minors

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

Emphases

Within some majors in the bachelor’s programs, students may choose to focus on a specific subject area or concentration, called an emphasis. Emphases may vary in the number of hours required depending on the program

selected. A list of available emphasis courses and other requirements is given under the applicable undergraduate programs below.

Areas of Study

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

The College of Arts & Sciences is organized into the following departments. Program requirements are included.

ACADEMIC DEPARTMENTS

Biblical Studies and Christian Ministry

Department Chair: Corné J. Bekker, D.Litt et Phil.

The Department of Biblical Studies and Christian Ministry seeks to prepare students for thoughtful, Christian engagement in the 21st century world through an extensive range of classes in theology, Biblical studies, practical ministry and other aspects of Christian thought and practice. The department also offers a foundational selection of courses in philosophy, which supports the general education core curriculum and enables students to understand the concepts and methods important to philosophical discourse and thinking. By emphasizing the importance of intellectual and spiritual growth, the department strives to equip all students, majors and non-majors, to be able to live and express Biblical truth effectively the contemporary world. Students pursuing a degree in the department have the opportunity to choose one of two distinct but inter-related majors: Christian Ministry or Biblical and Theological Studies.

The Major in Biblical and Theological Studies

The Bachelor of Arts in Biblical and Theological Studies provides students with an appreciation of the history, context, and message of the Bible as well as historical and theological developments within the history of Christianity. Students in this major choose a Biblical studies emphasis or a theological and historical studies emphasis. The major provides excellent preparation for students planning to pursue seminary or graduate studies in Bible, theology, Church history, and related fields.

Required Courses for the Major in Biblical and Theological Studies (39 credit hours):

BIBL 210 Biblical Background and Interpretation (3)
BIBL 230 Theological Writing and Research (3)
BIBL 250 Mission and Message of Jesus (3)
BIBL 331 Systematic Theology I (3)
BIBL 332 Systematic Theology II (3)
BIBL 485 Senior Seminar (3)

Plus 3 credits from the following:

BIBL 240 Studying and Teaching the Bible (3)
BIBL 495 Internship (3)

Plus one of the following emphases (18 credit hours):

Biblical Studies Emphasis

Students select 15 credits from the following:

- BIBL 313 Study of the Prophets (3)
- BIBL 314 Pauline Literature (3)
- BIBL 315 Wisdom Literature (3)
- BIBL 316 Acts of the Apostles (3)
- BIBL 317 Psalms (3)
- BIBL 318 General Epistles (3)
- BIBL 350 Biblical Languages

Plus 3 credits of Church History courses from the following:

- BIBL 260 Church History I (3)
- BIBL 261 Church History II (3)
- BIBL 467 American Church History (3)
- HIST 372 History of Global Christianity (3)

Theological and Historical Studies Emphasis

Students select 15 credits from the following:

- BIBL 260 Church History I (3)
- BIBL 261 Church History II (3)
- BIBL 301 Apologetics (3)
- BIBL 422 Seminar in Theology (3)
- BIBL 430 Christian Ethics (3)
- BIBL 467 American Church History (3)
- HIST 372 History of Global Christianity (3)

Plus 3 credits of Biblical Studies courses from the following:

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

Students majoring in other disciplines may choose to minor in Biblical Studies or Theology:

Minor in Biblical Studies (15 credits)

Students will take one of the following courses:

- BIBL 210 Biblical Background and Interpretation (3)
- BIBL 240 Studying and Teaching the Bible (3)

Plus 12 additional credits of Biblical Studies courses from the following:

- BIBL 210 Biblical Background and Interpretation (3)
- BIBL 240 Studying and Teaching the Bible (3)
- BIBL 250 Mission and Message of Jesus (3)
- BIBL 313 Study of the Prophets (3)
- BIBL 314 Pauline Literature (3)
- BIBL 315 Wisdom Literature (3)
- BIBL 316 Acts of the Apostles (3)
- BIBL 317 Psalms (3)
- BIBL 318 General Epistles (3)
- BIBL 350 Biblical Languages (3)

Minor in Theology (15 credits)

Students will take the following 2 courses:

- BIBL 331 Systematic Theology I (3)
- BIBL 332 Systematic Theology II (3)

Students will take 3 or 6 credits of Church History from the following:

- BIBL 260 Church History I (3)
- BIBL 261 Church History II (3)
- BIBL 467 American Church History (3)

Students will take 3 or 6 credits of Theology from the following:

- BIBL 301 Apologetics (3)
- BIBL 370 Contemporary American Cults and Sects (3)
- BIBL 422 Seminar in Theology (3)
- BIBL 430 Christian Ethics (3)

The Major in Christian Ministry

The Bachelor of Arts in Christian Ministry educates students for the practice of ministry within a challenging and diverse global community. This course of study includes a strong foundation in Biblical and theological studies to enable students to develop a well-grounded ministry approach that is Christ-centered. Students who are pursuing a ministry vocation or are already engaged in ministry will find their work enriched through this course of study.

Required Courses for the Major in Christian Ministry (42 credit hours)

- BIBL 206 Spiritual Formation (3)
- BIBL 240 Studying and Teaching the Bible (3)
- BIBL 320 Ministry Communication Skills (3)
- BIBL 331 Systematic Theology I (3)
- BIBL 332 Systematic Theology II (3)
- BIBL 401 Christian Ministry (3)
- BIBL 410 Christian Discipleship (3)
- BIBL 485 Senior Seminar (3)

Plus 3 credits of Church History from the following:

- BIBL 260 Church History I (3)
- BIBL 261 Church History II (3)
- BIBL 467 American Church History (3)
- HIST 372 History of Global Christianity (3)

Plus 6 credits of Biblical Studies courses from the following:

- BIBL 210 Biblical Background and Interpretation (3)
- BIBL 250 Mission and Message of Jesus (3)
- BIBL 313 Study of the Prophets (3)
- BIBL 314 Pauline Literature (3)
- BIBL 315 Wisdom Literature (3)
- BIBL 316 Acts of the Apostles (3)
- BIBL 317 Psalms (3)
- BIBL 318 General Epistles (3)

Plus 9 credits of Christian Ministry electives from the following:

- BIBL 230 Theological Writing and Research (3)
- BIBL 301 Apologetics (3)
- BIBL 307 Worldviews (3)
- BIBL 321 Youth Evangelism and Discipleship (3)
- BIBL 340 World Religions and Cultures (3)
- BIBL 360 Contemporary Issues in the Church (3)
- BIBL 370 Contemporary American Cults (3)
- BIBL 430 Christian Ethics (3)
- BIBL 440 Christian Missions (3)
- BIBL 460 Practical Evangelism (3)
- BIBL 470 Coaching and Mentoring (3)
- BIBL 495 Internship (3)

Students majoring in other disciplines may also minor in Christian Ministry or Youth Ministry:

Minor in Christian Ministry (15 credit hours)

Students will take the following 3 courses:

- BIBL 240 Studying and Teaching the Bible (3)
- BIBL 320 Ministry Communication Skills (3)
- BIBL 401 Christian Ministry (3)

Plus 2 courses from the following:

- BIBL 301 Apologetics (3)
- BIBL 321 Youth Evangelism and Discipleship (3)
- BIBL 360 Contemporary Issues in the Church (3)
- BIBL 410 Christian Discipleship (3)
- BIBL 430 Christian Ethics (3)
- BIBL 440 Christian Missions (3)
- BIBL 460 Practical Evangelism (3)
- BIBL 470 Coaching and Mentoring (3)

Minor in Youth Ministry (15 credit hours)

Students will take the following 4 courses:

- BIBL 120 Principles of Youth Ministry (3)
- BIBL 240 Studying and Teaching the Bible (3)
- BIBL 321 Youth Evangelism and Discipleship (3)
- PSYC 317 Marriage and Family (3)

Students choose 1 of the following courses:

- PSYC 211 Developmental Psychology (3)
- PSYC 250 Human Sexuality (3)
- PSYC 306 Addictive Disorders (3)

Courses

Biblical and Theological Studies

BIBL 103 Old Testament Studies (3)

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

BIBL 104 New Testament Studies (3)

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

BIBL 111 Introduction to Christian History and Thought (3)

Provides a broad overview of the historic roots and development of Christian thought. Identifies and describes historical Christian doctrines, the basics of theological reasoning, significant Christian thinkers, and contemporary global trends and issues.

BIBL 120 Principles of Youth Ministry (3)

Examination of the profession of youth ministry including the spiritual life and concerns of youth leaders, dynamics of youth culture, generational characteristics, philosophies of youth ministry, and practical aspects of ministering among youth.

BIBL 201 Principles of Theology (3)

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

BIBL 206 Spiritual Formation (3)

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

BIBL 210 Biblical Background and Interpretation (3)

Students explore the history, geography, and cultures that form contexts to the Old and New Testament scriptures. Students learn an inductive approach to the interpretation of the scriptures that draws on the insights gained from the study of significant background issues. Prerequisite: BIBL 104.

BIBL 230 Theological Writing and Research (3)

Introduction to research processes for the study of religion, including theology, Biblical studies, ethics, and historical studies. Additionally, critical reading, grammatically correct writing, and the use of appropriate style manuals are covered.

BIBL 240 Studying and Teaching the Bible (3)

Exploration of the inductive method of Bible study and its place in preparing group Bible studies and teaching the Bible in a variety of contexts. Students examine a wide range of teaching methods and consider their potential for engaging children, adolescents, and adults. Student projects are to be related to their current or proposed ministry setting. Prerequisite: BIBL 104.

BIBL 250 Mission and Message of Jesus (3)

Study of the ministry and teachings of Jesus as presented in the synoptic gospels, taking into consideration the Hebrew, Greek, and Roman cultural contexts. The course familiarizes students with foundational developments in historical Jesus research, examines important themes in the synoptic gospels, and develops students' skills in critical reading (exegesis), interpretation, and writing. Prerequisite: BIBL 104.

BIBL 260 Church History I (3)

Survey of the movements and ideas which have influenced the church from the second century until the Reformation. Students trace the leaders and movements within the church and the development of major ideas and creeds. Particular attention is given to the distinctive theological and ethical movements within the western church.

BIBL 261 Church History II (3)

Survey of the movements, leaders, and ideas which have influenced the church in the West from the time of the Reformation to the beginning of the 21st century. Topics include moral and doctrinal reformation, the formation and distinctions of major church movements, and the interplay and tension between Christianity and the state.

BIBL 301 Apologetics (3)

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

BIBL 307 Worldviews (3)

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

BIBL 311 Biblical Archeology (3)

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

BIBL 313 Study of the Prophets (3)

Study of the writings of the Old Testament prophets, focusing on one of the major prophets or a selection of the minor prophets. The course examines the historical moment and place of the text as well as the role of the prophet in ancient Israel. Students examine texts exegetically, considering theology as suggested by the text(s) as well as the relationship to the New Testament, along with personal applications of the prophets' teachings. Prerequisite: BIBL 103.

BIBL 314 Pauline Literature (3)

Study of the writings of the Apostle Paul. Students consider the cultural and philosophical background of each text as well as its contents and its place in the canon. The course examines the literature theologically and exegetically while inviting students to develop and consider personal applications of the texts. Prerequisite: BIBL 104.

BIBL 315 Wisdom Literature (3)

Examination of Biblical Wisdom literature within its ancient Near Eastern context, with special attention to the unique literary aspects of Wisdom literature and its function in ancient Israel. Prerequisite: BIBL 103.

BIBL 316 Acts of the Apostles (3)

Study of the New Testament book of Acts and the history and context of first-century Christianity. Students consider the historical, literary, and cultural background of Acts as well as its theological message and major themes. Prerequisite: BIBL 104.

BIBL 317 Psalms (3)

Exploration of the Psalms, with study of the ancient poetry, rich imagery, historical context, and religious and theological implications of the hymnbook of ancient Israel. Prerequisite: BIBL 103.

BIBL 318 General Epistles (3)

Exegetical study of the general epistles (James through Jude). Students examine theological, literary, and cultural aspects of these letters as they consider the application of these texts. Prerequisite: BIBL 104.

BIBL 320 Ministry Communication Skills (3)

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

BIBL 321 Youth Evangelism and Discipleship (3)

Analysis of strengths and weaknesses of current methods of evangelism and discipleship among adolescents in youth ministry contexts. Students consider the Biblical and philosophical foundations of approaches to evangelism and discipleship of youth as these are practiced today with the goal of formulating their own approach to these aspects of youth ministry.

BIBL 331 Systematic Theology I (3)

Exploration of core doctrinal and theological beliefs of the Christian faith. Based preeminently on Scripture and on other Christian sources and norms, students study the nature and task of theology, the revelation and knowledge of God, the nature and works of the triune God, creation and providence, the nature of humanity, and the nature and effects of sin. Students also learn to assess doctrine and theology from a variety of theological perspectives.

BIBL 332 Systematic Theology II (3)

Continued exploration of core doctrinal and theological beliefs of the Christian faith. Based preeminently on Scripture and on other Christian sources and norms, students study the person and work of Jesus Christ, the identity and function of the Holy Spirit, the nature and process of salvation, the nature and role of the church, and the last things. Students also learn to assess doctrine and theology from a variety of theological perspectives. Prerequisite: BIBL 331.

BIBL 340 World Religions and Cultures (3)

Examination of major world religions, their belief systems, and their connections with associated cultures. Additional consideration is given to the issue of Christian theologies of religions.

BIBL 350 Biblical Languages (3)

Introduction to both the Biblical Hebrew (Old Testament) and Greek (New Testament) languages in order to facilitate the use of advanced linguistic tools for Biblical study and research. Students gain practical hands-on instruction and experience in conducting Greek and Hebrew word studies using a lexicon and concordance.

BIBL 360 Contemporary Issues in the Church (3)

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

BIBL 370 Contemporary American Cults and Sects (3)

Survey of the leading pseudo-Christian and non-Christian cults that exist today. Consideration of the belief systems of cults, how they differ from historic Christianity, and strategies for Christian engagement.

BIBL 390 Independent Study (3)

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

BIBL 396 Portfolio - Guided Learning (3)

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

BIBL 401 Christian Ministry (3)

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

BIBL 410 Christian Discipleship (3)

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

BIBL 422 Seminar in Theology (3)

Investigation of selected topics in theology. Topics may include issues in contemporary theologies, emergent or post-colonial theologies, Charismatic/Pentecostal/Renewal theology, and/or current issues relating to the global church.

BIBL 430 Christian Ethics (3)

Exploration, assessment, and application of historical and contemporary approaches to Christian ethics, as well as an examination of the role of Scripture in processes of moral discernment.

BIBL 440 Christian Missions (3)

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

BIBL 460 Practical Evangelism (3)

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

BIBL 467 American Church History (3)

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

BIBL 470 Coaching and Mentoring (3)

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

BIBL 485 Senior Seminar (3)

Integrative study of religious and theological issues in which students examine one or more contemporary topics in religion. Students employ the methodologies and approaches used within their particular major in dialogue with other majors in the department. Prerequisite: Senior standing.

BIBL 490 Advanced Independent Study (3)

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

BIBL 495 Internship (3)

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

BIBL 496 Portfolio - Guided Learning (3)

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

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

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

PHIL 102 Logic and Critical Thinking (3)

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

Business, Leadership, and Information Systems

Department Chair: Joseph J. Bucci, D.B.A.

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

The Major in Business

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

Students who wish to sit for the Virginia CPA Exam must take all 8 courses in the Accounting emphasis, which amounts to 24 credits. This option will require students to take 6 more credits than will other business majors. In addition, students who wish to sit for the Virginia CPA Exam must take not only the 24 credits in the Accounting emphasis but also must take 24 credits in Business, not including BUSN 220. Students who take all of the courses that are required for the major in Business will meet this requirement.

Required Courses for the Major in Business (33 credit hours plus 12 hours in an emphasis and 6 hours of business electives for a total of 51 credits):

BUSN 220 Accounting Principles (3)
BUSN 240 Marketing Principles (3)
BUSN 250 Business Communication (3)
BUSN 320 Financial Management (3)
BUSN 340 Business Statistics (3)
BUSN 370 Business Law (3)
BUSN 420 Business Driven Technology (3)
BUSN 460 International Business (3)
BUSN 470 Strategic Management (3)
BUSN 491 Senior Capstone (3)
ECON 230 Macroeconomics (3)

Students also choose one of the following emphases:

Accounting (12 credit hours)

ACCT 215 Intermediate Accounting I (3)
ACCT 225 Intermediate Accounting II (3)
ACCT 235 Cost Accounting (3)
ACCT 330 Auditing (3)
ACCT 340 Taxation (3)
ACCT 430 Government and Not-for-Profit Accounting (3)
ACCT 450 Managerial Accounting (3)
ACCT 475 Special Topics (3)

Economics (12 credit hours)

ECON 290 Political Economy
ECON 320 Intermediate Microeconomics
ECON 360 Entrepreneurship, Market Processes and Economics Growth
ECON 450 History of Economic Thought

General Management (12 credit hours) (MGMT 280 plus any 3 courses):

MGMT 280 Principles of Management (3)
MGMT 290 Operations Management (3)
MGMT 310 Personnel Management Strategy (3)
MGMT 330 Ethics (3)
MGMT 370 Managerial Decision-Making (3)
MGMT 440 Business Policy (3)

Human Resource Management (12 credit hours) (MGMT 310 plus 3 courses)

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

Marketing (12 credit hours)

MKTG 210 Advertising and Promotion (3)
MKTG 250 Public Relations (3)

MKTG 260 Retail Management (3)
MKTG 320 Marketing Research (3)
MKTG 330 Sales Management (3)
MKTG 340 e-Commerce (3)

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

Minor in Business (15 credit hours)

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

Minor in Economics (15 credit hours)

ECON 230 Macroeconomics (3)
ECON 290 Political Economy (3)
ECON 320 Intermediate Microeconomics (3)
ECON 360 Entrepreneurship, Market Processes and Economics Growth (3)
ECON 450 History of Economic Thought (3)

The Major in Leadership Studies

The major in Leadership Studies challenges students to explore the many facets of leadership through the lens of a Christian worldview. The curriculum is designed to build on the undergraduate liberal arts core of Regent, preparing students with a thorough knowledge and skill set. The program is rigorous academically while offering hands-on experiences and interaction with successful leaders to build within students a confidence in the practical value of the knowledge they gain. Helping students to understand ethics is a focus of the faculty since it is essential for Christ-honoring leadership and management. Graduates are prepared for leadership roles in organizations or for continuing their studies at the graduate level.

It is the belief of the faculty that leadership is most effective when learned in the context of life's experiences. Students who have work experiences to which they can relate course materials, leadership principles, and assignments have a richer and more meaningful experience in the program. With that in mind, the B.A. in Leadership Studies will require entering students to have either (a) a minimum of two (2) years of professional work experience in a leadership capacity, or (b) a minimum of three (3) years of professional work experience with limited or no prior direct leadership experience.

Students majoring in Leadership Studies complete sixteen (16) required courses.

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

LDST 201 Survey of Leadership (3)
LDST 305 The Leader as Organizational Innovator (3)
LDST 310 Systems Thinking (3)
LDST 315 Knowledge Management (3)
LDST 325 Teams and Virtual Teams (3)
LDST 330 Ethics (3)
LDST 340 Organizational Behavior (3)
LDST 350 The Leader as Communicator (3)
LDST 410 Human Resource Management (3)
LDST 412 Global Leadership and Cross-Cultural Issues (3)
LDST 415 Organizational Development (3)
LDST 428 Moral Character of Leaders (3)
LDST 430 Leadership: Creating a Shared Vision (3)

LDST 435 Strategic Planning (3)
LDST 455 Servant Leadership (3)
LDST 487 Senior Leadership Research (3)

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

Minor in Leadership (15 credit hours):
LDST 201 Survey of Leadership (3)
LDST 310 Systems Thinking (3)
LDST 330 Ethics (3)
LDST 350 The Leader as Communicator (3)
LDST 430 Leadership: Creating Shared Vision (3)

The Major in Information Systems Technology

The disciplines of information systems and information technology are essential parts of business, non-profits, higher education, and government organizations. Information systems are complex systems requiring both technical and organizational expertise for design, development, and management. They affect not only operations, but also competitive strategy. Simply stated, the information systems discipline allows these organizations, through the deployment of technology and the management of information, to achieve the organization's stated mission, values, and goals. Meanwhile, the study of information technology focuses on the technology itself. IT professionals strive to ensure that the technology functions are designed well and are working securely, reliably, and efficiently.

The major in Information Systems Technology at Regent University represents a blend of IS and IT programs, providing graduates with a synergistic way of combining skills and knowledge of these disciplines. Further, the major offers an emphasis in an area of information technology--information security--to students wishing to further their work in this area.

As past decades have shown, the use of computing technologies and the Internet have increased, and job prospects in this field are above average and are projected to grow. Regent's role in this need is unique. By offering the Bachelor of Science degree in Information Systems Technology, the university strives to provide a Christ-centered approach to this important discipline and to equip Christian leaders in the information systems and technology fields to change the world. The IST graduate emerges equipped to provide Christian leadership and to transform society in his or her workplace, living the principles of truth, justice, and love as the graduate deploys technologies, skills, and knowledge for these wider goals.

Students majoring in Information Systems complete eleven (11) required courses. They complete the major with a group of courses focused on leadership and business-related areas or with an emphasis in information security, an important specialty within information technology.

Requirements for the Major in Information Systems Technology (33 credit hours plus 15 hours in either the generalist program or the information security emphasis, to total 48 credits):

ISYS 204 Introduction to Information Systems (3)
ISYS 214 Introduction to Programming (3)
ISYS 304 Information Systems for eCommerce (3)
ISYS 314 Intermediate Programming (3)
ISYS 315 Data Structures and Algorithms (3)
ISYS 317 Database Fundamentals (3)
ISYS 321 IT Hardware and Software (3)
ISYS 324 Networks and Telecommunication Concepts (3)
ISYS 331 Information Systems Security (3)
ISYS 406 Systems Analysis and Design (3)
ISYS 438 Project Management and Practice (3)

Plus one of the following emphases focused on an area of Information Technology:

General Emphasis (15 credit hours)

BUSN 220 Accounting Principles (3)
BUSN 240 Marketing Principles (3)
BUSN 320 Finance Management (3)
LDST (or MGMT) 330 Ethics (3)
MGMT 280 Principles of Management (3)

Information Security Emphasis (15 credit hours)

ISYS 333 Systems Security (3)
ISYS 336 Internet/Intranet Security (3)
ISYS 408 Management of Information Security (3)
ISYS 434 Network Defense and Security (3)
ISYS 436 Contingency Planning and Disaster Recovery (3)

Students majoring in other disciplines may choose to minor in Information Systems:

Minor in Information Systems (15 credit hours)

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

The Major in Professional Studies

The mission of the B.S. in Professional Studies is to *prepare Christian leaders for the workplace*. This major is distinct from a business degree, for example, in that the purpose is not necessarily to develop business specialists or managers, but individuals who can function effectively and efficiently in the workplace regardless of their position. The B.S. in Professional Studies degree builds upon the core competencies introduced in the General Education curriculum and focuses on the skills, knowledge, and wisdom that are critical to success in the workplace: written and oral communication, critical thinking, problem-solving, Biblical worldview, service, leadership, and stewardship.

The Bachelor of Science in Professional Studies is a rigorous degree that provides considerable flexibility in degree completion, taking an interdisciplinary approach which will accommodate a wide range of individuals seeking a college education. Students majoring in Professional Studies complete eight (8) core courses (24 credits). In addition to the Professional Studies core, students must complete 21 credits in an emphasis.

Required for the Major in Professional Studies (24 credit hours plus 21 credit hours in an emphasis for a total of 45 credits):

BUSN 250 Business Communication (3) or COMM 240 Cross-Cultural Communication (3)
ENGL 308 Business and Technical Writing (3)
ISYS 204 Introduction to Information Systems (3)
LDST 201 Survey of Leadership (3)
LDST 325 Teams and Virtual Teams (3)
LDST 340 Organizational Behavior (3)
MGMT 280 Principles of Management (3)
MGMT 330 Ethics (3)

For their emphasis, students also choose 21 credits from coursework within one of the following disciplines. 12 credits must be at the 300-400 level within the selected discipline:

- Biblical and Theological Studies
- Business

- Christian Ministry
- Communication Studies
- Criminal Justice
- English
- Government
- History
- Information Systems Technology
- Leadership Studies
- Psychology
- Teacher Education (IDS)*

* A B.S. in Professional Studies with an emphasis in Teacher Education does not qualify a student for state educational licensure; for state licensure track, see the Interdisciplinary Studies section of this catalog.

Courses

Accounting

ACCT 215 Intermediate Accounting I (3)

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

ACCT 225 Intermediate Accounting II (3)

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

ACCT 235 Cost Accounting (3)

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

ACCT 330 Auditing (3)

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

ACCT 340 Taxation (3)

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

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

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

ACCT 450 Managerial Accounting (3)

Managerial decisions on prices, resource allocation, capital investment, and the functional areas of a business (marketing, production, purchasing, and finance) that work interdependently to achieve profit. Prerequisite: BUSN 220.

ACCT 475 Special Topics (3)

Intensive examination of a selected area of study. Topics vary and are announced in advance. Lecture, seminar, and/or team study.

Business

BUSN 110 Introduction to Business (3)

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

BUSN 220 Accounting Principles (3)

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

BUSN 230 Introduction to Finance (3)

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

BUSN 240 Marketing Principles (3)

Exploration of principles and activities in the commercial enterprise including topics such as product, price, promotion, place/channel, competition, company, and communication.

BUSN 250 Business Communication (3)

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

BUSN 320 Financial Management (3)

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

BUSN 340 Business Statistics (3)

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

BUSN 345 Corporate Finance (3)

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

BUSN 370 Business Law (3)

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

BUSN 420 Business-Driven Technology (3)

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

BUSN 460 International Business (3)

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

BUSN 470 Strategic Management (3)

Study of strategy development and deployment in the business enterprise and examines the overarching application of the role of a Biblical worldview in the business enterprise. Prerequisite: Sophomore standing or higher.

BUSN 475 Special Topics (3)

Intensive examination of a selected area of study. Topics vary and are announced in advance. May be repeated for credit. Lecture, seminar, and/or team study.

BUSN 490 Independent Study (3)

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

BUSN 491 Senior Capstone (3)

The integration and synthesis of knowledge and principles concerning all areas of business. Requirements include submission of a working business plan. Prerequisite: Senior standing.

BUSN 495 Internship (3)

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

Economics

ECON 101 Introduction to Economics (3)

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

ECON 120 Microeconomics (3)

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

ECON 230 Macroeconomics (3)

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

ECON 290 Political Economy

Uses the tools of economics to examine decision-making in non-market institutions with a particular emphasis on government decision-making. Cross-listed with GOVT 290. Prerequisite: ECON 120.

ECON 320 Intermediate Microeconomics (3)

Demand, production, cost, and resource allocation in a market economy. Market structures are developed and various forms of market failure are analyzed; models of risk and uncertainty, factor pricing and income distribution. Prerequisite: ECON 120.

ECON 360 Entrepreneurship, Market Processes and Economic Growth (3)

Economic growth and development with a special emphasis on the role of entrepreneurship are applied to the problem of poverty particularly in underdeveloped economies. The interrelationships of economic, political, sociological, historical, theological and technological factors are examined. Prerequisite: ECON 120.

ECON 380 International Economics (3)

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

ECON 450 History of Economic Thought (3)

Examines the development of economic theory from ancient times to the present. Economic concepts in the Bible are discussed as well as contributions of Greece, Rome, the Middle Ages, and the Reformation with a particular emphasis on developments since the eighteenth century. Prerequisites: ECON 230 and ECON 320.

Human Resource Management

HRMT 220 Compensation (3)

Investigates principles and current issues in compensation methods and systems.

HRMT 250 Training and Development (3)

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

HRMT 260 Employee Evaluation Systems (3)

Exploration of HR planning, selection, job placement, performance appraisal, and outplacement activities.

HRMT 330 Personnel Law (3)

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

HRMT 340 Labor Relations and Collective Bargaining (3)

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

General Management

MGMT 280 Principles of Management (3)

Management language, concepts, models, and basic principles of management. Explore interrelated functions (planning, controlling, organizing, leading) of the management process.

MGMT 290 Operations Management (3)

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

MGMT 310 Personnel Management Strategy (3)

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

MGMT 330 Ethics (3)

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

MGMT 370 Managerial Decision-Making (3)

Investigate analytical and process skills for effective decision-making and change management. Assess key factors in the change process, effective planning and problem-solving.

MGMT 440 Business Policy (3)

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

Marketing

MKTG 210 Advertising and Promotion (3)

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

MKTG 250 Public Relations (3)

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

MKTG 260 Retail Management (3)

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

MKTG 320 Marketing Research (3)

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

MKTG 330 Sales Management (3)

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

MKTG 340 e-Commerce (3)

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

OLAM 101 Relationships and Leadership (3)

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

Leadership Studies**LDST 201 Survey of Leadership (3)**

Exploration of expectancy, leader-member exchange (LMX), transactional, transformational, servant leadership and other theories affords students an opportunity to apply theory to organizations and leaders of today.

LDST 305 The Leader as Organizational Innovator (3)

Investigation of the nature, requirements, and beneficial role of entrepreneurial thinking for the leader as innovator in the organization and in society. Topics include innovations in products and service quality, knowledge needed for effective innovation, intellectual property, discontinuous innovation, characteristics of successful entrepreneurs, organizational requirements for innovative thinking, the process of adoption and diffusion of innovation, and role of the Christian leader as a global leader and social entrepreneur. Prerequisite: For Leadership majors: LDST 201.

LDST 310 Systems Thinking (3)

Introduction to the vocabulary and methodologies associated with the discipline of systems thinking. Students apply the tools, processes and principles that aid in understanding the relationship between the parts of any system, particularly human systems, exploring how organizations operate and how various leadership styles and decisions can affect those operations. Prerequisite: LDST 201.

LDST 315 Knowledge Management (3)

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

LDST 325 Teams and Virtual Teams (3)

Study of how virtual teams influence leadership effectiveness, with emphasis on how to develop interactive and dynamic groups, working in the virtual or face-to-face environment. Topics include the various means of sharing information when working in any team environment and the strategy of conducting environmental scanning to identify communication issues and formulate solutions. Prerequisite: LDST 201.

LDST 330 Ethics (3)

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

LDST 340 Organizational Behavior (3)

Examination of the concepts, theories, and current practice regarding organizational structures and their development, the dynamics of individual and collective behavior within organizations, and how people interact within organizations to foster and manage change. Emphasis on the role of leadership and cultural values, considered from a Christian worldview. Prerequisite: LDST 201.

LDST 350 The Leader as Communicator (3)

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

LDST 390 Independent Study (3)

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

LDST 410 Human Resource Management (3)

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

LDST 412 Global Leadership and Cross-Cultural Issues (3)

Investigation of the cross-cultural understanding required by leaders in diverse environments with multi-cultural workforces in multinational and U.S. organizations. Specific issues addressed include cultural context for international management, approaches for learning and adapting to a different culture, leadership and motivation across cultures, international teams and group dynamics, cross-cultural negotiation and conflict resolution skills; intercultural communication, and ethics in international organizations. Prerequisite: LDST 201.

LDST 415 Organizational Development (3)

Students explore the concepts of organization theory and design, including the major organization forms, the idea of culture as structure, and the impact of environment on structure and leadership, all in the context of how organizations work and how best to approach an organizational assessment. Prerequisite: LDST 201.

LDST 428 Moral Character of Leaders (3)

Differing views of the competitive and ethical importance of moral character for the leader of a contemporary organization. Leader styles and behavioral approaches, organizational culture and identity, the mission of the organization in the market economy, and their interrelationships are all examined from the perspective of leader character, with attention to how moral character can be applied most effectively and developed in the organizational context. Prerequisites: LDST 201 and 330

LDST 430 Leadership: Creating a Shared Vision (3)

Students apply key leadership and management theories to specific situations within organizations and examine leadership behaviors that illustrate the importance of people as the most valuable organizational asset. In the process of developing a personal leadership philosophy, students analyze the relationship between vision, personal values, and corporate values while they learn the process of creating shared vision within an organization and energizing collective commitment to its realization. Prerequisite: LDST 201

LDST 435 Strategic Planning (3)

Study of the process and nature of strategic planning, including the constraints and opportunities leaders face in strategic planning, the leader's task in accommodating and minimizing these limitations, and the impact of these constraints on strategic choices. Prerequisite: LDST 201

LDST 455 Servant Leadership (3)

Investigation of what it means to be an effective and ethical servant leader through analysis of the writings of Christian and secular authors such as Robert Greenleaf. The strengths and weaknesses of various leadership approaches (including Great Man, behavioral, situational, contingency, transformational, and postmodern) are compared in light of the theories of servant leadership, with students applying their findings to their own personal leadership styles and approaches. Prerequisite: LDST 201.

LDST 485 Special Topics in Leadership (1-3)

Intensive examination of a selected area of study in the field of leadership studies. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study. Prerequisite: LDST 201

LDST 487 Senior Leadership Research (3)

Students survey the applicable literature, conduct original research, and develop an individual research project involving investigation of a leadership issue approved by the instructor. Each student writes a report suitable for publication, presentation to a potential employer, or submission with an application to a graduate school. Prerequisites: LDST 201, 330, and Senior standing.

LDST 490 Advanced Independent Study (3)

An approved advanced independent study option, supervised by faculty, in a directed area of scholarship. Study is conducted according to a learning contract between the student and a chosen faculty member. Prerequisite: LDST 390.

Information Systems Technology

ISYS 204 Introduction to Information Systems (3)

Computer systems, networks, databases, intellectual property, computer security, artificial intelligence, legal and ethical considerations, codes of conduct, privacy, computer crimes, and the future of computing and the Internet and their relationship to the business world.

ISYS 214 Introduction to Programming (3)

Introduces programming fundamentals using Visual Basic.net. Use of algorithms and computer logic to translate data into information through structured design, coding, testing, and program debugging, writing programs in high-level, object-oriented language.

ISYS 304 Information Systems for eCommerce (3)

Students gain a thorough knowledge of the foundation of eCommerce by studying its role in today's Internet and the World Wide Web. Course examines web server hardware and software tools utilized in the development of an eCommerce web site as well as criteria for assessing the usability of eCommerce sites. Prerequisite: ISYS 204.

ISYS 314 Intermediate Programming (3)

Introduction to JAVA programming; a general-purpose object-oriented programming language. Building on the fundamentals of structured and object-oriented programming, students investigate features of JAVA, programming concepts, data types, operators, flow control statements, object classes, methods, arrays, strings, and applets. Prerequisite: ISYS 214.

ISYS 315 Data Structures and Algorithms (3)

Study of the design of structures for representing information and the design of algorithms for manipulating that information. Expertise in the design of structures through consideration of abstract structures and implementation techniques and implementation of various structures in specific programming languages. Programming projects throughout the course provide a synthesis experience to design data structures and algorithms to solve a given problem. Prerequisite: ISYS 314.

ISYS 317 Database Fundamentals (3)

Introduction to relational database management systems through the study of the tools and techniques of database analysis and design. Attention to data modeling, designing relational databases, normalization, and relationships, using modern database applications to create tables, queries, forms and reports. Prerequisite: ISYS 214.

ISYS 321 IT Hardware and Software (3)

Principles and applications of computer hardware and software, understood through the theoretical underpinnings, with attention to installation, configurations, and operational laboratory experiences. Course also addresses recent advances in computer hardware and architecture and how they affect computer performance. Prerequisite: ISYS 204.

ISYS 324 Network and Telecommunication Concepts (3)

Students gain in-depth knowledge of networking and telecommunications fundamentals including LANs, MANs, WANs, intranets, the Internet, and the WWW. Attention to data communication and telecommunication concepts, models, standards, and protocols in the context of installation, configuration, systems integration, and management of infrastructure technologies. Prerequisite: ISYS 204 and Sophomore standing.

ISYS 331 Information Systems Security (3)

Business and government are facing a rapidly expanding need for information assurance professionals. Information protection program design, internetworking and application security, the development of information security safeguards and information security auditing, disaster recovery, policy development, identity management, and effective threat assessment. Prerequisite: ISYS 204 and Sophomore standing.

ISYS 333 Systems Security (3)

Securing the systems that run our computers is the key to ensuring that our essential information remains safe and available. This course provides the essentials for understanding the threats to systems security, the methods to counter these threats, and some practical work in systems security. A computer system with appropriate software is required. Prerequisite: ISYS 331.

ISYS 336 Internet/Intranet Security (3)

Access to the Internet for multiple purposes is one of the major components of most business operations. Many businesses also have intranets, which provide internal communications. Security of these assets is critical for a successful business. Course provides an introduction to the concepts and procedures of assessing and providing security for internet/intranets. Prerequisite: ISYS 331.

ISYS 406 Systems Analysis and Design (3)

Investigation of the techniques of system analysis and design, with attention to the concepts, skills, methodologies, and tools essential for systems analysts to develop information systems successfully. Prerequisite or co-requisite: ISYS 317.

ISYS 408 Management of Information Security (3)

Information security must be a significant part of any business plan today, and managers in this field must remain aware of the principles and methodology of managing information security. Course provides an in-depth view of the management of information security for government, corporations, and other institutions. Prerequisite: ISYS 331.

ISYS 434 Network Defense and Security (3)

Global and local networks provide capabilities that have become essential in the success of the world economy for businesses and individuals. Defending these systems against attacks through the use of worms, viruses, and other criminal acts is imperative. Course provides a solid foundation in the fundamentals of network security and some hands-on experience in the installation and utilization of firewalls and intrusion detection systems. Prerequisite: ISYS 331.

ISYS 436 Contingency Planning and Disaster Recovery (3)

The threats to information security are numerous, and even the best security systems can be penetrated in one manner or another. In addition, physical security is a consideration for securing the systems necessary for business operations to continue. Natural disasters, terrorist activities, and internal subversion can all cause destruction or denial of service. Course provides a framework for understanding the threats and counter them. Prerequisite: ISYS 331.

ISYS 438 Project Management and Practice (3)

Capstone course in which advanced IST students, operating as a high-performance team, engage in and complete the design and implementation of a significant information system. Project management, management of the IS function, and systems integration are components of the project experience. Prerequisite or co-requisite: Senior status and ISYS 406.

Communication Arts

Department Chair: Peter Fraser, Ph.D.

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

Careers in communication are varied and vast. The Communication Arts Department at Regent offers a major in Communication Studies which leads to the Bachelor of Arts degree; courses may be taken online or on-campus. In addition, qualified students may choose to major in Animation, Cinema-Television, or Theatre. These courses are offered only on campus.

The Major in Animation

Animating is the art of breathing life and personality into inanimate things. Computer animation is the art of creating moving images via the use of computers. The Animation curriculum at Regent provides students with an education in art, design, and technology so that students may develop the basic skills needed to perform the standard phases of animation: conceptualization, modeling and construction, texturing, animation, digital cinematography, and post-production. In each course, students are challenged to consider a Christian perspective on the discipline and to develop a thoughtful, Christian worldview.

Students majoring in Animation complete 120 credit hours for graduation, which includes fifty-seven (57) Animation credit hours, forty-nine (49) credit hours of University mandated General Education credits, and fourteen (14) elective credit hours. Major courses must be passed with a C or better to qualify for graduation.

Required Courses for the Major in Animation (53 hours):

- ANIM 100 Fundamentals of Animation (3)
- ANIM 103 Introduction to Digital Art (3)
- ANIM 112 Fundamentals of 2-D Computer Based Animation (3)
- ANIM 115 Compositing and Sound for Animators (3)
- ANIM 120 Introduction to Drawing (3)
- ANIM 121 2-D Design Methods (3)
- ANIM 203 3-D Animation (3)
- ANIM 210 Writing for Animation (3)
- ANIM 213 Character Design, Rigging, and Animation (3)
- ANIM 220 3-D Design Methods (3)
- ANIM 222 The Art of the Storyboard (3)
- ANIM 310 The Business of Animation (3)
- ANIM 314 Advanced 3-D Animation Techniques (3)
- ANIM 344 History of Animation 1: 1906 to 1950 (3)
- ANIM 345 History of Animation 2: 1950 to Present (3)
- ANIM 400 Portfolio Preparation (3)
- ANIM 413 Graphics for Television (3)
- ANIM 450 Digital Special Effects for Film and Television (3)
- ANIM 496 Culminating Project (3)

Electives:

- ANIM 218 Advanced 2-D Computer Animation Techniques (3)

ANIM 480 Production Practicum (1 to 3)
ANIM 489 Workshop (1-3)
ANIM 490 Independent Study (1-3)

In addition students may take a minimum of 1 credit hour (maximum 6 credit hours) of an internship in the field of study.

Students wishing to minor in Animation will complete the following courses for 15 credit hours, which includes:

One of the following two courses:

ANIM 112 Fundamentals of 2-D Computer Based Animation (3)
ANIM 203 3-D Animation (3)

And each of the following courses:

ANIM 103 Introduction to Digital Art (3)
ANIM 115 Compositing and Sound for Animators (3)
ANIM 310 The Business of Animation (3)
ANIM 344 History of Animation 1: 1906 to 1950 (3)

Minor in Art (15 credits)

ANIM 120 Introduction to Drawing (3)
ANIM 121 2-D Design Methods (3)
ANIM 220 3-D Design Methods (3)
ARTA 310 Comparative Anatomy and Figure Drawing (3)
ARTA 320 Introduction to Painting (3)

The Major in Cinema-Television

The faculty and staff for the Cinema-Television major are committed not only to train students in how to make successful and inspiring media, but also to inspire students to risk and stretch their creative boundaries. The ultimate goal in creating media is to glorify God.

Students in the Cinema-Television major are introduced to all aspects of film and television production, from developing story ideas, to shooting, to post-production. The purpose of this major is to graduate qualified professionals able to compete in a rapidly changing and exciting field. Along with technological skills students are also equipped to succeed in various aspects of an industry in need of Christian leaders, willing to risk and change the world.

Students majoring in Cinema-Television complete on campus fifty-nine (59) credits as follows:

Required Courses for the Major in Cinema-Television (59 credits)

ANIM 121 2-D Design Methods (3)
ANIM 310 The Business of Animation (3)
COMM 310 Narrative Concept and Development (3)
CTVU 101 Introduction to Aesthetics of Film and Television (3)
CTVU 102 Cinema-Television Equipment Workshop (1)
CTVU 105 Survey of Film and Television (3)
CTVU 229 Fundamentals of Production (3)
CTVU 250 Fundamentals of Broadcast Television (3)
CTVU 256 Fundamentals of Post-Production (3)
CTVU 310 Screenwriting (3)
CTVU 345 Lighting Aesthetics and Design for Cinema-Television (3)
CTVU 346 Camera Operations for Film and Video (3)
CTVU 350 Broadcast Television Field Production (3)

CTVU 358 Sound Design (3)
CTVU 370 Editing (3)
CTVU 380 Broadcast Television Production Practicum (3)
CTVU 427 Film Producing (3)
CTVU 460 Directing (3)
CTVU 480 Production Practicum (1)
CTVU 496 Senior Project (3)

And one of the following two courses:

CTVU 330 Producing and Directing Broadcast Television (3)
CTVU 352 Broadcast Television Technical Production (3)

Students are also recommended to take from 1-3 credit hours (maximum 6 credit hours) of an internship in the field of study as CTVU495.

Students wishing to minor in Cinema-Television will complete the following courses for sixteen (16) credit hours:

CTVU 102 Introduction to Aesthetics of Film and Television (3)
CTVU 105 Survey of Film and Television (3)
CTVU 229 Fundamentals of Production (3)
CTVU 256 Fundamentals of Post-Production (3)
CTVU 310 Screenwriting (3)
CTVU 480 Production Practicum (1)

The Major in Communication Studies

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

Required Courses for the Major in Communication Studies (36 credits):

Required for all concentrations (15 credits)

COMM 215 Foundations of Communication (3)
COMM 220 Interpersonal Communication (3)
COMM 245 Communication Theory (3)
COMM 310 Narrative Concept and Development (3)
COMM 330 Communicating in the 21st Century (3)

Concentration 1: Rhetoric and Public Culture (21 Credits)

COMM 217 Communication Studies (3)
COMM 255 Persuasive Communication (3)
COMM 420 Communication Criticism (3)
COMM 446 Capstone Seminar (3)

and

9 elective credits from other Communication offerings

Concentration 2: Strategic Communication (21 credits)

COMM 340 Producing News, Information, and Entertainment (3)
COMM 350 Writing for Strategic Communication (3)
COMM 440 Developing the Strategic Campaign (3)
COMM 446 Capstone Seminar (3)

and
9 elective credits from other Communication offerings

Concentration 3: Theatre (21 credits)
THEU 101 Introduction to Theatre (3)
THEU 314 Play Analysis (3)
THEU 405 Theatre History 1 (3)

or

THEU 406 Theatre History 2 (3)
COMM 446 Capstone Seminar (3)

or

THEU 496 Portfolio (3)

and
9 elective credits from other Communication *or* Theatre offerings

Minor in Communication (15 credits)
COMM 215 Foundations of Communication (3)
COMM 245 Communication Theory (3)
COMM 330 Communicating in the 21st Century (3)
and
6 elective credits from other Communication offerings

The Major in Theatre

The Theatre undergraduate major is offered in the Department of Communication and the Arts within the College of Arts and Sciences.

It is the primary mission of the undergraduate Theatre program to integrate a Christian worldview with excellence in traditional scholarship and artistic creativity in order to educate and train students of character willing and able to challenge the culture of their own generation and serve the world in the many ways the Lord leads.

The study of theatre has had a prominent position in the grand tradition of liberal arts education since the early twentieth century. Shortly after human beings began to tell stories, they began to impersonate the characters that inhabit those stories. The study of theatre is the study of world history, culture, art, literature, religion, politics—the whole human condition. The theatre places humanity under the microscope in real time and in front of a live audience. The great philosophical questions of the ages have been and continue to be explored in dramatic literature and then interpreted in the living crucible of the theatre: “Who are we?” “Why are we here?” “What is our relationship to the cosmos and each other?” “Where do we go after we die?” “Is there a God?” And if so, “What is our relationship with that God?” On a more practical level, an undergraduate course of study in Theatre prepares a student to enter the entertainment profession at a number of entry points, or it provides the foundation for the more rigorous and focused demands of a graduate degree program in theatre, which may lead to a career in the academy or to further accomplishment in the profession. Additionally students develop skill in public speaking and vocal production; they gain physical awareness, grace, agility, and poise; they learn to communicate through story; and they come to reflect on the human condition on a deeper level. A major in theater is a solid investment in a student’s future.

Students majoring in Theatre must complete twenty-seven (27) credit hours of required Theatre courses comprising a Theatre core, six (6) credits coming from a list of arts leadership courses, and fifteen (15) credit hours of Theatre electives. Major courses must be passed with a C or better.

Required Courses for the Major in Theatre (48 hours)

THEU 101 Introduction to Theatre (3)
THEU 105 Stagecraft (3)
THEU 181 Practicum in Theatre Production (1)*
THEU 314 Play Analysis (3)
THEU 402 Modern Drama (3)

THEU 405 Theatre History 1 (3)
THEU 406 Theatre History 2 (3)
THEU 496 Portfolio (3)

* THEU 181 must be taken for a minimum of six (6) and maximum of nine (9) credit hours.

Additionally, every student must take two classes from the following list to fulfill their arts leadership requirement:

THEU 310 Playwriting (3)
THEU 320 The Business of Theatre (3)
THEU 321 Costume Design (3)
THEU 322 Fundamentals of Directing (3)
THEU 323 Scenic and Lighting Design (3)
THEU 324 Stage Management (3)

Electives

15 credits from other Theatre offerings

or

Students may substitute up to three (3) courses from the following list, totaling nine (9) credit hours, to fulfill their required elective credits. These courses are from the sister disciplines of English Literature and Cinema/Television, and they are presented as options for those students seeking to widen their course of study.

CTVU 256 Fundamentals of Post-Production
CTVU 310 Screenwriting (3)
CTVU 345 Lighting Aesthetics and Design for Cinema-Television (3)
CTVU 460 Directing (3)
ENGL 377 Shakespeare

“Other course substitution may apply and will be considered through a formal petition from the student to the program director.”

* THEU 181 must be taken for a minimum of six (6) and maximum of nine (9) credit hours. The student should register for THEU 181 their first six (6) semesters in residence. Transfer majors may transfer in as many as three (3) credits of any equivalent of THEU 181 approved by the program director. Late declaring majors will not be required more THEU 181 credits than semesters remaining in their course of study. To clarify, a Regent student declaring a major in theatre at the beginning of the junior year with no prior production credits would only be required four (4) credit hours in THEU 181, which is the number of semesters remaining until graduation. Should the student continue study beyond the fourth year, the student would be expected to continue enrollment in THEU 181 until graduation or until six (6) credit hours have been earned. The same standard is applied to transfer students who transfer without prior or sufficient production credits on their transcript.

Students wishing to minor in Theatre must take the following courses for 18 credit hours:

THEU 101 Introduction to Theatre (3)
THEU 105 Stagecraft (3)
THEU 181 Practicum in Theatre Production (1)**
and

9 elective credits from other Theatre offerings

**THEU 181 must be taken a minimum of three (3) times.

Twelve (12) credit hours of the minor must be completed at Regent University. A student may not both major and minor in Theatre. Students who complete a minor may later choose to apply those credits to a major, but they will not also earn the minor. Student minoring in Theatre may not substitute courses from English or Cinema/Television to fulfill their elective requirement towards the minor.

Course Descriptions

Animation

ANIM 100 Fundamentals of Animation (3)

Analysis of samples of other filmmakers' works and targeted exercise will give students deeper understanding of visual storytelling. Course goals include: proficiency in planning and executing incremental motion to give life to a story; refinement of drafting skills to depict acting, posing, gestures, staging, composition, framing, and the physics, choreography and psychology of motion.

ANIM 103 Introduction to Digital Art (3)

Creation of digital art as needed for animation using Adobe Photoshop and Premiere through the medium of digital photography and its application to individual expression. Requirements include an approved laptop with Photoshop & Premiere and access to a digital camera.

ANIM 112 Fundamentals of 2-D Computer- Based Animation (3)

Students explore web-based animation techniques using Toon-Boom and other web-related software packages.

ANIM 115 Compositing and Sound for Animators (3)

Course content focuses on selection, processing, editing, synchronizing, and mixing dialog, music, and sound effects for animated sequences. Students will explore "checkerboard" A-B-C-Rolls and their application to non-linear editing environments, reconciling audio file formats, maintaining synch, scrubbing, locating and transcribing phonemes and syllables, using built-in spreadsheet utilities to recreate classic animation exposure chart functionality.

ANIM 120 Introduction to Drawing (3)

Observational skills and drawing techniques to enhance technical abilities and creative responses to materials and subject matter. In-depth investigation of line, perspective, space, atmosphere, erasure, and other key components of animation in a wide range of drawing media. Weekly group critiques and sketchbook assignments are integrated.

ANIM 121 2-D Design Methods (3)

Concept and creation of two-dimensional imagery. Practice in basic principles of design, color and visual organization in traditional, digital and lens-based media. Explores the context of imagery in the larger culture and the future of art and design. Prerequisite: ANIM 120.

ANIM 203 3-D Animation (3)

Study of 3-D animation principles using Autodesk's Maya. Students are required to have an approved laptop with Autodesk's Maya software. Prerequisites: ANIM 100, ANIM 103, ANIM 115.

ANIM 210 Writing for Animation (3)

Study of the unique opportunities and challenges found in writing for animation in a variety of formats: the short subject, half-hour program, and feature length film, with an emphasis on integrating visual elements such as sketches and storyboards into the writing process from the very beginning in order to maximize creative discovery.

ANIM 213 Character Design, Rigging, and Animation (3)

Students gain the skills required to rig and animate characters in Maya. A fully planned, animated, rendered, and edited 10-second animation is required. Students are required to have an approved laptop with Autodesk Maya software, Adobe Photoshop, Premiere and After Effects. Prerequisite: ANIM 203.

ANIM 218 Advanced 2-D Computer Animation Techniques (3)

Explores in-depth techniques for creating quality 2-D animation. Students create their own characters, storyboards and final animation of a short piece utilizing Toon Boom Studio software. Prerequisite: ANIM 112.

ANIM 220 3-D Design Methods (3)

Three-dimensional phenomena in fine art and design. Cultivates the ability to think, perceive, visualize, design and build in three dimensions using traditional methods and a broad skill set of fabrication techniques. Prerequisite: ANIM 121.

ANIM 222 The Art of the Storyboard (3)

Study techniques to develop professional storyboards for animation and film. Addresses styles of storyboards and their specific target audiences for utility and value. Prerequisite: ANIM 121.

ANIM 310 The Business of Animation (3)

Explores the roles of the various people and positions involved in the production of animation. Pitching, budgeting, and business plans are covered. Each student submits a budget and a business plan for a project. Students also present a pitch for their final project. Prerequisites: ANIM 112, ANIM 203, ANIM 213 or ANIM 218.

ANIM 314 Advanced 3-D Animation Techniques (3)

Texture mapping, lighting, cameras, dynamics, rendering techniques and MEL are addressed. Prerequisite: ANIM 213.

ANIM 344 History of Animation 1: 1906 to 1950 (3)

A critical look at the development of animation styles, both American and international. Students view animation and analyze the social, technological, financial, and political factors that helped shape the development of this art form from its beginnings to 1950.

ANIM 345 History of Animation 2: 1950 to present (3)

A critical look at the styles of animation, both the American and international and how television, computers and the internet have affected the art form.

ANIM 400 Portfolio Preparation (3)

Designed to help students build a compelling, well-rounded artistic portfolio to best represent their work to potential clients. Students evaluate and develop presentations of their own artistic work and address deficiencies in their portfolios. Both hard-copy and digital portfolios will be covered.

ANIM 413 Graphics for Television (3)

Students learn graphics needed for television news, sports, promotion, and advertising. The course examines the needs of each area, issues of typography, and how to design for the Chyron Duet and other systems currently used in postproduction and live production. Prerequisites: ANIM 112, ANIM 115, ANIM 203.

ANIM 450 Digital Special Effects for Film and Television (3)

The process by which digital special effects are applied to film and video productions, using advanced 3D computer-generated techniques. Prerequisite: ANIM 314 or Permission of Instructor.

ANIM 480 Production Practicum (1-3)

Students work on the crew of a cinema-television production, animation project, or advanced degree class project. Students may work on up to three productions, obtaining one credit per production with approval of the faculty executive producer overseeing each project.

ANIM 489 Workshop (1-3)

Special topics courses offered at instructor's discretion.

ANIM 490 Independent Study (1-3)

The independent study affords the student an opportunity for specialized research or project in the field of animation. An independent study cannot be offered for a course that is already designated and listed. Students must submit a written proposal stating the reason for and parameters of the project, as well as a comprehensive schedule for its completion within the semester format. Prerequisite: Senior standing and permission of advisor.

ANIM 495 Internship (1-6)

Culminating experience in which the student applies learned skills, demonstrating competency under the guidance of a specialist in the field. Advisor approval required.

ANIM 496 Culminating Project (3)

Under the supervision of the instructor, students work independently to develop a 5-minute animation project, meeting weekly to discuss their progress. Permission of advisor and instructor. Prerequisite: ANIM 310.

Art**ARTA 310 Comparative Anatomy and Figure Drawing (3)**

Intensive practice in correct rendering of the human and animal forms through skeletal and muscular studies looking at stationary poses as well as figures in motion and basic gesturing. Prerequisites: ANIM 120 and ANIM 220.

ARTA 320 Introduction to Painting (3)

Building on the foundation skills of drawing, design, and color theory, it focuses on materials and methods while exploring a variety of subjects and pictorial strategies. Includes contemporary and historical work, as well as critical judgment and presentation. Prerequisites: ANIM 120 and ANIM 220.

Cinema-Television**CTVU 101 Introduction to Aesthetics of Film and Television (3)**

Concepts of film aesthetics and analysis; exposure to classical Hollywood, documentary and European art cinema. Emphasis on describing and analyzing film style.

CTVU 102 Cinema-Television Equipment Workshop (1)

Required for those who plan to check out equipment for media projects. In an intensive time frame video cameras, grip/electric, sound basics, set operations, laptop proficiency, and the film cameras are studied.

CTVU 105 Survey of Film and Television (3)

Film and television as communication media and art forms. Attention given to contributions of various national cinemas and international film and video trends.

CTVU 229 Fundamentals of Production (3)

Basic principles of film production, including camera operation (focus, exposure, depth-of-field, and lenses), composition, sequencing, screen direction, camera moves, and basic lighting. The class will include skills exercises and story-centric projects. Prerequisites: CTVU 101 and CTVU 105.

CTVU 250 Fundamentals of Broadcast Television (3)

Various tools and positions involved in live television studio production through both lecture and hands-on experiences. Prerequisites: CTVU 101, CTVU 105, and CTVU 256.

CTVU 256 Fundamentals of Post-Production (3)

Non-linear editing process focusing on CODECs, tools and techniques as they relate to the post production process and workflow. Prerequisites: CTVU 101, CTVU 102, and CTVU 105.

CTVU 310 Screenwriting (3)

Study of the way meaning is structured and perceived in the screen image of both film and video; introduction to basic narrative and screenwriting techniques. Class includes three lecture hours and one two-hour film screening each week. Prerequisites: COMM 310 and CTVU 229.

CTVU 330 Producing and Directing Broadcast Television (3)

Television program development; creation of a show concept from research and development to proposal. Emphasis is placed on the role of the television producer and director, will include network, cable and web distribution overviews. Survey of the different strategies related to news, comedy, talk, reality and day- and nighttime drama. Prerequisites: CTVU 229 and CTVU 250.

CTVU 345 Lighting Aesthetics and Design for Cinema-Television (3)

Provides a study of the aesthetic and technical aspects of lighting and exposure in television and film. Students become familiar with how to communicate story via mood, depth, and focal point. Prerequisites: ANIM 121, CTVU 229, and CTVU 256.

CTVU 346 Camera Operations for Film and Video (3)

Students explore the techniques used in photography for cinema, television and other media. Students focus on aesthetics and styles while gaining hands-on experience with cinematography equipment. Prerequisite: CTVU 345.

CTVU 350 Broadcast Television Field Production (3)

The art of single camera information gathering for edited roll-in packages. Prerequisites: CTVU 229 and CTVU 250.

CTVU 352 Broadcast Television Technical Production (3)

Processes of studio production relating to specified television genre shows, such as Situation Comedy, News, Interview and Soap Opera formats. Prerequisites: CTVU 229 and CTVU 250.

CTVU 358 Sound Design (3)

Provides the student with an understanding of the techniques and practices of sound recording for location, TV studio, ADR and Foley in the film and television industries, including double and single system techniques, as well as sound recording equipment. Prerequisite: CTVU 346.

CTVU 370 Editing (3)

Theory and practice of editing and post-production for both film and video. Aesthetics of narrative and documentary editing stressed for both picture and sound. Prerequisites: ANIM 121 and CTVU 345.

CTVU 380 Broadcast Television Production Practicum (3)

Laboratory course that covers operating cameras, creating graphics, technical operations, controlling audio and floor-managing live productions. Develops production work from CTVU 330 and CTVU 352. Prerequisite: CTVU 330 or CTVU 352.

CTVU 427 Film Producing (3)

Explores the organizational core of production crew, including the unit production manager, the first and second assistant directors, the production office coordinator, and the production auditor. Learn how a film is managed from development to post-production. Prerequisites: ANIM 310 and CTVU 229.

CTVU 460 Directing (3)

Students examine the techniques employed in directing in workshop environment. Explores working relationship between script, actor, camera, and director. Prerequisite: CTVU 346.

CTVU 480 Production Practicum (1)

Students work on the crew of any Cinema-Television MA, MFA or Regent endowed project, gaining hands-on production experience. Repeatable for credit.

CTVU 495 Internship (1-6)

Approved internship in the fields of either cinema-television or animation, depending on the student's concentration. This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field of cinema, television or animation.

CTVU 496 Senior Project (3)

Student directed project in cinema-television. Students write, produce, direct, and edit a project, demonstrating proficiency in these areas. Prerequisites: CTVU 470 and Senior Standing.

Communication Studies**COMM 110 Public Speaking (3)**

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

COMM 215 Foundations of Communication (3)

Historical development of the field of communication leading to current issues, emerging technologies and potential trends. Considers the cultural, aesthetic, and moral consequences of different modes of communication, as well as the human implications of emerging technologies.

COMM 217 Communication Studies (3)

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

COMM 220 Interpersonal Communication (3)

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

COMM 240 Cross-Cultural Communication (3)

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

COMM 245 Communication Theory (3)

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

COMM 255 Persuasive Communication (3)

Principles and practices of effective, efficient, and ethical argumentation and debate from their classical origins, including theories of persuasion, research on persuasive communication, and the formation of social and political attitudes.

COMM 310 Narrative Concept and Development (3)

The creative process from the identification of big ideas and narrative concepts through the crafting of compelling storylines with the subsequent development of production scripts.

COMM 330 Communicating in the 21st Century (3)

The various modes for packaging and presenting communication content for public relations, advertising, social media and interactive marketing with a targeted audience. Integrates cross-cultural communication strategies.

COMM 336 Group Communication (3)

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

COMM 340 Producing News, Information, Entertainment (3)

The key role of producer in developing news, information, and entertainment for mediated communication audiences, through interactive marketing, public relations, social networks, and mobile media.

COMM 345 Organizational Communication for Professionals (3)

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

COMM 350 Writing for Strategic Communication (3)

Advanced study and practice of the researching, writing, editing, and packaging of news, information and entertainment for a global audience.

COMM 390 Independent Study (1–3)

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

COMM 416 Communication Ethics (3)

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

COMM 420 Communication Criticism (3)

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

COMM 425 Oral Communication (3)

The study and practice of effective oral communication. Through analysis of oral tradition history, students develop skills of framing and articulating ideas through oral communication. Students learn strategies for crafting well-reasoned, audience-tailored stories designed to be delivered primarily through the spoken word. They practice formulating persuasive arguments and enhancing confidence in oral expression by building a foundation of sound oral communication principles.

COMM 426 Nonverbal Communication (3)

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

COMM 440 Developing the Strategic Campaign (3)

Creation of marketing campaigns from initial audience assessments to trust building to delivery and follow up, including assessment of strategies and modes of delivery.

COMM 446 Capstone Seminar (3)

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

COMM 485 Special Topics (3)

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

COMM 497 Internship (1 -3)

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

Journalism

JRNU 340 Creating News, Information, Entertainment (3)

The transformation of initial ideas into the journalistic form for news, information, and entertainment media. Emphasizes writing and editing skills for all traditional and interactive media channels.

Theatre

THEU 101 Introduction to Theatre (3)

Architecture, technological innovation, literary genre, performance style, and artistic collaboration. Introduces basic principles of dramatic and performance criticism with a focus on writing about the drama.

THEU 105 Stagecraft (3)

Training in the skills and techniques of technical theatre (including set construction, scene painting, lighting, and sound) through reading, lecture, and hands-on experience.

THEU 131 Beginning Acting for Non-Theatre Majors (3)

Designed for non-theatre majors seeking an introduction to basic acting technique. Students learn how to develop and apply acting objectives to the performance of theatrical characterizations. Emphasis is placed on beat analysis, concentration, imagination, improvisation, skills of observation and how to score a role for stage performance. Students perform monologue and/or scene work from major stage plays.

THEU 132 Basic Acting 1 (3)

Intensive study in a variety of techniques and exercises developed by Constantine Stanislavski (and variations developed by prominent instructors who succeeded him) in order to prepare the student for the creative and practical demands of stage acting. In this first of a two-course sequence, emphasis is placed on exercise work focusing on concentration and public solitude, imagination, improvisation, observation, scoring physical actions, beat analysis, definition of and pursuit of objective, and the defining and playing of an action. It is recommended the student take THEU 101 before taking this course.

THEU 181 Practicum in Theatre Production (1 - 3)

Students gain hands-on experience by working on a technical crew assigned to Regent Theatre production. Crew assignments may be drawn from a variety of production opportunities in the areas of scenery, costume, makeup, sound, light and props. Majors must register for this course a minimum of six (6) credit hours. Minors must register for THEU 181 for a minimum of three (3) credits. Repeatable up to nine (9) credit hours.

THEU 221 Movement for the Stage (3)

Theory and practice of training the actor to expressively communicate with the body. Special emphasis is placed on non-verbal communication and raising the student's awareness of movement as a foundation for developing a character. Lab required.

THEU 227 Makeup for the Theatre (3)

Affords the student the opportunity to gain expertise in designing and applying a variety of stage make-ups including: corrective, fantasy, animal, special effects, and old age. The course includes the introduction of latex prosthetic pieces. Students are required to purchase a personal makeup kit. Prerequisite: THEU 101 or instructor approval.

THEU 232 Basic Acting 2 (3)

An intensive study of acting in the realist tradition designed to prepare the student for the creative and practical demands of stage acting. Prerequisites: THEU 101 and THEU 131 or THEU 132.

THEU 234 Voice and Diction for the Stage (3)

The fundamental theory and practice of healthy and articulate vocal production: controlling breath, phonation, resonance, enunciation, projection, vocal quality and proper Standard American English. The intent of the course is to produce a vocally expressive actor.

THEU 251 Improvisation (3)

Provides an overview of modern improvisation techniques as taught by Viola Spolin, The Second City, The Groundlings, and The Improv Olympics. These core skills are useful to the performer, the director, and the teacher. Special emphasis is placed on techniques used to build an ensemble, the use of improvisation as a tool to boost creativity, and the spiritual parallels between faith and this unique art form. It is recommended the student take THEU 101 and THEU 232 before taking this course.

THEU 305 Advanced Stagecraft (3)

Practical workshop providing students with advanced experiences in scenic construction, property design, sound design, costume construction, lighting technology and control, and crew supervision. Prerequisite: THEU 105.

THEU 310 Playwriting (3)

Writing laboratory exploring multiple models of creativity employed in the writing process with an emphasis on the impulse writing technique and its balanced relationship with the editorial process. A writing-intensive course with an extensive term project.

THEU 312 Stage Combat (3)

Performance laboratory for aesthetic guidelines, safety principles, and practical techniques used in the staging of armed and unarmed sequences of staged combat.

THEU 314 Play Analysis (3)

Provides tools for students to analyze plays as theatre literature from the perspective of performance such as structural approaches, historical/biographical approaches, a study of genres, psychoanalytic approaches, and moral/philosophical approaches to include Judeo-Christian core values. Prerequisite: THEU 101.

THEU 320 The Business of Theatre (3)

Management laboratory introducing organizational structures and management principles appropriate for educational, professional, community and church-related theatre programs with an emphasis on not-for-profit organizations.

THEU 321 Costume Design (3)

The principles and methods of costume design as they relate primarily to theatrical production. Students study the evolution of clothing styles through history with an emphasis on Western costume. Lab required.

THEU 322 Fundamentals of Directing (3)

Practical and theoretical work of the director as artist, leader, and collaborator. Focus placed on directing modern realistic plays to hone skills in text analysis, communication, organization, and style. Students rehearse projects outside of regularly scheduled class hours.

THEU 323 Scenic and Lighting Design (3)

Studio-based examination of the practical and aesthetic considerations of scenic design as it applies to theatrical performance and other live events. Course contains both traditional lecture and hands-on design work including drafting, sketching, composition and the spectator/event relationship. Lab required.

THEU 324 Stage Management (3)

Examines the duties and responsibilities of a production stage manager. Emphasis is placed on students' honing their organizational and communication skills with all members of a production team. Working with and adapting to Actors' Equity Association equity regulations are included. Students are expected to create a prompt book as well as participate in departmental productions. Instructor approval required.

THEU 330 Screen Acting 1 (3)

Explores the techniques and methods of screen acting for single-camera productions (although multiple-camera productions are also addressed). Students prepare and perform scenes for presentation in class, participate in classroom exercises and discussions, and perform as on-camera talent for student productions. Instructor approval required.

THEU 337 Vocal Production for the Actor 2 (3)

Continuation of the study and application of vocal skills based on the Linklater Technique first introduced in Vocal Production. Course content is expanded upon and further applied to scripted text. The International Phonetic Alphabet is introduced as a tool in the correction of individual speech problems and as a basis for the study of major performance dialects. The latter part of the course is devoted exclusively to dialect study. Instructor approval required.

THEU 375 Special Topics in Theatre (1 – 3)

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

THEU 402 Modern Drama (3)

Investigates the rise of dramatic realism and reactionary waves of anti-realist theatre in Europe and America from 1875 to mid-twentieth century. Playwrights may include Ibsen, Chekhov, Strindberg, Shaw, Pirandello, O'Neill, Ionesco, Beckett, and others. Plays will be considered with reference to the work of seminal stage directors.

THEU 405 Theatre History 1 (3)

Historical examination of significant developments in world theatre and drama from its origins through the European Renaissance. Prerequisite: THEU 101 or instructor approval.

THEU 406 Theatre History 2 (3)

Historical examination of significant developments in world theatre and drama from the 18th century through the 20th century. Prerequisite: THEU 101 or instructor approval.

THEU 420 Performance Studio (3)

A performance lab that provides the advanced student an opportunity to research, explore, and generate performances within specific periods, styles, or genres. Provides students with both theoretical and practical experience in performance. Examples of offerings include (but are not limited to) Contemporary Drama, Shakespeare, Comedy of Manners, Commedia dell' Arte; Non-traditional styles such as Absurdism, Expressionism, Symbolism, Auditioning and other topics as well. This course may be repeated for credit. Students having completed THEU 322 may be allowed to direct scenes. Prerequisite: THEU 332.

THEU 490 Independent Study (1 – 3)

An approved independent study option, supervised by faculty, in a directed area of scholarship. Study is administered according to a learning contract between a designated faculty member and the student. An independent study cannot be offered for a course that is already designated and listed. Repeatable up to six (6) credit hours.

THEU 495 Theatre Internship (1 – 3)

Approved internship in a field of the student's specialty. This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field. The number of credits available to the student is contingent upon the student's contracted responsibilities, but no more than three (3) credits per academic term may be earned. Prerequisites: THEU 101, THEU 105, THEU 232.

THEU 496 Portfolio (3)

Capstone workshop guiding senior Theatre majors in the development of professional portfolios highlighting skills and accomplishments suitable for professional auditions or graduate school interviews. Outcomes include polished performance selections, written materials, headshots, websites and new media platforms. Coaching in presentation techniques for a range of venues. Prerequisite: Senior standing.

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

Director: Susannah Clements, Ph.D.

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

Courses

General Education

GENE 100 The Making of the Christian Mind (3)

Explores the development of a Christian worldview and philosophy of life. Studies some alternative worldviews from a Christian worldview perspective. Investigates the sacredness of all spheres of human life and the relevance of a Christian worldview to all spheres of human life and action through the works of some of Christianity's leading thinkers and writers.

GENE 200 Art and Culture (3)

Various aesthetic approaches for appreciating and evaluating visual art, drama, and music. Artistic creation in relation to a Biblical understanding of the character of God and the image of God in human beings.

GENE 202 The Making of a Christian Leader (3)

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

GENE 402 The Making of a Christian Leader (3)

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

GENE 402A Service-Learning Experience (0)

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

Government, History and Criminal Justice

Department Chair: Joshua McMullen, Ph.D.

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

Government

The Major in Government

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

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

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

The Department of Government, History and Criminal Justice offers a major composed of a core curriculum of 30 hours that provides students with an understanding of the various fields within and approaches to the study of government. In addition, students may choose a 12-hour government emphasis that provides further in-depth study of an area of interest. In addition to the 12-hour government emphasis, students are required to take 6 hours of Government electives. Students not selecting an emphasis can take 15 hours of government electives. Given the global nature of politics, it is strongly suggested that students majoring in Government be proficient in a foreign language.

Requirements for the Major in Government (Students who choose the Major in Government must take 30 credit hours or core classes. Students who choose one of the optional emphases listed below take 12 hours in an emphasis and 6 hours of Government electives, to total 48 credits. Students who do not wish to take an emphasis shall take, beyond the 30 core credit hours, an additional 18 electives from any of the GOVT courses listed below in any of the emphasis or elective groupings.)

GOVT 196 Introduction to the Study of Government (3)
GOVT 220 Comparative Politics (3)
GOVT 240 American Government and Politics I (3)
GOVT 245 American Government and Politics II (3)
GOVT 304 International Relations (3)
GOVT 327 Ancient Political Philosophy (3)
GOVT 329 Modern Political Philosophy (3)
GOVT 330 Political Ideologies (3)
GOVT 387 Research Methods (3)
GOVT 493 Senior Seminar in Government (3)

Electives for the BA in Government

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

Students may choose one of the following emphases:

American Government and Politics Emphasis (12 credit hours)

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

International Relations and Foreign Policy Emphasis (12 credit hours)

GOVT 200 Contemporary Global Problems (3)
GOVT 290 Political Economy (3)
GOVT 340 American Foreign Policy (3)
GOVT 345 Comparative Foreign Policy (3)

Pre-Law Emphasis (12 credit hours)

COMM 255 Persuasive Communication (3)
GOVT 302 The American Judicial System (3)
GOVT 382 Constitutional Law (3)
PHIL 102 Logic and Critical Thinking (3)

Suggested Foreign Language Proficiency Testing

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

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

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

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

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

Students choosing the Minor in American Government and Politics must take:
GOVT 240 American Government and Politics I (3)

In addition to GOVT 240, students must choose four (4) out of the following five (5) courses:

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

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

Students choosing the Minor in International Relations and Foreign Policy must take:

GOVT 304 International Relations (3)

In addition to GOVT 304, students must choose four (4) out of the following five (5) courses: GOVT 196 Introduction to the Study of Government (3)

GOVT 200 Contemporary Global Problems (3)
GOVT 290 Political Economy (3)
GOVT 340 American Foreign Policy (3)
GOVT 345 Comparative Foreign Policy (3)

Minor in Homeland and International Security (15 credit hours)

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

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

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

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

Minor in Political Philosophy (15 credit hours):

GOVT 327 Ancient Political Philosophy (3)
GOVT 329 Modern Political Philosophy (3)
GOVT 330 Political Ideologies (3)
GOVT 332 The American Political Tradition (3)
GOVT 334 Christian Political Philosophy (3)

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

History

The Major in History

In the beginning, the Lord admonished Adam and Eve to tend the garden and keep it. This admonition has come to be called the cultural mandate, an exhortation that lays the foundation for all historical and cultural activity as an arena for human flourishing, whether that which is formed by Christians or non-Christians. This also includes the study of that activity which we call history. Studying and remembering the past is an important cultural activity for all peoples. It is

only by studying the past that we learn how we and our societies have become who we are as humans and as societies. History majors will seek to understand the historical formation of all human societies in light of a Christian worldview.

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

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

Required Courses for the Major in History (51 credit hours):

Students majoring in history must complete the following six courses:

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

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

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

Students majoring in History must also take:

Three courses (9 credits) chosen from *each* of the following three groups. Only one Independent Study course (HIST 390 or 490) and/or one Special Topics course (HIST 485) may be used to fulfill 3-6 hours of this entire 27 hour requirement. HIST 495 (Internship) does not meet any History major requirements.

American History:

HIST 304 European Settlement of Colonial America (3)
HIST 308 Revolutionary and Constitutional History (3)
HIST 312 Jeffersonian and Jacksonian America (3)
HIST 316 Civil War America, 1846-1877 (3)
HIST 324 America in Depression, War, and Recovery (3)
HIST 328 Modern America, 1952 through the Twenty-First Century (3)
HIST 332 African-American History (3)
HIST 336 American Evangelicalism (3)
HIST 340 America in War and Peace (3)
HIST 350 History of Virginia (3)

Ancient, Medieval, and European History

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

HIST 347 The Roman World (3)
HIST 348 European Middle Ages (3)
HIST 352 Renaissance and Reformation (3)
HIST 357 England (3)
HIST 368 Modern European History, 1648-1815 (3)
HIST 369 Modern European History, 1815-Present (3)

Non-Western History:

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

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

Minor in History (15 credit hours):

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

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

Students completing a minor in History also take:

HIST 301 Historiography and Research Methods of History (3)

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

B.A. in History and Social Science with a concentration in Secondary Education:

The Bachelor of Arts degree in History and Social Science with a concentration in Secondary Education is designed for students who have a passion for History and the Social Sciences and are seeking the ability to teach in grades 6-12. The program is designed to provide students with a comprehensive study of History and Social Science.

The program is designed to graduate students who are able to demonstrate key knowledge of history, geography, civics, and economics as defined by the Virginia History and Social Science Standards of Learning, exhibit understanding and competence in the collection and analysis of both primary and secondary sources of research, and effectively implement the principles of teaching and learning.

Majors seeking initial licensure in the Commonwealth of Virginia with an endorsement in Secondary History and Social Science Education need to be formally admitted to the Teacher Preparation Program and therefore complete USE 201—Orientation to Teaching and pass the Praxis I (Reading, Writing, Mathematics) Examination, preferably during their freshman year. Before being admitted for student teaching, teaching candidates should complete the required education courses and all required major courses, maintain a minimum of 2.5 GPA cumulatively and in the major, and take and pass the Virginia Communication and Literacy Assessment (VCLA) and Praxis Test: Social Studies: Content Knowledge (0081). Information on applying for admission to the Teacher Preparation Program can be found on the School of Education website.

Students who complete the program through Regent University will have a deep understanding of History and Social Science through the various courses in the program. Students who complete the program will have completed a degree

with a total of 123 credit hours. Among those, there are 49 general education credit hours. There are also 42 credit hours of non-General Education History and Social Science as well 32 hours of professional studies courses, as explained in the following.

Students are required to complete 42 credit hours of non-general Education History and Social Sciences:

History (21 Credit Hours):

HIST 101 Western Civilization I (3)*
HIST 102 Western Civilization II (3)
HIST 201 U.S. History I (to 1877) (3)*
HIST 202 U.S. History II (from 1877) (3)
HIST 211 World History I (3)
HIST 301 Historiography and Research Methods of History (3)
HIST 350 History of Virginia (3)

Government and Political Science (18 Credit Hours):

GOVT 196 Introduction to the Study of Government (3)
GOVT 240 American Government and Politics I (3)
GOVT 245 American Government and Politics II (3)
GOVT 300 The Legislative Process (3)
GOVT 301 The American Presidency (3)
GOVT 302 The American Judicial System (3)

Social Science (16 Credit Hours):

GEOG 101 World Geography (3)
GOVT 200 Contemporary Global Problems (3)
GOVT 290 Economic Development and Political Economy (3)
EASC 101 Introduction to Earth Science with Laboratory (4)*
ECON 101 Introduction to Economics (3)*

Total History and Social Science Credit Hours: 42

Students will also complete 32 credit hours of professional studies courses:

USE 201 Orientation to Teaching (1)
USE 351 Technology for Educators (3)
UED 401 Secondary Curriculum Fundamentals (3)
UED 407 Classroom Management for Secondary Classrooms (3)
UED 441 Child and Adolescent Growth and Development (3)
UED 444 Content Reading and Differentiation (3)
UED 445 Foundations of Education (3)
UED 480A Practicum I (1)
UED 480B Practicum II (1)
UED 487 Teaching History and Social Science in Secondary Education (2)
UED 488 Advanced Methods of Teaching History and Social Science in Secondary Education (2)
UED 495 Field Experience/Student Teaching (6)
UED 498 Field Experience Portfolio (1)

Total Credits in professional studies courses: 32

Total Credit Hours: 123

*Taken as part of the General Education Curriculum

International Studies

The Major in International Studies

So you, too, must show love to foreigners (Deuteronomy 10:19a)

Teacher, which is the greatest commandment in the Law? Jesus replied, 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. All the Law and the Prophets hang on these two commandments. (Matthew 22:36-40)

For Christ himself has brought peace to us. He united Jews and Gentiles into one people when, in his own body on the cross, he broke down the wall of hostility that separated us. He did this by ending the system of law with its commandments and regulations. He made peace between Jews and Gentiles by creating in himself one new people from the two groups. Together as one body, Christ reconciled both groups to God by means of his death on the cross, and our hostility toward each other was put to death. He brought this Good News of peace to you Gentiles who were far away from him, and peace to the Jews who were near. Now all of us can come to the Father through the same Holy Spirit because of what Christ has done for us. So now you Gentiles are no longer strangers and foreigners. You are citizens along with all of God's holy people. You are members of God's family. (Ephesians 2:14-19)

With such words, the Holy Scriptures remind us that care for people is central to human existence and the message of the Gospel. This applies as much to our family members as it does foreigners from the other side of the world. Treatment of “outsiders” is so important to God that He made a way for Gentile believers to join their Jewish brothers and sisters in complete unity in Christ. We ought to follow the same example in our dealings with those from different cultures. The proposed international studies program prepares students to fulfill the Lord’s commands to love others, and gives them the tools to do so effectively with integrity, faith, and personal commitment.

The International Studies major in the Department of Government, History and Criminal Justice is founded upon the principle that learning about others on their own terms is a Biblical responsibility of all believers, one that demands not only moral excellence on the part of its agents but also its diligent study and careful application. Based on this principle, this program emphasizes interdisciplinary and biblical integration, an international and cross-cultural dimension in its curriculum, strong academic content, critical thinking and analysis, and ethics as the guiding principles in the education of international studies. Students in the program are thus educated to be high-level critical thinkers, excellent professionals, and ultimately, well-rounded human beings.

The International Studies Program offers a Bachelor of Arts (BA) and a minor for students in other majors. The Bachelor of Arts in International Studies prepares students for careers in a number of local, state, federal, and international agencies and organizations. Successful careers often evolve into major management, administrative, and leadership responsibilities in government and private industry. Students earning a BA degree may also pursue graduate level education in diverse fields such as law, government/political science, criminal justice, public administration, or public policy.

The International Studies major in the Department of Government, History and Criminal Justice is composed of a required curriculum of 50 hours that provides students with an understanding of the various fields within and approaches to the discipline of international studies. In addition, students may choose a 3-6 credit study abroad internship that provides further in-depth study of an area of interest. Students not selecting the study abroad internship will take those credits in either the major core or major electives.

Given the global nature of the program, students are required to be proficient in a foreign language. Three years language training is an integral part of the major, whether completed on campus or online. Regent currently only offers

second and third year language courses on campus, therefore online students may transfer credits for those courses from other accredited programs.

Requirements for the Major in International Studies (27 core credit hours, 3 hours of history electives and 20 foreign language hours or placement test equivalent, to total 50 credit hours)

27 credit hours required

BIBL 340 World Religions and Cultures (3)
ECON 230 Macroeconomics (3)
ENGL 330 Studies in World Literature (3)
GEOG 101 World Geography (3)
GOVT 220 Comparative Politics (3)
GOVT 290 Political Economy (3)
GOVT 304 International Relations (3)
GOVT 387 Research Methods (3)
INTS 491 Senior Seminar in International Studies (3)

Choose 3 credit hours from the following:

HIST 369 Modern European History, 1815-Present (3)
HIST 372 History of Global Christianity (3)
HIST 376 History of Modern Asia (3)
HIST 382 History of Latin America (3)
HIST 384 History of Modern Africa (3)
HIST 389 History of Middle East and Islamic World (3)
HIST 392 History of Russia and the Former Soviet Union (3)

Foreign Language Requirements for the Major in International Studies

International Studies students are required to complete a language placement exam prior to taking language courses in the program. Based on this exam, students will be placed in the language course deemed appropriate for their skill level.

Students beginning at the lowest level (SPAN 101 or FREN 101) will be required to take 20 credit hours of a single language.

Students placed in higher level language courses will be required to complete a minimum of 20 credit hours comprised of language and International Studies electives. These students are required to reach the highest level course in a single language (SPAN 311 or FREN 311). Remaining credit hours will be fulfilled through International Studies electives.

Language Courses

SPAN 101 Introductory Spanish I (4)
SPAN 102 Introductory Spanish II (4)
SPAN 210 Intermediate Spanish I (3)
SPAN 211 Intermediate Spanish II (3)
SPAN 310 Spanish Conversation and Composition I (3)
SPAN 311 Spanish Conversation and Composition II (3)

FREN 101 Introductory French I (4)
FREN 102 Introductory French II (4)
FREN 210 Intermediate French I (3)
FREN 211 Intermediate French II (3)
FREN 310 French Conversation and Composition I (3)
FREN 311 French Conversation and Composition II (3)

International Studies Electives

BIBL 307 Worldviews (3)
BIBL 440 Christian Missions (3)

BUSN 460 International Business (3)
 COMM 240 Cross-Cultural Communication (3)
 ECON 380 International Economics (3)
 ENGL 331 Hispanic Literature (3)
 GOVT 200 Contemporary Global Problems (3)
 GOVT 345 Comparative Foreign Policy (3)
 HIST 369 Modern European History, 1815-Present (3)
 HIST 372 History of Global Christianity (3)
 HIST 376 History of Modern Asia (3)
 HIST 382 History of Latin America (3)
 HIST 384 History of Modern Africa (3)
 HIST 389 History of Middle East and Islamic World (3)
 HIST 392 History of Russia and the Former Soviet Union (3)
Optional Study Abroad Internship (3-6 credit hours in an approved program)
 INTS 495 Study Abroad International Internship (3-6)

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

Minor in International Studies (15 credit hours)

12 credit hours required

BIBL 340 World Religions and Cultures (3)
 ECON 230 Macroeconomics (3)
 GEOG 101 World Geography (3)
 GOVT 220 Comparative Politics (3)

Choose 3 credit hours from the following:

HIST 369 Modern European History, 1815-Present (3)
 HIST 372 History of Global Christianity (3)
 HIST 376 History of Modern Asia (3)
 HIST 382 History of Latin America (3)
 HIST 384 History of Modern Africa (3)
 HIST 389 History of Middle East and Islamic World (3)
 HIST 392 History of Russia and the Former Soviet Union (3)

Criminal Justice

The Major in Criminal Justice

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

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

With such words, the Holy Scriptures remind readers that justice is central to human existence and social order. To be just and to act justly are moral duties of all human beings. This normative claim is attested not only in the Holy Scriptures of the Judeo Christian tradition but also in the writings of the ancient Egyptians, Greeks, Babylonians, Norsemen, Hindus, and Chinese. And one can find the same claim and its derivatives in the legal writings of the Middle

Ages and modern period as well as in numerous contemporary civil codes and constitutions. There has always existed a universal hunger for justice in the heart and minds of all human beings. And it is one of the primary tasks of governments to establish a right order of justice for their citizens.

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

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

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

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

- CRJU 131 Introduction to Criminal Justice (3)
- CRJU 220 Criminology (3)
- CRJU 231 Juvenile Justice (3)
- CRJU 280 Criminal Investigation (3)
- CRJU 330 Corrections (3)
- CRJU 335 Criminal Evidence (3)
- CRJU 340 Constitutional Law for Criminal Justice (3)
- CRJU 361 Ethics in Criminal Justice (3)
- CRJU 387 Research Methods (3)
- CRJU 410 Theories of Criminal Justice (3)
- CRJU 430 Comparative Criminal Justice Systems (3)
- CRJU 460 Senior Research in Criminal Justice (3)

Plus one of the following courses:

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

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

- CRJU 345 Criminal Law (3)
- CRJU 350 Criminal Procedure (3)
- CRJU 370 Homeland Security (3)
- CRJU 380 Domestic and International Terrorism (3)
- CRJU 420 Law Enforcement Organization and Administration (3)
- CRJU 433 Contemporary Issues in Criminal Justice (3)
- CRJU 495 Internship (1 – 6)
- GOVT 210 Introduction to Public Policy and Administration (3)
- GOVT 303 State and Local Government (3)

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

Minor in Criminal Justice (15 credit hours):

- CRJU 131 Introduction to Criminal Justice (3)
- CRJU 220 Criminology (3)
- CRJU 280 Criminal Investigation (3)
- CRJU 345 Criminal Law (3)

Courses

Criminal Justice

CRJU 131 Introduction to Criminal Justice (3)

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

CRJU 220 Criminology (3)

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

CRJU 231 Juvenile Justice (3)

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

CRJU 280 Criminal Investigation (3)

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

CRJU 330 Corrections (3)

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

CRJU 335 Criminal Evidence (3)

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

CRJU 340 Constitutional Law for Criminal Justice (3)

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

CRJU 345 Criminal Law (3)

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

CRJU 350 Criminal Procedure (3)

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

CRJU 361 Ethics in Criminal Justice (3)

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

CRJU 370 Homeland Security (3)

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

CRJU 380 Domestic and International Terrorism (3)

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

CRJU 387 Research Methods (3)

Examines major approaches to research including both quantitative and qualitative methods. Students will explore the difference between historical case studies and statistical research, such as opinion polling. Emphasizes the skills necessary for differentiating between good and bad research and developing hypotheses. Prerequisite: MATH 201. Cross-listed with GOVT 387.

CRJU 390 Independent Study (3)

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

CRJU 410 Theories of Criminal Justice (3)

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

CRJU 420 Law Enforcement Organization and Administration (3)

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

CRJU 430 Comparative Criminal Justice Systems (3)

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

CRJU 433 Contemporary Issues in Criminal Justice (3)

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

CRJU 460 Senior Research in Criminal Justice (3)

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

CRJU 490 Advanced Independent Study (3)

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

CRJU 495 Internship (1-6)

This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field. Advisor approval required.

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

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

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

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

GOVT 200 Contemporary Global Problems (3)

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

GOVT 210 Introduction to Public Policy and Administration (3)

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

GOVT 220 Comparative Politics (3)

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

GOVT 240 American Government and Politics I (3)

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

GOVT 245 American Government and Politics II (3)

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

GOVT 290 Political Economy (3)

Uses the tools of economics to examine decision-making in non-market institutions with a particular emphasis on government decision-making. Cross-listed with ECON 290. Prerequisite: ECON 120.

GOVT 300 The Legislative Process (3)

Evaluates the internal processes of the House and Senate as well as the place of Congress in the American political system. Some of the topics studied include the Congressional functions of representation, law-making, and policy-making as well as Constitutional and historical responsibilities. Prerequisite: GOVT 240.

GOVT 301 The American Presidency (3)

Examines the Constitutional and historical responsibilities of the Presidency. Attention is given to the administrative, domestic, and diplomatic functions of the Presidency as well as to the growth of presidential power over time and the relationship of the Presidency to the other U.S. political institutions. Prerequisite: GOVT 240.

GOVT 302 The American Judicial System (3)

Analyzes the U.S. judicial system with a concentrated emphasis on the internal processes of the federal judiciary and the U.S. Supreme Court as well as the Constitutional and historical responsibilities of the U.S. Supreme Court. Prerequisite: GOVT 240.

GOVT 303 State and Local Government (3)

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

GOVT 304 International Relations (3)

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

GOVT 327 Ancient Political Philosophy (3)

Explores the political philosophy and political thought of important thinkers such as Sophocles, Thucydides, Plato, Aristotle, Cicero, Augustine, and Thomas Aquinas through the reading and analysis of their works. Emphasis is given to

understanding the foundations of the ancient and medieval era and the political writings composed therein. Prerequisite: GOVT 196.

GOVT 329 Modern Political Philosophy (3)

Investigates the political philosophy and political thought of such important thinkers as Machiavelli, Hobbes, Locke, J.S. Mill, Rousseau, Kant, and Nietzsche through the reading and analysis of their works. Emphasis is given to understanding the foundations of modernity and the political writings composed therein. Prerequisite: GOVT 196.

GOVT 330 Political Ideologies (3)

Considers the concepts of ideology (worldview or *weltanschauung*) and philosophy as applied to government and politics. Attention is given to such dominant political ideologies as communism, socialism, fascism, liberalism, and conservatism. Prerequisite: GOVT 196.

GOVT 332 The American Political Tradition (3)

Studies the philosophical and theological ideas and the practical realities that informed the creation and development of the political system of the United States and considers some of the major contemporary challenges to the maintenance of American democracy in an increasingly globalized world. Prerequisite: GOVT 196.

GOVT 334 Christian Political Philosophy (3)

Considers the contributions of Christian thinkers to the creation and development of a Christian philosophy of politics, governance, and citizenship. Investigates numerous Biblical texts and the writings of Christian thinkers from the early church to the modern and contemporary period. Prerequisite: GOVT 196.

GOVT 340 American Foreign Policy (3)

Examines the history of U.S. foreign policy up until the present era with special attention to topics such as U.S. military, economic, and human rights policy. Course also examines the changing concepts of power, the national interest, and grand strategy and learning in U.S. foreign policy as these relate to various world regions. Prerequisite: GOVT 304.

GOVT 345 Comparative Foreign Policy (3)

Provides a comparative analysis of foreign policy through the key concepts of power and national interest. Students analyze case studies of foreign policy making of various nation-states. Theories of war and international diplomacy are also addressed. Prerequisite: GOVT 304.

GOVT 382 Constitutional Law (3)

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

GOVT 387 Research Methods (3)

Examines major approaches to research including both quantitative and qualitative methods. Prerequisite: MATH 201. Cross-listed with CRJU 387.

GOVT 390 Independent Study (3)

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

GOVT 445 Sustainable Development (3)

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

GOVT 490 Advanced Independent Study (3)

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

GOVT 493 Senior Seminar in Government (3)

Research, writing and defense of an undergraduate thesis. Integration of faith and disciplinary interest. Prerequisite: GOVT 387.

GOVT 495 Internship (6)

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

History

HIST 101 Western Civilization I (3)

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

HIST 102 Western Civilization II (3)

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

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

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

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

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

HIST 211 World History I (3)

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

HIST 212 World History II (3)

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

HIST 301 Historiography and Research Methods of History (3)

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

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

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

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

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

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

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

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

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

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

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

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

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

HIST 332 African-American History (3)

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

HIST 336 American Evangelicalism (3)

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

HIST 340 America in War and Peace (3)

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

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

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

HIST 347 The Roman World (3)

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

HIST 348 European Middle Ages (3)

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

HIST 350 History of Virginia (3)

Cultural, political, and economic history of the Commonwealth and its role in the nation to the present.

HIST 352 Renaissance and Reformation (3)

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

HIST 357 England (3)

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

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

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

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

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

HIST 372 History of Global Christianity (3)

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

HIST 376 History of Modern Asia (3)

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

HIST 382 History of Latin America (3)

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

HIST 384 History of Modern Africa (3)

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

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

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

HIST 390 Independent Study (3)

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

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

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

HIST 485 Special Topics (3)

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

HIST 490 Advanced Independent Study (3)

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

HIST 495 Internship (1-6)

This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field. Advisor approval required.

HIST 497 Senior Seminar in History (3)

Investigation of how rigorous historical study is conducted. Students examine bibliographical practices, schools of the philosophy of history (both Christian and secular), and historiographical traditions. They demonstrate their understanding of basic research methods, their ability to analyze and synthesize primary and secondary sources, and the relevance of a Christian perspective in a major research project. Prerequisites: HIST 211, 212, 301, and Senior standing.

International Studies

INTS 491 Senior Seminar in International Studies (3)

Evaluates student knowledge of specific international phenomena and issues, culminating in a senior research paper.

INTS 495 Study Abroad International Internship (3-6)

Optional program with Regent and/or approved external organizations for international training in a variety of disciplines and fields.

Interdisciplinary Studies

Department Chair: Kurt Kreassig, Ed.D.

The purpose of the Interdisciplinary Studies major is to provide students with a broad-based, comprehensive education through coursework in all major disciplines including English, mathematics, natural science, history, social science, arts and humanities, and computer technology. Students graduating from the Interdisciplinary Studies Program will be reflective Christian leaders able to analyze, synthesize, and communicate information and ideas related to all major disciplines. Through the professional studies coursework, students are prepared to engage their learners effectively, to maximize the educational experience, and to prepare their students for success whether they are working in child care centers or teaching in public or private schools. Furthermore, Regent students graduating from the Interdisciplinary Studies Program will be prepared to enter a graduate program or the workforce.

The Major in Interdisciplinary Studies Pre-K-6 (Licensure Track)

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

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

The undergraduate program in elementary education is designed to provide students with a solid academic foundation and to foster students' awareness of how their Christian worldview impacts the profession. Students gain hands-on experience through practica and a student teaching internship, which enhance their opportunities to become successful beginning teachers of children in grades in PreK-6. The program is continuously refined to meet and exceed the changing expectations of the Virginia Department of Education and other professional organizations.

As a result of an unsuccessful internship experience or an inability to achieve admission to the internship experience, students will be allowed to complete Bachelor's degree requirements and complete the major without the endorsement for state licensure with special approval from the Program Chair. Information on admission requirements for the teacher education program can be found on the School of Education's website.

Admission to Teacher Education

Because the Interdisciplinary Studies major is a program leading to initial professional licensure, students must both declare the major and be formally accepted into the program. Upon declaring the major, students are identified as *non-licensure track*. After successfully completing the majority of general education requirements at the end of the sophomore year, students are permitted and encouraged to apply for formal admission into the Interdisciplinary Studies major. In order to make application to the major, students need to show a minimum grade point average (GPA) of 2.5 in each course applied to meet general education requirements. After admission into the major, the students' major is officially changed to the *licensure track (PreK-6)*. Information on admission to the teacher education program can be found on the School of Education's website.

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

Professional Studies Requirements (28 credit hours):

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

Major Content Requirements (22 credit hours):

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

The following courses are available as electives:

- UIS 320 Philosophy of Christian Education (3)
- UIS 325 Characteristics of Christian Schools (3)

- UIS 401 Teaching Math and Science in Elementary Schools (3) (*cross-listed with EFND 501*)
- UIS 440 Multicultural Education (3) (*cross-listed with ETSL 540*)

The Major in Mathematics with a concentration in Secondary Mathematics Education

The College of Arts & Sciences offers the Interdisciplinary Studies (IDS) coursework and educational experience for students who wish to be secondary math teachers. The purpose of the Major in Mathematics with a concentration in Secondary Mathematics Education is to graduate competent, caring, licensed math teachers qualified to teach secondary students.

The undergraduate program in Secondary Math Education is designed to provide students with a solid academic foundation and to foster students' awareness of how their Christian worldview impacts the profession. Students gain hands-on experience through practica and a student teaching internship, which enhance their opportunities to become

successful beginning teachers of children in secondary grades. The program is continuously refined to meet and exceed the changing expectations of the Virginia Department of Education and other professional organizations.

Majors seeking initial licensure in the Commonwealth of Virginia with an endorsement in Secondary Math Education need to complete the Math courses listed below. Students will also need to be formally admitted to the Teacher Preparation Program and therefore complete UIS 200 (Orientation to Teaching) and pass the Praxis I (Reading, Writing, Mathematics) Examination, preferably during their freshman year. Before being admitted for student teaching, teaching candidates should complete the required education courses and all required major courses, maintain a minimum of 2.5 GPA cumulatively and in the major, and take and pass the Virginia Communication and Literacy Assessment (VCLA) and Praxis Mathematics Assessment. Information on applying for admission to the Teacher Preparation Program can be found on the College of Arts and Sciences' website. (126 credit hours)

B.S. in Mathematics with a Concentration in Secondary Mathematics Education

Non-Math General Education Courses (46)

Required Courses for Secondary Math Concentration (48 credit hours):

Required:

MATH 211 Calculus I (4)

MATH 212 Calculus II (4)

MATH 213 Calculus III (4)

MATH 220 Discrete Mathematics (3)

MATH 230 Linear Algebra (3)

MATH 300 Geometry (3)

MATH 301 Probability and Statistics I (3)

MATH 310 Number Theory (3)

MATH 430 Abstract Algebra (3)

MATH 440 History of Mathematics (3)

ISYS 214 Introduction to Programming (3)

Plus four courses from the following:

MATH 302 Probability and Statistics II (3)

MATH 311 Advanced Calculus (3)

MATH 320 Differential Equations (3)

MATH 410 Numerical Methods (3)

MATH 420 Real Analysis (3)

Required Professional Studies Courses (32 credit hours):

USE 201 Orientation to Teaching (1)

USE 351 Technology for Educators (3)

UED 401 Secondary Curriculum Fundamentals (3)

UED 407 Classroom Management for Secondary Classrooms (3)

UED 441 Child and Adolescent Growth and Development (3)

UED 444 Content Area Reading and Differentiation (3)

UED 445 Foundations of Education (3)

UED 489 Teaching Mathematics in Secondary Education (2)

UED 490 Advanced Methods of Teaching Mathematics in Secondary Education (2)

UED 493 Practicum in Middle School I (1)

UED 494 Practicum in High School II (1)

UED 495 Field Experience/Student Teaching (6)

Courses

Professional Studies courses:

UED 400 Curriculum Design and Assessment Techniques (3)

The purpose of this experience is to provide learners with research-based knowledge and skills necessary to analyze exemplary curricula and appropriate assessment practices including familiarity with the Virginia Standards of Learning, informative feedback mechanisms, and school system implementation. Students consider proper selection and use of materials including media and computers while evaluating the process and implementation of school-based curriculum design, as well as the linkage between assessment data and instructional design. A 15-hour class observation experience competency is required. Cross-listed with ECUR 500.

UED 401 Secondary Curriculum Fundamentals (3) Attention to special and alternative education to federal, state and local guidelines; and to the influence of educational philosophies on programs and instruction in the secondary setting. Prerequisite: Admission to Teacher Licensure Program.

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

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

UED 406 Classroom Management & Instructional Strategies (3)

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

UED 407 Classroom Management for Secondary Classrooms (3) Presents effective intervention strategies and the link between discipline and character development, while exploring various models, methods, and approaches for managing and modifying students' classroom behavior. Explores instructional design principles congruent with the Virginia Standards of Learning.

UED 408 Teaching Reading in the Elementary Grades (3)

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

UED 441 Child and Adolescent Growth and Development (3)

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

UED 442 Foundations of Education (3)

A study of the foundations of education in the U.S. This course explores the historical, philosophical, and sociological development and organization of American education. A portion of the course is devoted to education and the law -- both federal and state -- and to the legal status of teachers and students. Establishes a philosophical foundation of education and surveys various worldviews that affect education today. Contemporary issues in education are examined, such as class management, as well as reflection of personal educational philosophies, attitudes, and aptitudes for teaching. Professional growth and a commitment to life-long learning are emphasized. A 15-hour class observation experience competency is required. Cross-listed with ETLC 542.

UED 444 Content Reading and Differentiation (3) Developing differentiated teaching and learning strategies for the reading, thinking, and study skills required in secondary subject to meet individual learner needs.

UED 445 Foundations of Education (3) Explores the historical, philosophical, and sociological development and organization of American education and the influence of state and federal law and the legal status of teachers and students and reflection of personal educational philosophies, attitudes, and aptitudes for teaching and a commitment to professional growth and life-long learning.

UED 451 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. Practicum required. Cross-listed with EELM 551.

UED 480A Practicum I (1) In-depth observation and participation in a subject-specific classroom in a school (public or private) setting for at least 50 hours under supervision of Regent faculty.

UED 480B Practicum II (1) In-depth observation and participation in a subject-specific high school classroom. Students are placed in a school (public or private) setting for at least 50 hours under supervision of Regent faculty.

UED 487 Teaching History and Social Science in Secondary Education (2)

Current practices in teaching History and Social Science in secondary education. Emphasis is on current issues, research literature, and the role of technology in History and Social Science. Teachers will also explore how to teach History and Social Science to diverse learners. Taken concurrently with UED 493.

UED 488 Advanced Methods of Teaching History and Social Science in Secondary Education (2)

Current practices in teaching History and Social Sciences in secondary education. Emphasis is on the use of best practices with emphasis given to History and Social Science discussions, writing across the curriculum, ability to analyze data to improve student performance, the relationship among assessment, instruction, and monitoring student progress, the use of media and computers, and methods of improving communication between schools and families. Taken concurrently with UED 494.

UED 489 Teaching Mathematics in Secondary Education (2)

Study of current practices in teaching mathematics in secondary education. Emphasis is on current issues, research literature, and the role of technology in mathematics. Teachers will also explore how to teach mathematics to diverse learners. Concurrent registration with UED 493.

UED 490 Advanced Methods of Teaching Mathematics in Secondary Education (2)

Study of current practices in teaching mathematics in secondary education. Emphasis is on the use of best practices with emphasis given to mathematics discussions, writing across the curriculum, ability to analyze data to improve student performance, the relationship among assessment, instruction, and monitoring student progress, the use of media and computers, and methods of improving communication between school and families. Concurrent registration with UED 494.

UED 491 Teaching English in Middle School (2) Study of current practices in teaching English in middle school. Competencies include comparative English grammar and the integration of grammar and writing, ability to analyze data to improve student performance, the relationship among assessment, instruction, and monitoring student progress, the use of technology in the writing process, and methods of improving communication between school and families. (taken in conjunction with UED 480A).

UED 492 Teaching English in High School (2) Study of current practices in teaching English in high school. Emphasis given to comparative English grammar and the integration of grammar and writing at the high school level, ability to analyze data to improve student performance, the relationship among assessment, instruction, and monitoring student progress, the use of media and computers, and methods of improving communication between school and families. (Taken in conjunction with UED 480B. Prerequisite: UED 491).

UED 493 Practicum in Middle School I (1)

In-depth observation and participation in a middle school classroom. Students are placed in a public school setting for at least 60 hours under supervision of Regent faculty. Students will also be placed in their respective subject area majors. Taken with UED 491.

UED 494 Practicum in High School II (1)

In-depth observation and participation in a high school classroom. Students are placed in a public school setting for at least 60 hours under supervision of Regent faculty. Students will also be placed in their respective subject area majors. Taken with UED 492.

UED 495 Field Experience/Student Teaching (6)

One semester (500-hour) supervised student teaching field placement experience in an appropriate classroom setting. Cross-listed with EFND 595.

UED 496 Field Experience Portfolio (1)

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

UED 498 Field Experience Portfolio (1) Electronic performance portfolio to document student learning and professional reflection (taken concurrently with UED 495/EFND 595).

USE 201 Introduction to Education (1) Examines the role of public and private education and the nature of the teaching profession. Attention will be given to current developments in the field of education and the terminology basic to the profession. Structured school observations will be conducted.

USE 351 Technology for Educators (3) Technologies and tools for the purpose of determining which are best suited for particular instructional situations and enhanced learning success. Covers three basic areas of technology integration with a macro-level framework: planning, implementation and evaluation. Emphasis is placed on technology integration, developing a technology plan and the use of probe ware and/or subject area software. Virginia technology standards are introduced.

Major Content courses:

UIS 200 Orientation to Teaching (1)

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

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

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

UIS 310 Fundamentals of Grammar (3)

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

UIS 320 Philosophy of Christian Education (3)

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

UIS 325 Characteristics of Christian Schools (3)

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

UIS 330 Topics in Geometry for Teachers (3)

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

UIS 350 Technology in Education (3)

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

UIS 360 Introduction to Integrated Science (3)

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

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

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

UIS 412 Topics in Advanced Math for Teachers (3)

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

UIS 414 Advanced Integrated Sciences (3)

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

UIS 440 Multicultural Education (3)

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

UIS 490 Advanced Independent Study (3)

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

Language and Literature

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

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

The Major in English

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

Students majoring in English at Regent University develop a strong foundation in literature and composition while gaining some expertise in a related field. Students hone their skills in reading, writing, interpretation, and critical analysis—key abilities for fields such as law, communication, journalism, divinity, and the arts—and are prepared to do graduate work in English if they so choose. Through their chosen cognate or emphasis field, Regent English majors are also prepared for immediate entry into professions such as writing for publication, public relations, international affairs, business, grant writing, editing, publishing, technical writing, and many more. Totaling 48 credits, the general English major consists of 24 credits of core courses plus 12 credits of specialty literature courses chosen by the student, in addition to a cognate of the student's own choosing, consisting of 12 credits.

Students may also choose to major in English with an emphasis in Writing. With this emphasis, students will take 24 credits of core English courses, plus 6 credits of specialty literature courses, in addition to 18 credits of either creative or professional writing classes.

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

- ENGL 202 Literature of the United States: Beginnings to the Civil War (3)
- ENGL 203 Literature of the United States: Civil War through the 21st Century (3)
- ENGL 211 British Literature: Middle Ages through the 18th Century (3)
- ENGL 212 British Literature: 19th Century through the 21st Century (3)
- ENGL 305 The Art of the Essay (3)
- ENGL 330 Studies in World Literature (3)
- ENGL 377 Shakespeare (3)
- ENGL 485 English Senior Seminar (3)

Plus 12 credits chosen from the following:

- ENGL 285 Introduction to the English Language (3)
- ENGL 315 African American Literature (3)
- ENGL 331 Hispanic Literature (3)
- ENGL 332 Medieval English Literature (3)
- ENGL 335 Milton and the Seventeenth Century (3)
- ENGL 340 Restoration and the Eighteenth Century (3)

ENGL 348 British Romanticism (3)
ENGL 350 Victorian Literature (3)
ENGL 360 American Women Writers (3)
ENGL 365 Contemporary Literature (3)
ENGL 433 English Renaissance Literature (3)
ENGL 470 The Religious Imagination in American Literature (3)
ENGL 475 Special Topics (3)
ENGL 490 Advanced Independent Study (1-3)
ENGL 495 Internship (3)

Plus a cognate, chosen from those listed below (12 credit hours):
Students must complete 12 credits within one cognate.

Communication (choose any 4 courses)

COMM 215 Foundations of Communication (3)
COMM 217 Communication Studies (3)
COMM 255 Persuasive Communication (3)
COMM 330 Communicating in the 21st Century (3)
COMM 336 (Small) Group Communication for (3)
COMM 345 Organizational Communication for Professionals (3)
COMM 350 Writing for Strategic Communication (3)
COMM 416 Communication Ethics (3)

Government (choose any 4 courses)

GOVT 196 Introduction to the Study of Government (3)
GOVT 220 Comparative Politics (3)
GOVT 290 Political Economy (3)
GOVT 304 International Relations (3)
GOVT 327 Ancient Political Philosophy (3)
GOVT 329 Modern Political Philosophy (3)
GOVT 334 Christian Political Philosophy (3)
GOVT 340 American Foreign Policy (3)

History

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

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

Ancient/Medieval/European:

HIST 101 Western Civilization I (3)
HIST 102 Western Civilization II (3)

U.S. History:

HIST 201 U.S. History I (to 1877) (3)
HIST 202 U.S. History II (from 1877) (3)

World History:

HIST 211 World History I (3)
HIST 212 World History II (3)

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

Ancient/Medieval/European:

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

U.S. History:

- HIST 304 European Settlement of Colonial America, 1492-1763 (3)
- HIST 308 Revolutionary and Constitutional History, 1763-1800 (3)
- HIST 312 Jeffersonian and Jacksonian America, 1800-1845 (3)
- HIST 316 Civil War America, 1846-1877 (3)
- HIST 324 American in Depression, War, and Recovery, 1929-1952 (3)
- HIST 328 Modern America, 1952 through the Twenty-First Century (3)
- HIST 332 African-American History (3)
- HIST 336 American Evangelicalism (3)
- HIST 340 America in War and Peace (3)

World History:

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

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

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

- FREN 101 Introductory French I (4)
- FREN 102 Introductory French II (4)
- FREN 210 Intermediate French I (3)
- FREN 211 Intermediate French II (3)
- FREN 310 French Conversation and Composition I (3)
- FREN 311 French Conversation and Composition II (3)
- FREN 410 French Culture through Film (3)
- FREN 420 Culture and Civilization of France (3)
- FREN 475 Special Topics (3)

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

- SPAN 101 Introductory Spanish I (4)
- SPAN 102 Introductory Spanish II (4)
- SPAN 210 Intermediate Spanish I (3)
- SPAN 211 Intermediate Spanish II (3)
- SPAN 310 Spanish Conversation and Composition I (3)
- SPAN 311 Spanish Conversation and Composition II (3)
- SPAN 410 Hispanic Culture through Film (3)

SPAN 420 Culture and Civilization of Spain (3)
SPAN 421 Culture and Civilization of Latin America (3)
SPAN 475 Special Topics (3)

Hispanic Studies

SPAN 101 Introductory Spanish I (4)*
SPAN 102 Introductory Spanish II (4)*

Plus 6 credits chosen from the following:

ENGL 331 Hispanic Literature (3)
SPAN 245 Hispanic Art and Culture (3)
HIST 382 History of Latin America (3)[◊]

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

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

Biblical Studies

Choose 1 of the following courses:

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

Choose 3 of the following courses:

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

Self-Designed Cognate

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

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

ENGL 202 Literature of the United States: Beginnings to the Civil War (3)
ENGL 203 Literature of the United States: Civil War through the 21st Century (3)
ENGL 211 British Literature: Middle Ages through the 18th Century (3)
ENGL 212 British Literature: 19th Century through the 21st Century (3)
ENGL 305 The Art of the Essay (3)
ENGL 330 Studies in World Literature (3)
ENGL 377 Shakespeare (3)
ENGL 485 English Senior Seminar (3)

Plus 6 credits chosen from the following:

ENGL 285 Introduction to the English Language (3)
ENGL 315 African American Literature (3)
ENGL 331 Hispanic Literature (3)
ENGL 332 Medieval English Literature (3)
ENGL 335 Milton and the Seventeenth Century (3)
ENGL 340 Restoration and the Eighteenth Century (3)
ENGL 348 British Romantics (3)
ENGL 350 Victorian Literature (3)
ENGL 360 American Women Writers (3)
ENGL 365 Contemporary Literature (3)
ENGL 433 English Renaissance Literature (3)
ENGL 470 The Religious Imagination in American Literature (3)
ENGL 490 Advanced Independent Study (1-3 cr.)

Plus 18 credits in Writing chosen from the following:

ENGL 240 Introduction to Creative Writing (3)
ENGL 245 Foundations of Professional Writing (3)
ENGL 260 Rhetoric and Writing for the Professions (3)
ENGL 308 Business and Technical Writing (3)
ENGL 312 Personal and Professional Editing (3)
ENGL 310 Writing for the Web (3)
ENGL 320 Creative Writing: Poetry (3)
ENGL 321 Creative Writing: Short Story (3)
ENGL 324 Feature Writing (3)
ENGL 325 Writing Commercial Fiction (3)
ENGL 326 Creative Nonfiction (3)
ENGL 328 Creative Writing: Novel (3)
ENGL 410 Seminar in Creative Writing (3)

Concentration in Secondary English Education

Majors seeking initial licensure in the Commonwealth of Virginia with an endorsement in Secondary English Education need to complete the following English and communications courses. Students will also need to be formally admitted to the Teacher Preparation Program and therefore complete USE 201—Orientation to Teaching and pass the Praxis I (Reading, Writing, Mathematics) Examination, preferably during their freshman year. Before being admitted for student teaching, teaching candidates should complete the required education courses and all required major courses, maintain a minimum of 2.5 GPA cumulatively and in the major, and take and pass the Virginia Communication and Literacy Assessment (VCLA) and Praxis Test: English Language, Literature and Composition: Content Knowledge (Test Code 0041). Information on applying for admission to the Teacher Preparation Program can be found on the School of Education website. (126 credit hours)

B.A. in English with a Concentration in Secondary English Education

General Education Courses (49)

Required English Classes (30):

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

ENGL 203 Literature of the United States: Civil War through the 21st Century (3)
ENGL 211 British Literature: Middle Ages through the 18th Century (3)
ENGL 212 British Literature: 19th Century through the 21st Century (3)
ENGL 240 Introduction to Creative Writing (3)
ENGL 285 Introduction to the English Language (3)
ENGL 305 The Art of the Essay (3)
ENGL 330 Studies in World Literature (3)
ENGL 377 Shakespeare (3)
ENGL 485 English Senior Seminar (3)

Required Communication Classes (6):

COMM 425 Oral Communication (3)
JRNU 340 Creating News, Information, Entertainment (3)

Students must complete 3 of the following electives (9):

ENGL 315 African American Literature (3)
ENGL 331 Hispanic Literature (3)
ENGL 335 Milton and the Seventeenth Century (3)
ENGL 340 Restoration and the Eighteenth Century (3)
ENGL 348 British Romantics (3)
ENGL 350 Victorian Literature (3)
ENGL 360 American Women Writers (3)
ENGL 368 Contemporary American Literature (3)
ENGL 470 The Religious Imagination in American Literature (3)

Required Professional Studies (32 credits):

USE 201 Orientation to Teaching (1)
USE 351 Technology for Educators (3)
UED 401 Secondary Curriculum Fundamentals (3)
UED 407 Classroom Management for Secondary Classrooms (3)
UED 441 Child and Adolescent Growth and Development (3)
UED 444 Content Reading and Differentiation (3)
UED 445 Foundations of Education (3)
UED 480A Practicum I (1)
UED 480B Practicum II (1)
UED 491 Teaching English in Middle School (2)
UED 492 Teaching English in High School (2)
UED 495 Field Experience/Student Teaching (6)
UED 498 Portfolio Seminar (1)

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

Minor in English (15 credit hours):

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

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

One course chosen from the following:

ENGL 240 Introduction to Creative Writing (3)
ENGL 245 Foundations of Professional Writing (3)
ENGL 305 The Art of the Essay (3)

Plus two courses chosen from the following:

ENGL 285 Introduction to the English Language (3)
ENGL 315 African American Literature (3)
ENGL 330 Studies in World Literature (3)
ENGL 331 Hispanic Literature (3)
ENGL 332 Medieval English Literature (3)
ENGL 335 Milton and the Seventeenth Century (3)
ENGL 340 Restoration and the Eighteenth Century (3)
ENGL 348 British Romantics (3)
ENGL 350 Victorian Literature (3)
ENGL 360 American Women Writers (3)
ENGL 365 Contemporary Literature (3)
ENGL 377 Shakespeare (3)
ENGL 433 English Renaissance Literature (3)
ENGL 470 The Religious Imagination in American Literature (3)
ENGL 475 Special Topics (3)

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

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

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

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

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

Minors in Foreign Languages

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

Minor in French (18 credit hours):*

FREN 210 Intermediate French I (3)
FREN 211 Intermediate French II (3)
FREN 310 French Conversation and Composition I (3)
FREN 311 French Conversation and Composition II (3)

Plus 6 credits chosen from the following:

FREN 410 French Culture through Film (3)
FREN 420 Culture and Civilization of France (3)
FREN 475 Special Topics (3)

Minor in Spanish (18 credit hours): *

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

*French and Spanish minors are only offered on campus.

Courses

English

ENGL 100 Academic Writing Seminar (1)

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

ENGL 101 English Composition (3)

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

ENGL 102 Research and Academic Writing (3)

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

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

Survey of major works and authors in the United States from the beginning through 1865. Prerequisite: ENGL 102.

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

Survey of major works and authors in the United States from 1865 through the present. Prerequisite: ENGL 102.

ENGL 205 Literature of the Western World (3)

Great literary works in the Western tradition from the ancient to the present.

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

Survey of English literature from the Middle Ages through 1798. Prerequisite: ENGL 102.

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

Survey of English literature from the Romantic Period through the present. Prerequisite: ENGL 102.

ENGL 240 Introduction to Creative Writing (3)

Study of and practice in the composition of imaginative literature, with emphasis on the short story and poetry. Students engage in the close reading of texts, both those written by established writers and those of classmates, practicing and presenting their own creative writing. Prerequisite: ENGL 101.

ENGL 245 Foundations of Professional Writing (3)

Introduction to professional writing through the examination and practice of the discipline's fundamental principles. Students study the Christian foundations and the ethics and practice of the writing process, research methodology, manuscript formatting, portfolio development, and resource management. Prerequisite: ENGL 102.

ENGL 260 Rhetoric and Writing for the Professions (3)

Study of rhetorical concepts, principles, and traditions related to professional language and communication. Students analyze texts and apply rhetorical theory while writing extensively in a variety of academic and professional traditions. Prerequisite: ENGL 245.

ENGL 285 Introduction to the English Language (3)

Study of the structure and history of the English language, including concepts in linguistic, comparative grammar, and how language is used in society. Prerequisite: ENGL 102.

ENGL 301 Tutoring Writing (1)

Theory and practice of working with writers in a one-to-one setting. Prepares tutors to work effectively in a writing-center context. Prerequisite: ENGL 102 or graduate standing. Cross-listed with ENGL 501.

ENGL 305 The Art of the Essay (3)

Study and practice of writing the genre of the essay. Prerequisite: ENGL 102.

ENGL 308 Business and Technical Writing (3)

Principles and skills of writing in business and technical contexts, including reports, correspondence, proposals, and procedure manuals. Prerequisite: ENGL 102.

ENGL 310 Writing for the Web (3)

Study of the issues and skills related to writing in digital environments including analysis of web communication, examination of ethical considerations, and practice in writing and designing effective web pages. Prerequisite: ENGL 102.

ENGL 312 Personal and Professional Editing (3)

Skills and principles of editing copy in various professions, including journalism, publishing, and academia. Emphasizes copy editing proofreading, and technical control of language, as well as the ethics involved in making editing decisions. Prerequisite: ENGL 245.

ENGL 315 African American Literature (3 credits)

Survey of the African American literary tradition with critical reading of and writing about various genres of literature, including essays, poetry, drama, and fiction, by representative African-American authors. Prerequisite: ENGL 102.

ENGL 320 Creative Writing: Poetry (3)

Study and practice of writing poetry. Prerequisite: ENGL 240.

ENGL 321 Creative Writing: The Short Story (3)

Study and practice of writing short fiction. Prerequisite: ENGL 240.

ENGL 324 Feature Writing (3)

Study and practice of writing newspaper and magazine feature articles, including profiles, human interest stories, service articles, trend pieces, travelogues, and personal narratives. Prerequisite: ENGL 245.

ENGL 325 Writing Commercial Fiction (3)

Writing and marketing commercial fiction. Includes study of mass-market genres and the publishing process. Prerequisite: ENGL 240.

ENGL 326 Creative Nonfiction (3)

Study and practice of writing creative nonfiction. Prerequisite: ENGL 240.

ENGL 328 Creative Writing: Novel (3)

Study and practice of writing the novel. Prerequisite: ENGL 240.

ENGL 330 Studies in World Literature (3)

Study of literature written by authors from around the world, as read in translation. Students study texts chosen primarily from the nineteenth and twentieth centuries and read the literature through a comparative approach, considering historical, intellectual, religious, social, and aesthetic contexts. Prerequisite: ENGL 102.

ENGL 331 Hispanic Literature (3)

Study of the works of select Hispanic and Latina/o authors. Literature written in Spanish will be studied in translation. Prerequisite: ENGL 102.

ENGL 332 Medieval English Literature (3)

Study of English literature written before 1500, including *Beowulf* and the work of Chaucer and the *Gawain*-poet. Prerequisite: ENGL 102.

ENGL 335 Milton and the Seventeenth Century (3)

Study of the poetry and prose of John Milton and other major 17th century British writers, with an emphasis on the religious and political contexts of the literature. Prerequisite: ENGL 102.

ENGL 340 Restoration and the Eighteenth Century (3)

Study of British literature between 1660 and 1800, including the origins of the English novel. Prerequisite: ENGL 102.

ENGL 348 British Romantics (3)

Study of the poetry and prose of the British Romantic Period, including the poetry of Wordsworth, Coleridge, and Keats and the fiction of Austen. Prerequisite: ENGL 102.

ENGL 350 Victorian Literature (3)

Study of the Victorian writers of England in both poetry and prose, considered in their relation to the intellectual, religious, social, and aesthetic currents of the age. Prerequisite: ENGL 102.

ENGL 360 American Women Writers (3)

Study of the contribution of women to the American literary tradition, beginning with the early Puritans and examining the continuing evolution of women's societal roles by reading selections from several different genres. Prerequisite: ENGL 102.

ENGL 365 Contemporary Literature (3)

Study of the works of select British and American writers published after 1945. Prerequisite: ENGL 102.

ENGL 377 Shakespeare (3)

Critical reading of and writing about selected tragedies, comedies, and histories of William Shakespeare. Prerequisite: ENGL 102.

ENGL 390 Independent Study (1 - 3)

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

ENGL 410 Seminar in Creative Writing (3)

Study of advanced techniques in writing fiction and/or poetry. Writing exercises, critique, study of professionals' strategies, and workshop discussion all contribute to students' development of their creative writing skills. Prerequisites: ENGL 240 and either ENGL 320 or ENGL 321.

ENGL 433 English Renaissance Literature (3)

Major authors and works of English literature from around the 16th Century, including works of Sidney, Spenser, and Marlowe. Prerequisite: ENGL 211.

ENGL 470 The Religious Imagination in American Literature (3)

Study of select American works of literature as religious expressions that give voice to writers' foundational beliefs, such as their understandings of God, nature, humanity, and salvation. Prerequisite: ENGL 202 or 203.

ENGL 475 Special Topics (3)

Intensive examination of a selected area of study in the field of literary studies. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study. Prerequisite: ENGL 102.

ENGL 485 English Senior Seminar (3)

Capstone seminar providing an intensive exploration of the Christ-centered nature of the discipline. Involves the preparation and defense of a major academic project and portfolio. Prerequisite: Senior standing.

ENGL 490 Advanced Independent Study (1-3)

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

ENGL 495 Internship (1 - 3)

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

ENGL 500 Graduate Academic Writing Seminar (0-1)

Development of the scholarly writing skills of entering graduate students, including consistent standards in grammar and punctuation, academic style, avoiding plagiarism, and learning to critique academic works.

ENGL 501 Tutoring Writing (1)

Theory and practice of working with writers in a one-to-one setting. Prepares tutors to work effectively in a writing-center context. Prerequisite: ENGL 102 or graduate standing. Cross-listed with ENGL 301.

French

FREN 101 Introductory French I (4)

Introduction to the French language using a communicative approach with an emphasis on developing introductory listening, speaking, reading, and writing skills as well as an appreciation for French culture.

FREN 102 Introductory French II (4)

Continuation of FREN 101. Introduction to the French language using a communicative approach with an emphasis on developing introductory listening, speaking, reading, and writing skills as well as an appreciation for French culture. Prerequisite: FREN 101 or placement through Department of Language and Literature.

FREN 210 Intermediate French I (3)

Development of intermediate-level French language skills and study of the diverse cultures of the French-speaking world. Prerequisite: FREN 102 or placement through Department of Language and Literature.

FREN 211 Intermediate French II (3)

Continuation of FREN 210. Development of intermediate-level French language skills and study of the diverse cultures of the French-speaking world. Prerequisite: FREN 210 or placement through Department of Language and Literature.

FREN 310 French Conversation and Composition I (3)

Intensive practice in oral and written French language skills based on personal experiences, film, cultural readings, articles and short stories. Includes advanced grammar review and vocabulary development. Prerequisite: FREN 211 or placement through Department of Language and Literature.

FREN 311 French Conversation and Composition II (3)

Continuation of FREN 310. Intensive practice in oral and written French language skills based on personal experiences, film, cultural readings, articles and short stories. Includes advanced grammar review and vocabulary development. Prerequisite: FREN 310.

FREN 410 French Culture through Film (3)

History and culture of the French-speaking world through the context of film. Taught in French. Prerequisite: FREN 311.

FREN 420 Culture and Civilization of France (3)

Exploration of the culture and civilization of France from prehistoric times through the present. Taught in French. Prerequisite: FREN 311.

FREN 475 Special Topics (3)

Intensive examination of a selected area of study in the field of French language and culture. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study. Taught in French. Prerequisite: FREN 311.

Spanish

SPAN 101 Introductory Spanish I (4)

Introduction to the Spanish language using a communicative approach with an emphasis on developing introductory listening, speaking, reading, and writing skills as well as an appreciation for Hispanic culture.

SPAN 102 Introductory Spanish II (4)

Continuation of SPAN 101. Introduction to the Spanish language using a communicative approach with an emphasis on developing introductory listening, speaking, reading, and writing skills as well as an appreciation for Hispanic culture. Prerequisite: SPAN 101 or placement through Department of Language and Literature.

SPAN 200 Spanish Language and Culture I (2)

Introduction to the language and culture of the Spanish-speaking world through workshops, presentations, cultural activities, service opportunities and participation in the residential language community. Includes oral and written reflections, language assessments, and final project. This course may be repeated for credit. Prerequisite: Acceptance in the residential language community, *La Casa de Español*.

SPAN 210 Intermediate Spanish I (3)

Development of intermediate-level Spanish language skills and study of the diverse cultures of the Spanish-speaking world. Prerequisite: SPAN 102 or placement through Department of Language and Literature.

SPAN 211 Intermediate Spanish II (3)

Continuation of SPAN 210. Development of intermediate-level Spanish language skills and study of the diverse cultures of the Spanish-speaking world. Prerequisite: SPAN 210 or placement through Department of Language and Literature.

SPAN 245 Hispanic Art and Culture (3)

Study of select creative works from Hispanic traditions, including art, music and film, with an emphasis on cultural background. Taught in English.

SPAN 310 Spanish Conversation and Composition I (3)

Intensive practice in oral and written Spanish language skills based on personal experiences, film, cultural readings, articles and short stories by Hispanic writers. Includes advanced grammar review and vocabulary development. Prerequisite: SPAN 211 or placement through Department of Language and Literature.

SPAN 311 Spanish Conversation and Composition II (3)

Continuation of SPAN 310. Intensive practice in oral and written Spanish language skills based on personal experiences, film, cultural readings, articles and short stories by Hispanic writers. Includes advanced grammar review and vocabulary development. Prerequisite: SPAN 310.

SPAN 410 Hispanic Culture through Film (3)

History and culture of the Spanish-speaking world through the context of film. Taught in Spanish. Prerequisite: SPAN 311.

SPAN 420 Culture and Civilization of Spain (3)

Exploration of the culture and civilization of Spain from prehistoric times through the present. Taught in Spanish. Prerequisite: SPAN 311.

SPAN 421 Culture and Civilization of Latin America (3)

Exploration of the culture and civilization of Latin America from prehistoric times through the present. Taught in Spanish. Prerequisite: SPAN 311.

SPAN 475 Special Topics (3)

Intensive examination of a selected area of study in the field of Spanish language or culture. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study. Taught in Spanish. Prerequisite: SPAN 311.

Natural Science and Mathematics

Department Chair: Robert S. Stewart, Ph.D.

The Department of Natural Science and Mathematics offers majors in Biophysical Sciences and Mathematics, as well as courses in Biology, Earth Science, Chemistry, Physics, and Natural Science. Department faculty members strive to enable students to understand important scientific and mathematical concepts; to acquire basic knowledge and to develop skills in scientific and mathematical reasoning with application to current issues and vocational opportunities.

Underlying all course content is the presupposition that nature, together with its mathematical description, is orderly and comprehensible and established by God. Students are challenged to consider topics in the context of faithfulness to Christ. The department seeks to instill in students a Christian perspective that will challenge them to demonstrate Christian leadership having a transformative effect in their sphere of influence and to enable them to think critically about the natural sciences from a Christian perspective.

The Major in Biophysical Sciences

God created our universe with both material and spiritual components and a proper education in science must consist of both. Our understanding of the world of the natural sciences changes literally on a daily basis and a broadly based exposure to many scientific fields is the only adequate preparation for understanding in the future. It is understood that there are several possible frames of reference when considering the natural order of creation, and it is the responsibility of the faculty members to present these to students for their evaluation and full consideration. Since all truth is God's truth, the Christian in the sciences need not shy away from or shun energetic and enlightening debates and the complete and thorough examinations of experimental data. This program is designed to provide the student with the philosophical, theological, and scientific foundation and tools necessary to vigorously explore and understand the natural world.

The Biophysical Sciences major is designed to be multidisciplinary in its very foundation, and all courses carefully integrate rigorous scientific content with rigorous theological and philosophical content for five reasons. First, this program offers a unique approach to faith-learning integration, offering six integrative seminars throughout the curriculum that address foundational issues and knowledge related to faith and science. Second, this specific series of courses is carefully selected so that a student completing this program will have all the prerequisite courses needed to apply to any clinical laboratory science, dental, medical, or optometry professional program in the country. Third, by adding additional math courses (MATH 213 and 311), the student will have a significant foundation for studies in engineering. Fourth, the course structure also provides enough depth and breadth so that the student could also apply to most graduate research programs in related areas such as biochemistry, biotechnology, cellular biology, forensics, immunology, microbiology, molecular biology and pathology. And fifth, completion of this major, when coupled with the CAS core courses, provides the graduate with exceptional strengths for working in missions, public policy, education and related fields vital to transforming our world.

Required Courses for the Major in Biophysical Sciences (69 credit hours)

BIOL 122 General Biology II (4)

BIOL 321 General Microbiology (4)

BIOL 421 Immunology (4)
CHEM 121 General Chemistry I (4)
CHEM 122 General Chemistry II (4)
CHEM 221 Organic Chemistry I (4)
CHEM 222 Organic Chemistry II (4)
CHEM 421 Biochemistry (4)
MATH 211 Calculus I (4)
MATH 212 Calculus II (4)
NSCI 121 Foundations of Scientific Thought (3)
NSCI 122 History of Science and Religion (3)
NSCI 221 Science, Theology, and Philosophy (3)
NSCI 222 Cosmology (3)
NSCI 321 Origins (3)
NSCI 421 Bioethics (3)
NSCI 499 Thesis Research and Writing (3)
PHYS 221 General Physics I (4)
PHYS 222 General Physics II (4)

In addition, students must choose any 3-credit hour course from anywhere in the course catalog.

The Major in Mathematics

Mathematical relationships are built into the fabric of the universe. Even to the casual observer, the mathematical patterns in nature are obvious. It is not surprising then, that deep thought has been given to numbers, natural patterns, and symbols as representations of reality for several thousands of years in the course of human civilization. The committed Christian therefore will recognize that mathematics is both a measure of God's work in His creation and a means for us to appreciate the beauty and intricacy of that creation. The study of mathematics is at once a way to explore and disclose God's work and to bring Him glory. It is our joy and duty then, to understand mathematics in the context of our Christian faith. Mathematics is one of the languages of the physical universe, a type of spoken word expressing the wisdom of God. The Psalmist said "day to day the heavens pour forth speech," and nature reveals its mathematical secrets.

A second responsibility concerning mathematics is to prepare for making contributions to a world increasingly wrought with mathematically-based connections. Science and technology are deeply imprinted with mathematical structure. All domains of modern society are infused with mathematical features. With service to God's glory in mind, the department faculty strive to provide a solid foundation in mathematics, addressing the principal fields of mathematics and preparing graduates with a basis for various future avenues of service. Helping students to gain an understanding of and an appreciation for both theory and applications across the major fields of mathematics remains paramount among the faculty.

To assist students in their preparation for work and service, the major in Mathematics is not specifically focused toward a particular vocational future but instead is aimed at providing strong mathematical foundations for work in a variety of fields. The major is suitable as partial preparation for work in fields of math teaching and math education, actuarial science, psychological and health statistics, information systems, and business, industry and government operations including data processing. The major may be complemented with electives from other fields of undergraduate study such as psychology, government, business, information systems, and health. The curriculum also provides excellent preparation for graduate study in fields that require quantitative and/or analytical skills; these include fields such as mathematics, information systems, philosophy, business, and theology. In addition, various career opportunities that require a general bachelor's degree can be enhanced by the rigors of strong mathematical training.

Students majoring in mathematics complete a total of 45 credit hours. The course offerings include 19 courses granting credit for the mathematics major, enabling students to make some selections depending on their interests. Three additional courses are offered to non-majors who need to complete a mathematics course to satisfy a general education core requirement. The latter three courses do not grant credit for the major but may be taken for degree credit as electives. Also, one additional course, in linear and abstract algebra, is provided for mathematics teachers in training and does not grant credit for the mathematics major.

Required Courses for the Major in Mathematics (45 credit hours)

MATH 211 Calculus I (4)
MATH 212 Calculus II (4)
MATH 213 Calculus III (4)
MATH 220 Discrete Mathematics (3)
MATH 230 Linear Algebra (3)
MATH 440 History of Mathematics (3)

Eight additional selections at the 300 level or above from the following:

MATH 300 Geometry (3)
MATH 301 Probability and Statistics I (3)
MATH 302 Probability and Statistics II (3)
MATH 310 Number Theory (3)
MATH 311 Advanced Calculus (3)
MATH 316 Stochastic Processes (3)
MATH 320 Differential Equations (3)
MATH 330 Linear Programming and Game Theory (3)
MATH 375 Special Topics in Mathematics (1-3)
MATH 380 Applied Mathematics (3)
MATH 410 Numerical Methods (3)
MATH 420 Real Analysis (3)
MATH 430 Abstract Algebra (3)
MATH 480 Introduction to Operations Research (3)
MATH 486 Research in Mathematics (3)

Computer Programming and Information Systems Skills

Students majoring in mathematics are well advised to acquire skills in computer programming and information systems. Academic advisors can guide students to the appropriate courses in the information systems technology program.

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

Minor in Mathematics (18 credit hours)

MATH 211 Calculus I (4)
MATH 212 Calculus II (4)
MATH 213 Calculus III (4)

Two additional selections (6 hours) at the 200 level or above, excluding MATH 201.

Natural Science

BIOL 101 Introduction to Biology with Laboratory (4)

Introduction to plants, animals and microbes concerning cell structure and function, DNA and heredity, cell division, species diversity and history, tissue and organ systems, nutrition, reproduction, ecosystems, and the scientific method. Christian perspectives as appropriate. Online lab exercises involve simulations and data collection to illustrate biological concepts and laboratory and field methods.

BIOL 102 Human Biology with Laboratory (4)

Study of the structure and functioning of the human body including cell structure, cell function and the physiology of digestion, circulation, excretion, reproduction, and coordination in normal and disease states. Emphasis on interrelationships among systems of the human body. Discussion of the scientific method. Topics considered from a Christian perspective. Online lab exercises involve simulations and data collection to illustrate physiological functions and laboratory methods.

BIOL 112 Human Biology Laboratory (1)

Online laboratory exercises involving simulations and data collection to illustrate human biological functions. Topics include experiments in physiology of cells, organs, and organ systems.

BIOL 121 General Biology I (4)

Philosophy and methods of science, biologic molecules, cell structure and function, metabolism, genetics, reproduction and molecular biology. Three credit hours lecture with one credit hour lab.

BIOL 122 General Biology II (4)

Cosmogeny and developmental biology, diversity of prokaryotic and eukaryotic organisms and ecology. Three credit hours lecture with one credit hour lab. Prerequisite: Grade of C+ or better in BIOL 121.

BIOL 321 General Microbiology (4)

Viruses and microorganisms: morphology, taxonomy, genetics, physiology, pathogenicity and biodiversity. Three credit hours lecture with one credit hour lab. Prerequisites: Grade of C+ or better in BIOL 122 and CHEM 121.

BIOL 421 Immunology (4)

Physiology and genetics of the immune response: serology, cellular mechanisms and signaling, generation of diversity, immune dysfunction and diagnostics. Three credit hours lecture with one credit hour lab. Prerequisite: Grade of C+ or better in BIOL 321.

Chemistry

CHEM 121 General Chemistry I (4)

Qualitative and quantitative techniques and methods used in chemical experimentation. Three credit hours lecture with one credit hour lab. Prerequisite: math qualification documented by national scores or previous successful math coursework.

CHEM 122 General Chemistry II (4)

Synthetic and analytic methods with organic and inorganic compounds. Three credit hours lecture with one credit hour lab. Prerequisite: Grade of C+ or better in CHEM 121.

CHEM 221 Organic Chemistry I (4)

Carbon-based compounds: separation, purification and analytic principles and applications in biologic and industrial processes. Three credit hours lecture with one credit hour lab. Prerequisites: Grade of C+ or better in CHEM 122.

CHEM 222 Organic Chemistry II (4)

Carbon-based compounds: synthesis, derivatives and characterization. Three credit hours lecture with one credit hour lab. Prerequisites: Grade of C+ or better in CHEM 221.

CHEM 421 Biochemistry (4)

Structure, function, analysis and cellular control mechanisms of proteins, carbohydrates, lipids and nucleic acids. Three credit hours lecture with one credit hour lab. Prerequisites: Grade of C+ or better in CHEM 222.

Earth Science

EASC 101 Introduction to Earth Science with Laboratory (4)

Introduction to Earth science, including the sciences that explore Earth and its space environment. Units on Earth structure, tectonics, rocks and minerals, geologic history, water resources, oceans, climate and weather, astronomy, and the scientific method. Emphasis on dynamic processes, including earthquakes, volcanism, glaciations, air and water flow, erosion, coastal dynamics, and solar influences. Self-guided field data collection and analysis. Simulated field trips via imagery of natural phenomena. Computer-based exercises on mapping, identification of rocks and minerals, recognition of geologic structures, weather analysis, coastal waves, and solar dynamics.

Mathematics

MATH 101 Mathematics for Liberal Arts (3)

Study of several different fields of mathematics and their applications for liberal arts students. Through the process of discovery with everyday applications, students consider the beauty and elegance of mathematics as they improve their critical thinking and analytical skills. Topics include set theory, inductive and deductive reasoning, basic probability and

statistics, number theory, algebraic modeling, basic geometry and trigonometry, and finance applications. *Cannot be applied to the mathematics major.*

MATH 102 College Algebra (3)

Study of linear equations, systems of equations, inequalities, polynomials, rational expressions, quadratic functions, exponential and logarithmic functions, and conic sections. Emphasis on understanding and applying concepts in real-life settings. *Cannot be applied to the mathematics major.*

MATH 201 Statistics (3)

Introductory study of basic descriptive and inferential statistics with an emphasis on real world applications and the use of current technology. Topics include sampling, random variables, probability distributions, measures of central tendency and variation, and testing of hypotheses. *Cannot be applied to the mathematics major.*

MATH 211 Calculus I (4)

A first course in calculus and analytic geometry. Limits and continuity. Differentiation and applications of derivatives. Integration and the Fundamental Theorem of Calculus.

MATH 212 Calculus II (4)

A second course in calculus and analytic geometry. Techniques and applications of integration. Introduction to differential equations. Parametric equations and polar coordinates. Infinite series and power series. Prerequisite: MATH 211.

MATH 213 Calculus III (4)

A third course in calculus and analytic geometry. Vectors, lines and planes. Three-dimensional space and calculus of several variables, including partial differentiation and multiple integrals. Introduction to vector analysis. Prerequisite: MATH 212.

MATH 220 Discrete Mathematics (3)

Discrete structures including sets, relations, functions, matrices, graphs and trees. Symbolic logic, mathematical induction, and introduction to proofs. Probability, combinations, permutations. Introduction to linear programming. Prerequisite: MATH 102 or equivalent.

MATH 230 Linear Algebra (3)

Systems of linear equations, linear transformations, and matrices, determinants, eigenvectors and eigenvalues. Euclidean spaces and vector spaces. Prerequisite: MATH 213.

MATH 231 Linear and Abstract Algebra (3)

Systems of linear equations, linear transformations, and matrices, determinants, eigenvectors and eigenvalues. Euclidean spaces and vector spaces. Logic and methods of proof. Sets, relations, and functions. Brief introduction to group, ring and field theory. Properties of formal systems. *Cannot be applied to the major in mathematics.*

MATH 300 Geometry (3)

Plane and solid Euclidean geometry, the axiomatic method, proofs and applications. Introduction to non-Euclidean hyperbolic and elliptic geometries, inversive, and projective geometries, and topology. Prerequisite: MATH 213.

MATH 301 Probability and Statistics I (3)

Discrete and continuous probability distributions, mathematical expectation. Introduction to statistical methods. Prerequisite: MATH 213 or concurrent enrollment.

MATH 302 Probability and Statistics II (3)

Inferential statistics, sampling, point and interval estimation, hypothesis testing, correlation, regression, analysis of variance. Prerequisite: MATH 301.

MATH 310 Number Theory (3)

Sets, systems and properties of numbers: prime, integer, rational, irrational, real, and complex. Representation of numbers. Divisibility, congruence, modular arithmetic, and elementary number theory. Prerequisite: MATH 213 or MATH 220.

MATH 311 Advanced Calculus (3)

An introduction to real analysis: algebraic and topological structure of the real number system, completeness, theory of sequences, limits of functions, continuity, differentiability, sequences and series of functions, and uniform convergence. Prerequisite: MATH 213.

MATH 316 Stochastic Processes (3)

Random walks, Markov chains in discrete and continuous time, Poisson processes, birth-and-death processes, branching processes, renewal and reward processes, Brownian motion, martingales. Applications to queuing, inventory, and finance. Prerequisite: MATH 301.

MATH 320 Differential Equations (3)

First and second order differential equations. Linear systems of differential equations. Fourier series and applications to partial differential equations. Laplace transforms. Introduction to stability, nonlinear systems, and numerical methods. Prerequisite: MATH 230.

MATH 330 Linear Programming and Game Theory (3)

Fundamentals of linear programs. Linear inequalities and convex sets. Simplex method, duality; minimax theorem, algorithms for assignment, transport and flow. Integer programming. Two-person and matrix games, strategies, equilibrium points, coalitions. Prerequisite: MATH 230.

MATH 375 Special Topics in Mathematics (1-3)

Intensive examination of a selected area of study in mathematics. Topics vary and are announced in advance. Lecture, seminar, and/or student team study. Prerequisite: Instructor Approval.

MATH 380 Applied Mathematics (3)

Classical and modern topics involving numerical methods and discrete mathematics, both theory and application. Symmetric linear equations, Fourier series and Laplace's equation, initial value problems, design and stability of difference methods, conjugate gradients, combinatorial optimization and network flows. Prerequisite: MATH 230.

MATH 410 Numerical Methods (3)

Error analysis, interpolation, and spline approximation. Numerical differentiation and integration. Solutions of linear systems, nonlinear equations, and ordinary differential equations. Prerequisite: MATH 320.

MATH 420 Real Analysis (3)

Axiomatic construction of the real number system: sequences, metric spaces, topology of the real line, continuity, completeness, connectedness and compactness, convergence and uniform convergence of functions, Riemann integration, n-dimensional space, Lebesgue theory of measure and integration on the line, Fourier series. Prerequisite: MATH 230.

MATH 430 Abstract Algebra (3)

Logic and methods of proof. Sets, relations, and functions. Elementary group theory: subgroups and quotient groups, including permutation groups and linear groups; the Sylow theorems. Ring theory: ideals, fields of quotients, congruences, Fermat's theorem. Properties of formal systems. Applications to coding theory. Prerequisite: MATH 230.

MATH 440 History of Mathematics (3)

Capstone course for the major in mathematics. Major events in the development of mathematics from ancient times through the twentieth century. The mathematics of early civilizations, Greece, non-western civilizations, the Middle Ages, and modern mathematics. Discovery of incommensurability, the origins of the axiomatic method, trigonometry, solution of equations, calculation of areas and volumes, analytic geometry, probability, and calculus. Mathematical content emphasized. Prerequisites: Senior standing; MATH 220 or MATH 230.

MATH 480 Introduction to Operations Research (3)

Quantitative decision problems including decision theory. Allocation of limited resources with uncertainty. Modeling of linear and integer programming, decision trees, network flow problems, graph algorithms, transportation planning, and inventory theory. Problem formulation, simplex methods, and sensitivity analysis. Bayesian networks, reliability, and maintenance. Prerequisite: MATH 330.

MATH 486 Research in Mathematics (3)

In-depth, individual study of a selected topic in mathematics, resulting in original research findings, and culminating in a formal mathematics paper, suitable for public presentation or publication. Prerequisites: MATH 230, Senior standing, and permission of instructor.

Natural Science**NSCI 121 Foundations of Scientific Thought (3)**

Structure, purposes and limitations of the scientific method; experimental design, quality control and significance; effects and control of bias; presuppositions and epistemology in a scientific world.

NSCI 122 History of Science and Religion (3)

Scientific thought and its cultural impact on Western civilization, especially in terms of the interaction between Christianity and science over the centuries. Diverse views of human flourishing. Prerequisite: GENE 100.

NSCI 221 Science, Theology, and Philosophy (3)

The interrelationships formed between Biblically-based theology and philosophy and scientific development and progress. Prerequisite: GENE 100.

NSCI 222 Cosmology (3)

The origin, state, and physical aspects of the universe in general and the Earth in particular with concentration on research methods, assumptions, and current findings. Prerequisite: GENE 100.

NSCI 321 Origins (3)

Evolutionary theory, mechanisms of speciation, and phylogenetic evidence. Includes exploration of various theories pertaining to human origins, strengths and weaknesses of each. Prerequisite: GENE 100.

NSCI 421 Bioethics (3)

Historical development and philosophies of bioethics especially in light of medical life extension and value, costs, in vitro fertilization, eugenics, and genetic modification of the human genome. A Christian perspective of bioethics is presented, including specific focus on the *imago Dei*. Prerequisite: GENE 100.

NSCI 499 Thesis Research and Writing (3)

Capstone course for the Biophysical sciences major which includes and the development of a culminating thesis based on research and a student portfolio developed through the student's academic career.

PHYS 221 General Physics I (4)

Calculus based solutions in mechanics, heat, and sound. Three credit hours with one credit hour lab. Prerequisites: Grade of C+ or better in MATH 212.

PHYS 222 General Physics II (4)

Calculus based solutions in electricity, magnetism, and optics. Three credit hour lecture with one credit hour lab. Prerequisite: Grade of C+ or better in PHYS 221.

Psychology

Department Chair: Dominick D. Hankle, Ph.D.

The Psychology Department offers courses of study to students interested in the study of human behavior and the discipline of psychological science, by offering a major and a minor in Psychology. The Department of Psychology seeks to equip non-majors with a broad understanding of the assessment of human behavior while challenging students majoring in Psychology to the comprehensive integration of biological, psychological, social, environmental, developmental and spiritual components in their understanding of human behavior, all grounded in a Christian worldview.

The Major in Psychology

The major in psychology leads to the Bachelor of Science degree. The major seeks to engage students in an in-depth understanding of psychological theory and methodology and to promote critical thinking about the integration between psychological theory and practice within a Biblical worldview. The Psychology major from Regent University affords students many professional opportunities, such as high-level management, social work, human services, personnel training, marketing and sales, and medical related fields, as well as further study at the graduate level.

Required Courses for the Major in Psychology (51 credit hours):

PSYC 102 Introduction to Psychology (3)
PSYC 210 Philosophical Foundations (3)
PSYC 211 Developmental Psychology (3)
PSYC 303 Theories of Personality (3)
PSYC 313 Research Methods (3)
PSYC 321 Data Analysis (3)
PSYC 400 Abnormal Psychology (3)
PSYC 410 Physiological Psychology (3)
PSYC 411 Cognitive Psychology (3)
PSYC 412 Multicultural Psychology (3)
PSYC 421 Social Psychology (3)
PSYC 422 Capstone Seminar in Ethics and Professional Identity (3)
Choice of fifteen (15) additional credits in Psychology numbered 300 or above

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

Minor in Psychology (15 credit hours):

PSYC 102 Introduction to Psychology (3)
PSYC 303 Theories of Personality (3)
PSYC 313 Research Methods (3)

Plus a choice of any 2 courses listed below:

PSYC 211 Developmental Psychology (3)
PSYC 400 Abnormal Psychology (3)
PSYC 410 Physiological Psychology (3)
PSYC 421 Introduction to Social Psychology (3)
PSYC 428 Survey of Psychological Assessments (3)

Courses

PSYC 101 Psychology of Adjustment (3)

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

PSYC 102 Introduction to Psychology (3)

Examination of the major themes in the study and practice of psychology, such as human nature, motivation, change and development, and spiritual struggles, as well as applied psychological knowledge for everyday life.

PSYC 210 Philosophical Foundations (3)

The historical and contemporary philosophical foundations of psychology with an emphasis on the interface between Christian theology and psychology. The relationship between Christian theology and secular philosophies commonly discussed in the field. Prerequisite: PSYC 102.

PSYC 211 Developmental Psychology (3)

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

PSYC 250 Human Sexuality (3)

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

PSYC 260 Psychology of Women (3)

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

PSYC 303 Theories of Personality (3)

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

PSYC 306 Addictive Disorders (3)

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

PSYC 313 Research Methods (3)

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

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

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

PSYC 317 Marriage and Family (3)

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

PSYC 321 Data Analysis (3)

Continuation of PSYC 313. Students examine research topics and complete research projects according to American Psychological Association requirements. Students apply research and statistical principles including the use of SPSS. Prerequisite: PSYC 313 or concurrent. Students will be withdrawn if prerequisite is not successfully completed.

PSYC 327 Psychology of Religion (3)

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

PSYC 390 Independent Study (3)

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

PSYC 400 Abnormal Psychology (3)

Survey of various categories of abnormal or deviant behavior such as developmental, personality, mood, psychophysiological, psychotic, anxiety, somatoform, chemical dependency, and dissociative disorders. Prerequisite: PSYC 102 or equivalent.

PSYC 402 Health Psychology (3)

Overview of biological, psychological, social, and spiritual aspects related to health. Students apply concepts to improve health outcomes in each of these areas.

PSYC 406 Group Facilitation (3)

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

PSYC 410 Physiological Psychology (3)

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

PSYC 411 Cognitive Psychology (3)

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

PSYC 412 Multicultural Psychology (3)

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

PSYC 416 Gerontology (3)

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

PSYC 417 Industrial and Organizational Psychology (3)

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

PSYC 418 Counseling Skills (3)

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

PSYC 421 Social Psychology (3)

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

PSYC 422 Capstone Seminar (3)

Examination of the interdisciplinary connections within the subfields of psychology and interpretive philosophical models of the field with an emphasis on Christian thought and practice. Students apply intradisciplinary connections of the field and specific philosophical models to historic and current topics. Prerequisites: Psychology majors only who have completed a minimum of 6 upper-level psychology courses (18 credits).

PSYC 427 History of Psychology (3)

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

PSYC 428 Survey of Psychological Assessments (3)

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

PSYC 429 Sensation and Perception (3)

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

PSYC 475 Special Topics (3)

Study of one or more contemporary topics within the field of psychology. Research, application, or philosophical aspects of the topic under study. Prerequisite: Senior standing or instructor approval.

PSYC 490 Advanced Independent Study (3)

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

PSYC 495 Internship (3)

Approved internship in a field of the student's specialty. This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field. Prerequisite: Senior status as a Psychology major and permission of the department chair.

OFF-CAMPUS STUDY OPPORTUNITIES

Regent University at the Washington Center

Regent University at The Washington Center (Washington, D.C.) is a semester-long internship opportunity for Regent Undergraduates. Founded in 1975, the Washington Center for Internships and Academic Seminars is an educational, nonprofit organization serving hundreds of colleges and universities in the U.S. and throughout the world. The nation's largest provider of academic internships, TWC enables students to earn college credit for full-time, Washington, D.C.-based internships. Accepted students spend one semester (15 weeks in Fall and Spring; 10 weeks in the Summer) in Washington, D.C., where they participate in internship programs comprised of three components: (1) a supervised work experience; (2) a 3-credit academic course; and (3) a Leadership Forum, through which students attend and take part in a range of events including the Presidential Lecture Series, Congressional Speaker Series, and dozens of other briefings, tours, and workshops.

Summer Study Abroad at Oxford University

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

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

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

- **The Australia Studies Centre** is a cultural studies program with an arts emphasis, based in Sydney, Australia. This opportunity is intended to provide undergraduates of all majors and career interests with the opportunity to integrate the firsthand observation and study of Australian culture, history, religion, and politics with experiential service learning and formal instruction in the arts. The program also educates students in indigenous affairs and Australia's involvement in world issues. The Australian school year is divided into two semesters, Semester 1 (Feb.-June) and Semester 2 (July-Nov.). The program is comprised of two culture classes designed especially for ASC students and three or four discipline classes chosen from Wesley Institute's list of courses. Students earn 16-17 semester hours of credit
- **The China Studies Program** enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business concentration that includes a three-week, full-time internship. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an, and Xiamen and Hong Kong. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16-17 semester hours of credit.
- **The India Studies Program** offers a unique opportunity to encounter one of today's most fascinating and diverse cultures. The program is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places and customs in India including an extensive two-week travel portion of the program to provide students a close up look at India's diversity. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India's past and contemporary realities students will have opportunities to explore a variety of issues -poverty, social justice, rapid social change, religious

pluralism - through the eyes and experience of Indian Christians. Rounding out the semester experience, students will also have the opportunity to take courses in their major areas with Indian students and professors. Students earn 16 semester hours of credit.

- **Latin America Studies Program**, based in San Jose, Costa Rica, introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in an internship/practicum and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.
- **Middle East Studies Program**, currently located in Jerusalem, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations. Through travel, students are exposed to the diversity and dynamism of the region. Courses include “Introduction to Arabic Language,” “Islamist Thought and Practice,” “Conflict and Change in the Middle East,” and “Peoples and Culture of the Middle East.” At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ centered manner. Students earn 16 semester hours of credit.
- **Programmes in Oxford** include two opportunities for students:
 - **Scholars Semester in Oxford** is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university’s historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the British Studies Core Course (*British Landscapes*). The SSO is designed for students interested in the fields of classics, English and literature, theology & religious studies, philosophy, and history, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.
 - **The Oxford Summer Programme** is a joint program of the Council for Christian Colleges and Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the Christian tradition in the British Isles and who wish to do specialized work under expert Oxford academics in the areas of history, religious studies, philosophy, English literature, the history of art, and the history of science. The programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. Students earn 6 semester hours of credit.

Uganda Studies Program is hosted by Uganda Christian University, located near the capital city of Kampala. The program provides students with immersion in a local community as well as broad exposure to a variety of peoples and places in Uganda and Rwanda. Experiential learning of faith, politics, and relationships, challenges students to think outside the box and shift from ethno-centrism to cross-cultural appreciation. In addition to class time centered on contemporary political, social, economic and religious issues confronting African peoples and countries, this program is highly dependent on understanding and learning from cross-cultural experiences and how this exposure challenges our own faith. Students take 4 to 5 courses while at Uganda Christian University; topics include African Literature East African Politics, Understanding Worldviews, African Traditional Religions, Law and Christian Political Thought, and Reading the New Testament in Africa. Students earn 13 - 16 semester hours of credit.

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

- The **American Studies Program** is an interdisciplinary, issue-oriented program that explores the meaning of the gospel for contemporary American life as understood through the public policy dynamics at work in the nation's capital. Students consider policy related to breaking events while also drawing on readings and concepts from a variety of fields, including political science, economics, history, sociology, ethics, theology, and the policy sciences. The program provides internship opportunities for the diverse majors and career interests

of university juniors and seniors. Students live together in the ASP campus apartments, work as voluntary interns, and participate in a seminar program for which they receive full academic credit. Students earn up to 16 semester hours of credit.

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

Virginia Tidewater Consortium Exchange Program

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

THE COLLEGE OF ARTS & SCIENCES THE FACULTY

- Gerson Moreno-Riano** (2006), Ph.D., University of Cincinnati; *Associate Professor, Government, History and Criminal Justice; Dean, the College of Arts & Sciences*
- Emmanuel S.A. Ayece** (2008), Ph.D., Potchefstroom University (South Africa); *Associate Professor, Communication Arts*
- Brian D. Baugus** (2012), Ph.D., George Mason University; *Assistant Professor, Business, Leadership and Information*
- Cornelius J. Bekker** (2011), D.Litt. et Phil., Rand Afrikaans University; *Professor, Biblical Studies and Christian Ministry; Chair, Biblical Studies and Christian Ministry*
- Phillip A. Boland** (2012), M.F.A., Art Center College of Design-Pasadena; *Associate Professor, Communication Arts*
- Frieda Brinkmann** (2010), Ph.D. Temple University; *Principal Lecturer, Languages and Literature*
- Joseph J. Bucci** (2011), D.B.A., Anderson University; *Assistant Professor, Business, Leadership, and Information Systems; Chair, Business, Leadership, and Information Systems*
- Timothy R. Byerly** (2012), Ph.D., Baylor University; *Assistant Professor, Biblical Studies and Christian Ministry*
- Young B. Choi** (2010), Ph.D., University of Missouri; *Associate Professor, Business, Leadership, and Information Systems*
- Susannah N. Clements** (2007), Ph.D., University of South Carolina; *Associate Professor, Languages and Literature; Chair, Language and Literature*
- Michael D. Elam** (2012), Ph.D., Saint Louis University; *Assistant Professor, Languages and Literature*
- Peter Fraser** (2010), Ph.D., University of Illinois; M.A., Wheaton College; *Associate Professor, Languages and Literature; Chair, Communication Arts*
- Mark O. Gatlin** (2006), M.S. and M.F.A., Old Dominion University; *Lecturer, Languages and Literature*
- Dominick D. Hankle** (2009), Ph.D., Capella University (MN); *Assistant Professor, Psychology; Chair, Psychology*
- James M. Henderson** (2004), Ph.D., Regent University; *Lecturer, Biblical Studies and Christian Ministry*
- Robert W. Hill** (2011), Ed.D., Nova Southeastern University; *Lecturer, Biblical Studies and Christian Ministry*
- Judith A. Ink** (2007), Ed.D., Virginia Polytechnic Institute and State University; *Principal Lecturer, Teacher Preparation and Interdisciplinary Studies*
- C. Eric Jones** (2009), Ph.D., Florida Atlantic University; *Associate Professor, Psychology*
- Kurt Kreassig**, (2013), Ed.D., George Washington University; *Assistant Professor; Department Chair, Teacher Preparation and Interdisciplinary Studies*
- Joshua J. McMullen** (2010) Ph.D., University of Missouri; *Assistant Professor, Government, History and Criminal Justice; Chair, Government, History and Criminal Justice*
- David J. Meyer** (2009), Ph.D., Columbia University; *Principal Lecturer, Government, History and Criminal Justice*
- John C. Munday, Jr.** (2006), Ph.D., University of Illinois-Urbana; *Professor, Natural Science and Mathematics*
- Almarie E. Munley** (2004), Ph.D., Regent University; *Assistant Professor, Business, Leadership, and Information Systems*
- Marjorie Peters**, (2013), MFA, Regent University; *Visiting Instructor, Communication Arts*
- William Reddinger** (2010), Ph.D., Northern Illinois University; *Assistant Professor, Government, History and Criminal Justice*
- Steven B. Sherman**, (2009), Ph.D., Fuller Theological Seminary; *Assistant Professor, Biblical Studies and Christian Ministry*
- Peggy M. Southerland** (2011), B.A. University of Maryland, *Professional in Residence, Communication Arts*
- Donnie W. Staggs** (2010), M.A., Oral Roberts University; M.A., Regent University, *Instructor, Languages and Literature*
- Robert S. Stewart, Jr.** (2012), Ph.D., University of California-Davis; *Professor, Natural Science and Mathematics; Chair, Natural Sciences and Mathematics*

Caleb Verbois (2011), Ph.D., University of Virginia, *Assistant Professor, Government, History and Criminal Justice*

Kenneth L. Wantz (2009), Ph.D., University of Delaware; *Professor, Natural Science and Mathematics*

Stephen Webb, (2013), M.S., Saint Leo University; *Principal Lecturer, Government, History, and Criminal Justice*

Caramine K. White (2008), Ph.D., University of North Carolina-Greensboro; *Associate Professor, Languages and Literature*

Yan Diana Xiong (2011), Ph.D, George Washington University; *Assistant Professor, Government, History and Criminal Justice*

David X. Xu (2011), M.F.A., Pratt Institute; *Associate Professor, Communication Arts*