THE REGENT GRADUATE CATALOG 2010-2011

(Fall 2010 – Summer 2011)

Regent University
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PREFACE

Regional Accreditation

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

National and State Accreditation

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

- **The American Bar Association (ABA)** accredits the *School of Law*. The Accreditation Committee and the Council of the Section, 321 N. Clark St., Chicago, IL 60610. (www.abanet.org/)
- **The American Psychological Association (APA)** accredits the psychology programs of the *School of Psychology & Counseling*. Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242. (www.apa.org/)
- **The Association of Theological Schools in the United States and Canada (ATS)** accredits the *School of Divinity*. The Commission on Accrediting of the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275. (www.ats.edu/)
- **The Council for Accreditation of Counseling and Related Educational Programs (CACREP)** accredits the counseling programs of the School of Psychology & Counseling. 5999 Stevenson Avenue, Alexandria, VA 22304. (www.cacrep.org/)
- **Council for Higher Education Accreditation (CHEA)** (www.chea.org/)
- **The Teacher Education Accreditation Council** (**TEAC**) accredits the teacher licensure programs of the School of Education (graduate) and the interdisciplinary studies program of the School of Undergraduate Studies (undergraduate). One Dupont Circle, Suite 320, Washington, DC 20036-0110. (www.teac.org/)
- **The State Council of Higher Education for Virginia (SCHEV)**—certification of the Commonwealth of Virginia. (www.schev.edu/)

Nondiscrimination Policy

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

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

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THE UNIVERSITY

MESSAGE FROM OUR PRESIDENT

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

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

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

Dr. Carlos Campo
President

MISSION STATEMENT

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

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

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

PHILOSOPHY OF EDUCATION

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

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

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

HISTORY OF THE UNIVERSITY

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

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

The university has grown to some 4,800 students earning associates, bachelors, masters, or doctoral degrees at our Virginia Beach Campus or online via the worldwide web.

STANDARD OF PERSONAL CONDUCT

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

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

CAMPUS FACILITIES

The Virginia Beach Campus is comprised of six stately Georgian buildings. 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, Creative Marketing, Public Relations, and the School of Education, as well as a large multipurpose classroom/assembly hall.

Dedicated in 1984, the **University Library** is a four-story building that contains the School of Undergraduate Studies (academic affairs and faculty offices), Central Enrollment Management, 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** houses the School of Undergraduate Studies Advising Offices as well as some undergraduate faculty offices, the School of Psychology and Counseling, the Psychological Services Center, and a Psychology and Counseling teaching lab, in addition to numerous classrooms and seminar rooms.

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

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

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

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

THE UNIVERSITY LIBRARY

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

The University Library collections consist of over 295,500 printed volumes, 160 online journal databases, 127,000 electronic books, nearly 19,000 audiovisual items including DVDs, films, CDs, audio and videocassettes, etc. and thousands of microfilms. Over 50,000 full-text journal titles are available through our online resources, accessible via the Internet 24 hours a day, seven days a week.

General research and subject specific databases available through the Library include: Academic Search Complete WorldCat, ABI/Inform, NetLibrary, ATLA Religion Database, Campus Academic, CQ databases, Business Source Complete, ERIC, Education Full-Text, Communication & Mass Media Complete, Historical Newspapers Online, Expanded Academic ASAP, Emerald Journals, JSTOR, Project MUSE, PsycINFO, PsycArticles, International Index to the Performing Arts, Standard and Poor's, Dissertations and Theses, Factiva, Humanities Full-Text, Sabin Americana 1500-1926, Simply Map, Wiley Interscience, and many others.

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

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

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

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

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

LIBRARY FACULTY

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

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

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

Hillery, Leanne (2007), B.A., West Virginia University, M.I.L.S., University of Michigan; MBA, Regent University

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

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

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

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

STUDENT LIFE, CAMPUS SERVICES AND ACADEMIC SUPPORT

STUDENT SERVICES

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

The following services/departments are provided within Student Services:

Campus Ministry
Center for Student Development
Central Financial Aid
Community Life
International Student Services
Regent Bookstore
Regent Ordinary/Food Service
Student Housing
Student Life
University Shuttle Service
University Writing Center (offered within Academic Affairs)

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

Campus Ministry: Chapel and Spiritual Life

Spiritual life and growth are at the center of student development at Regent. The University encourages student participation in chapels, discipleship groups and organizations that promote spiritual nurture, fellowship and Christian outreach. At various times throughout the week, faculty, staff and students gather for times of ministry and prayer. In addition, special speakers are often invited for campus services. As with all community-wide events and programs, spouses of students and their families are invited to participate in these chapel services and special events when the campus meets as a community of faith.

Center for Student Development

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

Community and Student Life

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

Council of Graduate Students

The Council of Graduate Students (COGS) was organized for the purpose of campus-wide service, communication, professional development, social life and student representation at faculty and administrative levels. Members are elected by their peers for a service term of one academic year. The Council of Graduate Students facilitates several social functions such as coffee houses, the Christmas Ball, seasonal school-wide picnics and retreats and academic dialogue such as the Roundtable Series for the Engagement of Faith and Culture. Please contact Student Services for more information about COGS and other chartered student organizations.

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.

Students with Documented Disabilities

Every effort is made at Regent University to make academic programs accessible to all students. The university may provide academic support services and accommodations to students with disabilities including those with learning, mobility, sensory, health, or psychological impairments. These services may include liaison with faculty members, promotion of self-advocacy skills, and securing appropriate classroom accommodations.

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

Students with disabilities are encouraged to contact the Director of Student Life to discuss required documentation and appropriate accommodations. Documentation should be no more than three years old. Diagnosis by an appropriately trained professional is also required. For more information on our Disabilities, Anti-discrimination and Accommodation Policy, refer to the *Student Handbook* at

http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf.

The University Writing Center (Offered within Academic Affairs)

The University Writing Center (UWC) offers free, one-on-one assistance to any Regent student working on an academic writing assignment. The writing center staff follows a coaching model, offering individualized guidance in applying principles of effective writing, rather than focusing purely on "fixing" a paper. In addition, coaches help writers evaluate the source of problems they are encountering by reading segments of the work, eliciting the writer's ideas, and suggesting solutions. The UWC also offers an Academic Writing Seminar for broader assistance with writing, including grammar, punctuation, thesis sentences, organization, structure, avoiding plagiarism, and the use of style manuals.

Coaching Sessions

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

- Selecting a topic
- Making sure a paper fulfills an assignment
- Establishing a clear thesis sentence
- Organizing ideas and clarifying thoughts
- Drafting and revising the paper
- Creating effective and varied sentences
- Evaluating the logical flow of ideas
- Discovering effective proofreading strategies

Academic Writing Seminars

The University Writing Center also offers several writing seminars to help students navigate through academic writing assignments. Each seminar is a semester long and costs $350. Students can register for these seminars via *Genisys* or through their advisors.

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

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

Workshops

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

Website

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

STUDENT HOUSING

On-campus Living

Student Housing is dedicated to providing housing to full-time (9 credits per term for graduate students, 12 credits per term for undergraduate students) on-campus students. Two housing facilities are available to serve the housing needs of the Regent student community. Apartment-style housing assignments in the Regent Village are reserved primarily for graduate students with families or married couples. Housing for single and married undergraduate and graduate students without children is available in the Regent Commons.

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

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

- All apartment-style housing assignments are unfurnished.
- Utilities included in student housing fees are water, sewer, garbage, high speed internet and digital cable.
- Electricity and phone are the responsibility of the resident.
- Pets are not allowed, except fresh water fish in 5 gallon or smaller tanks.
- Families with children must live downstairs.
- Virginia Law prohibits more than two persons per bedroom.
- Children of different genders cannot share a bedroom.

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

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

Off-Campus Housing

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

For more information on Student Housing, visit the website at www.regent.edu/housing. For additional information, contact the Student Housing office by emailing studenthousing@regent.edu or by telephone at 757-352-4890.

SHUTTLE SERVICE

Regent University maintains a shuttle service, which runs between the Regent Village and other campus buildings. An operating schedule is available on the Shuttle Service page of the Student Services website

http://www.regent.edu/about_us/campuses/shuttle.cfm and is also posted at campus shuttle stops.

INFORMATION TECHNOLOGY DEPARTMENT

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

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

Computer Requirements

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

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

Community colleges, public libraries, or computer training centers can provide valuable courses on basic Internet and personal computer use or other topics. Successful completion of a preparatory course will build students' confidence and help facilitate successful completion of the program. Technical questions concerning personal hardware, software, or telecommunication support should be directed to the appropriate vendor(s). Regent University does not teach or train students in basic computer use.

E-Mail Account

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

PSYCHOLOGICAL SERVICES CENTER

The Psychological Services Center (PSC) at Regent University is open to all students and their families. The PSC provides individual, family, couple, and group counseling, in addition to psychological and intelligence testing. Psy.D. students, who are supervised by licensed clinical psychologists, conduct all services. All information is kept in strict confidence in compliance with the ethical standards set by the American Psychological Association. The PSC provides the highest professional quality of therapy and diagnostics utilizing a Christian worldview. There is no counseling fee for students and their immediate families; testing fees are set at a reduced rate. Employees of Regent, CBN and others from the general community are welcome to make appointments on a sliding scale fee basis. In addition, referrals from pastors and local community partners have a set low fee. Call 352.4488 for more information.

GRADUATION PROCEDURE

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

COMMENCEMENT

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

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

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

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

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

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

GRADUATE ACADEMIC INFORMATION AND POLICIES

FREEDOM OF EXPRESSION

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

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

STUDENT RECORDS CONFIDENTIALITY

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

ACCESS TO STUDENT EDUCATIONAL RECORDS BY OTHERS

1. Directory Information

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

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

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

2. Non-directory Information

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

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

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

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

3. Parental Access

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

VIRGINIA TIDEWATER CONSORTIUM PROGRAM

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

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

GRADUATE ACADEMIC PROGRAMS (Degrees, etc.)

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

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

Graduate Degree Programs (Cf., Faculty & Academic Handbook)
Degree programs offered by Regent University must be approved by the university's Board of Trustees. Each graduate school is administered by a dean who is responsible for the school's overall program. Following are the schools and authorized degree programs:

Communication and the Arts (COM)

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

Divinity (DIV)

- Master of Arts (M.A.) Biblical Studies
- Master of Arts (M.A.) in Missiology
- Master of Arts (M.A.) in Practical Theology
- Master of Divinity (M.Div.)
- Doctor of Ministry (D.Min.)
- Doctor of Philosophy (Ph.D.) in Renewal Studies

Education (EDU)

- Master of Education (M.Ed.)
- Certificate of Advanced Graduate Study (CAGS)
- Career Switcher Certificate (CS)
- Education Specialist Degree (Ed.S.)

- Teaching English to Speakers of Other Languages (TESOL) Certificate
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.) in Education

Global Leadership and Entrepreneurship (GLE)

- Master of Business Administration (MBA)
- Master of Organizational Leadership (MOL)
- Master of Arts (M.A.) in Strategic Foresight
- Certificate of Graduate Studies in Leadership (CGS)
- Doctor of Philosophy (Ph.D.) in Organizational Leadership
- Doctor of Strategic Leadership (DSL)

Government (RSG)

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

Law (LAW)

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

Psychology and Counseling (SPC)

- Master of Arts (M.A.) in Clinical Mental Health Counseling
- Master of Arts (M.A.) in Counseling
- Master of Arts (M.A) in Human Services Counseling (non-clinical)
- Certificate of Advanced Graduate Study (CAGS)
- Doctor of Psychology (Psy.D) in Clinical Psychology
- Doctor of Philosophy (Ph.D.) in Counselor Education & Supervision

Joint Degrees

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

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

<u>Guidelines</u>

1. Ordinarily, students should seek admission to a joint degrees program before the completion of one-third of any single degree program. This should coincide with the completion of the student's Approved Degree Plan (ADP).
2. Upon admission to two schools, the student will be assigned two advisors, one from each school. The student must obtain approval from both advisors in the registration process each term.

3. In consultation with both advisors, the student is responsible for planning and executing the joint degrees, taking into account sequencing of core courses, major courses and electives in both schools.
4. The student is responsible for fulfilling the specific requirements of individual schools and colleges, such as prerequisites and residency.
5. Students must complete both degree programs before being cleared for graduation in either program.
6. Because they receive two separate degrees, joint degrees students pay two graduation fees when applying for graduation.

GRADUATE FULL-TIME CLASSIFICATION

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

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

ACADEMIC ADVISING

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

REPEATING A COURSE

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

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

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

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

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

GRADING SYSTEMS

To remain in good academic standing in all graduate degree programs except for those in the School of Law, a student must maintain a 3.00 GPA. (2.50 for M.Div., M.A. in Missiology and M.A. in Practical Theology; 2.00 for the J.D. and LL.M. programs) The following grading scale is the authorized grading scale for the university. [see the School of Undergraduate Studies catalog for the undergraduate grading scale]

A+	4.00	
A	4.00	Superior
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Poor
D-	0.67	
F	**0.00**	**Failing**

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

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

The GPA is obtained by dividing the total number of quality points earned by the total number of credit hours attempted exclusive of P/NP, Audit and courses in which an Incomplete or In Progress is assigned. Courses with grades

of F, FX, W, WF, NP or Audit may not be used to meet minimum credit hour requirements. Professional development courses such as an internship or practicum will be graded on a P/NP basis.

Incomplete Grades

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

A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following academic term. The instructor will submit the new grade to the Registrar's Office no later than two weeks after the beginning of the subsequent term. If all work is not submitted by the end of the term following the granting of the incomplete, a grade of FX (NP for pass/fail courses) will be posted automatically unless a Request for Extension of Incomplete has been approved and submitted to the Registrar's Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to the course after an FX or NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.

In-Progress Grades

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

APPEALS AND GRIEVANCES

The Student Appeals and Student Grievances policies are printed in the *Student Handbook*.

ACADEMIC INTEGRITY

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

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

ACADEMIC PROBATION AND DISMISSAL

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

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

PETITIONING FOR REINSTATEMENT

Students who have been dismissed may petition for reinstatement through the school, after one academic year, unless other criteria for possible reinstatement were contained in the dismissal letter. All petitions for reinstatement will be considered on an individual basis. Reinstatement will be granted only on a petition demonstrating that there is a strong likelihood that the student possesses motivation and capacity to complete the academic requirements successfully. The dean shall notify the student in writing of the school's decision regarding reinstatement. Students who are reinstated shall be required to comply with any conditions set forth in the letter of reinstatement. The school sends a copy of the reinstatement form and all letters regarding academic status to the Registrar's Office to be placed in the student's university file.

GRADUATION REQUIREMENTS

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

INFORMATION RESEARCH AND RESOURCES COURSE

The university library offers a required and noncredit information research and resources course. The charge for this course is $50. Students graduating from Regent University must demonstrate that they possess basic competencies in the use of computer and related information technology research and resources, including use of the library. No student will be allowed to graduate or participate in commencement without having completed the information research requirements. Students who demonstrate proficiency in the competencies by passing the online challenge test, will not be required to take the course. The online information research and resources course is not required for students in the School of Law. Law students complete their information research requirements by taking Legal Analysis, Research & Writing I & II.

Students returning to Regent who have previously completed the graduate information research and resources course must repeat the course if more than three (3) calendar years have elapsed since the course was completed. Students who have completed the undergraduate section of the course or who have completed GENE 101 must also complete the graduate section of the course. The library will certify to the dean of each school and the registrar that a student has passed the information research course and/or will certify that those students have demonstrated the competencies of the course through a challenge test. Students should demonstrate the competencies during the first term of enrollment

either through the challenge test or by completing and passing the research course. If they do not, a grade of NP will be assigned and they will be automatically enrolled in the course in the second term.

The Registrar's Office will include on each student's transcript the course name and a P for successful completion.

WRITING SKILLS

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

CENTERS AND INSTITUTES

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

University Sponsored Centers

1. The Center for Entrepreneurship
2. The Center for Latino Leadership (CLL) offers Spanish and English programs for the Hispanic community. CLL offers seminars, institutes, publications, training, and consulting services regarding values-based leadership to improve and transform organizations.
3. 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.
4. The Center for Teaching and Learning provides media services, resources for faculty development, specialized training, course design assistance, and various certifications in online delivery methods.

Specialized Graduate School Centers

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

Divinity

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

Education

- Center for Character Education and Civic Development
- Center for Christian Education (CCE)
- Center for Research and Program Evaluation (CRPE)
- Institute for the Study of Disabilities and Bioethics (ISDB)
- Martinson Center for Math And Science

Global Leadership and Entrepreneurship

- Center for Effective Organizations

Law

- Center for Advocacy
- Center for Global Justice, Human Rights, and the Rule of Law (approved, but not yet operational)
- Institute for Christian Legal Studies

Psychology and Counseling

- Center for Trauma Studies
- Institute for the Study of Sexual Identity (ISSI)
- Marriage, Ministry, Assessment, Training and Empowerment (MMATE)
- Mid-Atlantic School Counselors Institute (MASCI)
- Missionary Outreach Support Services (MOSS)
- Psychological Services Center (PSC)

CORNERSTONE AND CAPSTONE REQUIREMENT

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

OFF-CAMPUS STUDY OPPORTUNITIES

Summer Study Abroad

Robertson School of Government

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

Law

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

Please check the web links for details.

ADMISSION TO REGENT GRADUATE SCHOOLS

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

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

CONTACT INFORMATION

To apply for admission to Regent University, prospective students for all schools, except the School of Law, may contact Central Enrollment Management. Application forms may be downloaded from the website, obtained by mail, or completed online. School-specific questions should be directed to the individual schools; see their section for information.

Central Enrollment Management
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
800.373.5504 or 757.352.4127; Fax: 757.352.4381
E-mail: admissions@regent.edu

Website: www.regent.edu/admissions

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

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

ADMISSION CRITERIA

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

Master's or Professional Degree Programs

Generally, admission to a master's or professional degree program at Regent University requires a completed four-year bachelor's degree from a regionally accredited post-secondary institution or an institution accredited via approved, Council for Higher Education Accreditation (CHEA) listed accrediting bodies, such as ABA, APA, ATS, CACREP, or TEAC. Applicants with a bachelor's degree from a non-regionally accredited institution will be considered on an individual basis.

Post-Master's or Doctoral Program

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

Law School's Juris Doctor Program

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

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

Joint Degrees Program

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

Graduate Application Process

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

- Completed application form. (Forms in admissions packet)
- Nonrefundable application fee
- Signed Community Life Form, which includes the Philosophy of Education, the Nondiscriminatory Policy and the Standard of Personal Conduct (Form in admissions packet)
- Personal goals statement, including long-range professional and scholarly interests
- Recommendations (academic, professional and/or personal) attesting to the applicant's ability to pursue and complete graduate work as an independent student and the applicant's leadership potential. (Forms in admissions packet.)
- Transcripts. Official transcripts from all previous colleges or universities attended at the undergraduate or graduate level, regardless of the number of courses or the nature of the work taken, and regardless of whether the work led to a degree. Transcripts cannot be returned to the applicant and cannot be forwarded to other universities. Photocopies or unofficial student copies of transcripts are not acceptable.
- Photograph (optional)
- Applicants whose primary language is not English must take the Test of English as a Foreign Language (TOEFL®); a score of 577 (paper), or 90 (Internet-based test--iBT) or higher for the master's and doctoral is required to be considered for admission. Those who have taken the TOEFL® and scored 577 (paper), or 90 (iBT) or higher do not need to take the test again. Applicants who have previously taken the TOEFL® and scored less than 577 (paper), or 90 (iBT) should retake the test. The test should include the Test of Written English (TWE). [NOTE: the Law School has separate criteria; see Admission Requirements, Law School.]

  TOEFL® test scores of international applicants are not required in the following instances:
  - ❑ Nonnative speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, New Zealand);
  - ❑ Nonnative speakers who have successfully completed at least a two-year postsecondary course of study in which English was the language of instruction;
  - ❑ Transfer students from institutions in the United States or Canada whose postsecondary academic course work was favorably evaluated in relation to its demands and duration;
  - ❑ Nonnative speakers who have taken the TOEFL® test within the past two years and met Regent standards; and
  - ❑ Nonnative speakers who have successfully pursued postsecondary academic work at schools where English was the language of instruction in an English-speaking country for a specified period, generally two years.
- Entrance exams. Not all Regent schools require entrance exams. If the prospective student's school of interest requires test scores, the prospective student must register for and take the test required by that school. An official copy of the score results should be sent to the school Admissions Office.
- Students may apply for the Graduate Record Exam (GRE), Miller Analogies Test (MAT) or GMAT by contacting the following and asking for the closest test site: a local university testing office; Educational Testing Service, Princeton, NJ 08541, www.ets.org, (609) 771-7670 for the GRE; and/or The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-3956, (210) 921-8802 or (800) 622-3231 for the MAT. The Regent University test codes are: GRE, R5135; MAT, 2358; GMAT, 5135. Scores on the general portion of the GRE or MAT of the 50th percentile or higher are preferred. The test must have been taken within the last five years.
- Law School applicants should contact the Law School Admission Council (LSAC) for information regarding the Law School Admission Test (LSAT), to subscribe to the Law School Data Assembly Service (LSDAS) and/or to obtain LSAT prep materials, videos and publications. The contact information is Law School Admission Council, Box 2000, 661 Penn Street, Newtown, PA 18940-0998, (215) 968-1001 (phone), (215) 968-1119 (fax), Lsacinfo@LSAC.org (e-mail), or www.LSAC.org. The code is 5822.
- Interviews. Each school determines the number of interviews required and designates who may conduct the interviews. In-person interviews are preferred, but telephone interviews may be arranged.
- Writing samples. Some Regent schools require a writing sample. These samples include: an essay written for college credit, a published article, a letter to the editor or a typed, 500-word essay on some topic of public importance.
- Additional material as required by schools.
- All items submitted become the property of Regent University and cannot be returned. Students should retain a photocopy of their application materials for their records.

Admission to Graduate Nondegree Status

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

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

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

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

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

Processing and Notification

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

Upon notification of acceptance, applicants will be asked to sign an enrollment agreement, which must be returned with an enrollment deposit. The deposit is applied to tuition at the time of registration. It is refundable if applicants notify the Admissions Office of their intent not to enroll by July 1 for the fall term, December 1 for the spring term and May 1 for the summer term.

Professional Development Enrollment

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

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

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

To be eligible for any other academic status, professional development students must submit a regular application or a nondegree application for a specific school by the application deadline for the term desired. All additional admissions requirements must be met. The school will notify the students of its decision. Since all courses completed by professional development students are posted on a nondegree transcript, students accepted to a specific school must

petition in writing to have those credits count toward their academic program completion. The petition must include an official transcript verifying attainment of a bachelor's degree. The number of credits transferred from professional development courses cannot exceed 25 percent of the credits required for academic program completion.

Readmission

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

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

ADMISSION FOR INTERNATIONAL STUDENTS

The following is to supplement the University Admissions requirements mentioned previously for all non-immigrant applicants and outlines additional information and materials necessary to be eligible for admission to Regent University as an international student. Non-immigrant applicants are defined as those applicants who are *not citizens* of the United States and are *not seeking to become citizens* or permanent residents of the United States. Non-immigrant applicants are required to submit financial statements and are subject to other requirements. Those who are not seeking F-1 or J-1 student immigration status may not need to submit financial statements. Please contact Central Enrollment Management for further clarification. The following requirements are subject to change in order to meet United States Citizenship and Immigration Services (USCIS) regulations. Due to the extensive mandatory SEVIS/International Student Orientation which is offered for the fall term, initial enrollment must occur during the fall term. The only exceptions to this rule are for students attending Regent under the Handong Exchange agreement (which requires spring enrollment), and students who will be transferring to Regent from other U.S. institutions. Most schools do not offer academic orientations for the spring and summer terms and that has proven to be problematic for the international students who are new to the United States educational system. In addition, the University's scheduled early January Spring term start does not allow for a proper orientation and adjustment for the spring term. Transfer students who are admitted to Regent for a summer term are required to be enrolled full-time in that first summer term and must attend the mandatory SEVIS/International Student Orientation in the fall.

International Students Admission Requirements

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

1. In order to provide prospective students with sufficient time to apply for the student visa, Regent University should receive admission materials at least six to nine months prior to the anticipated semester of enrollment. This will provide adequate time to process the application, determine acceptance and admittance decisions, and issue the SEVIS I-20 or DS-2019 which is needed for the student visa application.
2. All application materials must be completed in English, or have appropriate English translations attached.
3. An applicant must have completed a bachelor's degree (or its equivalent) from (a) an accredited U.S. post-secondary institution; (b) the equivalent degree from a foreign institution (16 years of formal education); or (c) an international institution with which Regent University has a special articulation agreement or has otherwise approved.
4. The applicant must meet the normal minimum undergraduate GPA requirements or provide evidence of equivalent academic performance if a standard grade point system was not used.
5. Applicants who do not meet the criteria specified in item 3 above must submit an official ***course-by-course*** evaluation of all academic credit received from foreign educational institutions. These evaluations will serve as the applicant's official record of academic achievement and will be used to determine eligibility for Regent's program offerings. Regent University will only accept official ***course-by-course*** evaluations from agencies accredited through NACES. Please see the list below for Regent recommended evaluation agencies:
   World Education Services, Inc.
   www.wes.org
   E-mail:dc@wes.org
   Bowling Green Station
   P.O. Box 5087
   New York, NY 10274-5087
   Tel: (212) 966-6311

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

AACRAO International Education Services
http://www.aacrao.org/international/foreignEdCred.cfm
E-mail: oies@aacrao.org
One Dupont Circle, NW
Suite 520
Washington, D.C. 20036

6. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL®) and score a 577 (paper) or 90 (iBT) or higher to be considered for admission. TOEFL scores are only valid for two years. Applicants who have previously taken the TOEFL® and scored less than 577 (paper) or 90 (iBT) should retake the test to achieve the required score. The test should include the Test of Written English (TWE).

   TOEFL® test scores of international applicants are not required in the following instances:
   - nonnative speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, New Zealand);
   - nonnative speakers who have successfully completed at least a two-year postsecondary course of study in which English was the language of instruction;
   - transfer students from institutions in the United States or Canada whose postsecondary academic course work was favorably evaluated in relation to its demands and duration;
   - nonnative speakers who have taken the TOEFL® test within the past two years and met Regent standards;
   - nonnative speakers who have successfully pursued postsecondary academic work at schools where English was the language of instruction in an English-speaking country for specified period, generally two years.

   Please see www.toefl.org for testing information and scheduling.
7. Recommendations must include an assessment of the applicant's English ability.
8. Applicants must register for and take any entrance test required by the school to which they are applying.
9. Applicants must complete the Supplementary International Application packet and include all pertinent non-immigrant information for USCIS reporting.
10. Applicants must complete a Financial Certification Form certifying adequate finances (based on current costs) for at least the first year, and indicate how they will meet expenses for subsequent years of study. If the applicant has one or multiple sponsors, all must complete the Sponsor's Affidavit of Support and return it to Central Enrollment Management.
11. Applicants who cannot come to Regent University for interviews must interview by phone with the director of admissions and a faculty member of the desired school of enrollment or other appropriate representative of the school.
12. Applicants should retain a copy of their application materials for their records including the Financial Certification Form and bank statements.

Conditional Enrollment

International graduate applicants who have submitted all application materials except test results, an official transcript or a letter of reference may be admitted on a "conditional" enrollment status. Those on conditional status have one term to submit all of the required admissions material. The student will not be eligible to register for a second term until the school removes the conditional designation. Failure to register is a serious violation of the F-1 and J-1 immigration status which would result in the student's need to depart the United States immediately. Any request for an exception to this registration block must be submitted to the dean of the school through an academic petition. International students may not be admitted on a "provisional" basis.

International Transfer Students

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

International Admission Process

Academic acceptance- Once all application requirements are met, the applicant's file will be sent to a faculty committee for review. Upon review of the applicant's file, a decision will be made on whether or not the applicant meets Regent University's academic requirements and will issue an academic decision. International students should not book their flights to the U.S. until they have received their student visa and know the dates of the mandatory International Student Orientation program.

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

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

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

1. Academic acceptance for admission to Regent University must be granted at least four months prior to the semester of enrollment so the I-20 or DS_2019 can be issued in enough time to secure the visa. For transfer applicants, the admission decision must be made at least 3 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.
3. Regent must receive the applicant's $5,500 enrollment deposit to Regent University. Of this amount, $4,000 will be applied to the student's account for the first semester's tuition, fees, and applicable student housing costs. The balance of $1,500 will be held as a deposit by Regent University (without interest) for the duration of enrollment at Regent University and may be applied against unpaid fees and expenses (including, without limitation, any charges that Regent University may be required to pay on your behalf or on account of your status with Regent University) that the student incurs. A deposit is required of all applicants unless waived by the school's dean. If a student receives full tuition from any Regent school, then the enrollment deposit will be $1,500 which will be held as a deposit by Regent University (without interest) for reasons mentioned above.
4. Verification that the student and dependents will maintain an insurance policy with coverage for Accident/Illness ($50,000), Medical Evacuation ($10,000) and Repatriation of Remains ($7,500) through Regent University's student insurance company These minimum coverage amounts are subject to change based on federal immigration regulations.

The following chart outlines the deadlines for application, admission and I-20/DS-2019 issuance:

Enrollment Term	International Application Deadlines	International Admission Deadlines	I-20/DS-2019 Issuance Deadlines

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

Visa and Passport Information

According to USCIS regulations, foreign nationals are strictly prohibited from enrolling in on campus degree programs in the F-2 and the B-1/B-2 immigration status. To apply for F-1 or J-1 student immigration status /visas, foreign nationals must meet all international student requirements in order to receive a SEVIS I-20 or DS-2019 from Regent. Applicants are strongly advised to begin the admission process 9-12 months prior to the date they intend to enroll because they will need to have the I-20 or DS-2019 issued at least 3 months prior to their enrollment date for their visa application. The visa application is a lengthy process that could take several months, and students should not book their flights to the U.S. until they have been approved for the visa. All applicants are strongly encouraged to apply for their visa at the earliest date possible and to make their appointment as soon as they receive the I-20 or DS-2019 from Regent.

An F-1 or J-1 visa is not needed for Canadian or Bermudian citizens to enter the United States, but these citizens must pay the I-901 SEVIS fee and obtain the F-1 or J-1 student immigration status upon entry to the United States. The SEVIS I-20 or DS-2019 form will be sufficient for obtaining F-1 or J-1 student immigration status, unless the student is

coming into the United States from outside the Western Hemisphere. In this case the Canadian citizen will need a valid F-1 visa and a passport. As of January 23, 2007 all citizens of Canada, Mexico, and Bermuda are now required to have a valid passport when entering the U.S. by air/at any airport. As of June 1, 2009 Canadian and Bermudian citizens who are entering the U.S. by land/sea travel will need to present a single document that complies with the Western Hemisphere Trade Initiative (WHTI). The document must show proof of identity and proof of citizenship, such as a passport. Mexican citizens who are entering the U.S. by land/sea travel must present a passport with a nonimmigrant visa, or a laser visa border crossing card. For more details, please visit: www.dhs.gov/files/crossingborders

International Students and On-Campus Residencies

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

Some residencies (such as Divinity) that require full-time enrollment in on campus classes will require an I-20 for the F-1 visa/F-1 student immigration status. In order to obtain the F-1 visa/F-1 student immigration status for this type of residency, all required documentation included in the Application and the Supplementary International packet must be submitted to Central Enrollment Management (for new students) so that an I-20 can be issued to the student. The I-20 is required for the F-1 visa application (if applicable) and application for the F-1 student immigration status at the U.S. Port of Entry. A new I-20 must be requested from Central Enrollment Management (CEM) prior to each and every residency. Returning residency students must submit the following items to the International Admission Coordinator in CEM at least 2 months prior to each residency: the Request for a New I-20 Form; the Financial Certification Form and supporting documents; and a copy of the biographical pages of the passport.

Other residencies do not entail full-time enrollment in on campus classes, but rather seminars or workshops. Participants in these types of residencies will not qualify for the I-20 and F-1 student immigration status and may be instructed to apply for the B-1 visitor immigration visa/status. Some residencies do not fit perfectly into either visa category, and the guidance for these students might change from time to time depending on the guidance the University receives from government officials. Specific instructions for seminar or workshop attendance will be provided by each student's academic department.

Special Notes:

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

--Students admitted to Regent University for on campus degree programs should NOT enter the U.S. in the B-1/B-2 tourist status to attend classes at Regent because they will not be able to enroll in an on campus degree program in the tourist status. (Students in some online programs that require residencies at Regent, such as the GLE programs, will not qualify for the F-1 student immigration status, so they must enter the U.S. in the B-1 visitor immigration status for their short-term seminar and workshop attendance. Those students will receive specific instruction from their academic department.)

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

Mandatory International Student Orientation

All new and transfer F-1 and J-1 students with I-20s or DS-2019s who will be enrolled in on campus degree programs are required to attend the SEVIS/ International Student Orientation held by the Office of International Student Services (OISS). A comprehensive Orientation is typically held two weeks prior to the start of classes for the fall term and a condensed orientation is held only one or two days prior to the start of classes for the spring term. Due to the extensive mandatory SEVIS/International Student Orientation which is offered for the fall term, initial enrollment must occur during the fall term both for undergraduate and graduate international students. The only exceptions to this rule are for students attending Regent under the Handong Exchange agreement (which requires spring enrollment), and students who will be transferring to Regent from other U.S. institutions. Most schools do not offer academic orientations for the spring and summer terms and that has proven to be problematic for the international students who are new to the United States educational system. In addition, the University's scheduled early January Spring term start does not allow for a proper orientation and adjustment for the spring term. Transfer students who are admitted to Regent for a summer term are required to be enrolled full-time in that first summer term. These students must attend the mandatory

SEVIS/International Student Orientation in the fall and should plan accordingly. F-1 and J-1 students should not book their flights to the U.S. until they have received their student visa and have confirmed the dates of the SEVIS/International Student Orientation program for the semester they were admitted to Regent.

Lawful Immigration Status Required for On-Campus Enrollment

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

ENROLLMENT STATUS CLASSIFICATION

Regular (Degree-Seeking) Students

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

Provisional

If the admissions committee believes that the applicant has the potential for success in the degree program to which admission is sought, they may accept the applicant into the degree program on a provisional basis. Students accepted on a provisional basis may be considered for need-based assistance grants and student employment, but will not be considered for scholarships until the provisional designation is removed. The student on provisional enrollment basis must meet the following requirements to no longer be classified as provisional.

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

Conditional

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

Nondegree Students

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

GRADUATE CREDIT BY ADVANCED STANDING AND TRANSFER

Regent University limits the number of graduate credits accepted by advanced standing and transfer to a maximum of 25 % of the appropriate Regent degree program, except for the School of Law programs and for programs that have articulation agreements with other colleges and universities. Based on Regent's regional accreditation, articulation agreements may authorize transfer credit for up to 49 % of the degree to be earned.

Advanced standing is credit granted towards a degree program for study already undertaken but not ordinarily available for transfer. By giving recognition to prior learning, advanced standing prevents the unnecessary duplication of study and may save time and money. The availability of advanced standing does not guarantee entry into a particular course of

study. In some cases there are high levels of competition for places and in other cases applicants may need to have fulfilled other requirements to gain entry. The granting of advanced standing credit may not necessarily result in the reduction of credits required toward a particular degree. Advanced standing credit in a course may only permit that a required course in a Regent degree program could be "waived" or replaced with another relevant course approved by the individual school.

Criteria guiding the acceptability of credit by advanced standing and transfer include:

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

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

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

REGISTRATION AND PAYMENT

The following information relates to Regent's graduate programs. For the undergraduate academic calendar, and registration and payment information, see the Regent Undergraduate catalog or the School of Undergraduate Studies web site.

ACADEMIC CALENDAR- Graduate Schools

Fall 2010 (201110)	
New Faculty Orientation	Thursday, Aug. 19
Summer Term End	Sunday, Aug. 22
Term Start	Monday, Aug. 23
Final Payment Deadline	Monday, Aug. 23
Add/Drop Period – 100% Refund	Monday, Aug. 23 – Sunday, Sept. 5
Labor Day – Schools Closed	Monday, Sept. 6
50% Refund Period	Monday, Sept. 6 – Sunday, Sept. 19
Seven Days Ablaze	Thursday, Sept. 9 – Wednesday, Sept. 15

Graduation applications due for Dec. graduation	Thursday, Sept. 15
Faculty Retreat	Friday, Sept. 24
Spring Schedules Due to Registrar	Friday, Oct. 1
Spring Textbook Adoptions Due to Bookstore	Friday, Oct. 15
Withdrawal Deadline	Friday, Oct. 15
Fall Break/Modular Week	Monday, Oct. 18 – Sunday, Oct. 24
Spring Registration Opens	Wednesday, Nov. 3
Thanksgiving Break	Thursday, Nov. 25 – Sunday, Nov. 28
Graduation applications due for May or August graduation	Thursday, Dec. 15
Term End	Sunday, Dec. 19
Christmas Holidays – No Classes	Monday, Dec. 20 – Sunday, Jan. 2, 2011
Grades Due to Registrar (all schools except Law)	Wednesday, Dec. 22
Grades Due to Registrar (Law School)	Friday, Jan. 7, 2011

Spring 2011 (201140)	
Term Start	Monday, Jan. 3
Final Payment Deadline	Wednesday, Jan. 5
Add/Drop Period – 100% Refund	Monday, Jan. 3 – Sunday, Jan. 16
Martin Luther King, Jr. Day – Schools Closed	Monday, Jan. 17
50% Refund Period	Monday, Jan. 17– Sunday, Jan. 30
Summer Schedules Due to Registrar	Friday, Feb. 4
Summer Textbook Adoptions Due to Bookstore	Friday, Feb. 18
Withdrawal Deadline	Friday, Feb. 25
Spring Break/Modular Week	Monday, Feb. 28– Sunday, Mar. 6
Summer Registration Begins	Wednesday, Mar. 16
Fall Schedules Due to Registrar	Friday, Mar. 25
Fall Textbook Adoptions Due to Bookstore	Friday, Apr. 8
Good Friday – Schools Closed	Friday, Apr. 22
Term End	Sunday, May 1
Grades Due to Registrar (all schools except Law)	Wednesday, May 4
Commencement	Saturday, May 7
Grades Due to Registrar (Law School)	Thursday, May 12

Summer 2011 (201170)	
Term Start	Monday, May 9
Final Payment Deadline	Monday, May 9
Add/Drop Period – 100% Refund	Monday, May 9 – Sunday, May 22
50% Refund Period	Monday, May 23– Sunday, June 5
Fall Registration Begins	Wednesday, May 25
Memorial Day - Schools Closed	Monday, May 30
Withdrawal Deadline	Wednesday, June 29
Independence Day - Schools Closed	Monday, July 4
New Faculty Orientation	Wednesday, Aug. 17
Term End	Sunday, Aug. 21
Grades Due to Registrar (all schools)	Wednesday, Aug. 24

Please note the following 2010-2011 holidays and check the Human Resources web site http://www.regent.edu/admin/hr/holiday.cfm for additional information.

September 6, 2010 (Mon) Labor Day

October 18-24, 2010 (Mon-Sun) Fall Break/Modular Week

November 25-28, 2010 (Th-Sun) Thanksgiving

December 20 – January 2, 2011 (Mon-Sun) Christmas Holidays

January 17, 2011 (Mon) Martin Luther King, Jr. Day

February 28 – March 6, 2011 (Mon-Sun) Spring Break

April 22, 2011 (Fri) Good Friday

May 30, 2011 (Mon) Memorial Day

July 4, 2011 (Mon) Independence Day

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

AUDITING A COURSE

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

Changing from Audit to Credit

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

Changing from Credit to Audit

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

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

COURSE CHANGES (ADD/DROP) AND REFUND POLICY

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

the stated school deadline will result in a grade of "WF" on the transcript. (The Law School's policy on issuance of a "WF" grade may be found in the School of Law Policies and Procedures Manual, located at

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

Students who have not attended a course, or who show no participation in any instructional events for an online course will, at the end of the add/drop period, be administratively withdrawn from that course in accordance with university practice.

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

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

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

GENISYS®

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

INDIVIDUAL STUDY

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

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

REGISTRATION

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

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

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

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

WITHDRAWAL FROM COURSE GRADES

For standard courses, a non-punitive grade of W (Withdrew) is assigned to a student who withdraws from a course after the authorized add/drop period up to the midpoint of the term registered. For courses taught in non-standard formats

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

TRANSCRIPTS

All requests for copies of transcripts from Regent University must be made in writing to the Registrar's Office. The Registrar's Office issues only official transcripts. Current students and alumni will be charged a fee for transcripts. A free transcript will be provided to students when graduation requirements have been met and the degree has been posted by the Registrar's Office. 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.

FINANCIAL HOLDS ON ACADEMIC RECORDS

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

WITHDRAWAL FROM THE UNIVERSITY

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

The grade W (Withdrew) will be posted on the transcript for all standard courses taken during the term if the student withdraws before the mid-point of the term; a grade of WF (Withdrew Failing) will be posted thereafter. Withdrawal from courses taught in non-standard formats (i.e., modular cluster courses, etc.) will result in either a W or WF on the transcript, depending on the withdrawal deadline determined by the individual school. Students who have not attended any classes for which they are registered that term, or distance students who have not participated in instructional events by the end of the add/drop period will, in accordance with university practice, be assumed to have unofficially withdrawn and will be administratively withdrawn.

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

PAYMENT

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

TUITION PER CREDIT HOUR, FALL 2010

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

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

insurance and other personal expenses. Please see the Tuition section of the catalog for each school's credit hour/program costs.

Tuition Rates (subject to change)

School of Communication and the Arts

M.A. in Communication ---------- $920
M.A. in Journalism ---------- $920
M.A. in Theatre ---------- $920
MFA ---------- $920
Ph.D. in Communication ---------- $985

School of Divinity

M.A. in Divinity ---------- $515
Master of Divinity ---------- $515
Doctor of Ministry ---------- $525
Ph.D. in Renewal Studies ---------- $650

School of Education

Doctor of Education (Ed.D.) ---------- $820
Doctor of Philosophy in Education (Ph.D.) ---------- $820
Education Specialist ---------- $730
CAGS in Education ---------- $820
Master of Education ---------- $640
TESOL Certificate ---------- $640
Career Switcher ---------- $225
Professional Development ---------- $200

School of Global Leadership & Entrepreneurship

MBA ---------- $825
M.A. in Management ---------- $825
Leadership Studies Certificate ---------- $675
Advanced Leadership Studies Certificate ---------- $925
M.A. in Organizational Leadership ---------- $675
CGS in Organizational Leadership ---------- $675
Ph.D. in Organizational Leadership ---------- $925
Doctor of Strategic Leadership ---------- $925
CAGS in Organizational Leadership ---------- $925

Robertson School of Government

M.A. in Government ---------- $795
CAGS in Public Policy ---------- $795

School of Law

Juris Doctor ---------- $1025
L.L.M. in American Legal Studies ---------- $1025

School of Psychology and Counseling

M.A. in Counseling ---------- $660
M.A. in Human Services Counseling ---------- $660
M.A. in Community Mental Health Counseling ---------- $690
CACS in Counseling ---------- $660
Doctor of Psychology (Psy.D.) ---------- $755
Ph.D. in Counselor Education & Supervision ---------- $755

FEES

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

- Parking Fee: $100/term
- Technology Fee: $200/term
- Course/Lab Fees: Some courses have lab fees to cover supplies used by students. These fees are posted in advance on course schedules. Lab fees are not refundable after the end of the 100% refund period.
- Application fee: See the Admissions section.

- Enrollment deposit: See the Admissions section
- Late Fee: A late fee of $100 is applied to all student accounts not satisfied by the payment deadline.
- Student Insurance Fee: All enrolled students who are taking 6 or more credit hours on campus, are required to enroll in a comprehensive health care plan. Students have the option of purchasing coverage for spouses and children. The insurance fee is due by the payment deadline. Students who already have comparable health insurance may waive this plan by submitting a waiver form and by showing proof of participation in a comparable health care plan. Premium rates vary by academic year. Optional dental insurance is available. Distance students are exempt from this requirement. Contact Student Services for current rates.
- Student Development Fee: The Council of Graduate Students (COGS) is committed to planning and implementing events and activities that facilitate the professional development, spiritual maturation and social interaction of Regent University students. A fee of $20 in the fall and spring per terms supports this programming for student development.
- Academic Services Fee: A fee of $10 will be charged each term for all students enrolled. This fee covers the expenses incurred for such things as certification of enrollment, drop/add processing, etc. Current students and alumni will be charged a fee for transcripts.
- Graduation Fee: $60 ($70 for J.D. and doctoral, and $30 for all certificates) The graduation fee must be paid in the Business Office before submitting graduation application. This fee is applicable to all graduates, regardless of actual attendance at the commencement ceremonies. Joint degrees applicants pay two fees, one for each separate degree. Submit graduation application in the Registrar's Office by September 15 for fall graduation, and by December 15 for spring or summer graduation.
- Tuition Installment Plan application fee: varies (see Tuition Installment Plan in the Financial Aid & Scholarships section). This fee covers system and administrative costs.
- Other Fees: Other fees may be assessed as the need arises.

TUITION AND FEE PAYMENT DEADLINES

Each term's tuition and fees are due according to the payment deadline specified in the university academic calendar. Regent University accepts cash, checks, MasterCard, American Express or Discover card. Credit card payments must be made through GENISYS® with a 2.75% processing fee. Checks are also accepted through Genisys with no processing fee. All payments made after the payment deadline will incur a late fee. 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

Those students needing to pay tuition over a two or three month period may enroll in the Regent University Tuition Installment Plan (TIP) for a fee of $45 per semester. With a completed and signed TIP agreement, the payments are automatically debited from the student's bank account each month. Contact the Business Office to enroll in the tuition installment plan.

FINANCIAL AID

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

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

VIRGINIA TUITION ASSISTANCE GRANT

The Virginia General Assembly has reduced VTAG for graduate students. Funding is only for continuing graduate students starting in the 2009 fall term as part of a phase out of graduate level VTAG. **The phase-out only impacts NEW graduate students who enrolled for the first time at Regent in the 2009 fall term and subsequent terms.**

Regent University participates in the Virginia Tuition Assistance Grant Program (VTAG). Virginia residents who are enrolled full-time, as defined in the VTAG regulations, (a minimum of 9 credit hours per semester for graduate students)

in a degree program, excluding divinity or religious studies students, may be eligible for an award. An applicant must have been a Virginia domiciliary resident for one year prior to enrollment. If the student begins classes within one year of moving to Virginia, the student is ineligible. Domicile is established by at least 12 months of consecutive residence in Virginia prior to enrolling in school supported by actions that demonstrate intent to remain in Virginia indefinitely. The amount of the award varies per academic year. The maximum graduate level award for the 2010-2011 academic year is $1,130 for graduate students. Awards are based upon State funding and may be reduced to an amount lower than originally offered; depending upon the State's appropriated funds. TAGP awards are only available for the fall and spring semesters. Summer term awards are not available with VTAG awards. A completed VTAG application must be submitted to the Central Financial Aid Office by July 31 for the following academic year. The recommended application date is April 15 to ensure the appropriate coordination of all aid offered to a student. For more information and an application, contact the Central Financial Aid Office.

STATE ASSISTANCE FOR STUDENTS FROM STATES OTHER THAN VIRGINIA

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

UNIVERSITY-WIDE ENDOWED SCHOLARSHIPS

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

Azusa Scholarship

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

Beazley Scholarship

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

Dooner Scholarship

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

John G. C. Miller Scholarship

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

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

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

The Robertson Endowed Honors Scholarship

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

McCormack Endowed Honors Scholarship

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

Saltsgiver Endowed Honors Scholarship

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

LOAN PROGRAMS

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

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

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

Stafford Loan Program

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

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

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

Doctoral Students	3	3	3

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

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

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

1. **Subsidized Stafford Loans**
   The subsidized Stafford loan is a low-cost loan to help pay education costs. A graduate/professional student may be eligible for up to $8,500 with the federal subsidized Stafford loan per academic year. The amount is based on need. The federal government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. The interest rate for the 2010-2011 academic year is 4.5 percent while in school and 6.8 percent upon entering repayment. The student has a six-month grace period after graduation or dropping below half-time status, before entering the 10-year repayment period. (See note in this section below.)
2. **Unsubsidized Stafford Loans**
   A graduate/professional student may be eligible for up to $20,500 per academic year with the Unsubsidized Stafford Loan. If the student is eligible for the maximum subsidized loan ($8,500), the maximum unsubsidized loan is $12,000, depending on the cost of attendance less other aid and resources. Clinical Psychology students are eligible for a maximum of $37,167 per academic year. If the student is eligible for the maximum subsidized loan ($8,500), then maximum unsubsidized loan eligibility would be $28,667 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.

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

Federal PLUS Loans

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

1. Graduate Plus Loans are available to graduate students. Unlike private alternative loans, Graduate Plus Loans are not based on your credit score but rather, adverse credit. This difference should make the loan more easily obtainable for those with little or no credit history. Adverse credit includes the following:
   - Currently 90 days or more delinquent on repayment of any debt
   - Has had debt discharged in bankruptcy during the past five years
   - Evidence of a default, foreclosure, tax lien, repossession, wage garnishment, or write-off of a Title IV debt during the past five years
2. Parent PLUS loans are available to parents of dependent undergraduate students (see the Undergraduate Catalog for more information).

Alternative Education Loan Programs

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

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

Estimated Monthly Payments Based on a 10-year Repayment Period

Amount Borrowed	6.8% Interest	8.5% Interest
$10,000	$115	$124
$20,000	$230	$248
$30,000	$345	$372
$50,000	$575	$620
$70,000	$806	$868
$90,000	$1,036	$1,116

Deferment of Prior Loans

Students may apply to have their prior student loan payments deferred. It is the responsibility of the student to contact the lending institution and/or loan servicer to obtain the appropriate deferment forms. Students submit these forms to the Registrar's Office for processing.

Private Grants and Scholarships

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

SATISFACTORY ACADEMIC PROGRESS (SAP)

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

Minimum Requirements

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

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

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

In the event that a student fails to meet any of the above criteria at the end of an academic semester/term, the student will be placed on "financial aid probation" for the immediately following period of enrollment. That is, a student in this

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

Appeal Procedures

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

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

Reinstatement

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

Repeated Courses

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

Transfer Students

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

Periods of Non-Enrollment

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

Joint Degrees and/or Multiple Degree Programs

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

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

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

NOTE

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

STUDENT EMPLOYMENT

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

www.regent.edu/admin/finaid/jobs.cfm for current job listings.

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

www.regent.edu/admin/prsnel or through Central Financial Aid.

VETERAN'S BENEFITS

For information concerning veteran's benefits, contact the Registrar's Office at 757.352.4094 or www.regent.edu/admin/reg/va.html. Allow 45 days for paperwork to be processed by the Veteran's Administration.

MORE INFORMATION

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

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

E-MAIL NOTIFICATION AND GENISYS®

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

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

THE
GRADUATE SCHOOLS

Regent University is composed of an undergraduate school and seven graduate schools—Communication and the Arts; Divinity; Education; Global Leadership and Entrepreneurship; Government; Law; and Psychology and Counseling.

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SCHOOL OF COMMUNICATION AND THE ARTS

DEAN'S MESSAGE

The field of communication and the arts is leading in trends that are transforming our communities, our society, and our world. At Regent University's School of Communication & the Arts, we are looking for individuals – artists, professionals and scholars – who are ready to be used by God to be a positive influence in studying and working on the leading edge of the latest developments in media technology and the performing arts. Our goal is to encourage students to become leaders in their respective fields, using their knowledge and advanced skills to communicate redemption to a hurting world that needs to hear about the truth of God's love.

Our faculty members, experts in their field, are here to offer you an exemplary educational experience in some of the finest facilities you can find in this nation. As a student, you will enjoy an advanced learning environment in theatre, journalism, film, television, and digital media. We also offer a doctoral program in Communication Studies. While you work to earn your degree with us, we desire and hope that you will grow spiritually, intellectually and professionally, and achieve excellence in your chosen field. If God is calling you to develop and use your talents and scholarship in the field of communication and the arts, you have an opportunity here at Regent University.

Emmanuel S.A. Ayee, Ph.D.
Interim Dean

CONTACT INFORMATION

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

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

MISSION AND PHILOSOPHY

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

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

DISTINCTIVES OF THE SCHOOL

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

- *Integration of Faith and Learning*: Our goal is to provide education for those seeking to integrate their Christian faith with their knowledge of communication and the arts and their communication skills.

- *Cultural Relevance and Impact on Society*: Our unique focus is to study the influence of communication and the arts on society and to teach Christians how to produce high-quality media.
- *International Influence*: We actively seek to educate international students who desire to use pro-social entertainment to promote biblical values and beliefs in their home nations.
- *Innovation*: We pursue innovative learning in communication and the arts through our use of new communication technologies for media production and distance education.
- *Reputation and Heritage*: As the founding School of Regent University, we have been privileged to benefit from the excellent reputation of CBN and its affiliated ministries for biblically inspired communication, high-production quality and media professionalism.

FINANCIAL AID

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

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

PROGRAM OVERVIEW

Regent University School of Communication & the Arts offers fully accredited bachelors, masters, and doctoral programs:

- **Bachelor of Arts (B.A.).** We offer three majors in the B.A.: Animation, Cinema-Television, and Theatre. We also offer minors in Animation, Cinema-Television, Journalism and Theatre Arts. Students who have completed their general education requirements may choose one of these majors to study at the Virginia Beach campus of Regent University only. For a full listing of our undergraduate program, please reference the School of Undergraduate Studies' catalog.
- **Master of Arts in Communication (M.A.)**. We offer several majors in the M.A., including cinema- television and digital media. Students can choose a thesis, portfolio or comprehensive examination option according to degree requirements.
- **Master of Arts in Journalism (M.A.)**. The Department of Journalism offers a cohort-style curriculum that includes courses in theory, broadcast, print and the Internet. Students can choose a thesis, portfolio or comprehensive examination option.
- **Master of Arts in Theatre (M.A.).** We offer two concentrations within the M.A. in Theatre degree program: Theatre Studies and Theatre Ministry. The Master of Arts in Theatre requires the comprehensive examination as the culminating experience. The Theatre Ministry major also requires that a ministry-oriented internship be completed.
- **Master of Fine Arts (MFA).** The MFA is a terminal degree that places more emphasis on skills and performance than on original research. We offer two separate MFA degrees: the first is an MFA offered in the Department of Cinema-Television. This degree has three majors: directing, producing and script and screenwriting. The goal of this program is to prepare graduates to become leaders who will be creative communicators or artists. These programs provide a select number of students the opportunity to refine their creative abilities as media professionals, as teachers of script and screenwriting or actors and directors. Students must complete a portfolio project or a thesis/creative project.
- **Master of Fine Arts (MFA) in Acting.** The second MFA degree is offered by the Department of Theatre Arts; this is the Master of Fine Arts in Acting with two concentrations, directing or general. The goal of this program is to prepare graduates to become leaders who will be creative communicators or artists. These programs provide a select number of students the opportunity to refine their creative abilities as media professionals, as teachers of script and screenwriting or actors and directors. Students must complete a portfolio project or a thesis/creative project.

- **Doctor of Philosophy (Ph.D.) in Communication**. The degree of Doctor of Philosophy at Regent University is awarded in recognition of high attainment in a special field of knowledge. Ph.D. students must pass the qualifying examination for the Ph.D. degree and present an acceptable dissertation within their field of study which presents the results of independent, original research. The degree program's emphasis is on preparation for competent professional and scholarly performance. The Ph.D. in Communication program enables students to conduct pure and applied research in all areas of study offered in the School. The strengths and research interests of current faculty determine original research projects. Students develop their coursework in consultation with their doctoral advisor/Senior Tutor.

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

JOINT DEGREES

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

CAREER OBJECTIVES

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

STUDENT PROFILE

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

ADMISSIONS REQUIREMENTS

See the Admission to Regent University section of this Catalog for admissions requirements. In addition, the School of Communication & the Arts requires the following completed items from applicants:

1. Activate your admissions file by completing an application and submitting a $50 non-refundable application fee.
2. Complete the Personal Goals essay.
3. Provide three completed recommendation forms or letters:
    - General/Faculty Recommendation
    - Faculty Recommendation
    - Clergy Recommendation
4. Arrange to have official, final, sealed transcripts sent directly from all colleges/universities attended to Regent University's Central Enrollment Management (CEM).
5. Arrange to have official scores from the GRE or MAT sent directly to CEM. (Note: GRE is required for Ph.D. applicants.) Regent University GRE code is R5135-9, and the MAT code is 2358-00. For more information on the test site neared you for GRE, call 609.771.7670; for MAT call 800.622.3231.
6. The Test of English as a Foreign Language (TOEFL) is required of all students whose first language is not English. Request official TOEFL scores be sent directly to CEM.
7. Submit writing samples as follows:

    M.A. and MFA (all) – writing sample reflecting research skills

    Additional submissions:

    Journalism – journalistic writing samples

MFA Script & Screenwriting – a completed script

Ph.D. – one writing sample reflecting research skills and, if not included in the research piece, another sample indicating ability to integrate a Judeo-Christian worldview with the field of communication and the arts.

8. MFA Acting applicants call 757.352-4020 or email auditions@regent.edu to arrange an audition.
9. MFA Producing or Directing for Cinema-Television applicants must submit a demo reel of completed works on DVD By March 1.
10. Interviews:

    M.A. and MFA applicants: Call the admissions counselor for a telephone interview.

    Ph.D. applicants: You will be contacted to schedule a faculty interview, if all application materials are received by February 1.
11. All applicants must complete the Computer Literacy & Technology survey.

Note: We will attempt to notify those accepted by both phone and letter.

ADMISSIONS PRIORITY DATES

M.A. and MFA Script & Screenwriting	Rolling Admission
MFA Cinema-TV Producing & Directing	March 1 (fall enrollment only)
MFA Acting/Theatre	March 15 (fall enrollment only)
Ph.D.	February 1 (summer enrollment only)

CAMPUS VISITS

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

CONTACT INFORMATION

School of Communication & the Arts
Office of Admissions, COM 200
1000 Regent University Drive
Virginia Beach, VA 23464-9800

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

DISTANCE EDUCATION

The School offers two degrees online: M.A. in Communication (e.g., major in Cinema-Television with concentrations in critical studies or script & screenwriting) and M.A. in Journalism. Full documentation of the programs as well as online application forms can be obtained at www.regent.edu/communication. Students should carefully review specific programs to determine which classes are available online, since some courses are only offered on campus.

COMPUTER REQUIREMENTS

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

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

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

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

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

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

DEGREE PROGRAMS

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

Department of Communication Studies

The Department of Communication Studies offers both master of arts and doctoral degrees: M.A. in Communication and Ph.D. in Communication.

Students pursuing the Master of Arts in Communication with the Digital Media major focus their attention on the global phenomena through which our world communicates. Courses will engage the student in studies that range from production theory and techniques for digital media, to a more research orientation into the effects and rhetoric of digitally mediated communication. The programs are designed for graduate students who have studied the humanities and arts and desire to advance that knowledge into graduate studies that will prepare them to take positions of leadership within the media industries, universities, colleges and emerging digital milieu.

M.A., Major in Digital Media

The digital media major is offered both on campus and online via distance education. The program is a highly structured cohort model of study consisting of 34 credit hours. Two (2) electives are allowed within the five-consecutive-semester configuration.

Required Courses (28 credit hours plus 6 credit hours of electives =34)

Semester One (Fall)
COM 600 Communication Theory, Ethics & Worldview 3
COM 636 Critical & Cultural Approaches to Digital Communication 3

Semester Two (Spring)
COM 601 Evaluation Methods 3
SCA 507 Digital Media Marketing 3

Semester Three (Summer)
Students will choose one of the following in consultation with the Professor of Record:
SCA 550 Digital Content Development 3
SCA 551 Advanced Internet & World Wide Web Technologies 3
Elective (student's choice) 3

Semester Four (Fall)
SCA 628 Leadership Issues in Media 3
SCA 641 Law, Policy & Ethics in the Interactive Age 3
Elective (student's choice) 3

Semester Five (Spring)
COM 641 Directed Project in Digital Media 5
COM 642 The Christian in the Digital Age 2

Doctor of Philosophy (Ph.D.) in Communication

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

and research interests of current faculty determine original research projects. Students develop their coursework in consultation with their doctoral advisor/Senior Tutor.

The doctoral program in communication is designed to prepare a select number of students to enter either the teaching profession or to fill research and top-level administrative roles in organizations in need of highly educated professionals. The mission involves an intense effort to develop scholars who are able to integrate a Christian worldview with their chosen discipline within communication as they teach, conduct research and practice their professions. A primary goal of the program is to prepare graduates to become Christian leaders who will contribute to communication research, writing, and scholarship.

Doctoral Program Model & Philosophy

The doctoral program in Communication is designed after the Oxford Teaching Method, founded at Oxford University. The adaptation of the Oxford Method in the School of Communication & the Arts has three basic components: online and on-campus coursework, special lectures by faculty, and regular meetings with faculty. Each doctoral student is assigned a doctoral advisor/Senior Tutor who serves as the student's mentor and academic advisor. In addition to giving academic guidance, the doctoral advisor/Senior Tutor is also available for more informal advice about administrative, financial or personal matters of concern.

In addition to the three traditional components of the Oxford Method, we have added a fourth component: teaching and research teams. Each doctoral student will have the opportunity to be a part of a teaching team or a research team. Each of these four major components of the doctoral program is described below.

1. Formal Coursework

A total of 8 core courses totaling 24 credit hours is required for all doctoral students. These courses are administered through an online program that can be accessed from anywhere in the world. In addition to these core courses, elective courses and seminars are also offered. Both on-campus and online students take these courses together. Most of the courses will be offered through our online Blackboard system, but one week modular courses and one week summer doctoral courses include one full week of face-to-face interaction with professors and online course requirements such as reading and writing assignments that can be completed off campus.

2. Special Lectures

Each semester special lectures will be offered by faculty members on specific areas of their expertise and out of current research and writing activities. These lectures will be open to all doctoral students. Distance students will be able to access these lectures online.

3. Tutorial Meetings

Each doctoral student will meet with his/her doctoral advisor/Senior Tutor on a regular basis. These meetings may be in small groups and/or one-on-one. During these meetings students will discuss their research and writing projects with their tutor and with some of their colleagues in the doctoral program. These meetings will be held during the fall and spring semesters and will be scheduled at the beginning of the semester. Prior to achieving ABD (All But Dissertation) status, students will be required to enroll in one credit hour of tutorial (COM 788). Students in their dissertations stage will transition from meeting with a Senior Tutor to meeting with their Doctoral Dissertation Chair on an as needed basis and will enroll in continuing dissertation for three credit hours (COM 799) instead of tutorial credit.

4. Teaching and Research Teams

Each doctoral student will be assigned to a teaching or research team led by a faculty member. Students on teaching teams will be directly involved in teaching activities and students on research teams will be directly involved in academic research. Since coursework is offered both online and on campus, both distance and on-campus students may be involved in teaching. Although no academic credit is given for this requirement, students who are teaching will receive appropriate compensation and students doing research will be given the opportunity to co-author academic papers and/or publications with faculty.

Requirements for Ph.D. in Communication

All those pursuing the Ph.D. degree in communication must complete the following degree requirements:

1. The completion of all core courses and additional courses required by the student's doctoral committee. While the number of hours is dependent on a student's individually approved degree program developed in conjunction with his or her doctoral advisor/Senior Tutor, ordinarily no more than 52 credit hours and no less than 44 credit hours are required of an individual student.

2. COM 700 Introduction to Doctoral Studies in Communication, which is offered on campus and is taken the summer before the first full semester of doctoral coursework.
3. Completion of nine credit hours of doctoral research courses listed below. Students must take all three research courses and must demonstrate their research competence in the methodology they plan to use in their dissertation research.
   - COM 701 Communication Research: Historical/Critical Methodologies
   - COM 702 Communication Research: Qualitative Methodologies
   - COM 703 Communication Research: Quantitative Methodologies
4. Students who have not previously taken a graduate-level research methods course will be required to take COM 601: Evaluation Methods. Completion of four additional mandatory doctoral courses listed below:
   - COM 705 Advanced Communication Theory
   - COM 707 Philosophy & Communication
   - COM 708 History of Communication
   - COM 709 Theology & Communication
5. Completion of at least 4 credit hours of doctoral seminar coursework (COM 785). The maximum number of this type of course is dependent upon the student's individual program. Successful completion of a two-part qualifying examination following the doctoral student's coursework. The first part examines the student's knowledge of the whole field of communication and the ability to think in broad research terms. It is interdisciplinary in nature and based in part on material covered in the mandatory doctoral courses. The second part of the qualifying examination covers the student's major field of study (and minor area of study if so chosen). The field-specific portion of the qualifying examination will also cover the research methodology area (COM 701, COM 702, and COM 703) that the student plans to employ in his or her dissertation research.
6. Dissertation. A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research.

Design of the Program

The program emphasizes each student's academic, professional and spiritual growth. It is devoted to pure and applied research in the study areas offered in the School as determined by the strengths of current faculty. Students in the program have concentrated their studies within such areas as interpersonal communication, organizational communication, rhetoric, intercultural/international communication, cinema studies, media effects and new communication technologies, theatre arts studies and journalism studies. Each student encounters both broad interdisciplinary study and very specialized, field-specific coursework and research. The program encourages in-depth study using quantitative, qualitative, and historical-critical approaches. Coursework and research activities are tailored to the expressed interests and goals of the individual student.

Each student's program of study, which ordinarily must be completed within seven (7) years from admittance, is developed in conjunction with and guided by an individually assigned doctoral advisor/mentor/Senior Tutor chosen from faculty members whose expertise relates to the student's expressed goals and interests. The structure of the doctoral student's individual program of study will be dependent upon the student's special interest in the communication and arts fields and the topic and research needs relative to writing a dissertation. The dissertation topic normally will be chosen early within the program. Other than the dissertation study area, each student's program will incorporate a combination of the following types of courses:

- Mandatory doctoral courses. Seven required courses are designed to expose the doctoral student to the theories and research methodologies common to the communication and arts fields and to the philosophical and theological perspectives of communication, the arts and their sub-disciplines. These courses, though broad and interdisciplinary in scope, provide flexibility in allowing students to undertake course assignments that relate to their specific fields of study. These courses are designed for the first two years or early part of the student's program of study.
- Seminars. Special topics seminars are offered every semester and during summer sessions. These seminars are broad in nature and of interest to all students or reflect subject matter in a particular discipline within the field of communication. A visiting professor is often invited to teach a doctoral seminar every summer. Independent Studies. Highly individualized courses called independent studies provide opportunities for students to pursue specialized areas of research and to be mentored by professors on a one-on-one basis. Independent Studies are patterned after the Oxford and Cambridge Universities' models of higher learning.
- Selected regularly offered graduate courses that are open to both masters and doctoral students.

- Minor area of study. Up to 12 credit hours of study in a minor area of study from participating School(s) of Regent University are available to doctoral students.
- Supporting courses. Graduate courses are available to doctoral students outside the School of Communication & the Arts but in other Schools within Regent University, or at graduate institutions outside Regent University that prepare them to complete their specialized program of study.

Admission to Candidacy

Admission to the doctoral program DOES NOT constitute a student's admission to candidacy for the Ph.D. degree. Admission to candidacy is contingent upon:

1. Successful completion of all coursework, with a minimum of a B average (3.0 CGPA);
2. Successful completion of both portions of the qualifying examinations;
3. Meeting the residency requirement for the track in which the student is accepted into the program;
4. Recommendations by the student's doctoral committee/mentor(s); and
5. The approval vote of the doctoral faculty committee and the faculty of the School.

Residency

Residency is a necessary component to building academic fellowship and camaraderie among a community of scholars. On-campus doctoral students meet the residency requirement by completing two consecutive semesters in which they are registered for at least 6 credit hours each semester, excluding summer sessions.

All doctoral students, must attend a 3-credit hour, on-campus seminar, COM 700 Introduction to Doctoral Studies in Communication, scheduled during a two-week summer session preceding the student's first fall term of study. This seminar is a daily, intensive reading/lecture/writing course in the field of communication studies. The course also is designed to orient students to the doctoral program, the School's faculty, and doctoral-level study in the communication field.

Doctoral students have a seven-year limit within which they are normally expected to complete all requirements for the Ph.D. degree. Doctoral coursework is designed for a two-year, full-time commitment. In light of this time frame and degree completion deadline, students may choose to register for part-time coursework any semester.

Department of Cinema-Television

The Department of Cinema-Television offers both the M.A. in communication and the Master of Fine Arts degrees.

The Department of Cinema-Television is dedicated to equipping communication professionals with a biblical perspective on the mass media arts. The program is directed toward those who desire to be writers, editors, critics, directors, producers or other key media professionals. The various programs and courses in the department attempt to balance examination of the content with acquisition of practical production and management skills. The goal of the department is to train media professionals who will act with moral and spiritual integrity while exhibiting excellence in employment production techniques and innovative styles in order to communicate redemptive messages.

The department, in addition to the MFA degree presented in another section below, offers the MA in Communication with concentrations in critical studies, directing, editing, producing and script and screenwriting. Production facilities are made available to all cinema-television students. The department is committed to providing ample equipment and facilities for student use as well as an outstanding production experience. Each year the department funds a number of student-led films that have a pro-social theme or redemptive message. Students are welcome to self-fund other projects of their own interest that reflect the mission and vision of the School. The resources of the Department of Cinema-Television include a fully equipped television studio, a film sound stage, non-linear editing suites, an animation lab and fully digital audio post-production facilities.

All cinema-television students are required to complete the cinema-television equipment workshop, CTV 502. This course is required before students will be permitted to check out Regent owned equipment for media projects. This course covers video camera, grip/electric, sound basics, laptop proficiency, set operations and film camera.

M.A., Major in Cinema-Television

The script & screenwriting concentration requires 33 credit hours; the critical studies, directing, editing, and producing each require 39 credit hours. All students who are pursuing this major must complete the following:

- School prerequisite course: COM 504 (only for students without a B.A. or B.S. in communication or media-related discipline such as a B.A. in mass communication). Please note that the credit hour for this course is not applied toward the minimum number of credit hours required for the degree program.
- All cinema-television students, except script & screenwriting are required to complete the cinema-television equipment workshop, CTV 502. This course is required before students will be permitted to check out Regent owned equipment for media projects.
- School courses: COM 600 Communication Theory, Ethics & Worldview and COM 601 Evaluation Methods. Department core course: CTV 505 Aesthetics & Techniques for Cinema-Television.
- Cinema-Television students not pursuing a critical studies emphasis must take, as electives, at least two courses from the critical studies area, which are the courses numbered CTV 600 to CTV 610. The script & screenwriting concentration requires only one critical studies course.

Areas of Study

There are five concentrations for cinema-television majors: 1) critical studies; 2) directing; 3) editing; 4) producing; and 5) script & screenwriting.

As part of their academic plan, students must choose a concentration and complete the three or four required courses in that area. It is recommended, but not required, that students complete two additional courses from the list of recommended courses from that area of study. Online courses are offered for students majoring in critical studies and script and screenwriting. Every directing student is required to take at least one writing course.

Critical Studies in Cinema-Television

This is the study of classic and current trends in research and criticism in cinema-television. This area incorporates the use or creation of theories for the investigation and analysis of the historical, aesthetic and philosophical aspects of cinema and television. Students selecting this area of study will be expected to choose the thesis option as a culminating experience.

Required Courses

CTV 600 Theory & Criticism of Cinema-Television 3
CTV 602 History of American Cinema 1 3
CTV 604 Redemptive Cinema 3

Recommended Courses

CTV 603 History of American Cinema 2 3
CTV 607 History of American Broadcasting 3

Directing for Cinema-Television

This concentration is designed to prepare students for careers in the creative process of directing feature films and programming for television and other new media. This concentration offers opportunity to develop a working knowledge of the process and practice of directing actors, as well as the conceptualization of the visuals, blocking, shot execution and creation of a personal directorial style, on-location and in-studio.

Required Courses

CTV 530 Directing for Single-Camera Cinema-Television 3
CTV 531 Directing for Multi-Camera Television 3
CTV 555 History & Aesthetics of Editing 3
CTV 638 Advanced Motion Picture Production 1-3
Plus one screenwriting course as an elective 3

Recommended Courses

CTV 535 Producing & Directing Television Advertising 3
CTV 546 Motion Picture Cinematography 3
Note: The above two courses are strongly recommended for students aspiring to a career in television advertising.
CTV 630 Advanced Directing for Cinema-Television 3
CTV 635 Producing & Directing the Music Video 3
CTV 637 Producing & Directing the Documentary 3

Editing for Cinema-Television

This concentration is designed to prepare students for careers as editors of feature films and television programs. Students will develop a comprehensive working knowledge of the process and practice of editing moving pictures and the accompanying audio using nonlinear digital editing applications.

Required Courses

CTV 555 History & Aesthetics of Editing 3
CTV 556 Nonlinear Video Editing 3
CTV 645 Tools of the Trade 3
CTV 658 Sound Design for Cinema-Television 3
CTV 680 Practicum: Editing Project 1

Recommended Courses

CTV 530 Directing for Single-Camera Cinema-Television 3
CTV 638 Advanced Motion Picture Production 3

Producing for Cinema-Television

This concentration is designed to prepare students for a career in the various management roles in media productions, such as a producer, production manager, assistant director or production coordinator. Students learn how to produce film and television series and other new media.

Required Courses

CTV 525 Producing for Cinema 3
CTV 526 Producing for the 21st Century 3
CTV 527 The Producer's Unit 3
CTV 627 Scheduling & Budgeting for Cinema-Television 3
CTV 638 Advanced Motion Picture Production 1-3
SCA 628 Leadership Issues in Media 3

Recommended Courses

CTV 635 Producing & Directing the Music Video 3
CTV 637 Producing & Directing the Documentary 3

Script & Screenwriting

The script & screenwriting concentration is designed for students who want to increase their writing skills to advance their careers as writing professionals for film, television or theatre. Students may take courses focusing on either area, i.e., those interested in writing for the stage are encouraged to develop potential for screenwriting skills and vice versa. This degree concentration is available on campus and online.

Required Courses

COM 600 Communication Theory, Ethics & Worldview 3
COM 601 Evaluation Methods 3
CTV 505 Aesthetics & Techniques for Cinema-Television 3
SSW 510 Story Structure for Stage and Screen 3
SSW 512 Writing the Short Film 3
SSW 612 Feature Film Writing 3
Critical Studies Courses 6

In addition to the courses listed above, students may take other courses in script and screenwriting or choose independent studies, seminars and workshops as electives to round out their degree program of 33 credit hours.

In addition to the M.A. in Communication above, the department offers the Master of Fine Arts (MFA) with majors in directing, producing and script & screenwriting. The MFA is a terminal degree that places more emphasis on skills and performance than on original research. Production facilities are made available to all cinema-television students. The department is committed to providing ample equipment and facilities for student use as well as an outstanding production experience. Each year the department funds a number of student-led films that have a pro-social theme or redemptive message. Students are welcome to self-fund other projects of their own interest that reflect the mission and vision of the School. The resources of the Department of Cinema-Television include a fully equipped television studio, a film sound stage, non-linear editing suites, an animation lab and fully digital audio post-production facilities.

All cinema-television students are required to complete the cinema-television equipment workshop, CTV 502. This course is required before students will be permitted to check out Regent owned equipment for media projects. This course covers video camera, grip/electric, sound basics, laptop proficiency, set operations and film camera.

Master of Fine Arts (Directing major)

The MFA with a major in Directing for Cinema-Television is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Directing major will be challenged to grow academically, professionally

and spiritually. Academically, the major is devoted to applying current knowledge, research and skills in communication to train directors for film, television and converged media. Specific areas within the directing focus are determined by the strengths of current faculty. The major is administered and shaped to help students integrate their Christian faith with their chosen media of expression.

The program of study requires students to complete a minimum of 60 credit hours of coursework, workshops, practica and a portfolio.

Required Courses for the MFA major in Directing for Cinema-Television (29-31) credit hours)

CTV 502 Cinema-Television Equipment Workshop 1
CTV 505 Aesthetics & Techniques for Cinema-Television 3
CTV 530 Directing Single Camera for Cinema-Television 3
CTV 531 Directing Multi-Camera Television 3
CTV 580 Practicum 1-3
CTV 600 Theory & Criticism of Cinema-Television 3
CTV 630 Advanced Directing for Cinema-Television 3
CTV 638 Advanced Motion Picture Production 3
CTV 640 Actor Coaching for Film & Television 3
CTV 698 Portfolio 3
SCA 628 Leadership Issues in Media 3

12 credit hours from the following:

CTV 602 History of American Cinema 1 3
CTV 603 History of American Cinema 2 3
CTV 604 Redemptive Cinema 3
CTV 607 History of American Broadcasting 3
CTV 609 Topics in the Critical Studies of Cinema-Television 3
CTV 643 History of Animation 3

Additionally, 6 credit hours of screenwriting classes from the following:

SSW 510 Story Structure for Stage & Screen 3
SSW 511 Playwriting 3
SSW 512 Writing the Short Film 3
SSW 514 Writing for Television 3
SSW 516 Writing for Children: Stage & Screen 3
SSW 612 Feature Film Scriptwriting 3
SSW 613 Writing Comedy 3
SSW 617 Writing Christian Drama for Stage & Screen 3
THE 713 Text Analysis for Production 3

Finally, 13 credits of elective classes from the following:

CTV 535 Producing & Directing Television Advertising 3
CTV 545 Lighting Aesthetics & Design for Cinema-Television 3
CTV 546 Motion Picture Cinematography 3
CTV 589 Workshop: (Various Topics) 1-3
CTV 635 Producing & Directing Music Video 3
CTV 637 Producing & Directing Documentary 3
CTV 658 Sound Design for CTV 3

Master of Fine Arts (Producing major)

The MFA major in Producing is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Producing major will be challenged to grow academically, professionally and spiritually. Academically, the major is devoted to applying current knowledge, research and skills in communication to develop producers for film, television and converged media. Specific focus areas within the producing major are determined by the strengths of current faculty. The major is designed and administered to help students integrate their Christian faith with their chosen media of expression.

The program of study requires students to complete a minimum of 60 credit hours of coursework, workshops, practica and a portfolio.

Required Courses for the MFA major in Producing for Cinema-Television (29-31) credit hours):

CTV 502 Cinema-Television Equipment Workshop 1

CTV 505 Aesthetics & Techniques for Cinema-Television 3
CTV 525 Producing for Cinema 3
CTV 526 Producing for the 21st Century 3
CTV 527 The Producer's Unit 3
CTV 580 Practicum 1-3
CTV 600 Theory & Criticism of Cinema-Television 3
CTV 627 Scheduling & Budgeting for Cinema-Television 3
CTV 638 Advanced Motion Picture Production 3
CTV 698 Portfolio 3
SCA 628 Leadership Issues in Media 3

12 credit hours from the following:
- CTV 602 History of American Cinema 1 3
- CTV 603 History of American Cinema 2 3
- CTV 604 Redemptive Cinema 3
- CTV 607 History of American Broadcasting 3
- CTV 609 Topics in the Critical Studies of Cinema-Television 3
- CTV 643 History of Animation 3

Additionally, 6 credit hours of screenwriting classes from the following:
- SSW 510 Story Structure for Stage & Screen 3
- SSW 511 Playwriting 3
- SSW 512 Writing the Short Film 3
- SSW 514 Writing for Television 3
- SSW 516 Writing for Children: Stage & Screen 3
- SSW 612 Feature Film Scriptwriting 3
- SSW 613 Writing Comedy 3
- SSW 617 Writing Christian Drama for Stage & Screen 3
- THE 713 Text Analysis for Production 3

Finally, 13 credits of elective classes from the following:
- CTV 535 Producing & Directing Television Advertising 3
- CTV 545 Lighting Aesthetics & Design for Cinema-Television 3
- CTV 546 Motion Picture Cinematography 3
- CTV 589 Workshop: (Various Topics) 1-3
- CTV 635 Producing & Directing Music Video 3
- CTV 637 Producing & Directing Documentary 3
- CTV 658 Sound Design for CTV 3

Included in this program is a portfolio requirement: CTV 698 3

Master of Fine Arts (Script & Screenwriting major)

The MFA major in Script & Screenwriting is based on the unique nature of Regent University and its mission. Each student accepted into the MFA Script & Screenwriting major will be challenged to grow academically, professionally, and spiritually. Academically, the major is devoted to applying current knowledge, research and skills in cinema-television studies to develop writers who create important and effective narratives in multiple genres and styles through stage and media productions. Specific areas of writing focus are determined by the strengths of current faculty. The major is administered and shaped to help students integrate the Christian faith with their chosen profession.

Requirements for the MFA with a major in Script & Screenwriting

All those pursuing the MFA major in script & screenwriting must complete the following:

1. Completion of a minimum of 44 credit hours beyond the bachelor's degree. The number of hours is dependent upon a student's individually approved degree program in conjunction with his or her faculty advisor.
2. Completion of the 10 (30 credit hours) mandatory courses. These are included in the total hours required.
3. Completion of at least one 3 credit hour critical studies course beyond those required in the mandatory course requirements.
4. Completion of at least 2 (6 credit hours) of elective courses.
5. Completion of at least 2--but no more than 6--credit hours of MFA Practicum (SSW 680). For limited residency distance MFA students, these hours may be taken during the required one week summer residency.

6. Completion of at least 3 credit hours of MFA Portfolio (SSW698). There is no maximum number of portfolio credit hours that can be taken once all other requirements are met.
7. Completion of all requirements associated with the MFA portfolio. A student may apply a maximum of 6 credit hours of portfolio credit toward the minimum requirement of 44 credit hours. Advanced Standing: applicants who already have an M.A. degree may apply for up to 6 credit hours of advanced standing toward the MFA degree with approval of the MFA committee and the dean of the School.

Course Offerings and Instruction

Many of the courses offered to students in the MFA program are also available to cinema-television students and theatre arts majors under the Communication M.A. degree. MFA students who pre-register can expect enrollment preference in script & screenwriting classes over students who are taking such classes as electives. Likewise, MFA students will take a number of courses in cinema-television and/or theatre arts in order to ground them in a thorough understanding of the history, structure, and practices of these media. Moreover, the MFA Practicum and the MFA Portfolio are crafted specifically for the needs of the MFA student with a higher degree of faculty mentoring than is typical in the M.A. program.

Mandatory Courses

CTV 505 Aesthetics & Techniques for Cinema-Television 3
CTV 600 Theory & Criticism of Cinema-Television 3
*SELECT ONE:
CTV 602 History of American Cinema 1 3
CTV 603 History of American Cinema 2 3
CTV 604 Redemptive Cinema 3
SCA 628 Leadership Issues in Media 3
SSW 510 Story Structure for Stage & Screen 3
SSW 511 Playwriting 3
SSW 512 Writing the Short Film 3
SSW 514 Writing for Television 3
SSW 612 Feature Film Scriptwriting 3
SSW 614 Topics in Scriptwriting 3
SSW 680 MFA Practicum 2-6
SSW 698 MFA Portfolio ..... 3 min
Electives:
Critical Studies Elective ..... 3 min
General Elective ..... 6 min

Residency

Our program offers a limited residency option for the MFA in Script & Screenwriting. Those admitted to this option must attend at least one week-long summer residency (registered under the SSW 680 MFA Practicum) during their progress through the program.

Department of Journalism

M.A. in Journalism

The Department of Journalism offers a cohort-style curriculum that includes courses in theory, broadcast, print and the Internet. Students can choose a thesis, portfolio or comprehensive examination option.

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

Requirements for the Master of Arts in Journalism

The Journalism program requires 39 credit hours of graduate study. A full-time student may complete the program in two years; however, many students take courses at their own pace. The Master of Arts in journalism may also be earned entirely by distance with no residency required. The converged media curriculum offers courses in broadcast, print, communication theory and the Internet. It is designed to help prepared multi-skilled journalists for the 21st century marketplace. Both on-campus and online students participate in student media lab experiences that are related to coursework. An M.A. student may count no more than 7 credit hours of independent study and internship toward his or her degree.

The following courses are offered over a two-year period:

COM 600 Communication Theory, Ethics & Worldview 3
COM 601 Evaluation Methods 3
JRN 610 Print Press: News Theory, Writing & Reporting 3
JRN 613 Feature Writing for Publications 3
JRN 615 Editorials, Columns & Essays 2
SCA 542 Writing for the Digital Media 3
SCA 550 Digital Content Development 3
SCA 641 Law, Policy, & Ethics in the Interactive Age 3

On-campus students must also take:

JRN 633 Broadcast News Field Reporting & Producing 4

Distance students must also take:

JRN 634 Journalism as Literature 3

Electives:

CTV 526 Producing for the 21st Century 3
JRN 589 Workshop: Professional Writing 1-3
JRN 589 Workshop: Digital Photojournalism 1-3
JRN 630 Broadcast News Program Producing 3
JRN 685 Seminar: Trends & Issues in Converged Media 3
SCA 551 Advanced Internet & World Wide Web Technologies 3

Electives are variable and subject to change each semester. All students must complete either a thesis, comprehensive examination or a portfolio of journalistic work. An internship is required if a comprehensive exam option is selected. Independent studies, seminars, workshops and internships also may be arranged on an elective basis.

Advanced Standing

Students may be credited with up to 6 credit hours of advanced standing toward completion of their degree if they can demonstrate extensive professional journalism experience. The dean/academic dean of the School of Communication & the Arts may grant the advanced standing credits upon recommendation from the journalism faculty at the time of admission. Applicants must request advanced standing consideration when they submit their application. Advanced standing will not be granted to students who are already enrolled in their degree program

Department of Theatre Arts

It is the mission of the Department of Theatre Arts to educate and train undergraduate and graduate students to incisively examine and effectively communicate, through intellectual analysis and the realization of live theatrical performance, the great truths of the human condition as perceived through the lens of a Christian worldview. The department is dedicated to equipping artists of the theatre with the skills, insight, and knowledge required for successful and influential careers in professional theatre, the academy, and ministry. The department seeks to develop professional caliber artists who will function with moral and spiritual integrity offering redemptive messages creatively and thoughtfully expressed through the theatre arts.

The Department of Theatre Arts offers both the Master of Arts in Theatre and the Master of Fine Arts in Acting.

Master of Arts in Theatre

The M.A. in Theatre requires a total of thirty (30) credit hours. Students may choose from two concentrations: Theatre Studies or Theatre Ministry. The M.A. in Theatre requires students to complete thirteen (13) credit hours of required

coursework during an eight-week summer residence. The balance of the degree requirements can be completed online or on campus.

All students pursuing the M.A. in Theatre must pass the Theatre Arts General Knowledge Entrance Examination within their first two semesters as a registered student in the program (fall/spring semesters). The exam is offered twice each semester, four times a year. All incoming M.A students are automatically registered for the first exam date, typically the first Friday of the fall term. With prior arrangement the exam can be taken online by distance students. If students do not pass the exam the first time, they are automatically registered for the next exam date. This process continues until students either pass the exam or reach the end of their first year in the program without a passing score. A score of 70% or higher is considered passing. Failing to pass the exam constitutes grounds for dismissal from the program or being assigned to a course of undergraduate level studies in theatre history. The course of action following a failed exam will be determined by the theatre faculty. Exam dates are published annually in the Department Handbook which is available on the department's website. The website also contains a study guide for the exam.

Required Courses for M.A. in Theatre (21credit hours)*

THE 595 Internship 1
THE 597 Comprehensive Examination 1
THE 632 Theories & Concepts in Acting 3
THE 633 Theories & Concepts in Directing 3
THE 681 M.A. Practicum in Theatre Production 1
THE 700 Research & Aesthetics in Theatre 3
THE 713 Text Analysis for Production 3
THE 725 Theatrical Design Process 1 3
THE 726 Theatrical Design Process 2 3

Degree Major Options – 9 credit hours (students choose one)

Option #1: Major in Theatre Ministry

SSW 511 Playwriting 3
THE 635 Theatre in Ministry 3
Divinity course: students may take any graduate level, three (3) credit hour course offered by the School of Divinity with the advanced approval of their advisor.

Option #2: Major in Theatre Studies

Electives** 9

*Summer residency courses

**Students may choose any graduate level course offered by the School of Communication & the Arts to satisfy elective credit. Courses may be taken outside the school with the advanced approval of the student's advisor.

Master of Fine Arts (MFA) in Acting

The MFA is a terminal degree that places more emphasis on skills and performance than on original research. The Master of Fine Arts (MFA) in Acting is offered by the Department of Theatre Arts.

It is the mission of the Department of Theatre Arts to educate and train undergraduate and graduate students to incisively examine and effectively communicate, through intellectual analysis and the realization of live theatrical performance, the great truths of the human condition as perceived through the lens of a Christian worldview. The department is dedicated to equipping artists of the theatre with the skills, insight, and knowledge required for successful and influential careers in professional theatre, the academy, and ministry. The department seeks to develop professional caliber artists who will function with moral and spiritual integrity offering redemptive messages creatively and thoughtfully expressed through the theatre arts.

The MFA in Acting degree requires a minimum of 60 credit hours which must be taken over six (6) semesters of residency. The degree is primarily designed to prepare actors to enter the marketplace and compete as professional actors. As a terminal degree, it is also preparatory for a teaching career in higher education. The degree includes an intensive study in stage acting techniques, camera acting technique, vocal production, stage dialects, movement, stage combat, and textual analysis. The MFA in Acting culminates in a Thesis/Creative Project where the student is either assigned a major role in a Mainstage production or required to create a recital consisting of a predetermined list of scenes and monologues culled from a variety of dramatic genres, periods, and styles. The written (or "Thesis") portion of the

Creative Project consists of a detailed character analysis, play analysis, historical research, a production journal, reviews and a prescribed list of appendices.

The MFA in Acting degree offers two distinct concentrations. The first is a general concentration which allows students to choose nine (9) hours of elective coursework in addition to the 51 hours of required courses. The second is a directing concentration which allows students to take nine (9) hours of prescribed coursework in directing to supplement the required core of 51 hours. The directing concentration affords students who have exhibited acumen—and who have a strong desire to explore directing in more depth—the opportunity to do so alongside their primary studies in acting.

NOTES:

- Students seeking entrance into the MFA in Acting program must audition and interview. (See "Admissions Requirements" for the School of Communication & the Arts above.) The Department of Theatre Arts holds MFA auditions during the months of January, February, and March at venues across the country. The audition schedule is published each fall on the departmental webpage. Videotaped auditions are accepted, but it is highly recommended that prospective students attend one of the national audition sites or on-site auditions at the university.
- All students pursuing the MFA in Acting must pass the Theatre Arts General Knowledge Entrance Examination within their first two semesters of residency. The exam is offered four times during the academic year (twice each semester). All incoming MFA students are automatically registered for the first exam date, typically the first Friday of the fall term. If the student does not pass the exam the first time, he/she is automatically registered for the next exam date. This process continues until the student either passes the exam or reaches the end of his/her first year in the program without a passing score. A score of 70% or higher is considered passing. Failing to pass the exam within the first two semesters of residency will constitute grounds for dismissal from the program or being assigned to a course of undergraduate level studies in theatre history. The course of action following a failed exam will be determined by the theatre faculty. Exam dates are published annually in the Departmental Handbook which is available on the department's website. The website also contains a study guide for the exam.
- Students who already have an M.A. degree may apply for a maximum of 6 credit hours of "advanced standing." This should be requested at the time of admission.
- At Regent University, theatre students benefit from the close relationship the Department of Theatre Arts enjoys with the Department of Cinema-Television. Students pursuing the MFA in Acting receive not only a firm grounding in stage acting, but also intensive study in screen acting (including opportunities to participate in cinema-television productions and to take approved CTV courses as electives).
- Students also benefit from Society of American Fight Directors (SAFD) stage combat training in a variety of SAFD sanctioned styles and weaponry. MFA Actors take three stage combat courses and, with the approval of the instructor, may take the SAFD Skills Proficiency Test each spring, which can lead to achieving Actor-Combatant status with the Society of American Fight Directors.
- Each student admitted to the program is required to have an "End-of-Year Interview" with the performance faculty, at which time progress will be discussed in detail. Continuation in the program is by invitation.

Many of the courses in the MFA in Acting degree program are offered on a two-year rotation. It is incumbent on the student to communicate closely with his or her advisor to insure the appropriate courses are taken as they arise in the rotation.

Required Core Courses (51 credit hours)

THE 700 Research & Aesthetics in Theatre 3
THE 710 The Meisner Technique 1 3
THE 711 The Meisner Technique 2 3
THE 712 Unarmed Combat for the Stage 3
THE 713 Text Analysis for Production 3
THE 721 Rapier & Dagger for the Stage 3
THE 727 Movement for the Actor 3
THE 728 Scene Study 3

THE 730 Screen Acting 1 3
THE 731 Screen Acting 2 3
THE 734 Vocal Production for the Actor 1 3
THE 735 Vocal Production for the Actor 2 3
THE 740 Acting Shakespeare 3
THE 741 Acting in Periods & Styles 3
THE 742 Weapons of the Stage 3
THE 750 Auditioning & the Business of Acting 3
THE 799 MFA Thesis/Creative Project 3

Degree Concentrations – 9 credit hours (one of two options below)

Option #1: General Concentration

Students may choose nine (9) credit hours of elective coursework to satisfy General Concentration requirements. Students are encouraged to satisfy elective hours through the rotating topics of THE 775: Special Topics in Theatre. However, students may take any graduate-level course offered by the Department of Theatre Arts for elective credit. Students may also take elective coursework outside of the department (including courses offered by the Department of Cinema-Television) with the approval of their advisor

Option # 2: Directing Concentration

THE 722 Advanced Directing for the Stage 1 3
THE 723 Advanced Directing for the Stage 2 3
THE 724 Stage Management for the Theatre 3

COURSE DESCRIPTIONS

The following course offerings are common to all departments within the School for the M.A./MFA programs. The course letter designation will vary with the particular department in which the course is offered. Several seminars/workshops covering specialized areas will be offered during the course of an academic year. Many are listed individually in department sections. An independent study or internship is not usually taken in the first year of study. An M.A. student may count no more than 7 credit hours of independent study and internship toward his or her degree.

580/680/780 Practicum (1-3) The practicum provides opportunities for practical and hands-on experience in a given area such as magazine, newspaper, public relations, performing arts, cinema arts and television arts. (Pass/No Pass) Note: See listing under specific Schools. All MFA or M.A. practicum have the 80 designation. Theatre practica also have a 681/781 designation.

589 Workshop (1-3) The workshop is a directed study combining theory and knowledge with practical application; workshops may present opportunities for hands-on experience. All MFA or M.A. workshops have the 89 designation.

590 Independent Study (1-3) The independent study affords the student an opportunity for specialized research or project in an area of interest. An independent study cannot be offered for a course that is already designated and listed. All MFA or M.A. and Ph.D. independent studies have the 90 designation.

595 Internship (1-3) The internship gives the student an opportunity to apply classroom learning to professional work situations. (Pass/No Pass). All MFA or M.A. internships have the 95 designation.

597 Comprehensive Examination (1) The comprehensive exam is a written examination with an oral option that serves as a culminating activity. (Pass/No Pass).

598/698/798 M.A./MFA Portfolio (1-3) The portfolio is designed to demonstrate professional competence and creativity in the student's specific area of study. Portfolios should be done close to the end of the program of study. (Pass/No Pass) All portfolios, whether MFA or M.A., have the 98 designation

599/699/799 M.A./MFA Thesis (1-3) The thesis is valuable for those considering advanced graduate or doctoral studies leading to a career in higher education. Students writing a thesis must demonstrate a good understanding of research methods and the ability to apply those methods to a research project. (Pass/No Pass). All MFA or M.A. theses have the 99 designation. Doctoral dissertations are designated COM 799.

685/785 Seminar (1-3) A seminar is directed study, research, and discussion in a given area. Topics are offered on demand and/or depending on faculty availability. Available for both master's and doctoral students. All seminars have the 85 designation.

Various master's courses are available to doctoral students with appropriate approval. These courses are noted as "may be taken for doctoral credit with approval." Additionally, 700-level doctoral courses and MFA courses are available to master's students with approval.

Department of Communication Studies

COM 504 Introduction to Graduate Communication Studies (1) This on-line self-paced prerequisite course is required of all M.A. students that do not have a bachelor's degree in communication or journalism. The course does not count toward the degree requirements. The course is an overview of the historical roots, methodological groundings and present state of the communication field with particular attention to its specialized vocabulary, important writers and works and significant scholarly journals.

COM 600 Communication Theory, Ethics & Worldview (3) Involves the study of various Christian historical, theoretical and ethical perspectives and their application to the communication field, professions and media. Furthermore, this course prepares students to understand the role of media and communication in the development of one's own worldview and the worldviews existent within our culture. This class will challenge the student to enter a discussion examining the role of communication and the media play in shaping or reinforcing many of the religious and ethical beliefs existent within our culture. Students have the opportunity to further develop a biblical basis for the practice, ethics and study of communication.

COM 601 Evaluation Methods (3) Designed to provide knowledge of practical research methods and how to apply research to common uses in digital media, television, video, film, journalism and communication studies disciplines. Students will learn about quantitative, qualitative and textural research for their respective areas of interest. Should be taken within the first two semesters of study. Required for the M.A. in communication degree.

COM 611 Media & Social Influence (3) Designed to develop an understanding of important theories of social influence pertinent to media and culture, this course features content including the study of diffusion of innovations, social marketing, entertainment-education, agenda setting, and other communication and development processes. Social change will be studied within the context of Scripture at the individual, organizational, community, national and international levels. Course will benefit anyone who seeks to know how mass media influences people's attitudes, values, beliefs and practices. Students may have the opportunity to get involved in applied research projects that address some of the most significant issues and needs in contemporary society.

COM 631 Organizational Communication in the Digital Age (3) New and emerging communication technologies, their uses and related issues are drastically changing the nature of communication, organizational life generally and cultures in which organizations reside. This course provides students with a communication-based perspective of organizations and organizational leadership, with a special emphasis on the characteristics of a current and future trends and issues associated with organizations in this digital age. A blend of theory and practice, it draws from existing, pertinent theoretical constructs, models, research and generalizations that are relevant to organizational communication and leadership in our increasingly highly mediated environment. It provides opportunities for students to sharpen their critical thinking and further develop their communication skills and learn practical concepts and principles that can be applied creatively to their current or future special areas of interest, organizational settings or professional roles.

COM 632 Media & the Church (3) Examines the role of both traditional and newer forms of media in local church and other Christian organizational and group settings primarily from a leadership or decision-making perspective. The course will explore trends and issues related to the use of media in contemporary cultures and current and possible future applications of communication technologies to fulfill local church and parachurch missions and goals. The course is required for those students whose special area of interest within the Media, Faith and Culture program involves filling or enhancing knowledge and skills related to a media director or a similar role in a local church. However, it is also highly recommended for anyone that is currently occupying a leadership role in a Christian organization or aspires to do so in the future.

COM 636 Critical & Cultural Approaches to Digital Communication (3) Exploration of the rhetorical, historical and critical framework for thinking about the convergence of digital media technologies and cultural norms and practices. Will include the study of the confluence of digital media and society; how these confluences exert symbolic/persuasive force to shape how individuals and communities think; how they see reality, themselves and their relationships with other people; what they value; and what they hope for and how they view the world. Students will

apply critical skills to learn how to analyze all forms of digital communication, including films, television and video programs, scripts, new media and advertisements.

COM 641 Directed Project in Digital Media (5) Provides a culminating experience (student's final semester) within a professional digital media industry. Since the project is intended to be a technologically immersive and practical experience, the students will be placed in a professional organization that employs digital media. Throughout the term, students will meet weekly with the Lead Professor who will mentor and monitor progress, assign appropriate readings etc. Assessment of the students' work will be provided by an industry supervisor in consultation with the Lead Professor.

COM 642 The Christian in the Digital Age (2) Goal of this course is to provide a synthesis of the theoretical and practical learning experienced in the Digital Media program with an emphasis on implementing the Christian worldview into an understanding of the rapidly changing industries utilizing digital media.

COM 700 Introduction to Doctoral Studies in Communication (3) Provides overview of the historical roots, methodological grounding and present state of and trends in the communication field with particular attention to its specialized vocabulary, important writers and works, and significant scholarly journals. Computer literary sessions for distance learning, library resources for distance learning and graduate-level writing style form are included. Offered on campus only in the summer.

COM 701 Communication Research: Historical/Critical Methodologies (3) An in-depth survey, analysis and practice of current humanities and arts research approaches and methodologies used in the study of communication and the arts.

COM 702 Communication Research: Quantitative Methodologies (3) Advanced study of classic and contemporary social science research methodologies and statistics utilized in the study of communication. Students must have previously had a graduate-level social science methods course at another institution, COM 601 or another equivalent experience.

COM 703 Communication Research: Qualitative Methodologies (3) Advanced study of ethnography, focus group interview techniques, participant observation, in-depth personal interview and other methodologies currently employed in the communication field.

COM 705 Advanced Communication Theory (3) An interdisciplinary examination of the most current theories, scholarship, published research and trends and issues in all areas within the communication and arts fields.

COM 707 Philosophy & Communication (3) A broad, yet intensive, study of the philosophical underpinnings of the communication and arts fields. The history of ideas, comparative worldviews, ethical issues and other philosophical concerns will be addressed from a biblical perspective.

COM 708 History of Communication (3) A historical and interdisciplinary analysis of the development of communication and arts theories, concepts and practices from the classical rhetorical tradition to the present.

COM 709 Theology & Communication (3) An analysis and evaluation from the Word of God for the purpose and practice of communication.

COM 785 Doctoral Seminar (1-3) Seminars are special topics courses focusing on specific subdisciplines or involving broad interdisciplinary study. May be taken more than once under varying titles. May be taken by master's students with permission of instructor. Some seminars are taught on campus only.

COM 788 Tutorial in Communication & the Arts (1-3) Tutorials afford doctoral students the opportunity to do special research, projects and readings under the direction of and in conjunction with a faculty member in the School of Communication and the Arts. Tutorials are not independent studies—they are courses with syllabi and structured meeting times—and are normally tailored to student's specialized academic and professional interests and/or dissertation area.

COM 791 Doctoral Mentoring: Pedagogy (1-3) Doctoral students work closely with one or more faculty members as part of a teaching team. Teaching assignments may include assisting faculty members with courses or overseeing undergraduate courses under the mentorship of a faculty member. Mentoring topics include teaching pedagogy, classroom dynamics, and online teaching skills. May be repeated for up to a maximum of 6 credit hours with approval from a doctoral advisor/Senior Tutor.

COM 792 Doctoral Mentoring: Research & Writing (1-3) Doctoral students work closely with one or more faculty members as part of a research and writing team. Course assignments may include conducting original research in

collaboration with a faculty member or assisting faculty members with their research and writing projects. Mentoring topics include research planning, design and analysis from the historical-critical, qualitative or quantitative research traditions, and academic writing. May be repeated for up to a maximum of 6 credit hours with approval from a doctoral advisor.

COM 795 Dissertation Research (1-4) Doctoral-level, supervised research credit assigned to directed academic work that may be related to the student's dissertation topic. Student normally registers for this course prior to qualifying exams and achieving candidacy. Prerequisites are two of the following three courses: COM 701, COM 702, and/or COM 703. Pass/No Pass

COM 797 Qualifying Examination (1) Required of all doctoral students who are taking doctoral qualifying exams. Doctoral students will register for COM 797 in the semester in which they are actually taking both the written and oral portions of the qualifying examination. This one credit hour does not apply to the coursework (pre-qualifying examination) aspect of the individual degree program. The grading option for the course is pass/no pass. Students who do not initially pass all questions of the qualifying examination will be allowed with the recommendation of the qualifying exam committee and the approval of the chair of the doctoral program to retake those questions the following semester. Only one retake is permitted; an IP will be posted until the examination is completed.

COM 799 Continuing Dissertation Credit (3) Supervised research for the doctoral dissertation. After successfully passing the qualifying examination, the doctoral candidate must remain registered with three (3) continuing dissertation credits every academic semester until the dissertation manuscript is successfully defended. Doctoral candidates must register for one (1) credit hour each semester (excluding summer) after the successful defense of their dissertation until the final, revised manuscript has been approved and signed by the doctoral committee members and processed for binding. See doctoral handbook for on-campus, online and fellowship student requirements.

Department of Cinema-Television

CTV 502 Cinema-Television Equipment Workshop (1) Required for those who plan to check-out equipment for media projects. Covers in an intensive time frame: video camera, grip/electric, sound basics, set operations, laptop proficiency and film camera.

CTV 505 Aesthetics & Techniques for Cinema-Television (3) Study of the aesthetic and technical storytelling tools available to the filmmaker or television director. Strong emphasis is given to film grammar, the aesthetics of picture composition and audio design as it applies to motion pictures and narrative television. Required for all cinema-television majors.

CTV 525 Producing for Cinema (3) Focus is on two aspects of the motion picture industry, proposing a project through a prospectus and designing and creating a film production company. Emphasis is placed on the role of the producer in these endeavors in the independent film market as well as productions involving participation of major Hollywood entities.

CTV 526 Producing for the 21st Century (3) An advanced study of the business side of the television and digital media industries integrating programming content strategies to effectively communicate the powerful Truths of the Gospel of Jesus Christ to a postmodern audience. This is not a "Christian TV" course, but rather an effort to provide an apologetic for the integration of the praxis of excellence and innovation into the converged world of digital media production and programming.

CTV 527 The Producer's Unit (3) Survey of the work of the organizational core of production crew, including the unit production manager, the first and second assistant directors, the production office coordinator and the production auditor. Learn how a film is managed from producing and logistical point of view during production.

CTV 530 Directing Single Camera for Cinema-Television (3) A hands-on course in directing narrative feature film and television, using single-camera style shooting. Master the aesthetics, theory and practice of camera placement, shot execution, and directing the actor. Students create and develop their directing style. Pre- or co-requisite CTV 505.

CTV 531 Directing Multi-Camera Television (3) Provides the students with an opportunity for learning preproduction, production and postproduction of television programs using the multi-camera production techniques typical in half-hour episodic television, soap operas, game shows and talk shows. Student scripts are selected competitively from appropriate genres. Qualifications for crew positions based on experience and level of completed coursework. Prerequisite or co-requisite: CTV 505.

CTV 535 Producing & Directing Television Advertising (3) Examination of the process of creating, writing and producing television advertising spots, particularly national ads shot on film and mastered on video. Careful attention is paid to the discipline of storyboarding and storytelling with a rigid time format, as well as relations with ad agencies.

CTV 541 Screen Acting (3) Focus is on the application of acting and performance skills for single-camera film and video presentations. Development of theatrical characterizations, as well as "commercial" and on-camera spokesperson performances are presented and analyzed in a workshop environment.

CTV 545 Lighting Aesthetics & Design for Cinema-Television (3) Study of the aesthetic and technical aspects of lighting in television and film. Students will become familiar with various lighting styles and important types of equipment used to implement them, as well as with the grip and electrical areas of motion picture production. Recommended for aspiring cinematographers.

CTV 546 Motion Picture Cinematography (3) Study of the aesthetics and practice of motion picture cinematography. Positions of the cinematographer and camera operator, as well as first and second assistant camera operators examined. Recommended for aspiring cinematographers.

CTV 555 History & Aesthetics of Editing (3) Advanced study of the development and practice of editing theory and style, including the practical impact on filmmaking. Course centers on an analysis of the evolution of editing aesthetics in the planning and visualization of moving pictures by the director in preproduction. Prerequisite or co-requisite CTV 505.

CTV 556 Nonlinear Video Editing (3) Study of nonlinear editing technologies used in the television and video industries. Primarily concerned with the editing process insofar as it concerns projects, which regardless of the origination format will be finished in a digital format.

CTV 600 Theory & Criticism of Cinema-Television (3) Analysis of cinema and television; from the early realists-formalist to auteur, genre, reception, semiotic, feminist, psycho-analytic, Marxist and deconstructive theories as they apply to both film and television research. Students will complete the course with the understanding of how to apply these theories to all types of television and cinematic texts.

CTV 602 History of American Cinema 1 (3) Historical survey of the development of narrative American cinema from the early days to the denouement of silent film in the late 1920s, followed by the development of sound and the Golden Age of the studio system in the 1930s through the 1950s. Investigate the aesthetic, technological, economic and sound dimensions of the classical Hollywood narrative film. May be taken online if student can verify access to the required films.

CTV 603 History of American Cinema 2 (3) Historical survey of narrative American cinema from the decline of the studio system and the abolition of the production code through the turbulent 1960s, the complacent 1970s and the conservative 1980s. The rise of the new independents and the reliance on blockbuster movies is studied in the context of the continuing revolution in delivery systems including made-for-cable movies, pay-per-view, home video rentals and international markets. May be taken online if student can verify access to the films required.

CTV 604 Redemptive Cinema (3) Historical/critical investigation of the production of religious films both for specialized evangelistic and didactic purposes, as well as the religious dimensions of the secular film industry. Study for the latter will focus on the works of Bergman, Bresson and Dryer and modern ethical Hollywood directors such as Allen, Spielberg and Beresford. May be taken online if student can verify access to the films required.

CTV 607 History of American Broadcasting (3) Critical examination of the great cultural producers for our times: television and radio. From the early days of radio, through the creation of the television networks, the wiring of America to the history of broadcast programming and the impact of new technologies, such as DVD, direct broadcast, cable and the Internet. Consider the impact of "human" agency vs. market forces in the development of these media.

CTV 609 Topics in the Critical Study of Cinema-Television (3) Critical and historical study of film and television with a topical focus. Different areas of scholarly study will be examined each time the course is offered; may be retaken for the study of a new topic. Some of the recent areas studied include: Film and Television Comedy, the Western, Film Noir, African-Americans and Women and Hollywood.

CTV 627 Scheduling & Budgeting for Cinema-Television (3) Study of the process of computerized scheduling and budgeting as applied to the motion picture and television. Emphasizes techniques of efficient scheduling, real-world cost estimation and other issues of motion picture preproduction. Assumes a working understanding of MS Word and computer literacy. Permission of Instructor is required.

CTV 630 Advanced Directing for Cinema-Television (3) Builds on CTV 530, focusing on refining the use of the technical storytelling tools available to the director, as well as techniques of staging shots, directing the actor and developing a personal directoral style. Permission of instructor is required. Prerequisites: CTV 530 and CTV 555.

CTV 635 Producing & Directing the Music Video (3) Study of the phenomenon, form and design of music television, followed by the development and production of music videos for Christian musicians. Represents the intersecting of several mass media: music industry (content), film (origination format) and television (exhibition).

CTV 637 Producing & Directing the Documentary (3) Investigation of history, theory and style of documentaries, culminating in production experience based on techniques studied in class. Class documentaries may be studied for issues-based content and/or viewed as exercises in visual persuasion.

CTV 638 Advanced Motion Picture Production (1-3) Affords the student **a**n opportunity for participation in the production of a 16mm film, shot feature-style and adhering to Hollywood customs and conventions. Student scripts selected competitively from all genres. Normally offered during the summer with the expectation that students will work on location for two or three weeks with shoot-days averaging 10-12 hours. Qualification for crew positions based on experience and level of completed coursework. Permission of instructor is required.

CTV 640 Actor Coaching for Film & Television (3) Focuses on the process of evaluating, coaching and directing actors for the camera. Intensive work in camera techniques, auditions, cold readings, blocking, and improvisations for both film and television performance is prepared**.**

CTV 641 Advanced Screen Acting (3) Designed to help sharpen and energize acting skills in front or the camera. Emphasis is placed on professional development. Prerequisite CTV 541.

CTV 643 History of Animation (3) Examination of theory, aesthetics and production techniques of the animated image, including cell and stop-frame animation as well as computerized imaging.

CTV 645 Tools of the Trade (3) Working knowledge of vector scopes, waveform monitors, cameras, lights, VTRs, DDRs, basics of editing/ compositing, creation use and importance of mattes, file formats, file translations devices, basic file structures in UNIX, DOX and Macintosh operating systems and simple UNIX scripting.

CTV 646 Special Effects Editing (3) Examines the concepts of design, color and texture. Software used will be PhotoShop, After Effects and AVID/Premiere. Students will learn the aesthetics and processes of editing for special effects and animation. A 5-minute project will be required for the final grade.

CTV 650 Special Effects for Film & Video (3) Overview of the history of special effects in film and television as well as hands-on projects that will demonstrate the techniques needed to work with green screen, miniatures, CGI, lighting techniques, cloud tanks/liquids, glass mattes, editing tricks, shooting tricks and color correction. Motion capture, motion control and stunts and wire tricks will also be discussed.

CTV 657 Nonlinear Editing for Feature Film (3) Study of the various tools and techniques used in editing on nonlinear systems for feature films with a theatrical release and for any project in which film negative is conformed. All aspects of this process are covered from the initial telecine through the answer print. Prerequisite CTV 555 and CTV 556.

CTV 658 Sound Design for Cinema-Television (3) Examines the role of the sound crew in production and post-production. Covers sound theory as well as applied practices with location sound recording and the process of audio post-production. Topics include editing dialogue, sound effects, ADR, and creating a final sound mix with Regent's Pro Tools editing and mixing system.

Department of Journalism

JRN 540 Converged Media Technologies (2) Students gain advanced experience and understanding of the latest emerging hardware and software technologies that are critical to the study and practice of news journalism for print, broadcast and the Internet. Students integrate their graduate-level journalism studies with laboratory and multimedia journalism experiences. The semester is divided into several modules to provide students with theoretical and aesthetic concepts as well as hands-on learning. Each module includes field experience in applying the hardware or software in practical situations.

JRN 580 Journalism Practicum (1) Practical workplace lab experience augments coursework. May be offered in broadcast, print or Internet, with faculty oversight of the journalism experience. Appropriate for second year only.

JRN 589 Journalism Workshop (1-3) Workshops are offered to provide specialized knowledge and skills in the journalism field.

JRN 610 Print Press: Theory, Writing & Reporting (3) Examines the principles and practices of print news theory, research, writing, reporting and editing. Study of theory, principles and practices of communicating in the print media with special emphasis on the art of storytelling in hard news and feature formats. Writing and editing techniques related to varied aspects of print media, including beat reporting, government and statistical reporting, press conferences and disasters studied. Integrates applied ethics in news gathering as it relates to the print writing process.

JRN 613 Feature Writing for Publications (3) Acquaints the student with the varieties of feature articles used by both secular and Christian magazines and newspapers and to help develop skills in producing these articles. Students will write feature stories and research scholarly articles on the topics covered during the course. A 45-hour lab experience in magazine and newspaper media is required.

JRN 615 Editorials, Columns & Essays (2) Acquaints students with the area of personal journalism, i.e., those forms of journalism that serve as forums for the expression of opinion and personal views. The course will examine the style and tone of editorials, columns and essays, giving special attention to some of the nation's leading journalists and publications. Designed to help the student marshal ideas and write compelling pieces for publication.

JRN 630 Broadcast News Program Producing (3) Study of the editorial, managerial, aesthetic and production aspects of producing live or live-to-tape broadcast news in-studio programs. Through classroom study and practical studio experiences, students will study and engage in a variety of formats, from varied daily hard news program to the news/talk program. Prerequisite: JRN 611.

JRN 633 Broadcast News Field Reporting & Producing (4) Exploration of the editorial issues, aesthetics, principles and professional standards and practices of broadcast news field producing and reporting. Students will apply journalistic principles studied in the classroom during field and project exercises. Prerequisite: JRN 611.

JRN 634 Journalism as Literature (3) Comprehensive study of engaging works of journalism that deserve to be classified as literature because they contain all of the same elements (plot, theme, characterization, setting, tension and narrative techniques) found in the genres of fiction and drama. Examination of literary criticism from Aristotle to the present to establish a list of criteria for evaluating journalistic prose as literature. Stories by journalists during the past two centuries will be examine, including Dickens, Twain, Crane, Churchill, London, Steinbeck, Orwell, Dos Passos, Parker, Hemingway, Pyle, Mailer, Vidal, Bragg, Moehringer and other Pulitzer Prize laureates. Required for distance students and is taught only online. It may be an elective for on-campus students.

JRN 685 Journalism Seminars (1-3) Seminars are courses offered on a variety of current journalism-related topics. Upon faculty approval, students may also enroll in seminars offered by other departments in the School of Communication & the Arts.

SCA Interdisciplinary Courses

An advantage of exploring communication and the arts at Regent University is that we study the major academic and professional practices of this broad field of study under one roof—in the School of Communication & the Arts. In most universities, the myriad disciplines of our fields are located in different schools across the campus. The field of communication and the arts is an interdisciplinary field that flourishes best when there is a cross-pollination of ideas, coursework, and practices. Therefore, we have designated interdisciplinary courses in our School with the prefix SCA (for School of Communication and the Arts). SCA courses include both required and elective courses. Each SCA course is designed as a reflection of the ongoing convergence in our fields. All SCA courses are designed to be valuable for all students in our School, and many of these courses will also be of great benefit to students in other Regent University schools.

SCA 507 Digital Media Marketing (3) An exploration of current and emerging digital media marketing theories, principles, strategies, and tools that are applicable to the professional needs of organizations, groups and individuals in the film, television, journalism, theatre arts, church and missions, health, politics, and other fields. Marketing through websites, search engines, social network platforms, blogs, virals, mobile media and other digital media marketing vehicles and its effects are examined.

SCA 521 Mini-Documentary Production (3) Produce short features and documentary ideas, write to picture, structure a story and conduct field interviews which students shoot and edit. Focus is on developing interesting in-depth stories by understanding the documentary method and developing advanced research skills which will lead to more complex story structures, written, shot and edited to final cut.

SCA 542 Writing for the Digital Media (3) Examines the principles, aesthetics and professional practices of writing for multi-media, interactive and related digital formats. Students will engage the principles and practices of writing and storytelling for video, audio, and text-based formats in digital media. A full range of professional writing will be explored, and students will engage in some associated creative production that will help develop their integrated multi-media writing skills. Further, students will seek to develop and publish some of their work during the course.

SCA 550 Digital Content Development (3) Study and application of leading tools and concepts used in the production of digital media content. Class is applicable to the fields of journalism, communication studies, cinema-television and related digital content production milieu. Participants learn to use web authoring and graphic design software, and gain an understanding of the design principles necessary to develop effective interactive web content. Design software includes Adobe Photoshop and Dreamweaver. Prior knowledge or experience in web develop is not required.

SCA 551 Advanced Internet & World Wide Web Technologies (3) Designed to provide practical "hands on" experience with digital web technologies and leading Internet applications used in the creation and distribution of multi-media media content. Applicable to the fields of journalism, communication studies, cinema-television and related digital content production environments. Students are introduced to chief WEB 2.0 technologies such as Flash, CSS, Audio and Video streaming and database mining. Emphasis is placed on interactive web concepts and the distribution of digital media content across all platforms, ranging from social networks to mobile applications.

SCA 610 Changing the World through Entertainment (3) Study of the strategic use of entertainment media and the arts for social change, including dramatic serials, *telenovelas*, music videos, films, novels, plays, street theatre, sports, entertainment news, webisodes, and other popular forms of entertainment. Includes the study of relevant social change theories and review of research that explains the power of entertainment media to reinforce and change attitudes, values, beliefs, and behavior. Projects studied will include entertainment-education productions throughout the world. Course designed for students enrolled in both masters degree and doctoral programs.

SCA 628 Leadership Issues in Media (3) Leadership and communication theory specifically applied to media industry environments to prepare for executive and management positions. Required for all students in the producing track; an elective for students in the directing and editing tracks.

SCA 641 Law, Policy & Ethics in the Interactive Age (3) Analysis of the legal and ethical principles related to creating all forms of content for mass and interactive communication, including issues of intellectual property, freedom of the press, production contracts, music licensing, obscenity, privacy, unions, guilds, libel, and trends emerging from the changing relationship between producer and consumer.

Script and Screenwriting

SSW 510 Story Structure for Stage & Screen (3) Examines the structural components of plays and film scripts. Character development studied in relation to structure. Scenarios, treatments and a substantial amount of creative writing realized as the students work toward the development of a full-length work.

SSW 511 Playwriting (3) An exploration of the structural, thematic and character techniques in writing plays for the stage from the sketch to the full-length play. Emphasis is placed on developing a "theatrical" knowledge of conventions and imagery that is the exclusive realm of the live theatre experience from a writing standpoint.

SSW 512 Writing the Short Film (3) Examination of the special circumstance of the short film script (less than 45 minutes running time). Students learn the narrative conventions of this format and write two film scripts through multiple drafts.

SSW 514 Writing for Television (3) An analysis of the structural components of a variety of TV narrative program forms, such as situation comedies and hour-long dramas. Includes survey of markets and pitching techniques.

SSW 516 Writing for Children: Stage & Screen (3) Students learn to adapt children's literature and how to critique children's programming in the media and create an original play or film script. Also, students examine story structure, characterization, motifs in children's literature and the developmental stages of children to help form an understanding of effective dramatic writing for children.

SSW 612 Feature Film Scriptwriting (3) Builds upon the skills of SSW 510 Story Structure for Stage and Screen. Skills course that guides from the idea through treatment and step-outline to a finished first draft and the marketing of both the script and the writer. Special consideration given to format, story narration and dialogue polishing.

SSW 613 Writing Comedy (3) Examines a theoretical and practical approach to the craft of writing for comedy. Students are required to write for a variety of comic venues, including jokes, stand-up routines, sketches, plays and films. The final project will be the completion of a one-act play or short film script.

SSW 614 Topics in Scriptwriting (3) Various topics involving the writing of scripts for the screen, stage, or other media. Topics will be based on the strengths and interests of the instructor. Topics include, but are not limited to, narrative adaptation, genre writing, and writing for the Internet. May be repeated when topics vary.

SSW 617 Writing Christian Drama for Stage & Screen (3) Presents critiques of contemporary media and stage scripts and productions, as well as the aesthetics of artistic expressions as applicable to the Christian worldview. The objective is to learn how to write from biblical narrative and create a contemporary script that incorporates some aspect of transcendent values.

SSW 680 MFA Practicum (1) All MFA students are required to complete a minimum of 3 credit hours of SSW 680. Consists of regular meetings with a faculty mentor to work on script and screenwriting projects. A maximum of credit hours of SSW 680 can be applied to the minimum 58 credit hours needed to complete the MFA program.

SSW 698 MFA Portfolio (2) All MFA students are required to complete a minimum of 4 credit hours of SSW 698. Consists of a specialized script and screenwriting project in your area of interest. After successfully completing all required coursework, enroll in two credit hours of SSW 698 each semester until completion the program. A maximum of 6 credit hours of SSW 698 can be applied to the minimum 58 credit hours needed to complete the MFA program.

Department of Theatre Arts

THE 595 Internship (1-3) Gives the student an opportunity to apply classroom learning to professional work situations. (Pass/No Pass).

THE 597 Comprehensive Examination (1) A written examination with a practical component and serves as a culminating activity. (Pass/No Pass).

THE 598 Portfolio (3) Designed to demonstrate professional competence and creativity in the student's specific area of study. Should be done close to the end of the program of study (Pass/No Pass).

THE 599 Thesis (3) Valuable for those considering advanced graduate or doctoral studies leading to a career in higher education. Students writing a thesis must demonstrate a good understanding of research methods and the ability to apply those methods to a research project. (Pass/No Pass).

THE 614 Creative Drama (3) Examination techniques and strategies for making use of drama in non-theatre related situations such as counseling, education, role playing, problem solving and rehabilitation.

THE 627 Makeup for the Theatre (3) Opportunity to gain expertise in designing and applying a variety of stage make ups including: corrective, fantasy, animal, special effects, old age and will culminate in the introduction of latex prosthetic pieces. Student will be required to purchase a personal makeup kit.

THE 631 Actor Coaching for Stage & Screen (3) Focuses on the process of evaluating, coaching and directing actors by providing an acting "vocabulary." Intensive work in audition techniques, cold readings, blocking, improvisations, physicalization and prop work for both "live" and video performance is prepared.

THE 632 Theories & Concepts in Acting (3) An in-depth examination of a variety of theories and techniques of dramatic stage acting. Emphasis placed on Constantin Stanislavski's system and the application of his theories and principles in exercises and performance presentations. This course may be taken for doctoral credit with approval.

THE 633 Theories & Concepts in Directing (3) An in-depth examination of a variety of theories and techniques for directing live performances for the stage. Emphasis placed on various principles, techniques, and approaches to directing dramatically effective presentations. The student will participate in classroom exercise work designed to prepare the student to apply what they learn in various types of performance presentations. Emphasis placed on script analysis, principles of staging, and collaborating with actors. Doctoral credit with approval.

THE 635 Theatre in Ministry (3) Examination of strategies and techniques for integrating various forms and types of theatre into the Christian church setting. Examples include, but are not limited to: children's theatre, puppetry, masks, sketch drama, drama in counseling, drama for seniors, prison ministry, Christmas and Easter cantatas.

THE 657 Writing & Producing Children's Theatre (3) Students will have the opportunity to adapt children's literature, learn how to critique children's programming in the media and create an original play or film script. Story structure, characterization, motifs in children's literature and the developmental stages in children are examined as effective tools in writing and producing for children. Students will also be afforded the opportunity to direct and produce theatre for children.

THE 680 M.A. Practicum in Theatre Performance (1) Affords students the opportunity to accrue academic credit for acting in Mainstage and/or studio productions. Acting/Directing students may earn these credits for directing Mainstage and/or studio productions. Course may fulfill elective requirements. Pass/No Pass

THE 681 M.A. Practicum in Theatre Production (0-3) Affords students the opportunity to accrue academic credit though exploring the design/technical aspects of production, as many companies require actors to serve on running crews. M.A. students are required to register for THE 681 twice. Crew assignments may be drawn from a variety of production opportunities in the areas of scenery, costume, makeup, sound, lights and props. Pass/No Pass

THE 682 Projects in Theatre Ministry (1) Individual ministry focused performance projects designed for touring, ministry and outreach. All Theatre Ministry students must take this course at least once. (Repeatable up to 3 credit hours).

THE 700 Research & Aesthetics in Theatre (3) An in depth examination of the philosophical and methodological strategies of graduate study within the field of the theatrical arts. Emphasis is placed on historical/critical research methods, principles of formalist analysis, Christian Aesthetics and the completion of individual research projects designed to prepare the student for the culminating experience of the Thesis/Creative Project.

THE 710 The Meisner Technique 1 (3) Meisner's approach trains actors to get out of their own heads and into reading the behavior generated by their scene partners. It accepts as a basic premise that actors build each others' characters, moment by moment, together. The course will explore, in some depth, such Meisner exercises as: "The Reality of Doing,", "Point of View," "Pinch and Ouch," "What's Happening," "Working Off," "Coming to the Door," "Doing Fully," In the Extreme," "Taking It Personally," "In Relationship" and "Raising the Stakes." This course will take as its focal point exercise work as opposed to intense scene study. Any scene work will be drawn from contemporary dramatic literature.

THE 711 The Meisner Technique 2 (3) A continuing study of Sandford Meisner's Approach to actor training. Focuses on preparing the actor to access and control release of emotion. Exercise work includes: "Setting the Stage," "Emotional Preparation," "Coming Home to Be Alone," "Coming Home to Do," "Roommates," and "The Highest Stakes." Acting 2 has a more demanding scene study component than Acting 1. Scene work will draw upon the dramatic works of Henrik Ibsen and Anton Chekhov.

THE 712 Unarmed Combat for the Stage (3) Introduces a variety of aesthetic/safety principles and practical techniques utilized in the staging of unarmed combat for the stage. Principles covered include: distance/measure, partnering, cue-reaction-action, masking, reversal of energy, the pyramid of safety, victim controlled techniques, and making friends with the floor. Techniques covered will be drawn from the following categories: rolls, falls, lifts, carries, throws, punches, blocks, kicks, and specialty moves.

THE 713 Text Analysis for Production (3) Designed to familiarize students with the principles, methods, and procedures involved in the analysis of written dramatic texts intended for film, television, or theatrical production. Helps students identify the different elements contained within a script and to understand how each of these relate to one another and work together in creating the overall impression as a work of art. Examines the numerous devices used by artists and technicians in production to communicate their ideas about the written text and how these devices can affect interpretation and realization of the text in production. Focuses primarily on the examination and analysis of dramatic texts for the purpose of script, character and artistic interpretation.

THE 721 Rapier & Dagger for the Stage (3) Introduces a variety of safety/aesthetic principles as well as practical techniques utilized in staging Renaissance sword fights for the stage. Principles covered include: distance/measure, partnering, cue-reaction-action, masking, reversal of energy, and the pyramid of safety. Techniques covered will be drawn from the following categories: footwork, cuts, thrusts, parries, cross parries, hand parries, reinforced parries, direct and complex attacks, *prise de fer* (taking of the blade) attacks, avoidances, dagger attacks, combining unarmed techniques with blade work.

THE 722 Advanced Directing for the Stage 1 (3) Review of the basics of composition, text analysis, ground plan development, moving on to Central Image Concept and advanced Actor Coaching techniques in directing for the theatre. Deals with contemporary and period dramatic analysis. Students will be prepared for both the practical and visionary aspects of the art of directing.

THE 723 Advanced Directing for the Stage 2 (3) Examine the contributions of a variety of innovative directors of the 20th and 21st centuries. Research application and a variety of dramaturgical techniques are examined. An in-depth examination of the role and function of the director as visionary, artist, craftsman, team leader, dramaturge, scholar, and practitioner, also is a blend of scholarly research and practical application via selected scene work.

THE 724 Stage Management for the Theatre (3) Covers the duties and responsibilities of a production stage manager. Emphasis is placed on honing organizational skills and in communication with all members of a production team. Working with and adapting to Actors Equity Regulations is included. Students are expected to create a prompt book as a project as well as participate in departmental productions.

THE 725 Theatrical Design Process 1 (3) Provides an intellectual analysis as well as practical and emotional perspective of the process of creating a scenic, costume, lighting or audio design. Emphasis is placed on script analysis, research methods, implementation and evaluation. Students investigate the impact of resources on the creation of a work of art.

THE 726 Theatrical Design Process 2 (3) Explores in depth the tools and techniques utilized by theatrical designers to bring their work to the stage. Students produce designs for creating scenery, costuming and lighting for a production.

THE 727 Movement for the Actor (3) Well-trained actors have voices and bodies that register the subtlest of thoughts and emotions generated by the actor while in character. Movement for the Actor is a process-oriented course that trains the actor's body to be fully responsive to the demands of physical characterization. Utilizing a mix of stage movement modalities, the student will develop an evolved kinesthetic awareness as a tool in the acting process.

THE 728 Scene Study (3) Utilizes the concepts of "practical aesthetics" to further solidify the advanced actor's application of objective-driven acting technique to scene work. Drawing heavily from the work of the Atlantic Theatre Company, this course proposes practical solutions to balancing pre-production analysis (intellect) and spontaneous, moment-to-moment discoveries in performance (intuition). Course concepts are applied to an intensive scene study, primarily in contemporary theatrical literature.

THE 730 Screen Acting 1 (3) Designed to teach the techniques and methods of screen acting for single-camera productions (although multiple-camera productions are also addressed). Students are required to prepare and perform scenes for presentation in class, to actively participate in classroom exercises and discussions, and to perform as on-camera talent for student productions outside of class in conjunction with other Film and/or Television classes taking place at Regent University.

THE 731 Screen Acting 2 (3) An advanced-level acting course for on-camera performance. Students are expected to already have a basic knowledge of and experience with the unique requirements of screen acting. Students should already be able to adapt the level of performance to various types of camera shots. The class builds on this base knowledge and concentrates on intense scene study to isolate and target those specific moments that define and shape believable, artistically appropriate on-screen performances. The course also focuses on commercial and professional scenes.

THE 734 Vocal Production for the Actor 1(3) Developing the speaking voice as an instrument capable of a full range of expression must be a primary objective of the actor. In order to achieve this goal, students focus on a variety of exercises based on the work of Kristin Linklater designed to reconnect speaking with the actor's impulsive center and remove habits of vocal misuse. Emphasis is placed on freedom and release rather than control, believing that the actor's focus should be on the integrity of his or her role and the voice should be free to follow the actor's intuition and imagination. Voice work should make the vocal instrument available while remaining healthy. Its use is not limited to the creation of beautiful sounds. While this course is not designed to be a singing class, better singing may be a by-product of the work.

THE 735 Vocal Production for the Actor 2 (3) For an actor, it is necessary to acquire specific vocal techniques which refine and enhance the development of a free, available voice. The actor must possess skills in the area of phonetics, speech and dialects in order to fulfill a wide range of vocal demands. This course will focus on the study and application of such skills. Previous work with the Linklater Technique from Vocal Production 1 will be expanded upon and further applied to scripted text. The International phonetic Alphabet will be introduced as a tool in the correction of individual

speech problems and as a basis for the study of major performance dialects. The later part o the semester will be devoted exclusively to dialect study.

THE 740 Acting Shakespeare (3) Provides the advanced actor with the various facets of approaching Shakespearean dramatic texts. An emphasis is placed on scansion, voice quality, builds, playing through lines, and finding a physical and emotional subtext for the language. Work is memorized from Sonnets, soliloquies, and dramatic scenes both serious and comic. An ensemble and individual work in vocal dexterity and sensitivity is also applied.

THE 741 Acting in Periods & Styles (3) Focuses on the drama and performance styles of the theatre of Ancient Greece, Neoclassical France and England, the Commedia dell' Arte of Renaissance Italy, and Theatre of the Absurd. Students are introduced to the cultural milieu of each of the above-mentioned historical periods and the theatrical conventions in force at that time; and participate in a variety of exercises designed to immerse him/her in that particular period or style of theatre. Each student performs scene-work drawn from dramatic literature written during each of the abovementioned periods or styles of theatre or drama. Work with Greek and Commedia dell' Arte mask is also included.

THE 742 Weapons of the Stage (3) Introduces a variety of safety and aesthetic principles, as well as a substantive number of techniques utilized in staging scenes of violence for multiple periods and styles. Principles covered include: distance/measure, partnering, cue-reaction-action, masking, reversal of energy, and the pyramid of safety. Techniques covered are drawn from the following weapons/styles: 18th century small sword, medieval broadsword, medieval quarterstaff, sword and buckler, singles word, and knife fighting.

THE 750 Auditioning & the Business of Acting (3) Variety of approaches to auditioning examined: the prepared audition, cold reading, and improvisation. Students work on a series of audition pieces so as to have a polished repertoire available upon completion of their degree. Course covers the tools necessary for an actor to market themselves, including head shots, resumes, cover letters, interview technique, and finding "survival" jobs while maintaining a career as an actor.

THE 775 Special Topics in Theatre (1-3) Offered on a rotating basis. Additional topics may be added as they become available. May be repeated to fulfill elective requirements. Topics are drawn from (but are not limited to) the following:

- **Stage Dialects (3)** Study of the International Phonetic Alphabet and a variety of commonly used stage dialects for stage, including (but not limited to): English (both Received Pronunciation and working class/cockney), Irish, French, German, Russian, Scottish, and New York (Brooklynese).
- **Voice & Movement for the Actor (3)** Provides continued work on Arthur Lessac's approach to voice and movement for the actor with added emphasis on physical characterization, physicalizing the objective, exploration of transitive verbs, intensified neutral mask work, and integration of technique into textual work.
- **Dance for the Actor (3)** Students receive instruction in a variety of dance styles intended to improve grace, agility, coordination, stamina, strength, flexibility; and instill technique in the most common styles required of an actor. Styles covered may include (but are not limited to): modern, jazz, ballet, and tap.
- **Singing for the Actor (3)** Emphasis is placed on developing the voice for the demands placed on it by musical theatre. Students develop three audition pieces during the semester: an up-tempo Broadway number, a ballad, and a specialty number (e.g. rock, country, legitimate).
- **Musical Theatre Workshop (3)** Team-taught class allows students to develop solo pieces, small group pieces, and provides experience working on ensemble pieces drawn from established works from the musical theatre. Students complete work toward having a polished audition piece that includes a monologue and a song from a musical.
- **Improvisation (3)** Building on the work of Viola Spolin, Paul Sills, The Second City Theatre Company, and others, this class examines the performance strategies and principles of improvisation as a tool for actor training and development. While the class includes work in comedic "improv," the course also goes beyond this to explore improvisation as a technique for actor training in understanding and developing characters within scripted performances.
- **Modern & Contemporary British Theatre (1)** Survey of the trends, playwrights, and theatres that have contributed to the phenomenal growth of Modern British Theatre since the mid- 1950's. Students travel to

London, England to experience, first hand, London's professional theatre scene. Any student registering for this course should be prepared for the costs associated with this trip abroad.

- **Modern & Contemporary New York Theatre (1)** Surveys many of the significant trends, playwrights, and producers of theatre that have contributed to the contemporary Broadway, Off Broadway, and Off-Off Broadway Theatre scene. Students travel to New York City to experience, first hand, New York's professional theatre. Any student registering for this course should be prepared for the costs associated with the trip.

THE 780 MFA Practicum in Theatre Performance (1) Affords students the opportunity to accrue academic credit for acting in Main stage and/or studio productions. Acting/Directing students may earn these credits for directing Main stage and/or studio productions. Students may register for this course to fulfill elective requirements. Pass/No Pass

THE 781 MFA Practicum in Theatre Production (0-3) Affords the student the opportunity to explore the design/technical aspects of production, as many companies require actors to serve on running crews. All acting students are required to register for this course three times over six semesters of residency for a total of 3 credit hours. If the student accrues more than three credit hours in THE 781 these additional credits may be applied to fulfilling elective requirements. Crew assignments may be drawn from a variety of production opportunities in the areas of scenery, costume, makeup, sound, lights, and props. Pass/No Pass

THE 795 Theatre Internship (3) Students may fulfill elective requirements by being engaged to act with a professional or semi-professional company. The number of credits available to the student is determined based upon the student's contracted responsibilities, but no more than three credits per academic term may be earned. Students may earn a maximum of six credit hours of THE 795 to be applied to fulfilling degree elective requirements. Pass/No Pass

THE 799 MFA Creative/Thesis Project (1-3) MFA Acting students perform a major role in a Mainstage production during one of their final two semesters in residence. MFA Acting/Directing students direct a full-length production. This creative project includes a written component, or thesis, requiring research, analysis, and clear evidence of application. Pass/No Pass

THE FACULTY

Regent University School of Communication and the Arts has an active, distinguished faculty of published scholars, playwrights and media professionals.

Black, Jay R. (2003), B.A., Georgia State University, M.A., Regent University

Bounds, J. Dennis (1993), B.A., Baylor University; Ph.D., M.A., University of Texas-Austin

Brown, William J. (1992), B.S., Purdue University; Ph.D., M.A., University of Southern California

Burnett, Michael J. (2008), B.A., Sul Ross State University; MFA, University of Mississippi

Elvgren, Gillette (1990), B.A., M.A., Tulane University; Ph.D., Florida State University

Fraser, Benson P. (1986), B.A., Southern California School; M.A., California State Fullerton; M.A., Pepperdine University; M.Div., Fuller Theological Seminary; Ph.D., University of Washington

Garcia, David (2006), B.S., University of Wisconsin**;** M.A., Regent University

Harrell, Eric (2005), B.A., Abilene Christian University; MFA, University of Nebraska

Hayes, Scott M. (2008), BFA, University of California at Santa Barbara; MFA Florida State University

Holland-Geary, Judith (2005), B.F.A. University of Maryland; MFA, Brooklyn College

Keeler, John D. (1978), B.A., Allegheny College; B.J., M.A., Ph.D., University of Texas-Austin

Kirkland, Michael, (2002), B.A., California State University at Fullerton; MFA, University of Southern Mississippi; Ph.D., University of Utah

March, William D. (2008), B.A., Yale University

Martin, Derek G. (2009), BFA, University of Hartford; MFA, Regent University

Miller, Douglas (2004**),** B.A., State University of New York at Buffalo

Mintle, Norman (2001), B.A., Evangel University; M.A., Western Michigan University; Ph.D., Regent University

Newman, Marc (2007), B.A., Biola University, M.A., Louisiana State University; Ph.D. Regent University

Paladini, Mark T. (2005), B.A. University of Washington

Patrick, Michael (2003)**,** A.A., Central Oregon Community School; B.S., B.S., Southern Oregon State School; M.A., Regent University

Pfeiffer, Markus (2006), B.A., Technikum, Sursee, M.T.S, Oblate School of Theology, D.Min., Regent University

Quicke, Andrew C. (1986), B.A., M.A., Oxford University

Southerland, Peggy (2005), B.A., University of Maryland

Sova, Harry S. (2006), B.A., University of Wisconsin-Madison, M.A., Indiana University, Ph.D., Ohio University

Swaffield, Bruce C. (2003), B.S., Kent State University; M.A., University of Miami; Ph.D., University of Miami

Wales, Lorene D. (1998), B.A., Pennsylvania State University; M.A., Ph.D., Regent University

Xiangxin, "David" Xu (2009), B.A., Shanghai Jiao Tong University; MFA, Pratt Institute

ADJUNCT FACULTY

Buchholz, Harold, B.A., DePauw University; M.A., Regent University

Crawford, Kevin, A.B., Asbury College; M.Div., Asbury Theological Seminary; MFA, Regent University

Cunningham, Christopher, BA., Trinity International University; M.A., Ph.D., Regent University

Finch, Michael, B.A., Elim Bible Institute; M.A., Regent University

Jeter, Stanley Preston, B.A., San Jose State University; M.A., Regent University

King, Wendy, B.A., University of Mississippi; MFA, University of Alabama

Lefever, Shyla, B.S., Liberty University; M.A., Regent University; Ph.D., Regent University

Miller, Pamela, B.A., Indiana University; M.A., Regent University

Sitton, Ralph, A.A. Central Piedmont Community College

EMERITUS FACULTY

Budd, Richard W. (2000), B.A., Bowling Green University; Ph.D., M.A., University of Iowa

Clark, David, Ph.D., Bowling Green University; Founding Dean of the School of Communication and the Arts

Lawing, John V. (1978), B.A., Columbia Bible School; M.Div., Gordon-Conwell Theological Seminary

Schihl, Robert J. (1978), B.A., St. Bonaventure University; STL,STB, Gregorian University, Rome, Italy; M.A., Ph.D., State University of New York at Buffalo

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SCHOOL OF DIVINITY

DEAN'S MESSAGE

How do we approach the most important issues of life? How do we communicate a gospel of reconciliation in the midst of a changing and uncertain world? What priorities, relationships, meanings, and actions shape us into who we are individually and as a community of faith? How should the Church and her leaders respond to challenges not yet identified or imagined?

There are no easy answers. Ideas and practices are tested and improved through interaction with others who share the spiritual journey and the search for truth and wholeness. Regent University School of Divinity encourages spiritual enthusiasm, theological discernment, biblical knowledge, character formation, academic excellence, worship, service, listening, practice, and perseverance to shape Christian leaders who can change the world.

As you sense God giving you a vision for this kind of ministry, we invite you to join us, through our Virginia Beach or distance education programs, for a season of preparation in a scholarly community of believers who truly desire to change their world.

Michael D. Palmer, Ph.D.

CONTACT INFORMATION

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

Enrollment Services
School of Divinity
Regent University
1000 Regent University Drive RH 2473
Virginia Beach, VA 23464-9800
757-352-4016 or 800-723-6162 (Option #1, followed by option #1)
Fax: 757-352-4534
E-mail: divschool@regent.edu
Website: www.regent.edu/applydivinity

MISSION AND PHILOSOPHY

The School of Divinity serves students from many church traditions and backgrounds (denominational and independent). We desire to assist students, within their own ministry and church tradition, to become more effective in various spheres of influence. In particular, we seek to serve students and churches within the spiritual renewal movement.

As an educational and faith community we assume that students are active and experienced in ministry. Correspondingly, we seek to encourage growth in spiritual formation, theological and biblical integrity, fruit and gifts of the Spirit, a commitment to the Church, and the outward thrust of evangelism and missions.

Our mission is to provide theological education that seeks to be faithful to the Scriptures and emphasizes the renewing work of the Holy Spirit in order to form men and women who will bear witness to the gospel of Jesus Christ in the church, the academy, and the world.

DISTINCTIVES OF THE SCHOOL

The School of Divinity is committed to providing biblical and theological education and training from a renewal perspective for the spiritual equipping of men and women who will contribute to the renewal of the Church and the evangelization of the world. The school is committed to the following core values:

1. Spiritual formation within the context of life-long learning which recognizes the on-going development of Christ-like character as the primary building block for Christian life and service.

2. Leadership development from a renewal perspective which embraces the contemporary expression of the Holy Spirit.
3. Excellence in biblical, theological, and academic education which is grounded on the authority of the Bible as the inspired Word of God, and which reflects cutting edge scholarship.
4. Practical training and experience which promote healthy habits of the heart, mind, and spirit, and which equip graduate professionals for fruitful ministry in the church, community, and the world.
5. Advancement of world evangelization and discipleship, which are primary biblical mandates.

ACCREDITATION

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

The School of Divinity is also accredited by The Association of Theological Schools in the United States and Canada (ATS), The Commission on Accrediting of the Association of Theological Schools. 10 Summit Park Drive, Pittsburgh, PA 15275, 412-788-6505 ats.edu/, to offer the following degrees: M.A. (academic), M.A. (specialized ministry), M.Div., D.Min. and Ph.D. in Renewal Studies (preliminary).

(http://www.ats.edu/MemberSchools/Pages/SchoolDetail.aspx?ID=181)

SPIRITUAL FORMATION

All incoming students, through the process of Spiritual Formation 1 (SFRM 501), focus on spiritual, intellectual, emotional and relational preparation towards fulfilling their vocational calling in a professional context. Students are encouraged to develop Christ-like character, relational qualities and professional preparedness toward the achievement of God-directed vision and mission goals in career ministry.

Specifically, students explore vocation from a biblical perspective; investigate the meaning of leadership; discover their own leadership profile, ministry giftings, strengths and weaknesses in relation to personal needs for growth and maturity; examine basic life and faith questions; develop a written vision and mission statement relevant to vocational calling and professional goals; and begin a professional portfolio and resource network to assist in future career placement.

FINANCIAL AID

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

Award Eligibility

The School of Divinity reviews financial aid applications after students have been accepted. Several financial aid options are available to eligible students. To be eligible, students must be enrolled at least full or part time (depending on the award), be in good academic standing (i.e., **cannot** be on academic probation) and making satisfactory academic progress towards a degree, be able to meet minimum cost-of-living expenses and demonstrate personal initiative through savings, personal support or other income. Following is a list of the various Divinity financial awards. For more information, application deadlines or a financial aid application, contact the School of Divinity Enrollment Services Office.

Divinity Incentive Awards

Divinity Incentive Awards are merit-based awards that seek to provide incentive for: 1) previous academic achievement (cumulative GPA and entrance test scores); 2) professional excellence; and 3) ministry/leadership potential. This category includes the Dean's Leadership Incentive Award, the Harvey Memorial Scholarship, the J. Rodman Williams Scholars Award and the Wright Scholarship for Preaching.

Divinity Investment Grants

Divinity Investment Grants are awards that are investments into the lives of students who demonstrate potential for ministry and are in financial need. These awards are designed to encourage students to complete studies as rapidly as possible and to assume active ministry roles. This category includes the Church and Seminary Matching Grant, the Ministry Partnership Award, the Seminarian Investment Grant (for part-time students), the Seymour/Mason Diversity

Award, the Divinity Women in Ministry Award, the Distance Education Award and the Benny Hinn Endowment for World Evangelization.

Grants for International Students

International students may qualify for one of three awards based on academic merit, ministry/leadership potential and demonstrated financial need. These awards are the International Ambassadors Grant, the International Student Fund and the Benny Hinn Scholarship for World Evangelism.

Military Discount

The online distance education program is approved by DANTES. Military students who receive tuition assistance through DANTES are eligible to receive a tuition discount from Regent University. Once accepted to the program, students may receive extensions to complete their coursework as needed. Students must be in good academic standing (i.e., **cannot** be on academic probation) and be making satisfactory academic progress toward a degree. For additional information, contact the Enrollment Services Office.

PROGRAM OVERVIEW

The School of Divinity offers both non-degree and degree programs. The School of Divinity has the following non-degree programs: Alumni Continuing Education Program, Certificate Programs, A.C.T.S.; Spouse Observer's Program; Local Pastors' Program; and Continuing Education Program. The School of Divinity offers the following degree programs: Master of Arts (M.A.) [in a variety of academic concentrations]; Master of Arts (M.A.) in Missiology [Professional]; Master of Arts (M.A.) in Practical Theology [Professional]; Master of Divinity (M.Div.), Concentrations in Missiology and Practical Theology [Professional]; Doctor of Ministry (D.Min.); and Doctor of Philosophy (Ph.D.) in Renewal Studies.

NON-DEGREE PROGRAMS OVERVIEW

Alumni Continuing Education Program

Allows graduates of the School of Divinity to take one course per term (15 credits maximum) for $100 (plus a one-time $25 application fee). Alumni are designated as non-degree students for this ACE program.

Certificate Programs

Graduate certificate programs are designed for those seeking advanced study for continuing education and professional development. Graduate certificates are available in Biblical Studies (3 courses), Church Leadership (3 courses), and Practical Ministry (3 courses). These certificates can be completed through a combination of online and modular course formats. Courses earn graduate credit which can be applied toward a degree program if further study is desired. Complete the abbreviated application form for non-degree students. Certificate students wishing to earn an academic degree must apply separately to that degree program and meet full admission requirements. Acceptance into a certificate program does not guarantee acceptance into a degree program.

Advanced Courses in Theological Studies (A.C.T.S.)

The A.C.T.S is a non-degree program of up to 36 credit hours. It is designed to assist applicants who possess a masters degree in a theological discipline and three or more years of full-time ministry experience, and wish to become academically eligible to apply to a Doctor of Ministry (D. Min.) program [those wishing to apply to a seminary Doctor of Philosophy (Ph.D.) program might also be accommodated]. Normally, applicants to D.Min. programs must possess the Master of Divinity (M.Div.) or its academic equivalency to be eligible to apply for admission. The A.C.T.S. builds upon a student's academic experience to provide the academic equivalent of the M.Div. (normally considered to be a minimum of 72 hours).

The primary objective of the program is to offer the student theological education as enrichment for professional development, while serving as a prerequisite for applying for admission to a D.Min. [or seminary Ph.D. program]. Completion of the A.C.T.S. program does not automatically guarantee admission to the doctoral program.

A.C.T.S., although a non-degree program, is graduate level, theological study. To be eligible for the A.C.T.S., applicants must possess an ATS-accredited master's degree in a theological discipline, with no less than 36 credit hours of academic work. The certificate is awarded upon successful completion of all course work. Courses are offered in the areas of Bible, theology, Church history, biblical Greek and Hebrew, and a ministry specialization, depending on the student's individual needs regarding M.Div. equivalency. Courses required for the A.C.T.S. are individualized according to the

student's needs and previous work reflected on graduate transcripts. A variety of venues for completing the A.C.T.S. are available, including on-campus courses, one-week intensive courses (modular), online courses, and independent studies.

Spouse Observer's Program

The commitment of the School of Divinity does not end with its students, but extends to families also. In many instances after graduation, a student spouse may share in considerable ministry responsibilities. The Spouse Observer's Program allows spouses the opportunity to experience some of the spiritual, academic and professional development opportunities alongside the seminarian. With the permission of the instructor of the course, spouses may join Divinity students in class as a nonparticipating observer. While credit is not granted for the experience, the perspectives and skills gained result in stronger seminary families and, eventually, ministry families. Participation is contingent upon space availability and the permission of the instructor.

Pastor's Continuing Education Program

The Pastor's Continuing Education program (formerly known as the Local Pastors' Program) is designed for any full-time pastor (regardless of geographic location) to take one course per year as a non-degree student for a special rate of $150 (plus a one-time $25 application fee). Like all non-degree students, the PCE program allows a life-time maximum of 15 credits in this status. To be eligible, pastors must have a four-year degree from an accredited undergraduate institution. Pastors who do not meet the minimum requirements and do not wish to receive credit of any sort, may take courses through our Continuing Education Program.

Regent students in auxiliary pastoral roles are not eligible, nor are pastors who are current Regent students and receiving financial aid awards. Current, inactive, or former Regent University Divinity students are not eligible. Pastors seeking a degree should apply through the normal admissions process and ask about the local pastors' *tuition discount* (not the Pastor's Continuing Education). Due to the current USCIS regulations for international students, this program only applies to U.S. citizens and permanent residents of the U.S.

Pastors may take advantage of this benefit each academic year without ever having to reapply. *Only graduate-level Divinity courses* are offered under the Local Pastors' Program. This program only applies to the Master's-level courses; Doctor of Ministry and Ph.D. courses are exempt from the program (as well as some Master's courses with prerequisites).

A pastor wanting to enter the program must download and complete the online application form on the School of Divinity website. If accepted, he/she will be contacted by the Divinity Registration Representative to facilitate registration for the first course. A "pastor's hold" will also be placed upon the student's account, meaning that he/she will be unable to register for another course until the next academic year. The next time the pastor wishes to register for a course, he/she will need to contact the Divinity Registration Representative.

Continuing Education Program

For more information about the CEU Program contact the Divinity Registration Representative.

PARTNERSHIPS AND AFFILIATIONS

The School of Divinity is one of the Associated Schools of Jerusalem University College (formerly the Institute of Holy Land Studies), and is recognized by the Association of Clinical Pastoral Education as providing academic certification requirements. The School of Divinity is a charter member of the Pentecostal Research and Preservation Consortium along with Asbury College, Billy Graham Center at Wheaton College and Oral Roberts University. These partnerships are in keeping with the mission and expanding impact of the School of Divinity and Regent University.

MASTER'S DEGREE REQUIREMENTS

- Academic Writing, unless an exemption is issued. This exemption is based solely on the writing sample submitted in the admissions process.
- Students who plan to graduate in a given year must fulfill the requirements and timetable on a clearance sheet available from their advisor and the dean's office. Items that must be met include:
    1. Review and complete an Academic Degree Plan (ADP) with the registration representative prior to completion of the first year of courses.
    2. Completion of core courses for the degree plan.
    3. Completion of elective hours.
    4. Completion of internship or culminating experience (thesis or comprehensive exam). Details for comprehensive exams are available from the divinity academic dean's office.
    5. Exit survey.

6. NOTE: A student in the LAST TERM of a master's program may apply for an exemption to the final exam(s) in any or all courses taken during the final term. The conditions of an exemption include ALL of the following: (1) a 3.5 average in the class; (2) a 3.5 CGPA in the student's overall program; AND (3) if the professor agrees and concurs that the final exam is not "essential" to the course material and content [i.e., an exemption from final exam will not unduly penalize the student's learning of the course material and content]. The application for exemption is not automatic. The professor is not obligated to grant the request.

Students who choose the internship must follow the procedures in the *Internship Manual*. Students who opt for the thesis must follow the procedures and timetable in the *Thesis Manual* available on the School of Divinity website.

COURSE ATTENDANCE

In order to receive credit for a course, students must attend a minimum of 70% of courses which have a residency or an on-campus requirement. Whether the course is standard, modular or hybrid in type, residency is an essential component of the requirements for these courses. Merely completing the assigned work is not sufficient to receive a grade for courses that have a residency requirement. This applies to masters and doctoral courses in the School of Divinity. NOTE: particular courses may assign credit for attendance and discount the final grade for a lack of attendance, even above 70% (see course syllabus for particular procedures and requirements). Note that online course also require regular participation as specified in the relevant course syllabus.

ADMISSIONS REQUIREMENTS for the Masters Programs

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements.

The School of Divinity does not require students to have undergraduate courses or degrees in Bible, theology, religion or philosophy. However, the school does expect students to possess knowledge of the Bible as a basis for seminary study. Students may either pass a Biblical Knowledge Placement Exam or take the Bible survey courses in the University's School of Undergraduate Studies. Admission to degree programs is a competitive process and is based on academic achievement as evidenced by college grades (minimum 2.75 GPA; 3.00 GPA preferred), an extemporaneous writing sample, maturity in spiritual and character qualities, personal interview, clergy recommendation, and personal goals consistent with the mission of Regent University. The School of Divinity encourages applications from men and women of all Christian church traditions, denominations and national and ethnic origins.

M.A. (academic) [several concentrations], M.A. in Missiology (professional), M.A. in Practical Theology (professional), and M.Div. [concentrations in Practical Theology & Missions] are degrees offered at the Virginia Beach campus. The degrees offered via online distance education are: M.A. in Practical Theology; M.A. [concentrations: English Bible, Christian Doctrine and History]; and M.Div. [concentration: Practical Theology].

ADVANCED STANDING

Advanced standing may be granted to students as follows:

- Graduates with an M.A. from Regent University who wish to be readmitted as M.Div. students must submit an application to the M.Div. program. Less than one-half of the total credits required for the M.Div. degree can be subject to advanced standing. This petition is subject to formal review by the Associate Dean for Academics. Applicants are not re-admitted into a degree program and are not eligible to take classes until they have received positive notification from the dean's office.
- Students applying to Regent from **an accredited institution** may be eligible for advanced standing credits for academic and professional equivalent coursework in the School of Divinity (cf. "Admission Criteria: Master's or Professional Degree Program" section of the Catalog) Note that criteria for advanced standing are the same as those for transfer of credit..
- Ordinarily, students applying to Regent from **a non-accredited institution** are not eligible for advanced standing.

CAREER OBJECTIVES

Master of Arts (Academic)

The purpose of the Master of Arts (M.A.) degree is to provide a basic understanding of theological disciplines for further graduate study or for general educational purposes. In theological and ministerial careers, the degree is ideal for those interested in academic and research pursuits leading to academic doctoral work. The School of Divinity offers five concentrations in this academic M.A.: English Bible; Old Testament; New Testament; Christian Doctrine & History; and Biblical Interpretation, Pre-doctoral Studies.

M.A. (Specialized Ministry)

The primary purpose of degrees that ATS designates as M.A. (Specialized Ministry) is to equip persons for competent leadership in some form of specialized ministry in congregations and other settings. Although the M.Div. is the standard degree for ordination, this type of M.A. is often sufficient for those interested in ordination within some ministry contexts. The School of Divinity offers two M.A.'s of this type: M.A. in Missiology and M.A. in Practical Theology.

Master of Divinity (M.Div.)

The M.Div. is considered by ATS the "normative" professional degree for ministry careers, especially those that focus on congregational ministries wherein ordination is desired. Foundations for sound ministerial philosophy and practice are laid through the in-depth study of biblical interpretation, biblical languages, church history and doctrine. Practical skills and values are emphasized in practical theology, church leadership and missions-related courses. Students are offered opportunities to specialize in professional concentrations designed with the needs of the Church and society in mind. Patterns of ministerial practice are encouraged and confirmed in spiritual formation groups, fieldwork and internships in the areas related to students' vocational interests. The M.Div. is configured with emphases in Missiology or Practical Theology. Each of these offers a variety of professional concentrations. According to ATS standards, it is the required degree for admission to the Doctor of Ministry program and the recommended first theological degree for admission to advanced programs oriented to theological research and teaching.

ONLINE DISTANCE EDUCATION (DE)

While the content of the online distance education program is the same as that of the residential degree, the delivery system is different. Without relocating to Regent, students can complete their degree by taking a combination of online courses (30 credits in the M.A. and 60 credits in the M.Div.) and modular (hybrid) courses at the Virginia Beach campus (30 credits in the M.A. and M.Div.). The program requires attendance at the Spiritual Formation Seminar, a one-week residency on the Virginia Beach Campus in the first term of work. The degrees available through online distance education are: M.A. (concentration: Biblical Studies: English Bible; Christian Doctrine and History); M.A. in Practical Theology; and M.Div. (concentration: Practical Theology).

GRADUATE DEGREE PROGRAMS

M.A., Biblical Studies

The M.A., Biblical Studies is an academic degree available in five concentrations: English Bible; Old Testament; New Testament; Christian Doctrine & History; and Biblical Interpretation, Pre-doctoral Studies. Graduates of this program will be able to:

- Explain historical and cultural backgrounds of the biblical books and how the leading biblical themes relate to each other in the unfolding of salvation history.
- Apply sound interpretive and hermeneutical methods to the Bible including the proper use of resources such as lexicons, concordances, dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
- Understand and respond to contemporary issues, particularly in relation to how, with a global perspective, the Church is able to influence societies with a Christian worldview.
- Express a breadth of knowledge of biblical and theological issues in ways supported by informed scholarship and sound reasoning.

M.A. (concentration: English Bible)

The M.A. (concentration: English Bible) is available on the Virginia Beach campus and through online distance education. It is a 60-credit-hour degree program designed to impart a working knowledge of English translations of the

Scriptures. Basic interpretation skills, outlay of the Bible's essential unity and survey of scriptural themes represent the main features of this degree plan. In addition to the core biblical studies courses, English Bible students receive program exposure to all other parts of the Divinity course selections, including course choices from doctrine and history, missiology and practical theology.

The English Bible concentration is ideal for those planning to teach biblical studies in a church-related secondary school or a church educational program, and also for those desiring biblical studies enrichment while pursuing a profession or vocation other than Christian ministry.

Graduates with this concentration will be able to:

- Explain historical and religious backgrounds of the biblical books and how the leading biblical themes relate to each other in the unfolding of salvation history.
- Apply sound inductive hermeneutics to the interpretation of the English Bible including the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
- Understand and respond to contemporary issues, particularly in relation to how, with a global perspective, the Church is able to influence societies with a Christian worldview.
- Express a breadth of knowledge of biblical and theological issues in ways supported by informed scholarship and sound reasoning.

Location of Instruction

The M.A. (concentration: English Bible) is offered in two venues: on the Virginia Beach Campus and online via the Worldwide Campus. The online version requires that at least 50% of the coursework (i.e. 30 credits) be completed on the Virginia Beach Campus, while up to 50% of the coursework (i.e. 30 credits) may be completed online.

For the Approved Degree Plan (ADP) for the M.A. (concentration: English Bible), see
https://regent.blackboard.com/bbcswebdav/xid-146418_4

For the JOINT ADP, M.A. (concentration: English Bible), see
https://regent.blackboard.com/bbcswebdav/xid-146522_4

Total Degree..... 60

M.A. (concentration: Old Testament)

The M.A. (concentration: Old Testament) is designed to ground the student in an academic understanding of the biblical history, chronology, language and culture of the Old Testament (OT) Scriptures. Students are challenged to understand the essential unity of the Scriptures, as well as the progressive and practical nature of the biblical record. To this end, students will sample classes from New Testament and Practical Theology areas, as well as cultivate a broad working knowledge of OT Hebrew. Elective hours offer OT students an opportunity for intensive and directed study of OT books or themes and interpretational issues.

The concentration provides an extensive exegetical exposure to OT studies for those students whose career focuses may require an expositional treatment of the Scriptures, or the need for specialized academic research skills. The program in OT is an ideal academic foundation for post-graduate work, as well as a foundational teaching degree at the Bible college and Bible institute level. The literary and spiritual richness of this portion of the Bible supplies a wealth of study and ministry resources—whether one studies for personal enrichment or for Christian educational and/or pastoral leadership.

Graduates with this concentration will be able to:

- Explain historical and religious backgrounds of the biblical books—especially those of the Old Testament—and how the leading biblical themes relate to each other in the unfolding of salvation history.
- Apply sound inductive hermeneutics to the interpretation of the Bible including the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
- Demonstrate basic skill and translation ability in biblical languages.

Location of Instruction

The M.A. (concentration: Old Testament) degree program is offered only on the Virginia Beach Campus.

For the Approved Degree Plan (ADP) for the M.A. (concentration: Old Testament), see https://regent.blackboard.com/bbcswebdav/xid-146421_4

For the JOINT ADP, M.A. (concentration: Old Testament), see https://regent.blackboard.com/bbcswebdav/xid-146525_4

Total Degree..... 60

M.A. (concentration: New Testament)

The M.A. (concentration: New Testament) provides an academic understanding of the chronology, culture and language of New Testament (NT) Scriptures. It is ideal for students seeking to cultivate accurate interpretative tools for exegetical and expositional work in NT Bible, theology or Greek.

The NT concentration is an ideal research foundation for doctoral work leading to careers in research, scholarly writing or teaching at the seminary and Bible college level. Students who plan such careers should choose—with the mentorship of NT faculty—an area of textual research in the earliest part of their seminary studies. Whether studying for an academic career, pastoral leadership or for personal growth, the NT degree offers tools for a life-long literary and spiritual appreciation of this portion of the Bible.

Graduates with this concentration will be able to:

- Explain historical and religious backgrounds of the biblical books—especially those of the NT—and how the leading themes relate to each other in the progressive unfolding of salvation history.
- Apply sound inductive hermeneutics to the interpretation of the Bible including the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on the Christian life and mission.
- Demonstrate basic skill and translation ability in Biblical languages.

Location of Instruction

The M.A. (concentration: New Testament) degree program is offered on the Virginia Beach Campus only.

For the Approved Degree Plan (ADP) for the M.A. (concentration: New Testament), see https://regent.blackboard.com/bbcswebdav/xid-146420_4

For the JOINT ADP, M.A. (concentration: New Testament), see https://regent.blackboard.com/bbcswebdav/xid-146524_4

Total Degree..... 60

M.A. (concentration: Christian Doctrine & History)

The M.A. (concentration: Christian Doctrine & History) is designed to cultivate a mature understanding of the Christian faith, and the Church and society from biblical and theological perspectives. Church history and the theological enterprise have much to offer Christians in our day—the faithfulness of church fathers and martyrs, the devotional legacy of classical spiritual disciplines, the expanding testimony of the church and mission through the ages, the recurrent theme of spiritual awakenings and renewal—these concepts, and more, make up this academic program.

Regent Divinity students in this concentration have unparalleled opportunity for mentorship and specialization in renewal theology and renewal church history. The program is distinguished by world-renowned, in-residence experts in Pentecostal/Charismatic church history and theology. Elective hours may be used for faculty-directed research or for personalized study in an area of interest.

A degree in theological or historical studies may provide the knowledge base needed by Christians seeking to engage the thought structures of society in such careers as educational and governmental policy advocates, responsible media managers, journalists and textbook writers. The program provides the ideal foundation for teachers of theology/church history in the seminary, Bible college, Bible institute and church/mission school settings.

Graduates with this concentration will be able to:

- Express a sound theological reasoning on contemporary societal issues by cultivating knowledge of historical, critical, biblical and theological themes.
- Understand classical principles of spiritual formation and be able to apply them to their own lives, as well as to those lives within the church to which they are called to serve in Christian ministry.
- Sensitively respond to the implications of a biblical and Christian worldview in ways that are consistent with the Church through the ages.

Location of Instruction

The M.A. (concentration: Christian Doctrine & History) degree program is offered on the Virginia Beach Campus only.

For the Approved Degree Plan (ADP) for the M.A. (concentration: Christian Doctrine & History), see https://regent.blackboard.com/bbcswebdav/xid-146417_4

For the JOINT ADP, M.A. (concentration: Christian Doctrine & History), see https://regent.blackboard.com/bbcswebdav/xid-146521_4

Total Degree..... 60

M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies

The M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies) is a comprehensive academic degree allowing exposure to the entire seminary program, while providing the pre-doctoral student opportunities to hone specialized interpretational language and analytic writing skills through the direction of Ph.D. mentors on the faculty.

The concentration supplies the research foundation for doctoral work leading to career paths in scholarly research, textbook writing or teaching at the seminary, Bible college and missions school level. Usually an academic degree (with thesis) is sufficient for the pursuit of a research Ph.D. in the context of a university, while the professional M.Div. degree is often prerequisite when a seminary offers the Ph.D. This particular degree meets the criteria for the ATS prerequisite of "an educational equivalency" of an M.Div. for purposes of admissions into ATS-accredited D.Min. or Ph.D. degrees. NOTE: Students should determine the requirements of the post-Regent institution before deciding whether to pursue the M.A. or M.Div. degree.

Graduates with this concentration will be able to:

- Express through a demonstration of scholarly writing a broad knowledge of critical, biblical and theological issues that prepares one for doctoral work.
- Apply sound inductive hermeneutics to the interpretation of the Scriptures including the original languages and the proper use of such resources as lexicons, Bible dictionaries and commentaries in the broader context of spiritual formation, preaching and teaching.
- Articulate major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
- Demonstrate basic skill and translation ability in Biblical languages.

Location of Instruction

The M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies) is offered on the Virginia Beach Campus only.

For the Approved Degree Plan (ADP) for the M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies), see https://regent.blackboard.com/bbcswebdav/xid-146416_4

The M.A. (concentration: Biblical Interpretation, Pre-doctoral Studies) is not available as a joint degree.

Total Degree..... 72

M.A. in Missiology and M.A. in Practical Theology

These two *professional* degrees may be sufficient for those interested in ordination within some ministerial contexts. The standard, and usually preferred degree for ordination, is the Master of Divinity (see below). Both the M.A. in Missiology and the M.A. in Practical Theology are essentially two thirds of the two concentrations we have in our Master of Divinity degree presented below. These two professional M.A. degrees have the same grade point average requirements as the M.Div. degree.

M.A. in Missiology

The M.A. in Missiology is a professional degree that prepares short-term career missionaries for evangelism, church planting and discipleship and leadership training for churches and parachurch ministries in cross-cultural contexts. This degree is ideally suited for those going out with mission-sending agencies not requiring extensive ordination prerequisites. Several areas of missions specialization are offered.

This degree prepares a student for a career-level calling to cross-cultural ministry from the mission fields of North America to the most unreached regions of the world. The particular focus on missiology and strategy development in this program prepares students to assume executive and organizational leadership roles in mission and parachurch ministries. The professional concentration provides technical skills that lead to competence and confidence in situations in which the gospel message must be preceded by addressing human quality of life needs. Our graduates will assume leadership in strategy planning, church planting and expanding the base of national leaders who can lead their own evangelization movements and holistic responses of compassion, mercy and community development.

Program Competencies

Graduates of this program will be able to:

- Articulate strategies for effective leadership, evangelism, and discipleship training in the local church;
- Apply a biblical theology of mission to strategies for evangelism and church revitalization;
- Demonstrate skill in pastoral ministry and church leadership;
- Apply spiritual formation practices to personal and professional life, ;
- Interpret and articulate doctrines, history and traditions of the Church and ethical issues in a compelling way, including those relative to the spiritual renewal as these bear on the Christian life and mission;
- Understand and respond to contemporary issues, particularly in relation to how, with a global perspective the Church is able to influence societies with a Christian worldview;

Program Length

For a student who has no undergraduate background in the biblical and theological disciplines, the M.A. in Missiology will take two years of full-time study to complete. Other students who have undergraduate coursework in Bible, theology, biblical languages and religion may be granted advanced standing (subject to proficiency examinations), thus shortening the length of the degree. In this case, students are expected to possess an intellectual maturity clearly above the undergraduate level. Students who take part-time course loads will need more time to complete the M.A. degree.

Location of Instruction

The M.A. in Missiology is intended to be a residential program and is available at the Virginia Beach campus only. However, since the degree is intended to prepare students for cross-cultural ministry, some of the courses may be practical, onsite educational experiences in another culture and under supervision of the School of Divinity's faculty. All such learning programs must be pre-approved. Mission students are encouraged to plan practical application experiences into their program that are cross-cultural in nature and allow students the possibility of developing a database of financial and prayer supporters.

For the Approved Degree Plan (ADP) for the M.A. in Missiology, see

https://regent.blackboard.com/bbcswebdav/xid-146419_4

For the JOINT ADP, M.A. in Missiology, see
https://regent.blackboard.com/bbcswebdav/xid-146523_4

M.A. in Practical Theology

The M.A. in Practical Theology, available at the Virginia Beach campus, and online via the Worldwide Campus is a 60-credit-hour professional degree for those who have been called to specialized ministry settings. The heart of this program is the biblical understanding that theology is intensely practical in its application. Further, this program underscores the importance of balanced biblical reasoning, which precedes and inspires works of effective ministry. Spiritual formation, coursework, research, internship and practica are directed toward the development of practical solutions to ministry challenges.

This degree is intended to provide biblical studies and ministry foundations for pastors, staff ministers, missionaries, military personnel and other professionals pursuing further graduate work. It is an excellent preparation for anyone aspiring to leadership-service positions within the church, the church staff or within nonprofit organizations, e.g., Christian education director, minister to youth, staff pastoral counselor. Also, the program is ideal for ordination preparation for some churches and denominations.

The M.A. in Practical Theology is a professional degree related to and carrying the same GPA requirements as the M.Div. degree. The M.A. in Practical Theology is designed to prepare church leaders and Christian workers in foundational biblical studies and ministry skills. Ideal for ministry specialists, it prepares one for roles and tasks that might differ from those expected of senior pastors or other traditional church leadership roles.

Ministry specialists such as pastors to youth, evangelists, discipleship instructors and support-role missionaries may find this degree perfect for their individualized training needs. It provides the biblical and ministerial foundations for those called to bi-vocational ministries, i.e., one pastoring a newly planted church while employing professional skills in the marketplace for financial support. The M.A. in Practical Theology is well-suited for ministers at the entry-level stage of development seeking the clarifying input of mentors and faculty. It is just as appropriate for senior ministry staff desiring a sabbatical or refresher experience. This program is the suggested degree plan for those on campus seeking a joint degrees option with one of the other colleges or schools at Regent University.

Graduates of this program will be able to:

- Apply spiritual and holistic formation practices which personify Christ-like character within personal, family, church, and professional contexts
- Demonstrate basic competence in biblical interpretation and languages related to the Greek and Hebrew texts.
- Articulate and design effective strategies for leadership and discipleship training, in ministry contexts
- Demonstrate skill in pastoral ministry and church leadership
- Express a breadth of knowledge of biblical and theological issues in ways supported by informed scholarship and sound reasoning
- Understand and respond to contemporary issues, particularly in relation to how, with a global perspective, the Church is able to influence societies with a Christian worldview

Location of Instruction

The M.A. in Practical Theology degree program is offered on the Virginia Beach Campus, or online via the Worldwide Campus.

The online program requires that at least 50% of the coursework (30 credits) be completed on the Virginia Beach Campus while up to 50% of the coursework (30 credits) may be completed online.

For the Approved Degree Plan (ADP) for the M.A. in Practical Theology, see
https://regent.blackboard.com/bbcswebdav/xid-146422_4

For the JOINT ADP, M.A. in Practical Theology, see

https://regent.blackboard.com/bbcswebdav/xid-146526_4

Professional Concentrations

Church and Ministry 15
Interdisciplinary Studies (integrative coursework from other Regent schools) 15
Worship and Renewal 15

Total 60
(2-3 years)

The Master of Divinity (M.Div.)

The M.Div. is the traditional 90-credit-hour seminary degree that prepares men and women for professional church leadership roles. The M.Div. is a degree available in two concentrations: Missiology and Practical Theology.

The Regent M.Div. focuses on traditional and professional ministry skills orientation by giving special concentration to New Testament ministry emphases such as: skillfulness at evangelism, church planting, making disciples and leadership training for churches and parachurch ministries throughout the world, equipping believers for the work of the ministry and selecting reliable leaders who can finish well and pass on gifts and perspectives to others. This demands that faculty and students interact on a personal level with issues of personal integrity and spiritual formation, while probing the corporate and global levels of church-wide revitalization principles and strategies for the establishment of Spirit-empowered churches and ministries around the world.

M.Div. (concentration: Missiology)

The M.Div. (concentration: Missiology) is designed to lead to ordination with a full-time, cross-cultural ministry in view. The degree concentration prepares students in evangelism, church planting, discipleship and leadership training for churches and parachurch ministries throughout the world. Students will be equipped to train and mentor leaders in a cross-cultural context and to lead the local church in its role in world evangelization. The purpose of this concentration is to produce dynamic, "master builder" leaders who can help mobilize the global Church for the strategic completion of the Great Commission. Several areas of missions specialization are offered. The School of Divinity offers this as a concentration of its primary professional degree.

The M.Div. (concentration: Missiology) prepares students for a career-level calling to cross-cultural ministry either on the mission fields of North America or the most unreached regions of the world. The particular focus on missiology and strategy development in this program prepares students to assume executive and organizational leadership roles in mission and parachurch ministries. The professional concentration provides technical skills that lead to competence and confidence in situations in which the Gospel message must be preceded by addressing human quality of life needs. Our graduates will assume leadership in strategy planning, church planting and expanding the base of national leaders who can lead their own evangelization movements and holistic responses of compassion, mercy and community development.

Graduates of this concentration will be able to:

- Articulate strategies for effective leadership, evangelism, and discipleship training in ministry contexts.
- Apply a biblical theology of mission to strategies for evangelism and church revitalization
- Demonstrate skill in pastoral ministry and church leadership
- Apply spiritual formation practices to personal and professional life
- Understand and respond to contemporary issues, particularly in relation to how, with a global perspective, the Church is able to influence societies with a Christian worldview.
- Explain historical and religious backgrounds of the biblical books and how the leading biblical themes relate to each other in the unfolding of salvation history.
- Apply sound inductive hermeneutics to the interpretation of the Bible including the proper use of resources such as lexicons, Bible dictionaries and commentaries in the broader context of spiritual development, preaching and teaching.

Program Length

For a student who has no undergraduate background in the biblical and theological disciplines, the M.Div. will take three years of full-time study to complete. Other students who have undergraduate coursework in Bible, theology, biblical languages and religion may be granted advanced standing (subject to proficiency examinations) thus shortening the length of the degree. In this case students are expected to possess an intellectual maturity clearly above the undergraduate level. Students who take part-time course loads will need more time to complete the M.Div. degree.

Location of Instruction

The Regent M.Div. (concentration: Missiology) is intended to be a residential program; however, since the degree is intended to prepare students for cross-cultural ministry, some of the courses may be practicums—onsite educational experiences in another culture and under supervision of the divinity faculty. All such learning programs must be pre-approved. Missions students are encouraged to plan practical application experiences into their program that are cross-cultural in nature and that allow students the possibility of developing a database of financial and prayer supporters.

For the Approved Degree Plan (ADP) for the M.Div. (concentration: Missiology), see
https://regent.blackboard.com/bbcswebdav/xid-146424_4

For the JOINT ADP, M.Div. (concentration: Missiology), see

https://regent.blackboard.com/bbcswebdav/xid-146527_4

M.Div. (concentration: Practical Theology)

The M.Div. (concentration: Practical Theology)–available online—prepares students for full-time Christian service leading to ordination by providing training and mentoring for the general pastorate of a church or a specialized ministry as a staff minister. This M.Div. concentration provides the broad theological and ministry perspectives required by most ordaining bodies, and is the standard prerequisite for the D.Min. and other terminal degrees. Students planning to pursue ordination or terminal degrees should consult those bodies to determine specific requirements. The practical theology concentration is particularly designed to orient seminary students in traditional and classical church leadership skills and responsibilities—biblical interpretation, pastoral care, pulpit ministry and church and ministry administration.

Graduates of this concentration will be able to:

- Apply spiritual and holistic formation practices which personify Christ-like character within personal, family, church, and professional contexts.
- Demonstrate skill in pastoral ministry and church leadership
- Articulate strategies for effective leadership and discipleship training in ministry contexts
- Understand and respond to contemporary issues, particularly in relation to how, with a global perspective, the church is able to influence societies with a Christian worldview
- contemporary issues, particularly in relation to how, with a global perspective, the Church is able to influence societies with a Christian worldview
- Explain historical and religious backgrounds of the biblical books and how the leading biblical themes relate to each other in the unfolding of salvation history
- Demonstrate basic competence in biblical interpretation and languages related to the Greek and Hebrew texts
- Express a breadth of knowledge of biblical and theological issues in ways supported by informed scholarship and sound reasoning
- Apply sound inductive hermeneutics to derive biblical theologies of ministry and mission for effective strategies in the broader context of spiritual development, preaching and teaching
- Articulate major doctrines, historical perspectives and theological issues, including those relative to the spiritual renewal as these bear on the Christian life and mission

Location of Instruction

The M.Div. on-campus degree program normally requires students to be in residence for most courses except internship and similar practical courses. The M.Div. degree can also be taken with up to two-thirds of the course material completed online, while at least one-third is completed at the Virginia Beach Campus.

For the Approved Degree Plan (ADP) for the M.Div. (concentration: Practical Theology), see https://regent.blackboard.com/bbcswebdav/xid-146425_4

For the JOINT ADP, M.Div. (concentration: Practical Theology), see

https://regent.blackboard.com/bbcswebdav/xid-146528_4

Professional Concentrations

Biblical Studies 15
Biblical Languages 15
Church and Ministry 15
Interdisciplinary Studies (integrative coursework from other Regent schools) 15
Worship and Renewal 15
TESOL (M.Div – Missiology only) 15

MASTERS GRADING: PHILOSOPHY and CRITERIA

The following evaluation rubric is employed in the Masters programs of the School of Divinity and is in keeping with grading policies at most U.S. graduate schools.

A A-

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for graduate work at the highest level. Practical or formational implications of work are included, as appropriate.

B+ B B-

Good grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

C+ C C-

The student has shown a minimal grasp of the facts of the course, and does not demonstrate the desired level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+-C-.

D+ D D-

Below minimal understanding and ability to handle the subject material of the course, but not requiring the course to be repeated. Practical or formational implications of work are included, as appropriate. The grade will vary from D+ to D-.

F

Not acceptable for graduate level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

MASTERS GRADING SYSTEM

GRADE	PERCENTAGE	QUALITY POINTS	MEANING OF GRADE
A	94–100	4.00	***Superior***
A-	90-93	3.67	
B+	87-89	3.33	***Very Good***
B	83-86	3.00	***Good***
B-	80-82	2.67	
C+	**77-79**	**2.33**	
C	**73-76**	**2.00**	***Minimal***
C-	**70-72**	**1.67**	***Unsatisfactory***
D+	67-69	1.33	
D	63-66	1.00	
D-	60-62	.67	
F	0-59	0.00	***Failing***

DOCTORAL DEGREE PROGRAMS

DOCTOR OF MINISTRY (D.MIN.)

According to ATS standards, the purpose of the D.Min. is to enhance the practice of ministry for persons who hold the M.Div. and have engaged in ministerial leadership. The D.Min. is a terminal professional degree primarily for leaders in the Church and its various agencies who desire to build upon the foundation of a M.Div. degree. It is a blend of academic coursework and practical training by online distance education. The degree is ideal for those who serve the Church in congregational ministries, institutional chaplaincies, counseling ministries, parachurch organizations, missions agencies and any other ministry setting wherein advanced leadership skills and training would make a difference. The D.Min. is a foundational teaching degree in some seminaries. The associated study period can also serve as a mid-career sabbatical or retooling for career changes in ministry.

This advanced professional degree enhances and builds upon the M.Div. degree for those involved in ministry leadership. The D.Min. degree requires an M.Div. or its educational equivalent (ordinarily a *seminary/theological* master's degree [e.g., M.A., M.R.E., MACE] enhanced by additional credits in biblical, theological/historical and pastoral/practical studies bringing the transcript total to a minimum of 72 credit hours). This equivalency *must* be satisfied completely before application can be made. The successful completion of the equivalency in no way guarantees admittance into the D.Min. program. Accordingly, specific goals have been established for the School of Divinity D.Min. degree:

- Foster continued growth in spiritual maturity;
- Build advanced understanding of the nature and purposes of ministry;
- Enhance competencies in ministerial analysis and skills;
- Explore and present new knowledge about the practice of ministry;
- Foster integration of these dimensions into the theologically reflective practice of ministry.

Through practical reflection, graduates deepen their knowledge and practice of leadership, enabling them to engage in fruitful ministry for Christ with increased intellectual and spiritual integrity. The program provides for time to reflect and rebuild personal, spiritual and professional resources.

ADMISSIONS REQUIREMENTS for the Doctor of Ministry (D.Min.)

See the "Admission to Regent Graduate Schools" section of this Catalog for admissions requirements. In addition, the School of Divinity requires applicants to submit the following:

- M.Div. transcript (minimum 3.00 GPA) from an ATS-approved seminary or an *M.Div. equivalency* (ordinarily a *seminary* master's degree [e.g., M.A., M.R.E., MACE], enhanced by additional credits in biblical, theological/historical and pastoral/practical studies, bringing the transcript total to a minimum of 72 credit hours). Applicants from non ATS accredited schools will be considered on a case-by-case basis. Note: Those interested in the program that have a Master of Arts, but no M.Div., may wish to consider the Advanced Courses in Theological Studies (A.C.T.S.) as a prerequisite for application.
- A signed D.Min. Study Agreement
- A D.Min.-specific résumé reflecting at least three years of significant ministry leadership experience subsequent to completion of an M.Div. (ordination is desirable)
- Clergy recommendation
- A five-page writing sample reflecting on the Student Entrance Profile (in admissions packet)
- D.Min. students may only enter the program during the fall semester.

PROGRAM FORMAT for the D.Min.

The D.Min. program has been designed within a "cohort" framework. The "cohort" system refers to the process of tracking through the program with other D.Min. students in a consistent, relational format. D.Min. students may only enter the program during the fall semester. As cohorts, students will take classes and "track" together throughout core courses, creating a sense of synergy and mutual support. Applicants should be aware that each D.Min. course requires students to complete substantial pre-session assignments. D.Min. courses are offered during the fall, spring and summer semesters.

Career and Life Focus

The D.Min. is a terminal professional degree primarily for leaders in the Church and its various agencies who desire to build upon the foundation of a M.Div. degree. It is a blend of academic coursework and practical training through distance education. The degree is ideal for those who serve the Church in congregational/pulpit ministries, institutional chaplaincies, counseling ministries, parachurch organizations, missions agencies and any other ministry settings wherein advanced leadership skills and training would make a difference. The D.Min. is a foundational teaching degree in some seminaries. The associated study period can also serve as a mid-career sabbatical or retooling for career changes in ministry.

Course Requirements

Divinity Core Courses	18
Professional Concentration	9
Integrative Examination	3
D.Min. Project	3
D.Min. Dissertation	3
Total	***36***

Doctor of Ministry Learning Process

The D.Min. is based on the adult learning model requiring students to attend a one-week seminar for each course, while completing pre and post-session assignments at home. This model significantly affects the manner in which doctoral seminars are conducted. The professor's role is less of a lecturer and presenter and more of a facilitator. Students accepted into the program are expected to approach this level of learning from perspectives that are scholarly, professional, practical, solution-oriented and self-directed.

The Regent Leadership Profile

A fundamental principle in strategic planning is "beginning with the end result in view." As we designed the Regent D. Min. in Leadership & Renewal, we envisioned a degree that anticipates skills and perspectives needed in most ministry contexts on a daily basis. We coupled this with Regent Divinity's unique theological vision for spiritual revitalization of leaders and the expansion of the Church at home and abroad. Lastly, we configured every instructional experience—course selection, faculty teams, textbook choices, assignments and dissertations—to foster deep personal and

professional transformation, spiritual renewal and ministerial effectiveness. We pledge to produce the following eight leadership capacities in each successful graduate. At the completion of the degree, students will have gained a greater capacity to:

- Foster Spiritual Health in Self, Others and Ministry—A profile ministry leader displays self-awareness, self-directedness and self-improvement toward growth goals on personal, spiritual and professional levels in ways that honor God through service to family, ministry, community and world. Such a leader also replicates healthy growth patterns in the lives of others by capitalizing upon opportunities to be an improving influence. Such a leader seeks to appropriate and engender spiritual renewal in self, others and groups in which they are affiliated (2 Timothy 4: 11-16).
- Merge Biblical and Theoretical Solutions to Problems—A profile ministry leader applies sound exegetical method and hermeneutical sense to contemporary life-circumstances that ministry leaders encounter. Such a leader draws on the resources, foundations and skills of biblical, historical and theological studies for the development of relevant faith perspectives, the fostering of spiritual growth in self and others and the praxis of faithful ministries in various settings (1 Timothy 2:15; 2 Timothy 3:16).
- Manage Vision, People, Processes and Resources—A profile ministry leader consistently and skillfully directs ministry structures toward the fulfillment of biblically derived ministry objectives. They have an experiential command on the nature, philosophy, contexts and conditions affecting the provision of ministry support in situations to which they are called. They express leadership in God's church as servants to Him and His people. The profile ministry leader prayerfully gauges ministry situations through strategic planning and decision-making, fosters clear direction for ministry teams, manages organizational structures, delegates team ministry, directs financial/personnel resources, collects and interprets feedback. Such a leader expresses prayerful dependence upon God in all phases of strategic planning, implementation, evaluation and refinement (Acts 11: 25-26).
- Reckon Prophetically with Local and Global Ministry Call—A profile ministry leader understands the ministerial call, with its implied aptitudes and abilities. Such a leader knows his or her giftedness and its implications at personal, family, church, community and societal and global levels. One's ministry can be related to the completion of the cultural and redemptive mandates of Scriptures. (1 Timothy 3: 1-15; Titus 1: 5-9; 1 Peter 5: 1-11; Matthew 24:14; Matthew 28:18-20).
- Critique and Adapt to Leadership-Needs Situations—A profile ministry leader applies critical thinking and skills to practical problems related to life and ministry with the result that innovative programs are formulated and implemented. Such a leader is grounded in biblical, theological and philosophical ministry values and discerns, processes, integrates, facilitates, designs and implements God-honoring and people-serving responses to needs (Acts 6:2-4).
- Fulfill Aims by Mobilizing and Empowering Others—A profile ministry leader consistently displays a quality of interactional skill between leaders and constituents that expresses itself in sensitivity, clarity, confidence and conviction. Such a leader facilitates change by effectively serving individuals and teams in ways that result in the achievement of ministry objectives; this involves efforts to motivate, organize, instruct, nurture, promote and empower others to fulfill ministry corporate plans. This also implies relational and communicational style, which affirms and cultivates biblically-derived values of human dignity, diversity, justice and integrity (Colossians 4:7-18).
- Catalyze Innovations and Change in Ministry—A profile ministry leader is solution-oriented in ministry contexts wherein challenges and opportunities demand a creative response. Such ministry situations are met with decisiveness, resourcefulness, innovation and resolution. Basic to this aptitude is the incorporation of input, skill and creativity from others (Philemon).
- Promote Spiritual Renewal in Self and the Church—A profile ministry leader practices awareness, promotion and assessment of historical and contemporary spiritual renewal movements. Such a leader does so with the intention of being prophetically relevant to one's times, people and ministry. Advocating spiritual renewal, the profile ministry leader also advocates the advancement of truth, soundness, judgment, wisdom and balance as renewal is appropriated among God's people. (Romans 12: 1, 2; Acts 3:19; Acts 17:11; 2 Timothy 1:6).

Phase I: Seminar Phase

The program begins each fall with a cluster of students attending courses that build upon one another sequentially throughout the year. Five core courses (listed below) are offered annually. Students select all core courses and three additional elective courses—total of eight courses—to complete the coursework in the seminar phase. The core courses are listed below:

DCOR 700 D.Min. Leadership Profile (Orientation)	2
DCOR 701 Leader's Life & Values	4
DCOR 702 Vision, Mobilization & Management	4
DCOR 703 Leading Spiritual Formation & Renewal (Retreat)	4
DCOR 704 Prophetic Leadership & Redemptive Focus	4
Select Elective/Professional Concentration Courses Credits in Year 1 or Year II	9

Pre-Session Preparation

Students prepare for courses by conducting a series of pre-reading and reflection exercises. Each core course is supplemented by a D.Min. Course Manual that is keyed to the D.Min. Leadership Profile. The manuals contain course syllabi, a pre- and post-reading list (approximately 1,300 pages per course), self-reflection probes and self-administered ministry audits.

In-Session Interaction

The on-campus sessions are designed to facilitate faculty and peer-minister interaction. They are designed to be retreat-like, fostering spiritual refreshment, personal growth and new learning. We seek to bridge gaps between theory, practice and relevance through small group interaction, student case presentations, guest experts, self-reflection and local/regional field trips. A Leadership and Renewal Resource Table of recently published resources from national publishers is on hand during each session to allow students to review current resources in the field. Every effort is made to infuse each visit with innovative learning experiences and strategies that allow students to apply course principles immediately to their ministry situations.

Post-Session Reflection

Upon the completion of on-campus sessions, students begin the work of post-session reflection and integration. The D.Min. Course Manual contains post-session probes and exercises that integrate readings, class lectures and case study feedback in a highly practical application. Instructional teams encourage students to complete work in ways that fulfill problem-solving objectives in one's ministry context. The course manuals allow students to conduct work that can be used in the development and completion of the final ministry project/dissertation design.

Professional Concentrations

Leadership & Renewal

Leadership & Renewal concentrates on issues affecting ministry leaders in church ministry, both traditional congregational and nontraditional parachurch settings. Employing case studies, selected reading and practical projects, participants are challenged to align their lives and ministries with transformative, innovative and relevant approaches to solution-oriented management, organization, planning and service.

Clinical Pastoral Education (CPE)

The School of Divinity is a member seminary of the Association of Clinical Pastoral Education (ACPE). D.Min. students may transfer completed CPE units as elective hours, reducing the time and cost of their degree by one-third. Additional leveling work may be required to prepare CPE students for their dissertation project. Clinical Pastoral Education transfer students are expected to pursue a ministry project and dissertation direction that incorporates leadership and renewal within the clinical context.

Community Transformation

This concentration is designed to equip ministry leaders with the critical skills necessary to lead successful community transformation with high impact strategies that change lives and communities. Courses examine nuances of equipping leaders to function in a diverse multi-ethnic context for ministry. This is done by examining the current trends, issues and methodologies that lead to transformation in communities and produces a holistic understanding of the social, cultural, and ministry-related dynamics that lead to transformation.

Military Ministry
This concentration is committed to equip the men and women who serve their country in various branches of the armed forces as chaplains. It works with the various armed forces to integrate Joint Professional Military Education (J.P.M.E.), Military War College training and other advanced military training for advanced standing. Up to 6 credit hours can be transferred into the program, based on individual evaluation of transcripts, and applied toward this professional concentration.

Ministry Leadership Coaching
The nuts and bolts of effective ministry leadership is the ability to select, train, equip and deploy other leaders for ministry. This concentration explores the paradigm of ministry leadership coaching to facilitate this process. Leadership coaching is a highly relational method for forming ministry leaders that can be used as a rapid deployment strategy in your context of ministry. Its focus helps you learn foundational coaching for healthy relationships, life focus, and for a variety of specific leadership training needs.

Independent Study and Flexibility Plans
It may be necessary to modify the program's design in order to accommodate the special needs of students, especially military chaplains, missionaries on furlough, international students and pastors on call. In the event of scheduling conflicts or course cancellations, students have the option of remaining on schedule through a maximum of six (6) credit hours of independent study or directed field research. Requests must be submitted in writing for approval.

Phase II: Doctoral Candidacy Phase
After all seminar coursework is completed, students synthesize the learning experience in a required integrative essay. This essay forms the basis of an oral examination conducted by a faculty committee. After passing integrative essays and oral examinations, students enter D.Min. candidacy. In this status they develop and complete the D.Min. project and dissertation, generally a one-year experience. This portion of the program requires no campus visits for coursework—only for the dissertation defense and graduation. The stages of this phase are as follows:

Integrative Examination/Ministry Project Proposal	3
Ministry Project	3
Ministry Dissertation	3

D.Min. Culminating Experiences

Integrative Examination
The integrative examination is a culminating two-part exercise wherein the students demonstrate scholarly, professional, practical and spiritual integration of the D.Min. experience. The student writes both a response to the Mid-Course Student Profile and a ministry project/dissertation proposal. In part one, the student submits and defends the Mid-Course Profile, integrating themes in the seminar phase of the program. Students are encouraged to reflect how achievement of the leadership profile has been facilitated during the program. The examination is a discussional interview based on the content of the profile. A passing grade on the exam marks the beginning of doctoral candidacy.

In part two, the student submits and defends a ministry project/dissertation proposal according to guidelines outlined in the D.Min. Ministry Project/Dissertation Research Guidebook. The proposal is equal to chapter one of the dissertation. After approval of the proposal from the dissertation committee, the research and writing phase is conducted under the close supervision of the faculty. Major portions of the ministry project and dissertation have been planned into the development of the D.Min. course sequence.

Ministry Project and Dissertation
The final experience of the D.Min. Program is a two-step, in-ministry reflection process. The first step is a ministry project. A student identifies a problem in ministry and proposes solutions. The ministry project is a specialized application of the curriculum to the student's ministry context. The project may be scheduled to occur over several months after the student's coursework is completed. After the student has collected, interpreted and evaluated his or her ministry projects sufficiently, the second step begins—writing dissertation reports. Using the skills and materials provided in the prerequisite training component of the D.Min. Orientation, the student writes a publishable, multi-chapter report about his or her ministry project.

Visiting the Campus for In-Residence Seminars

D.Min. sessions are configured as five-day modular seminars. D.Min. classes are available each term. Students complete in-residence requirements with several visits over a one- to two-year period. All post-session coursework is due for evaluation by the deadline published in individual syllabi.

DOCTOR OF PHILOSOPHY (PH.D.) IN RENEWAL STUDIES

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

The purpose of the Ph.D. in Renewal Studies is to become a scholar, that is, to discover, integrate, and apply knowledge, as well as communicate and disseminate that knowledge. The Ph.D. program emphasizes the development of a student's capacity to make significant original contributions to knowledge in a context of freedom of inquiry and expression. The School of Divinity's Ph.D. in Renewal Studies program is designed to provide training for teachers and researchers in theological schools, colleges, and universities, and for the scholarly enhancement of ministerial practice for persons serving the Renewal Movement worldwide. Graduates of this program will be expected to produce original research in Renewal Studies, write authoritative histories of this movement, and become world-class educators specializing in Renewal Studies.

This advanced academic degree builds upon the M.Div. degree for those involved in scholarship and advanced theological education. The Ph.D. in Renewal Studies degree requires an M.Div. or its educational equivalent (a *seminary* master's degree [e.g., M.A., M.R.E., MACE] enhanced by additional credits in biblical, theological/historical and pastoral/practical studies).

ADMISSIONS REQUIREMENTS for the Ph.D. in Renewal Studies

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements. Admission will be selective and offered only to students who have demonstrated the intellectual ability, preparation, and motivation for this program. In addition, the School of Divinity requires the following of applicants:

- Admission normally requires the M.Div. from an ATS accredited graduate institution, or first graduate theological degree providing equivalent theological background, or its educational equivalent (ordinarily a *seminary/theological* master's degree [e.g., M.A., M.R.E., MACE], enhanced by additional credits in biblical, theological/historical and pastoral/practical studies, bringing the transcript total to 72 credit hours).
- A GPA of 3.5 on a 4.00 grading scale in previous graduate work.
- A writing sample in the form of an academic paper (3000-5000 words). This paper should demonstrate scholarly capacity in the field selected. It will be evaluated by the following standards as evidence of the applicant's ability to work on the doctoral level: (1) understanding of the subject treated and the materials used; (2) knowledge of relevant bibliography; (3) cogency and clarity of argument; and (4) constructive originality of thought. It may be a published work, Master's thesis, or a substantial graduate-level research paper.
- An autobiographical essay of the applicant's intellectual and professional history and goals (up to 750 words) indicating the factors that have brought them to their present focus of intellectual interests, and spiritual formation, with some discussion of vocational objectives. The essay should also address the applicant's goals and expectations for doctoral study.
- Students are required to proficiently use the languages in which the primary and secondary texts relevant to their disciplines are written. Usually students will matriculate into the program with at least one relevant ancient or modern language, and then gain proficiency in a second ancient or modern language during their coursework. Approval to take the qualifying exams is granted only after the student meets the foreign language requirements of his/her track. For theology students, at least one modern research language (usually German or French) in addition to competency in an ancient language (usually Hebrew or Greek) is expected. History students must demonstrate competency in at least two languages pertinent to their field of study and as agreed upon with their advisor. Students may demonstrate competency in an ancient or modern language by passing a recognized language certification program, or a standard language proficiency exam as offered by the School of

Divinity. Competency of languages taken in courses at the graduate level will be assessed on a case by case basis.

- Three letters of recommendation (two faculty references, one clergy reference)
- The GRE, including the writing skills test
- Submit a dissertation essay (up to 200 words) describing a dissertation topic or area of research interest

Program Mission

The particular mission of the Ph.D. Program in Renewal Studies is to provide training for teachers and researchers in theological schools, colleges, and universities, and for the scholarly enhancement of ministerial practice for persons serving the more than 650,000,000 Christians in the Renewal Movement worldwide. The phenomenal growth of the Renewal movement has created an unprecedented need for specialized training for scholars and leaders. Our singular mandate is to train teachers and historians for the scores of educational institutions that have been created following the 20th century outpouring of the Holy Spirit. Graduates of our program will be expected to produce landmark original research in Renewal Studies, write authoritative histories of this movement, and become world-class educators specializing in Renewal Studies. To this end, we have developed a program that both meets the highest academic standards for Ph.D. studies and is coherent with the Renewal ethos.

Ecumenical Focus

The Ph.D. in Renewal Studies has a strong ecumenical focus. We envision our doctoral program becoming the research hub of a vast community of academics, ministers, and worshippers—one where the scholarly activity and collective concerns of the worldwide and transcultural Renewal movement can be both synergized and analyzed.

Contextual Focus

The program addresses both the development of the specialized theological competencies appropriate to the scholarly study of renewal and the particular needs of students in the program. Of central concern is a higher educational program that breathes the ethos of the Pentecostal/Charismatic Renewal. As the name of the movement suggests, Renewal theology is characterized by an emphasis on the experiential and transformational context of Christian thought and activity.

The degree format utilizes a contextual model. It satisfies the demands of Renewal pedagogy by allowing students to remain within their teaching and ministry contexts as an integral part of the learning experience. This goal is achieved by combining intensive residential periods of instruction with instructor mentoring facilitated via modern educational technology.

Online Course Management

Use of the Internet, computer technologies, multi-media and other delivery systems support the residential program of theological research and educational experience. Through Regent's online course management system, *Blackboard*® (Bb) students will be guided in an overview study of the prescribed material before the on-campus residential period. A student must have access to an Internet Service Provider (ISP) that has the necessary capabilities to function within this online environment.

These technologies allow professors to actively guide learners to reflect on educational experiences, as well as address the appropriate application of program content in professional contexts. This allows authentic connections between the formal curriculum and the realities of the workplace.

Each course in the curriculum will have both pre-residential and post-residential assignments which are often delivered and submitted within Bb. There will be required weekly communication between professor and students using both asynchronous and synchronous features within Bb. These methodologies enable frequent and meaningful contact between professor and students regardless of geographical location. This arrangement creates an enhanced opportunity for mentoring, allowing professors to be in regular communication with students in order to guide them in their courses, as well as in the challenges and issues of contextual application.

Residency Requirements

While the Ph.D. program at Regent University does not necessitate that students relocate to Virginia Beach, students will attend a scheduled residency each semester. Ph.D. students are required to attend a total of twenty-four weeks of residency over the course of the Ph.D. program. The current residency schedule during coursework involves six weeks per year: two weeks in the fall; two weeks in the spring; and two weeks in the summer. Students will be expected to have fulfilled at least sixteen weeks of residency during coursework, and the remaining weeks must be fulfilled during the qualifying examination and dissertation phases. Residential requirements are therefore mandatory and cannot be waived.

Students who need to request a leave of absence should realize that they will need to make up the residency period they are missing.

Instructional components of courses run the length of a *full academic semester* and consist of three phases: (1) Pre-residency, (2) Residency, and (3) Post-residency. Course syllabi will outline these three phases with specific dates and corresponding assignments. A student's schedule must allow for ongoing participation in a course throughout the entire term. For example, summer courses usually begin early May and end late July/early August; fall courses begin late August and end mid-December; spring courses begin early January and end in late April. Please consult the online Academic Calendar for specific semester dates.

Program Goals and Competencies

The School of Divinity's Ph.D. in Renewal Studies program is intended to equip students with the appropriate breadth of academic learning and practical skills needed to be involved in theological research and education of the highest order. Its curriculum is designed to produce

(I) scholars,
(II) researchers, and
(III) educators

with expertise in Renewal Studies. Each of these program objectives will be supported by a few measurable outcome-based competencies.

I. The objective of the Ph.D. is to equip students as scholars with a *broad knowledge* of the field of Renewal Studies. At the successful completion of this program, graduates are expected to be able to:
   a) exhibit competence in the use of renewal methodological approaches to the disciplines of Biblical Studies, Christian Theology or the History of Global Christianity;
   b) demonstrate fluency with the field of Renewal Studies as applied to Biblical Studies, Christian Theology or the History of Global Christianity.

II. The objective of the Ph.D. is to enable students to engage as researchers who produce *original works that advance biblical, theological and/or historical understanding*. At the successful completion of this program, graduates are expected to be able to:
   a) publish original research in renewal Biblical Studies, renewal Christian Theology or in renewal History of Global Christianity;
   b) demonstrate facility with contemporary conventions of advanced academic research methods and approaches in Biblical Studies, Christian Theology, or the History of Global Christianity, with special reference to renewal studies;
   c) contribute to the wider conversation of the theological academy from a renewal perspective.

III. The objective of the Ph.D. is to enable students to *develop as educators*. At the successful completion of this program, graduates are expected to be able to:
   a) articulate a commitment to the vocation of theological scholarship in its dimensions of teaching, learning and research;
   b) demonstrate competence in the craft of teaching (i.e. methods and practices) commensurate with undergraduate and graduate-level education.

Program Phases

The PhD program consists of four basic phases: 1) first year qualifying period, 2) coursework, 3) comprehensive examinations, and 4) dissertation.

First Year Qualifying Period. During the first year, courses may include extensive unassisted writing requirements designed to assess student understanding and the ability to articulate arguments and important concepts. Each student will be carefully evaluated during and at the end of this qualifying period to determine if continuation in the program is recommended.

Coursework. The degree program requires 48 credit hours of coursework (in addition to the Qualifying Examinations and Dissertation). The coursework covers various aspects of Renewal Studies, including biblical studies; history of global Christianity; Christian theology; methodology in research, teaching, and historiography. Course descriptions for all PhD courses can be located below in this catalog. The PhD Program Coordinator and program advisors assist the student in planning the schedule of courses and supervise the student's progress.

Qualifying Examinations. Upon completion of all coursework, language requirements, reading log, and student portfolio, students will request to take qualifying examinations. After a thorough review of their academic performance,

students who qualify will be permitted to take the exams before engaging in formal work on the dissertation. Students must have a 3.25 GPA in order to qualify for the exams. The qualifying examinations evaluate the student's attainment of program study objectives. The examinations include both written and oral exams. Detailed information is available in the *Guide to the Qualifying Examinations* (see Divinity PhD Resources in Blackboard). The qualifying exams will normally be taken the semester following the completion of all required coursework. Written and oral examinations will be taken on site at Regent University. Students with extreme extenuating circumstances may request to take the oral exam comps at an alternate location via teleconference by submitting an academic petition to the academic dean and PhD director.

Dissertation. A candidate for the Ph.D. degree must present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research. Official candidacy for the doctorate signifies an advanced stage in the student's progress and is characterized by self-directed research in the completion of a dissertation under the direction of a faculty dissertation advisor. In order to be admitted to candidacy, the student must have successfully passed the qualifying examinations.

After passing the qualifying examinations, the student will enroll for dissertation research (1 credit hour per semester) until completion of the program. Dissertation students are considered full-time. When the student enters the dissertation phase (or earlier, depending upon the student's progress) a supervisory committee is established for each student. Doctoral students must submit a dissertation evidencing high attainment in original scholarship. Dissertations must be of a quality to be publishable in respected refereed scholarly series. The final examination is an oral defense of the dissertation before the student's dissertation committee and other invited guests. The oral defense is a public event.

In order to support students in the dissertation phase, we request that sending institutions grant students a minimum of one month (four weeks) leave of absence per year during the dissertation phase. This period is to be spent at the location where students can find most of the resources they need for the writing of their dissertation. Students will consult their advisor about this aspect of their dissertation. Residency time completed during the dissertation phase at locations other than Regent University must be approved by the Program Director.

Program Requirements

Students will be required to competently use the language(s) in which relevant primary texts are written, as well as those in which there is important secondary material during both their course of studies and their dissertation research. This includes at least one ancient and one or more modern languages.

The degree has three concentrations: Biblical Studies, Christian Theology and the History of Global Christianity, and requires 48 units of classes plus the qualifying examinations and dissertation. This course work deals with different aspects of Renewal Studies, such as Renewal Theology and understanding the history of the Renewal movement, as well as skill-building courses in research and academic writing, communication and teaching.

Time Limit for Completion of the Degree

Students have a maximum of seven years from the date of entry into the Ph.D. program to fulfill all degree requirements. During this seven-year period, a continuous acceptable registration status must be maintained. Active registration requires a minimum of three credits per term during the coursework phase and one credit per term during the qualifying exam and dissertation phase. Only students who have been approved for formal leaves of absence may extend beyond the seven-year limit. Exceptions to the time limit other than the approved leave of absence are granted only in extraordinary circumstances (e.g., a medical emergency, or unexpected active duty service in the United States military). Exceptions to the time limit must be approved by the Program Director.

Graduation Requirements

See the "Graduation Procedure" section of the Catalog for graduation requirements. In addition, the School of Divinity requires all graduates to have completed all required coursework with a minimum 3.25 GPA, satisfactorily pass all comprehensive examinations, and present an acceptable dissertation in order to qualify for graduation.

COURSE DESCRIPTIONS

General Academic Support Courses

The following academic experiences are available to students in all of the course areas in the School of Divinity, subject to the academic dean's approval.

UNIV LIB Library Information, Research and Resources Workshop (0) For those who have not had prior experience in formal biblical and theological studies. Basic instruction in biblical and theological research methods at the beginning of your course of study. Offered through the library's biblical and theological librarian.

575/775 (1-4) Special Topics Courses (varies) Special interest courses are normally offered only once unless appropriate action is taken to add them to the regular catalog courses.

580 Practicum (maximum 6) Gain practical experience in an area of ministry or missions. Approval for a practicum is granted only if there is evidence of significant learning opportunities. Prerequisites: UNIV LIB

585/785 Seminar (1-4) In-depth study and discussion of various specific topics related to each school. May include faculty presentations, student presentations, outside speakers and/or a combination of these. Seminars may be scheduled to meet throughout a term or for a shorter concentrated time.

590/790 Independent Study (1-4) Learning experience to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time and resources permit. May be chosen for one of the following reasons:

- The subject matter or academic activity is not included in regular course offerings and is pertinent to your degree interests.
- The subject matter of academic activity is significantly beyond the scope of scheduled course offerings.
- An independent study shall constitute a contract between student and teacher, and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the study shall be equivalent to that expected in the classroom.
- An independent study course shall be subject to the same academic policies as a regular course except that incomplete work shall be subject to the In Progress (IP) grade policy. The value of the independent study shall vary from one to four semester hours. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements. To register for an independent study, students must submit an approved Individual Study Form to the school registration representative and register for the independent study during the registration period for the term in which the student intends to begin the study.

Tutorial Course listed in the catalog taken by special arrangement in order to finish a degree plan; should not be treated as a matter of convenience. Students and advisors need to give careful attention to course scheduling in order to avoid such tutorials. Requires consulting and following the regular course syllabus and the Syllabus and General Guide for Tutorials.

BINT 500 Principles of Bible Study 1 (3) Inductive approach to Bible study method that teaches skills for observing, interpreting and applying Scripture. Fundamental hermeneutical principles are set forth while doing exegesis. Prerequisites: ACAD WRIT (or concurrent).

BINT 501 Theological Research Methods (1) Effective approaches to choosing research topics and presenting persuasive reasoned arguments in a written format. Techniques for performing library research in biblical, theological, and ministry fields. Should be taken during student's first term of graduate work. Required for all MA and MDIV students. Prerequisite: University Library course (UNIV LIB) (or concurrent) and the University Academic Writing course (ACAD WRIT) (or concurrent). (Pass/No Pass)

BINT 502 Principles of Bible Study 2 (2) Detailed inductive study of a biblical book (other than Mark). Attention to proper use of various English versions of the Bible, concordances, commentaries, word studies and other study aids. Includes outlining for sermons or lessons. May be taken again with a different biblical book and applied for BOTB or BNTB credit. Prerequisites: BINT 500.

BINT 504 Biblical Hermeneutics (3) Distinctives of various types of biblical literature, with an emphasis upon resultant considerations for interpretation and contemporary application. Topics: historical narrative, psalm, wisdom, parable, epistle, prophecy and apocalypse. Prerequisite: ACAD WRIT (or concurrent).

BINT 506 Introduction to Biblical Languages (3) Basic features of Hebrew and Greek and use of available study aids such as lexicons, concordances, and other exegetical tools. Enables those with little or no prior knowledge of the biblical languages to engage in basic word studies and grammatical exercises.

BINT 510 Unity of the Bible (3) A study tracing the unfolding of biblical revelation in its historical context, resulting in a broad overview of the message of the Bible. Considers the role of the Intertestamental period.

BINT 520 Biblical Criticism (3) A consideration of contemporary issues in biblical criticism in relation to the interpretation of Scripture. Topics include historical criticism, form criticism, redaction criticism and insight on how the New Testament uses the Old Testament. Attention given to criticism and the evangelical scholar. Prerequisites: BNTB 541 (or concurrent) or BOTB 541 (or concurrent).

BINT 524 Pauline Theology (3) The discipline of biblical theology using the Pauline correspondence within its historical context. Deals with the leading themes of Pauline theology that can be drawn from Paul's writings.

BINT 530 Biblical Law (3) An exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics (cross-listed: LAW 811 [School of Law]; GOV 651 [Robertson School of Government]).

BINT 597 Advanced Graduate Research (1-4) Designed for those who are preparing for advanced graduate study and a teaching career, whose preparations for doctoral work are better served by an advanced graduate research project instead of a thesis. This project will incorporate original study and research using historical, critical, biblical and theological tools and analysis. The focus will be on an issue or topic in a biblical, historical, or theological discipline. This project must be approved by the academic dean's office. Prerequisites: UNIV LIB, and one year of a degree program. (Pass/No Pass)

BNTB 501 New Testament 1: Jesus and the Gospels (3) An examination of the theologies of the four Gospels and a study of Jesus and the critical events of his life in the context of first-century Palestinian Judaism. Prerequisite: BINT 500 (or concurrent) or BINT 504 (or concurrent).

BNTB 504 New Testament 2: Acts to Revelation (3) Taking into account the religious and social context of the period, this course discusses major voices of the New Testament, particularly in relation to the birth, development and expansion of the church. Prerequisite: BINT 500 (or concurrent) or BINT 504 (or concurrent).

BNTB 506 Synoptic Gospels (3) Exploration of the origin, nature and purpose of the first three Gospels in relation to contemporary research, including the synoptic problem, form criticism and redaction criticism. Discusses the contemporary relevance of each Gospel message. Prerequisites BINT 500 or BINT 504.

BNTB 535 Parables of Jesus (3) Analysis and interpretation of the parables of Jesus. Attention to the history, methodology, structure, content, exegesis and theological shaping of parable interpretation. Prerequisites: completion of BINT 500 or BINT 504.

BNTB 540 New Testament Greek 1 (3) Intensive course in basic morphology and syntax of New Testament Greek. Covers basic vocabulary and grammar as a foundation for BNTB 541.

BNTB 541 New Testament Greek 2 (3) Continuation of BNTB 540. Includes translation and exegesis of 1 John. Prerequisite: BNTB 540.

BNTB 542 Greek Exegesis (3) Develops reading vocabulary and exegetical skills through intensive study of 1 and 2 Thessalonians in the Greek text. May be offered using another books of the Greek NT. Prerequisite: BNTB 541.

BNTB 543 Readings in the Greek New Testament (3) Exercises in translation, vocabulary building and exegesis of select portions of the Greek New Testament and Septuagint (LXX). Prerequisites: BNTB 542, BINT 500 or BINT 504.

BNTB 544 Intermediate Greek (3) Detailed overview of the leading Greek grammars using the software programs that assist in the research of the Greek NT. Prerequisites: BNTB 542 or equivalent.

BNTB 545 The Geographical & Historical Setting of the Bible (4) Offered either through the Jerusalem University College (formerly the Institute of Holy Land Studies), or through American Christian Trust in affiliation with The

Hebrew University of Jerusalem as a summer course. May replace a 3-credit-hour BOTB or BNTB course and 1-credit-hour Bible Elective course.

BNTB 546 Literary Background to the New Testament (3) Readings from a variety of literature from the Intertestamental period that cast light on the NT. Readings are taken from the Apocrypha, the Pseudepigrapha, the Dead Sea Scrolls and various Hellenistic works. Attention given to rabbinic tradition from the Mishnah. Prerequisite: BINT 500 (or concurrent) or BINT 504 (or concurrent).

BNTB 581 Early Christian & Jewish Views of Jesus (3) Study of the discipline of biblical theology using the Gospels and the Pauline correspondence within their historical context. Deals with the early Christian and Jewish understandings of Jesus drawn from the interplay between the NT writings and Jewish writings. Follows a format of a Jewish-Christian dialogue on Christianity and rabbinic Judaism of the first century with particular emphasis on the various affirmations concerning Jesus' identity.

BNTB 620 The Book of Revelation (3) Explores various methodologies, including historical criticism, rhetorical criticism, and reader response criticism, that are used in contemporary interpretation of the text, as well as developing interpretive skills that are integral to biblical exposition.

BOTB 501 Old Testament 1 (3) Explores the OT against its ancient Near Eastern background. Using the order of the Tanakh (Hebrew Bible) this course provides a critical and historical overview of the Pentateuch, Joshua through 2 Kings and the Psalms, Proverbs, Job, Ecclesiastes and Song of Songs. The significant theological themes, events and personalities of these books will be considered. Prerequisite: BINT 500 (or concurrent) or BINT 504 (or concurrent).

BOTB 504 Old Testament 2 (3) Focuses on the writing prophets from Isaiah through Malachi along with I and II Chronicles, Ezra, Nehemiah, Esther and Daniel. Major theological themes, historical events and personalities will be considered. Prerequisite: BINT 500 (or concurrent) or BINT 504 (or concurrent).

BOTB 503 Old Testament Theology (3) Directed reading and research into the nature, history and method of Old Testament theology with an examination of the major theological concepts / themes in the Old Testament. Understanding of the current debate, familiarity with significant Old Testament scholars and research on a particular topic / issue in O.T. theology will be emphasized. Prerequisites: BOTB 501 or 504.

BOTB 540 Biblical Hebrew 1 (3) Introduction to the grammar of biblical Hebrew. Emphasis is placed on alphabet, vowels, verbs and basic reading vocabulary as a foundation for BOTB 541.

BOTB 541 Biblical Hebrew 2 (3) Resumption of BOTB 540 with continued emphasis on grammar and vocabulary. Stress on weak verbs and basic knowledge of syntax. Exercises and reading of selected texts of Hebrew prose. Prerequisite: BOTB 540.

BOTB 542 Hebrew Exegesis (3) Translation of a select book of Hebrew OT or select representative passages (e.g., narrative, law, psalms, prophecy, poetry). Analysis of the text with a view toward preparation for biblical exposition, preaching or further academic study. Prerequisite: BOTB 541.

BOTB 543 Readings in the Hebrew Old Testament (3) Exercises in translation, vocabulary building and exegesis of select portions of the Hebrew OT. Prerequisite: BOTB 542.

BOTB 544 The Psalms (3) An examination and exegesis of the Psalms within the Hebrew canon and within Israel's worshipping community. Attention is given to the history, methodology, structure, content, exegesis and theological shaping of psalm interpretation. Prerequisites: BINT 500 or BINT 504.

BOTB 545 Geographical & Historical Setting of the Bible (4) Offered either through the Jerusalem University College (formerly the Institute of Holy Land Studies) or through American Christian Trust in affiliation with The Hebrew University of Jerusalem as a summer course, this may replace a 3-credit-hour BOTB or BNTB course and 1-credit-hour Bible elective course.

BOTB 550 Biblical Aramaic & Other Semitic Languages (3) Elements of biblical Aramaic grammar and syntax, including phonology, the strong and weak verbs, basic vocabulary and an ability to read biblical Aramaic sentences, which also focuses on basic, biblical Aramaic vocabulary, including Hebrew, Akkadian, Persian and Greek loan words. Attention given to the primary Aramaic texts in the OT: Ezra 4:8-6:18; 7:12-26; Daniel 2:4-7:28. By special arrangement, can be adapted to similar studies of the Semitic languages of Ugaritic or Akkadian. Prerequisite: completion of BOTB 542.

BOTB 612 Pre-Exilic Prophets (3) Introduces the Pre-Exilic prophets against their ancient near Eastern background and provides a critical and historical analysis of the books of Amos, Hosea, Isaiah 1-39 and Micah. The significant theological themes, events and personalities of these books will be considered. Prerequisites: BOTB 303 and BINT 500.

DCOR 700 D.Min. Orientation (2) Foundational course orients new participants to the DMin experience. As the introductory step into the program, this course strives to bring spiritual refreshment and revitalization to each student in the context of retreat-oriented as well as peer-interactional learning. During this time, the adult-learning instructional approach is explained and modeled. Special emphasis is given to the Regent DMin philosophy of leadership development and its relevance to personal growth and the practice of ministry. Also introduces the biblical/theological reflection and research skills techniques necessary for the completion of DMin seminars and the final ministry dissertation. Mandatory course offered once annually.

DCOR 701 Leader's Life & Values (4) Grapples with ethical and integrity issues affecting the lives of leaders today. Offers a unique experience for personal assessment, refocusing and growth. With emphasis on core values, spiritual formation and relational development, designed to enhance leadership competence and confidence for a lifetime. Mandatory course offered once annually.

DCOR 702 Vision, Mobilization & Management (4) Skill-enhancement course addresses the leader's ability to catalyze change by casting vision, conduct strategic planning and manage multiphased projects and processes. Be oriented to the use of interactional software systems designed for ministry strategic planning and management. Special attention is given to people skills related to: recruiting, assimilating, retaining, mobilizing and managing volunteer and staff resources for the achievement of organizational mission. Mandatory course offered once annually. Prerequisite: DCOR 700.

DCOR 703 Leading Spiritual Formation & Renewal (4) Ministry leaders must be able to influence—in cooperation with the Holy Spirit—conditions of spiritual growth and renewal in their own lives and in the lives of the people they serve. Looking at the topic as a ministry leadership practice, proven principles of spiritual formation will be examined for personal growth and the equipping of disciples. Special emphasis is given to the design and implementation of spiritual formation and renewal practices and strategies for daily spiritual exercise, congregational renewal and retreat programming. Mandatory course offered once annually. Prerequisite: DCOR 700.

DCOR 704 Prophetic Leadership & Redemptive Focus (4) Prophetic and redemptive leaders are people who have discerned God's agenda for His world and made it their own lifestyle and ministry agendas. Like the prophetic leaders and reformers of Scripture and church history, they have considered the following as their sources for discernment: the pursuit of God's glory, obedience to Scriptural mandates, the progress of redemptive history, moral urgencies within the Church/society and the advancement of the Christian movement at home and abroad. They believe that whatever God is doing in the world He is bringing about the realization of His redemptive kingdom; these leaders want to be vitally aligned with God's redemptive plan for the world. Prerequisite: DCOR 700.

DCPE 701 Clinical Pastoral Education 1 (3) The first unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a masters level may not receive doctoral credit for this course.

DCPE 702 Clinical Pastoral Education 2 (3) The second unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised

experience. Students who have received academic credit for this unit of CPE at a masters level may not receive doctoral credit for this course. Prerequisite: DCPE 701 or Unit 1 of CPE.

DCPE 703 Clinical Pastoral Education 3 (3) The third unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: first, gain permission from the dean's office; next, apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a masters level may not receive doctoral credit for this course. Prerequisite: DCPE 701 & 702 or Units 1 & 2 of CPE.

DCPE 704 Clinical Pastoral Education 4 (3) The fourth unit of Clinical Pastoral Education (CPE). CPE provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: first, gain permission from the dean's office; next, apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive three credit hours, the CPE unit must include at least 400 hours of supervised experience. Students who have received academic credit for this unit of CPE at a masters level may not receive doctoral credit for this course. Prerequisite: DCPE 701, 702 & 703 or Units 1, 2 & 3 of CPE.

DDSS 798 DMin Integrative Examination (3) Culminating exercise to demonstrate scholarly, professional, practical and spiritual integration of the DMin experience. Write both an integrative essay and a ministry project/dissertation proposal. The examination is a discussional interview based on the content of the integrative essay. (Pass/No Pass)

DDSS 799A (01) DMin Ministry Project (3) An identified problem in ministry that needs solving. It is a specialized application of the curriculum to your ministry context. Prerequisites: fulfillment of all DMin course requirements (core and specialty track), submission of an integration essay and successful completion of an oral examination. (Pass/No Pass)

DDSS 799 (01) DMin Ministry Dissertation (3) Document that incorporates original study and research using historical, critical, biblical and theological tools and analysis. Focuses on an issue or topic in a biblical or theological discipline. Prerequisites: fulfillment of all DMin course requirements (core and specialty track), submission of an integration essay and successful completion of an oral examination. (Pass/No Pass)

DDSS 799B (01) DMin Ministry Continuing Dissertation (1-3) This course is for those working on DDSS 799 who need additional time beyond the dissertation course to complete the dissertation. This course cannot be repeated. Prerequisites: DDSS 799; permission of program director. (Pass/No Pass)

DGEN 597 Comprehensive Exam (3) One of two culminating experience options for most masters' concentrations, the exam evaluates the student's attainment of program study objectives. Upon completion of a minimum of 90% of required program credit hours the student and advisor, with dean's approval, select a three-member faculty examination committee. The written exam, evaluated on a Pass/No Pass basis, consists of ten exam hours in the area of the student's major concentration and another ten units apportioned in accordance with other elective courses completed by the student. The student is expected to demonstrate knowledge and competence in the area of major concentration and in knowledge relative to all courses taken up to the time of the exam.

DGEN 689 Study Tour Option (3) Provides various domestic and global tour settings as immersion learning contexts for biblical studies, Christian doctrine and history and/or practical theology areas of study. Offered once per academic year.

DGEN 697 Thesis Research and Writing (3) Required for those writing a thesis. A guide to effective thesis research and writing, from choosing a topic to structuring and completing the thesis. First four weeks allocated to library research methods with the remainder devoted to acquiring critical competencies in reading and writing academic

literature in one's thesis area. Requires an official Thesis Proposal that follows the Thesis Manual. Prerequisites: UNIV LIB, second-year status. (Pass/No Pass)

DGEN 699 Thesis (3) Designed for those who are preparing for advanced graduate study and a teaching career. The thesis is a document that incorporates original study and research using historical, critical, biblical and theological tools and analysis, following the structure and timetable in the *Thesis Manual*. Focuses on an issue or topic in a biblical or theological discipline. Prerequisites: UNIV LIB, completion of DGEN 697 and one year of a degree program. (Pass/No Pass)

DGEN 699a Thesis Continuation (1) Designed as a continuation for DGEN 699 for those who are preparing for advanced graduate study and a teaching career. The thesis is a document that incorporates original study and research using historical, critical, biblical and theological tools and analysis, following the structure and timetable in the Thesis Manual. Focuses on an issue or topic in a biblical or theological discipline. Prerequisites: UNIV LIB, completion of DGEN 697, an IP in DGEN 699. (Pass/NoPass)

DLDR 705 Christian Leadership for a Multi-ethnic Society (3) Examines key approaches to ministry leadership development that address the challenge of racial and ethnic tensions in the church and community. Special emphasis is given to the role of today's leaders in developing effective models of reconciliation, healing and unity. Prerequisite: DCOR 700.

DLDR 707 Leading Community Transformation (3) Be exposed to critical trends, issues and methods related to leading community transformation. Building on the supposition that the physical world and its realities are inextricably linked with unseen spiritual realities, provides case study explorations and models wherein spiritual engagement (united prayer, repentance, unity/community-building and spiritual warfare) have made significant differences in the outcome of the communities. Prerequisite: DCOR 700.

DLDR 708 Pentecostalism: Origin & Pastoral Issues (3) Serves as a broad survey of Pentecostalism and Charismatic history with a special focus on the theological and pastoral issues raised by the movement. Attention will be given to the background issues that preceded the birth of the movement and how the mainline churches responded to the challenges of a new and dynamic religious force. Examines the pastoral issues within the Pentecostal movement.

DLDR 710 Developing the Leaders around You (3) Covers how to deepen your level of influence through developing both principles and passion. Learn to unlock your leadership potential in the following ways: understand how God builds a person into a leader; unleash one's own leadership identity; recognize the proving ground of leadership in one's life; develop strategic leadership skills and habits; and become a passionate equipper of other leaders. Prerequisite: DCOR 700.

DLDR 711 Revival Strategies: Sustaining Spiritual Momentum (3) Study of revival in context of its impact upon the spiritual life of a local church congregation. Focus will be on the necessary spiritual ingredients of revival leadership and revival churches. Some core issues to be developed are revival myths and errors, revival foundations, spiritually pacing revival, revival leading and feeding, longevity principles of revival and sustaining spiritual momentum. Prerequisite: DCOR 700.

DLDR 712 Executive Leadership Confidence (3) The practical frameworks, principles and tools for gaining leadership confidence. Major emphasis on personal confidence, church confidence, team confidence and leadership in general. Strengthens the leadership confidence of participants. Be targeted to grow into mature, confident and wise leaders. Prerequisite: DCOR 700.

DLDR 714 Leading Ministries that Last (3) Utilizes many of the leadership perspectives that have emerged in recent studies. Biblical insights, examples and illustrations will help dissect these various leadership perspectives (such as leadership elements, leadership styles, philosophical models, leadership emergence theory, mentoring, change dynamics, etc.). Prerequisite: DCOR 700.

DLDR 720 Contextualized Ministry Seminar (3) Examines the role that contextualization plays in ministry leadership. Provides practical wisdom for adapting ministry for specific social, ethnic, cultural, and theological contexts in order to produce high impact ministry in the student's unique ministry context. Prerequisite: DCOR 700.

DMCH 701 Foundations for Leadership Ministry Coaching (3) This course, designed for those doctoral students who have not had the masters-level coaching course work, gives leaders the academic and philosophical coaching foundations for bringing leadership coaching into their ministry. In this doctoral level course, particular emphasis is made to integrate coaching values and skills into existing training strategies in a leader's ministry context. Current research on emotional and relational competence, expressed in coaching methodologies, and its impact on leadership

effectiveness will be examined. Peer coaching assignments research the ethics and competencies of the emerging professional coaching industry. Prerequisite: DCOR 700.

DMCH 702 Leadership Convergence Coaching (3) Provides ministry leaders with proven methods and systems to accelerate the development, deployment and influence of leaders in their unique vocational spheres as ambassadors of God's kingdom. Students will research strengths and weaknesses of assessment instruments and tools to identify leadership constraints, transition points, life focus, gifting implementation, and balance for work and ministry place environments. Enables participants to process major life convergences in themselves and others in a manner that can be communicated for maximized leadership influence. Prerequisites: DMCH 701.

DMCH 703 Leadership Ministry Coaching Specialty I (3) Integrating Psychological and Business research and trends in coaching, doctoral students will interact with presenters from these disciplines, as well as dialogue on the current publications and future trends in coaching from their perspectives. Position papers and issues presented at international coaching conferences will be examined in preparation for students submitting their own papers for presentation at these conferences. Students will also monitor and dialogue on the role of coaching in the international scene through research for the Transform World conferences scheduled through 2015. NOTE: This course replaces DMCH 701 if students took PMIN 574 at the masters level. This course must also be taken on campus as an academic version under Regent University guidelines.

DMIL 701 Military Ministry: Strategy and Policy (3) (Transferred from the Navy War College)
Includes the Phase 1 competencies as described by the Joint Professional Military Education (JPME). Competencies covered include: logistics, organizational structure, and decision making; analytical perspectives of world events, the role of culture and conflicts, impact of military transformation upon ministry requirements, and implications for military ministry.

DMIL 702 Military Ministry: Operations and Decision Making (3) (Transferred from the Navy War College) Includes the Phase 1 competencies described by the Joint Professional Military Education (JPME). The competencies covered include: joint maritime operations, the role of religion and conflicts, the nature of war and types of operations, ethos and psyche of personnel, national security and decision making, and implications for the military ministry.

DMIL703 Military Ministry: Theological Reflection and Synthesis (3) The student will complete an individual course project based upon theological reflection and synthesis of key components of military ministry such as: culture, organization leadership, conflict, war and other relevant topics included in the Joint Professional Military Education (JPME), Phase 1. A DMin faculty member will serve as facilitator/instructor.

PMIN 501 Church & Ministry (3) Presents biblical principles of church leadership and life with an emphasis on team ministry. Examines key ministry practices as foundations for church renewal and revitalization. Recommended as a prerequisite to other ministry courses.

PMIN 502 Basic Principles of Cell Church Development (4) Overview of the history, theology, structure and values of the cell church movement. Provides the basic components found in every cell church and identifies the variations found in the cell model as exemplified in key churches. A special focus of the class will be on the "how to" of cell group implementation and when a church is ready for this innovation. The course will provide students with hands on experiences designed to challenge and change their current small group paradigm.

PMIN 503 Advanced Principles of Cell Church Development (3) Provides leaders with the tools necessary for a transition to a cell church paradigm. Topics include tools for successful cell development, corporate body development, leadership development and team development. A special focus of the class will be on the "how to" of leadership development vital to the health and growth of a cell church.

PMIN 504 Ongoing Principles of Cell Church Development (3) Provides tools for successful decision making, advanced leadership development, and cell church planting. Class readings and assignments reveal how to develop and integrate the paradigms of natural church development and leadership coaching into an established cell church paradigm.

PMIN 506 Surveying the Cell Church (3) Orients leaders to the cell model, its biblical basis, historical roots, and practical application, providing an overview of the theology, structure and function of the cell movement. The emphasis is on the basic components found in every cell church and the key variations in the model as exemplified in key cell churches. A special focus is on how a cell church answers the questions regarding effective Edification, Equipping, Empowering, Evangelism, and Every Member Ministry. (This course is not a part of the "Cell Church" track. It is designed as an overview and, as such, is suitable as an elective course.)

PMIN 507 Evangelism Explosion (3) Seeks to equip students in relational evangelism through the *Evangelism Explosion International* model and methodology. The format will combine classroom instruction, demonstrations, memorization and actual outreach through door to door visitation, known as ON-THE-JOB-TRAINING (OJT). The students will be taught through the training lectures and demonstrations by certified EE Trainers and OJT visitation when the EE Gospel Presentation will be shared in actual life situations. Emphasis is given to the state of the unevangelized world and how to strategically complete the Great Commission through local churches. This course will be held on-site at an existing EE church.

PMIN 508 Implementing Contemporary Evangelism (3) Seeks to equip students with the means of personal evangelism and leading a ministry or a church to implement a evangelistic ministry in order to reach the unevangelized and participate in the Great Commission mandate of Jesus.

PMIN 509 Models of Biblical Discipleship (3) Seeks to equip students to be growing disciples of the Lord Jesus Christ and introduce them to biblical models of reproducing and multiplying disciples. Since making disciples is the ultimate goal of the Great Commission, and local churches represent "the seedbed" for discipleship training, emphasis is given to acclimatizing the local church for discipleship and designing a plan for discipleship.

PMIN 511 Pastoral Care, Counseling & Conflict (3) Strategies for effective emotional and spiritual healing in the unique context of the church. Presents models for biblically based, spiritually gifted strategies for key issues as an integrated part of the mentoring and making disciples process. Prerequisite: PMIN 501 recommended.

PMIN 513 Church Planting Models & Methods (3) Analysis of historical and contemporary church planting case studies from various church traditions, demographic settings and cultural contexts. Develop a particular strategy in consultation with active church-planting efforts across the country. Prerequisite: PMIN 501 recommended.

PMIN 514 Christian Leadership Development (3) Biblical principles concerning the development and exercise of Christian leadership. Consideration is given to mobilizing the laity for service in the local church by using the spiritual gifts.

PMIN 515 The Ministry Leader: Lifestyle & Skills (3) Based on a survey of critical works by adult and leadership formation authorities, emphasis is placed on key life-focus tasks for career ministry leaders. Explore biographical method as a means of conducting personal, theological and professional reflection. Special emphasis given to the following life focus process items: sovereign foundations, character formation experiences, early leadership formation influences, current ministry/internship options and lifelong vocational selection. Prerequisite: PMIN 501 or concurrent.

PMIN 517 Church Growth & Revitalization (3) Survey of the present spiritual condition of the American church and an evaluation of why local churches plateau, decline and die. In contrast, identify specific church renewal characteristics that are essential for future church health, growth and revitalization. Prerequisites: either SFRM 501, or PMIN 501. Prerequisite: PMIN 501 or concurrent.

PMIN 518 Christian Education (3) Looks at the teaching office in the church and home by examining biblical principles to teach and train adults, youth and children. Presents models of effective strategies in such critical areas as singles discipleship and other culturally current issues. Prerequisite: PMIN 501 or concurrent.

PMIN 519 Church Administration (3) Examination of effective ways to administrate the local church, including the role of lay leadership. Attention will be given to budgets and facilities, with a view to ministry opportunities. Prerequisite: SFRM 501. Prerequisite: PMIN 501 or concurrent.

PMIN 523 Youth Ministry Conference (2) Presentation of training principles, models and materials to aid youth pastors and workers in leading and revitalizing ministry to youth. Offers exposure to various youth ministry experts with an emphasis upon future directions of youth ministry. Prerequisite: PMIN 501 or concurrent.

PMIN 524 Preparation of Biblical Messages (3) Systematic approach to developing biblical messages (sermons or lectures) that are driven by genuine human need, by the results of sound biblical exegesis and by clear, specific application of that biblical truth to the lives of the hearers. Requires the mastery of a 17-step procedure of moving from congregational need to a biblically grounded message requiring specific changes in the hearers. Prerequisite: BINT 500 (or concurrent) or BINT 504 (or concurrent).

PMIN 525 Pulpit Ministry (3) Study of the theology, theory and practice of preaching with emphasis on expository, narrative and topical forms of sermons. Mainly consists of laboratory preaching experiences and evaluation by instructor and students. Prerequisite: BINT 500 (or concurrent) or BINT 504 (or concurrent); PMIN 524 recommended.

PMIN 533 Women in Ministry: A Biblical Paradigm (3) Examination and analysis of the history, theology and contemporary issues relating to women and ministry in the Church. Attention devoted to interpretive issues that help define the theological and practical aspects of women's ministries in the local church context. Prerequisites: BNTB 304 (undergraduate New Testament Survey), BOTB 303 (undergraduate Old Testament Survey) (or both concurrent).

PMIN 534 Mentoring for Women in Ministry (3) Specialized concentration on the nature and dynamics of Christ-centered service as related to women in ministry and mission. Consists of an interactive, relationally based format that allows women preparing for ministry-related careers to be mentored in the contexts of lecture and small-group discussion by women of distinction currently active in diverse ethnic, cultural and denominational settings. Prerequisites: BNTB 304 (undergraduate New Testament Survey), BOTB 303 (undergraduate Old Testament Survey) (or both concurrent).

PMIN 538 Strategic Prayer Movements for Cities (2) Focuses on the biblical, historical and current role of prayer as it affects church life, city outreach and world missions. An integration of personal and corporate prayer is developed and practiced in the classroom setting.

PMIN 549 Denominational Polity (3) An overview of the history, values, mission and practices of the respective church body. Polity course available as needed to satisfy ordination requirements for individual churches such as Pentecostal Holiness, Assemblies of God, International Church of the four Square Gospel, Association of Vineyard Churches, and Roman Catholic Church. (Tutorial)

PMIN 550 Pastoral Theology (3) Develops an integrated perspective of the pastoral functions, practices and offices in the local church, e.g., sacraments, funerals and weddings. Critical issues in pastoral leadership are examined with an emphasis on avoiding pastoral pitfalls and fulfilling your calling with integrity. Prerequisite: PMIN 501 or concurrent.

PMIN 553 Intercession as Ministry: Principles & Practice (3) Formational, experiential approach to principles and practices related to the ministry of intercession. Examines biblical and historical models defining the ministry of intercession and how these models relate to the individual and corporate intercessor ministry in the contemporary Church. Emphasizes addressing each individual's need for spiritual development in understanding and practicing intercessory prayer. Prerequisites: BNTB 304 (undergraduate New Testament Survey) (or concurrent); recommended: PMIN 500 or PMIN 505 and SFRM 501.

PMIN 554: Christian Pilgrimage (3) Experiential, formational approach to exploring the Christian Pilgrimage of faith by analyzing the developing traditions of spiritual direction and the classic spiritual disciplines: how the synthesis of spiritual direction and disciplines may be appropriately integrated into therapeutic processes and holistic healing. Prerequisite: PMIN 500 or PMIN 505.

PMIN 560 Urban Ethnic Ministry Strategies (2) Exploration of the unique dynamics and opportunities for ministry in the African-American, Hispanic, Asian, etc., urban contexts. Urban cultures are studied as phenomena of historic, social and economic transformation within and about cities in the U.S. and abroad. Exercises cultural awareness perspectives and appropriate ministry skills. Addresses specific critical issues and analyze successful models. Prerequisite: PMIN 501 recommended.

PMIN 561 Reconciliation Ministry Issues & Strategies (2) Addresses the racial and ethnic tensions in the church and community, including its sources, effects and projected impact on the gospel witness. Examines various models of reconciliation with strategies that impact both urban/suburban and cross-cultural ministry. Prerequisite: PMIN 501 recommended.

PMIN 562 Building Coalitions for Urban Ministries (2) Examines strategic models that partner churches, community organizations, social agencies, schools and businesses for the purpose of restoring at-risk communities. Develops innovative methods that encourage 21st-century roles for evangelism and compassion ministries. Prerequisite: PMIN 501 recommended.

PMIN 571 Clinical Pastoral Education (6) Clinical Pastoral Education (CPE) provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; and (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive 6 credit hours, the CPE unit must include at least 400 hours of supervised experience.

PMIN 572 Clinical Pastoral Education (6) For those who need a second CPE course (i.e. "unit"). Clinical Pastoral Education (CPE) provides specialized, professional ministry training in an interfaith context, bringing you into supervised encounters with persons in crisis. Elements of CPE include: the actual service of ministry to persons in crisis, and theological reflection on that service and the opportunity for growing in confidence concerning issues of pastoral practice within the context of peer-group learning. CPE programs are offered in hospitals, mental health facilities, geriatric care centers, correctional institutions, prisons, as well as some parishes. CPE units typically are full-time (40 hours per week) for 10 weeks during a summer, or part time during an academic semester. For an assignment from the internship coordinator: (1) gain permission from the dean's office; and (2) apply to and select an appropriate CPE site (the application process is your responsibility). In order to receive 6 credit hours, the CPE unit must include at least 400 hours of supervised experience. Prerequisite: PMIN 571.

PMIN 574 Foundations for Ministry Coaching (3) Designed to give ministry leaders the academic and philosophical coaching foundations for a sustainable development of workers and leaders who will relate to one another, and their culture, in an authentic and supportive manner. Current research on emotional and relational competence, expressed in coaching methodologies, and its impact on leadership effectiveness will be examined. Peer coaching assignments research the ethics and competencies of the emerging professional coaching industry. Prerequisite: PMIN 501 recommended.

PMIN 580 Practicum (1-6) Practical experience in an area of ministry. Prerequisite: UNIV LIB.

PMIN 585: Ministry Seminar (1-4) In-depth study and discussion of various specific topics related to the practical ministry curriculum of the School of Divinity. It may include faculty presentations, dialogues, student presentations, outside speakers or a combination of these. Prerequisite: PMIN 501 recommended.

PMIN 595 Internship (1-6) Supervised ministry experience during the program that applies the practical theology curriculum in a ministry setting. Includes an orientation seminar, practical ministry, weekly supervisor sessions, field evaluations and a final report. May be done in any ministry track. Prerequisites: UNIV LIB, SFRM 501.

PMIN 600 Online Technologies and Digital Media in Ministry (3) Introduces the latest online tools ranging from website development, blogging, social networks, audio/video streaming and e-mail newsletters. Students learn to effectively integrate digital online media content to various ministry settings such as pastoral ministry, worship, evangelism, missions and others. Recommended for those currently in or preparing for leadership roles in Christian organizations.

PMIS 500 World Christian Perspectives (3) Multifaceted integrative course that focuses on the biblical, historical and cultural dimensions of world evangelization. Emphasis is given to the state of the unevangelized world and how to strategically complete the Great Commission.

PMIS 502 Missions & the Local Church (3) Overview of the local church and its relationship to the mission mandate. Topics of study will include missions education, the role of church leadership in missions and developing the local church into a sending church.

PMIS 506 Multiplying Missions in the Local Church (3) Overview of the local church and its relationship to the mission mandate. Topics of study will include missions mobilization, missions education, the role of church leadership in missions and the development of the local church into a sending church. For those wanting to receive complete training in the AIMS seminars, strategic alliances and products, it provides new information and certification. Can be taken in place of PMIS 502.

PMIS 509 Culture: Entry & Adaptation (3) Study of current communication theories as they relate to barriers in effective missionary communication in non-Western settings. A missiological view of human cultures with special attention given to the influence of culture on the theology and practice of Christian witness.

PMIS 510 Training Intercultural Leadership (3) This integrative course focuses on the theological and historical basis for intercultural training, whereby the student will be exposed to a larger definition and approach to intercultural mission. The course will also emphasize the importance of training intercultural personnel through cooperative efforts within the larger Christian community. The purpose of this course is for the leader (1) to be able to commit to intercultural training as a natural discipline and responsibility of the church, and (2) to learn from the functional structures (or networks) that facilitate fellowship, idea exchange, and resources with other members from the larger intercultural community. Students will also learn to contribute and to multiply themselves by equipping new trainers.

PMIS 518 Signs & Wonders at Home & Abroad (2) Study of the working of the Holy Spirit in signs and wonders on the mission field today. Relationship of the person and work of the Holy Spirit to church growth, evangelism and leadership training in light of diverse cultural and religious contexts.

PMIS 522 Missions Conference (2) Annual missions conference for the university community and Hampton Roads area. Includes special guests, missions speakers, chapel services and workshops. Participation in conference workshops and completing relevant assignments may earn graduate credit.

PMIS 523 Unreached Peoples Consultation (2) Annual event that develops viable strategies for closure among specific peoples from each of the five mega-spheres of the unreached. Opportunity to experience and participate in foundational frontier missions planning with leading missiologists from around the world.

PMIS 530 World Evangelization Strategy (3) Survey of evangelistic approaches being used around the world, with emphasis given to the development of practical, strategic approaches to world evangelism. Prerequisite: PMIS 500 (or concurrent).

PMIS 533 Mission Principles & Practices (3) Study of the person, role and responsibilities of the modern missionary, including an overview of the potential opportunities and difficulties one will meet on the field. Prerequisite: PMIS 500 (or concurrent).

PMIS 534 Evangelism & Church Growth in Contemporary China (3) Presents the growth and development of the Church in the People's Republic of China from 1949 to the present, as viewed against a backdrop of widespread social and political change. Includes the impact of the Gospel on China's minority nationalities and current opportunities for ministry among Chinese in China, as well as those in Diaspora.

PMIS 545 Cross-Cultural Communication (3) Study of current communication theories as they bear upon barriers to effectual communication by persons from Western cultures in non-western settings; verbal and nonverbal communication; role and status as culturally prescribed communication factors; and perception as culturally structured.

PMIS 555 Field Work (1) Provides the practical application of missions principles, preferably within a cross-cultural ministry opportunity. Conducted under the supervision of a faculty member and a field representative. Prerequisite: Permission of Field Education Director.

PMIS 568 Training for Evangelization among Muslims (3) Seeks to evaluate and provide resources addressing the content, form and style of Christian evangelization of Muslims. Guidelines for evangelizing Muslims are derived from Scripture and history, and the process of conversion and power encounter are analyzed in Muslim contexts. Specific attention is given to the aspects of Muslim evangelism—people movements, contextualization, theological harmony and dissonance, felt needs and the sensitivities required by special groups such as Sufis and Folk Muslims. Prerequisite: PMIS 570.

PMIS 569 Church Planting Among Muslims (3) Deals with the crucial question of how church planting can be faithful to biblical patterns while being relevant to local and modern Muslim cultures. Consideration is given to creating a sound, practical church-planting methodology while exploring cell models, case studies, contextual strategies and the importance of signs and wonders.

PMIS 570 Introduction to Muslim Worldviews (3) A survey from a Christian perspective of key elements that give shape to the Muslim worldview with the aim of preparing Christians for ministry to Muslims. Special attention is given to the role of Muhammad, the Qur'an, diversity within Islam, Islamic values, thought, social structure and theology. Implications for cross-cultural communication are analyzed along with questions of contextualization.

PMIS 571: The Qur'an (3) A survey of the text of the Arabic Qur'an [Koran] in English, and the three kinds of commentary on it by Muslims: Islamists, Centrists, and Reformists. The students will compare the translation and commentary of three published Qur'ans, respectively those of Hilali & Khan, Abdullah Yusuf Ali, and Maulana Muhammad Ali. Lectures and assignments will seek to understand the Qur'anic basis of these three expressions of Islamic religion, and Christian conceptual strategies to challenge them. *Crosslisted with Law* (LAW 812) *and Government* (GOV 659).

PMIS 572: Islamic Politics & Global Mission (3) A survey of the kinds of Islam in regard to the relationship between religion and state, Islam and the West, law and human rights, jurisdiction and terrorism, as well as the Qur'an and the Bible, with special emphasis on the Qur'anic doctrines of Ummah (global religio-civil Islamic community), martial Jihad (holy war against infidels), Dhimma (a concessionary charter of alienable rights for Jews and Christians in a Muslim regime) and Shari'a (canonical Muslim law). The focus of these themes throughout will be the contrast between the global mission strategies of Islam and Christianity. *Crosslisted with* GOV 646.

PMIS 574: Folk Islam and Sufism (3) Folk Islam and Sufism will be studied with a view to discovering their power and appeal. Students will study Folk Islam and Sufism to get an overview of different types of Muslim practices so that the student can apply the biblical missiological principles of the power encounter to proclaim the gospel among animistic and mystical Muslims.

PMIS 580 Missions Practicum (2-3) Opportunity to gain practical experience by working with Hampton Roads-based mission agencies. Prerequisite: UNIV LIB, PMIS 500 or PMIS 502.

PMIS 595 Missions Internship (1-6) Supervised, cross-cultural experience during the program that applies academic curriculum to practical mission experience. The components include an orientation seminar, practical ministry, weekly supervisor sessions, field evaluations and a final report. Prerequisites: UNIV LIB, SFRM 501, PMIS 500.

RTCH 700 Renewal Studies and the Academy (3) Addresses Renewal Studies methodologies by analyzing a brief history of Renewal Studies within the wider theological academy, identifying major developments across various disciplines as applied to this field, and charting the most vibrant trajectories for future research. Special attention will be given to how Renewal Studies methodologies are applied to biblical studies, the history of global Christianity, and the trends in historical, systematic, and constructive theological reflection.

RTCH 701 Renewal Theological Method (3) Explores the question of Christian theological method and hermeneutics from the Renewal perspective. Emphasizes distinctively Renewal approaches to thinking theologically while wrestling with the nature of religious identities (Renewal, Christian, and other faiths). Philosophical, ontological, and epistemological assumptions will be considered vis-à-vis the questions of religious identity and theological method.

RTCH 703 Advanced Research Methodologies (3) Contemporary conventions of advanced academic research and communication**.** Introduces newly emerging possibilities for framing inquiries and for gathering, organizing and critically examining data.

RTCH 711 Christian History in Pneumatological Perspective 1 (3) The first of two historical courses on Pentecostal/Charismatic movements dealing with Renewal movements from CE 100 to the Reformation with emphasis upon the person and work of the Holy Spirit in the Church, both Eastern and Western. Broader historical and contextual issues will be considered in depth.

RTCH 712 Christian History in Pneumatological Perspective 2 (3) The second historical course which focuses on Renewal movements within the context of Church history since the Reformation to the present, with an emphasis on the person and work of the Holy Spirit in the Church. Broader historical and contextual issues will be considered in depth. Close attention will be given to Holiness antecedents in Britain and the United States, the American social and cultural context in which the Pentecostal movement emerged, the variety of radical evangelical teachings and practices that informed its world view, the formation and development of its main denominations, and its continuing impact on American Christian life. Major attention is given to the post WWII healing and Latter Rain movements and 1950's neo-Pentecostalism, as well as the independent Charismatic movement and the so-called "third wave" movements. Major personalities, teachings, and contemporary developments will be studied. The broader contextual, sociological, cultural, and historical influences affecting the Renewal movements will be assessed. Particular focus will be given to the current and future importance of the Renewal movements in World Christianity.

RTCH 713 The Theory and Art of Historiography (3) A study of the principles and methods of historiography surveying the various historic and contemporary theories of historiography and critically examining them from a Renewal perspective. Particular focus to developing the practical research skills of historical method, the process of writing history as well as the specific competencies necessary for completing their dissertations in the area of history and biography.

RTCH 715 Systematic Theology (3) A pneumatological approach to traditional theological loci such as the Trinity, creation, Christ, soteriology, pneumatolology, and ecclesiology,focusing on gaining familiarity with the biblical, historical, and contemporary issues and debates concerning doctrines related to the Spirit and to the task of pneumatological theology in order to see the interconnectedness of Christian theology from a Renewal perspective and to begin to develop a personal theological method in dialogue with a pneumatological starting point.

RTCH 720 Contemporary Theologies (3) The detailed study of the key theological thinkers and movements of the modern era as the background for evaluating contemporary theological options, including those implied among Pentecostal and Charismatic movements including their historical and cultural contexts, as well as their contemporary relevance for Christian life and ministry.

RTCH 739 Theology in World Context (3) Explores the challenges of doing Christian theology in the contemporary 21st century context (postmodern, post Western, post patriarchal and post Christian) with specific focus on the Christian encounter with the world's religious traditions and the major historical and theological questions – including the nature of ultimate reality and of religious life, the struggle to live well, and the quest for certainty and meaning.

RTCH 746 Pneumatology: The Doctrine of the Holy Spirit (3) A systematic presentation of the Christian understanding of the Holy Spirit, including current approaches to the operation of the Spirit in Catholic theology, the mission of the Spirit in Protestant theology, and the anointing of the Spirit in the renewal movements. (*Cross-listed with TCDH 546*)

RTCH 751 Interpreting Scripture (3) Examination of the ways the Bible can be understood and interpreted in a Renewal community of faith, focusing on the hermeneutical challenges of the diversity of the canon, the plurality of interpretative methods and theories in relation to language and text, as well as the perceived nature of contemporary society.

RTCH 753 Hermeneutical Philosophy (3) Guides students through key proponents of hermeneutical philosophy (Heidegger, Bultmann, Gadamer, Paul Ricoeur and Wittgenstein) who had an important influence on contemporary theology. Special attention will be given to an analysis of the nature of understanding per se and the role of the Holy Spirit and faith in the interpretation process. Within this context the distinctives of Renewal Theology will be investigated.

RTCH 764 The Miraculous in the Biblical Tradition (3) An in depth exploration of the miraculous element in the biblical traditions, with a focus and emphasis on the New Testament. Students will examine biblical traditions in relation to the miraculous, the history of the treatment of the miraculous (especially in relation to Jesus), the miraculous in the early Church, and recent scholarly debates about the miraculous and its potential significance for contemporary theological speculation.

RTCH 768 Eastern Christianity (3) An historical and topical study of Eastern Christianity, with special emphasis on doctrine and spirituality, especially its pneumatology and charismatic elements examining the distinctions of Eastern Christian churches, including Armenian, Assyrian (Nestorian), Coptic, Ethiopic, Maronite, Melkite, Orthodox (Byzantine: Greek and Russian, and other national churches), Syrian, and Uniate churches.

RTCH 769 Renewal in Missions (3) Examines how Renewal movements in North Atlantic countries and in the Majority World have impacted the growth of Christian missions. These movements include Franciscan, Anabaptist, missionary orders within the Catholic Reformation, Pietist, Puritan, Moravian, Methodist, Presbyterian, Anglican, Russian Orthodox, Evangelical, holiness, Pentecostal, Charismatic, and independent and non-denominational Christians. The course will explore the contemporary relevance of these missiological legacies and what can be learned to transform individual believers and communities of faith into "God's missionary people."

RTCH 770 Theological German (3) Fundamental structures of the German language, essential vocabulary and grammar are studied by students majoring in theology for proficient reading of academic journals, books, and monographs written in German focusing on general proficiency in reading German texts in the arts and sciences as well as theological texts and vocabulary. Proficiency exam given as a culminating assessment. Credit hours do not count toward PhD required coursework. Pass/No Pass.

RTCH 771 Ecumenics and Renewal (3) An examination of the biblical foundations for Christian unity. The course includes a study of the origins and historical development of the ecumenical movement and the integration of international, regional, and local dialogue. Also explores the place of ecumenism in social justice, mission and evangelism, and in prayer and worship. Explores common definitions of unity and an assessment of issues that divide the churches with particular focus on the ecumenical movement and Renewal.

RTCH 774 Research-Based Pedagogy (3) A practical application of current research on learning, instructional praxes, and assessment methods in Renewal Studies focusing on why and how research-based educational methods might bring about a paradigmatic shift in Renewal knowledge in order to promote professionalism in preparation for positions in research, teaching, and service in higher education.

RTCH 781 Guided Research (3) The research of a topic of interest in Biblical Studies, Christian Theology, and the History of Global Christianity preferably related to the dissertation. Topics of research must be arranged with the course instructor.

RTCH 782 Guided Readings (2-3 credits) A review and analysis of select renewal studies literature in preparation for PhD qualifying exams.

RTCH 785 PhD Seminar (3 or 6) In-depth study and discussion of various specific topics related to the Ph.D. course of study. It may include faculty presentations, dialogues, student presentations, guest speakers or a combination of these. Considered an elective course and not related to any particular specialty track.

RTCH 800 a-(z) Qualifying Exams (1) A final review of subject areas and content in preparation for PhD qualifying examinations. Students will then take the written and oral portions of the qualifying exams. *This course is pass/no pass.*

RTCH 801 a-(z) PhD Dissertation Research (1) Original study and research using historical, critical, biblical, and theological tools and analysis. The dissertation must focus on an approved topic in Renewal Studies. (*Prerequisite: Fulfillment of all PhD course requirements and approval of PhD faculty.* Pass/No Pass.)

SFRM 501 Spiritual Formation 1 (3) Advanced study and experiential, interactive process in application of the Christian holistic formation model. Seminarians apply core principles and disciplines for the maturing of character, moral integrity and development of professional capacities related to the seven areas of formation: personal faith; emotional maturity; relational/social competence; vocational/ministerial development; theological/intellectual understanding; health/wellness practices, and financial/resource stewardship. Should be taken within first year of study. Augmentation of the holistic model continues in 502 and 503. Prerequisite: ACAD WRIT (or concurrent).

SFRM 502 Spiritual Formation 2 (3) Spiritual formation issues in relationship to ministerial internship. This course includes the student internship experience which serves as the basis for the continuation of the spiritual formation of the student. Assessing spiritual progress within the professional context. It is expected that students will take this course midway in their degree program, usually the second year. Prerequisite: SFRM 501. Pass/No Pass.

SFRM 503 Spiritual Formation 3 (3) Final assessment of student spiritual progress within the personal and professional contexts with a view to a recommendation for ministerial fitness. It is expected that students will take this course in the final year of their degree program. Assessment of vision, mission and practical strategies applicable to professional development. Prerequisite: SFRM 502.

SFRM 510 Christian Spirituality (3) A comprehensive, integrated study of the biblical meaning and theology of spirituality; the historical development of and the contemporary practice of the spirituality that encompasses Christian faith, life and ministry. The traditional "streams" of Christian spirituality – contemplative, holiness, charismatic, evangelical, social justice and incarnational – will be carefully examined from a context that allows students to explore these streams biblically, historically and contextually. These streams of faith will also be explored by reading, reflection and discussion of the Christian classic writings: the faith and practice of the classics' authors. Various assessments, practice in Christian disciplines, small group discussion, group prayer retreats and a culminating small group project in social justice/compassion ministry affords each student continuing formation in faith and equipping for ministry. Prerequisites: SFRM 501 recommended.

TCDH 501 Systematic Theology 1 (3) Doctrines of the Christian faith from a biblical perspective engaging the historical tradition of the Church. The nature and importance of theology, theological method, the nature and attributes of God, including the Trinity, Christology, soteriology, and introduce the subject of pneumatology. Prerequisites: BINT 500 (or concurrent) or BINT 504 (or concurrent).

TCDH 502 Systematic Theology 2 (3) The doctrines of the Christian faith from a biblical perspective engaging the historical tradition of the Church. Focus on pneumatology, Christian life and experience, ecclesiology, and eschatology. Prerequisites: BINT 500 (or concurrent) or BINT 504 (or concurrent).

TCDH 504 Angelology & Demonology (2) A biblical, theological and historical study of the nature, functions and activity of angels and demons. Explores the whole realm of the supernatural in our time.

TCDH 521 World Religions (3) A focus on understanding the history, dogma, values, and traditions of the major world religions and examining primary and secondary source material from these traditions. Students will be challenged to understand the traditions "from the inside" with an eye to developing skills that can be transferred to both dialogue and interaction.

TCDH 522 Christian Ethics (3) Studies theological and biblical foundations that determine the formation of Christian moral decision-making and shape a personal lifestyle. Examines selected contemporary moral issues in the light of biblical teachings. Includes an overview of the prophetic call to the community and nation to mobilize the church in addressing crucial social issues.

TCDH 523 Christian Apologetics (3) Philosophical methodologies used in the defense of the Christian faith, especially presuppositionalism (faith to facts) and evidentialism (facts to faith), focusing on the relationship between

faith and reason in current Catholic and Protestant defenses, and with biblical applications to modern and postmodern challenges. No former training in philosophy is required.

TCDH 524 Philosophy of Religion (3) Exploration of some of the most profound and exciting questions in the study of religion. For example: What is the nature of faith? Of reason? How do they relate? What is the nature of religious experience, and what does it tell us? Can the existence of God be reasonably proven? How do we understand the problem of suffering and of evil from a theistic perspective? How does a timeless God relate to a temporal world? What is the relationship between revelation and language, and between religion and science? How are we, as Christians, to understand and evaluate the faiths of the other world religions? Can one talk rationally of ethics without God?

TCDH 540 Church History & Renewal 1 (3) Concentrated study of key historical movements in the history of the Church, with special emphasis on renewal movements and the history of Christian thought in both East and West from the time of the apostles until the thirteenth century.

TCDH 541 Church History & Renewal 2 (3) Concentrated study of key historical movements in the history of the Church with special emphasis on renewal movements and the history of Christian thought in both East and West from the late medieval period until the early twentieth century.

TCDH 542 Charismatic Renewal Theology (3) Examines cutting-edge trends in Pentecostal/ Charismatic thought, e.g., examinations of: hermeneutics, cessationism, classical Pentecostal distinctives, contemporary charismatic aberrations, Spirit Christology, and a *revisioned* biblical theology of the Holy Spirit, the kingdom of God, faith, prayer, mission and Christian existence. Prerequisite: TCDH 501 or 502.

TCDH 543 Contemporary Theology (3) Covers the last 400 years of major movements in theological thought and their continuing influence, e.g., the Enlightenment, the Romantic movement, Liberalism, Neo-Orthodoxy, Fundamentalism, Evangelicalism, Roman Catholic Theology, Pentecostalism, the Liberation Theologies and a special section on biblical criticism and theology. Involves extensive reading and examinations. Prerequisite: TCDH 501 & 502.

TCDH 544 The Holiness-Pentecostal Movement (3) Beginnings of the holiness movement, both in Britain and America, and the origins of the Pentecostal movement from its inception to the present time. Attention on specific Wesleyan teachings and experience that were carried over into Pentecostalism. Evaluates the beginnings and development of Pentecostalism as a unique movement, both in America and throughout the world. Focuses on the formation and development of the major Pentecostal denominations. In addition to contributing theological and ecclesiastical influences, the social and cultural origins of Pentecostalism will be studied in detail.

TCDH 545 The Charismatic Movement Today (3) The beginnings, growth and current developments in the 20th century charismatic movement. Covers the antecedents of the various charismatic movements, is international in scope, covering both mainline and independent churches.

TCDH 546 Pneumatology: The Doctrine of the Holy Spirit (3) A systematic presentation of the Christian understanding of the Holy Spirit, including current approaches to the operation of the Spirit in Catholic theology, the mission of the Spirit in Protestant theology, and the anointing of the Spirit in the renewal movements. Prerequisite: TCDH 501 or 502 recommended. *(Cross-listed with RTCH 746)*

TCDH 621 Eastern Christianity (3) Historical and topical study of Eastern Christianity with special emphasis on doctrine and spirituality—especially its pneumatological and charismatic elements. Examines distinctives of the numerous Eastern Christian churches including the Armenian, Assyrian ("Nestorian"), Coptic, Ethiopic, Maronite, Melkite, Orthodox (Byzantine: Greek, Russian, and other national churches), Syrian and Uniate (in communion with the Roman Catholic church). Students will be urged to engage the Eastern Christian and Renewal traditions in dialogue and debate.

TCDH 670 Theological German (3) Fundamental structures of the German language, essential vocabulary and grammar are studied by students majoring in theology. Prepares master's and doctoral students for the proficient reading of academic journals, books and monographs written in German. During the first part of the semester, students will attain a general proficiency in reading German texts in the arts and sciences. The remainder of the semester offers greater focus on theological texts and vocabulary. A proficiency exam is given as a culminating assessment. Students who pass the exam fulfill language requirements in theological German for the School of Divinity PhD program.

THE FACULTY

Resident Faculty

Members and their credentials are listed below. (The date in which the faculty member began full time in the School of Divinity is listed in parentheses.)

Alexander, Estrelda (2003), B.A., Howard University; M.A., Sociology, Columbia University; M.Div., Wesley Theological Seminary; Ph.D., Catholic University of America

Burgess, Stanley M. (2004), B.A., University of Michigan; M.A., University of Michigan; Ph.D., University of Missouri

Chandler, Diane (2003), B.A., Hiram College; M.S., Canisius College; M.Div., Regent University. Ph.D., Regent University – School of Leadership

Clarke, Clifton (2008), B.Th., University of Nottingham; M.A., University of Derby; Ph.D., University of Birmingham, United Kingdom

Coulter, Dale (2007), B.A., Lee University; M.Div. Reformed Theological Seminary; D.Phil. Oxford University

Crabtree, Mara L. (1992), B.A., Baptist Christian College; M.A., Regent University School of Divinity; M.P.S. Loyola University of New Orleans; Diploma in Spiritual Direction, San Francisco Theological Seminary, D.Min., Wesley Theological Seminary

Cuartas, Victor (2008), B.S., Universidad Nacional de Colombia; M.Div., Regent University School of Divinity; D.Min., Regent University School of Divinity

Flynn, James T., Jr. (2002), B.A., Geneva College; M.Div., Reformed Presbyterian Theological Seminary, Pittsburgh; D.Min., School of Divinity, Regent University

Foltz, Howard L. (1985; emeritus 2008), B.S., Southwestern Assemblies of God College; M.A., Assemblies of God Graduate School; D.Min., Denver Theological Seminary

Gräbe, Peter (2002), B.D., B.A., Doctor Divinitatis, University of Pretoria, South Africa

Harris, Antipas (2008), B.A., LaGrange College; M.Div., Emory University; M.S.T., Yale University Divinity School; D.Min., Boston University

Horton-Parker, Horace "Skip" (2003), B.A., Randolph Macon College; M.A., School of Divinity, Regent University. Ph.D.Candidate, Regent University – School of Divinity

Palmer, Michael (2006), B.A., University of Montana; M.A., University of Montana; Ph.D. Marquette University

Pannell, Randall J. (1998), B.A., Baylor University; M.Div., Ph.D., Southwestern Baptist Theological Seminary

Prosser, Peter E. (1983; retired 2010), B.A., Bethel College (Quebec); B.Th., M.A., Ph.D., University of Montreal.

Rea, John (1982; retired 1990), B.S., Princeton University; M.A., Wheaton College; M.Div., Th.M., Th.D., Grace Theological Seminary

Ruthven, Jon M. (1988; emeritus 2006), B.A., Central Bible College; B.D., Trinity Evangelical Divinity School; M.A., Central Bible College; Ph.D., Marquette University. Further study, Institute of Holy Land Studies, Hebrew University, Jerusalem

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

Spawn, Kevin (2006), B.A. Gordon College; M.A. Gordon Conwell Theological Seminary; D.Phil. Oxford University

Story, J. Lyle (1984), B.A., Sterling College; M.Div., Ph.D., Fuller Theological Seminary

Synan, Vinson (1994, dean emeritus 2006), B.A., University of Richmond; M.A., Ph.D., University of Georgia

Tjiong, Wie Liang (2000), B.A., Southeastern College; M.A., Wheaton College Graduate School; M.Div., D.Min, Midwestern Baptist Theological Seminary

Twelftree, Graham (2002), B.A., University of Adelaide; M.A., University of Oxford; Ph.D., University of Nottingham

Umidi, Joseph L. (1985), B.A., Kalamazoo College; M.Div., Acadia Divinity College; D.Min., Trinity Evangelical Divinity School

Vondey, Wolfgang (2005), BA, Phillips University (Marburg, Germany); M.Div., Church of God Theological Seminary; Ph.D. Marquette University

Williams, Martha S. (2003), B.A., University of Alabama in Huntsville; M.Div., Southwestern Baptist Theological Seminary; Ph.D. Candidate, Regent University – School of Divinity

Wilson, Mark, B.A., Trinity Bible College; M.A., Regent University; D. Litt. et Phil., University of South Africa (Pretoria)

Wright, Archie (2005), B.A., Oral Roberts University; M.A., Oral Roberts University; Ph.D., University of Durham

Yong, Amos (2005), B.A., Bethany College; M.A., Western Evangelical Seminary; M.A., Portland State University; Ph.D., Boston University

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SCHOOL OF EDUCATION

DEAN'S MESSAGE

The issue of quality education is a growing concern in today's culture. The Bible and professional literature agree on one key solution: teachers, administrators, scholars, policy-makers and support personnel who are excellent leaders. A higher caliber of leader than ever before is needed to meet the kaleidoscope of challenges in public and private schools from the classroom to the policy level. The Regent University School of Education offers master's, specialist and doctoral programs to develop such leaders.

Regent students learn how to integrate research-supported concepts and skills with a biblical worldview. Thus, Regent graduates are prepared to make a difference by bringing academic excellence, moral character and standards of learning into our educational systems.

You can join the growing number of education professionals who are changing our world by taking part in a Regent School of Education graduate or doctoral degree program.

Alan A. Arroyo, Ed.D.

CONTACT INFORMATION

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

Enrollment Services
School of Education
Regent University
1000 Regent University Drive ADM 266
Virginia Beach, VA 23464-9800
888.713.1595
E-mail: education@regent.edu (Virginia Beach campus); dceducation@regent.edu (DC area)
Website: www.regent.edu/education

MISSION AND VISION

The School of Education, through its commitment to excellence in teaching, research and service, provides a biblically based, Christian education to equip men and women in mind, heart and character for lives of educational and transformational leadership.

The Regent University School of Education, affirming the University mission and acknowledging its call to be a distinctive school of graduate education, commits itself to innovative and excellent academic programs; to unique and exemplary program delivery both on campus and at a distance; to depth and breadth of faculty teaching, research and service; and to preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example.

We pledge ourselves to transforming education worldwide by promoting biblically compatible, research-based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding faculty and a diverse student body consistent with the mission of the university.

DISTINCTIVES OF THE SCHOOL

- A Biblical Foundation: Since our programs are based on time-honored biblical standards, we have a firm foundation on which to establish sound educational practices, free from the fads and whims that have characterized American education.
- Interdisciplinary Collaborative Efforts: The School of Education faculty is committed to networking and partnering with other Regent schools, public and private school systems, universities, ministries and private industries to provide quality programs.

- Effective Discipline and Character Development Programs: Biblically based systems are currently being piloted in public and Christian school settings.
- Advanced Technology: State-of-the-art technology is optimally matched to instructional and administrative needs.
- Program Flexibility: Faculty model flexibility in adapting PreK-12 curriculum and instructional techniques to the true needs of students. Course scheduling and format are designed to meet the needs of working professional educators.
- Emphasis on Application: Field-based opportunities undergird instructional delivery, facilitating student mastery of critical competencies.
- Focus on Creative Leadership and Educational Options: Creative leadership is developed via the exploration of options regarding privatization of educational services, especially in urban educational settings.
- A Diverse, Yet Unified Faculty: Faculty members possess varying gifts, professional orientations and experiences, yet are united by faith in Jesus Christ.

FINANCIAL AID

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

The School of Education offers several forms of financial assistance. The priority deadline for consideration is April 1. After July 15, financial assistance is awarded on a funds-available basis only. Applicants are encouraged to apply as early as possible. Decisions about financial assistance can be made when an applicant's admissions file is complete. Following is a list of some of the assistance available from the School of Education. For more information or application forms, please contact the School of Education Admissions Office.

Church Matching Scholarship

The School of Education will match a contribution to a student's tuition by a recognized church or ministry. The maximum amount that the School of Education will match per semester is $750.

Dean's Scholarship

This scholarship is awarded to applicants who have demonstrated leadership within their field and community and have achieved a high undergraduate GPA. The scholarship provides a percentage of tuition and will be automatically renewed for the first three semesters of a student's program. The Dean's scholarship cannot be awarded in conjunction with a cohort discount.

Graduate Assistant Positions

Students are encouraged to apply for graduate assistant positions in the School of Education or other schools. These part-time positions can help defray the cost of tuition. Visit http://www.regent.edu/admin/finaid/jobs.cfm for more information.

Dean and Selig Fellowships

New or continuing doctoral students interested in working collaboratively with faculty members are encouraged to apply for a Dean or Selig Fellowship. These part-time positions can help defray the cost of tuition while providing an opportunity to participate in research-related activities. Visit

http://www.regent.edu/acad/schedu/academics/edd/fellowship for more information.

PROGRAM OVERVIEW

The School of Education offers degree, non-degree and certificate programs as follows:

- Master of Education (M.Ed.)
- Educational Specialist (Ed.S.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)
- Joint Degrees: Joint degrees with the M.Ed. and a degree with the schools of Communication and the Arts, Divinity, Global Leadership and Entrepreneurship, Government, or Psychology and Counseling are available. See the M.Ed. programs listed below and the General Information section of the Catalog for more information.

- Career Switcher Certificate (CGS)
- Certificate in Autism (CGS)
- Certificate in Classroom Management Specialist (CGS)
- Certificate in Curriculum, Instruction and Assessment (CGS)
- Certificate in Teaching English to Speakers of Other Languages, TESOL (CGS)
- Certificate of Advanced Graduate Studies (CAGS)
- Professional Development

CAREER OBJECTIVES

The School of Education graduates hold a variety of positions that include teachers, principals, and central office administrators in public, private and Christian schools. Our alumni are involved in educational policy, developing curricula for localities and setting standards of learning. Graduates have experienced career advancement locally, nationally and internationally.

Students are able to focus their educational experience around their personal goals. Some students are called to careers as missionary teachers or international school planters. Other students and alumni are called to teach adults at the community college or college level. Our programs provide the necessary skills and training to pursue any of these or other avenues.

STUDENT PROFILE

Regent education students are diverse in religious, national and ethnic origins. More than 50 percent of our students are working teachers or administrators. Most students with full time careers are still able to complete their education on a full-time basis since the programs are designed to meet the needs of educational professionals. The average student age is in the mid 30s and approximately 40 percent of our students are minorities.

ADMISSIONS REQUIREMENTS

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements.

Master of Education Admission Requirements

1. Completed application
2. A minimum of two recommendations (one of which must be from a current employer)
3. Official transcripts from all previous institutions
4. A writing sample (topic in admission packet)
5. Résumé of employment, accomplishments & education, including copies of published materials
6. Signed Community Life Form
7. Application fee
8. Interview (to be determined once the rest of the file is complete—you will be contacted by the School of Education)
9. Qualifying Praxis I, Praxis II, and Virginia Communication Literacy Assessment (VCLA) scores for teacher licensure programs. See below notes for more details. Qualifying SAT or ACT scores may be submitted as a substitute assessment for Praxis I. For more information, visit http://www.pen.k12.va.us/VDOE/suptsmemos/2004/inf074.html
10. Miller Analogies Test for the student affairs program

Additional Admission Requirements

Applicants for the Cross-Categorical Special Education major or the Elementary Education major must have taken and passed the Praxis I assessment (reading, writing, and math) prior to admission into the program.

Applicants for the Career Switcher program are required to take and pass the Virginia Communication and Literacy Assessment (VCLA) in order to meet the basic skills assessment requirement for admission. Career Switchers are also required to take and pass the Praxis II assessment in the designated specialty area prior to admission into the program. Finally, Career Switcher applicants must also complete the Virginia Department of Education's state application available online here: http://www.pen.k12.va.us/VDOE/newvdoe/csapplication.doc. *The state application does include a declaration of criminal history.*

Applicants for the Educational Leadership major, who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

Applicants for the TESOL major, who are seeking the English as a Second Language PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license and are required to have a minimum of 6 hours of foreign language at the undergraduate or graduate level. A submitted copy of the current professional teaching license is required along with the admissions application.

Applicants for the Master Teacher Program major must have a minimum of 10 hours of classroom access per week.

Applicants for the Student Affairs major must be currently employed as a student affairs professional in an institution of higher education.

Applicants for the Reading Specialist track of the Individualized Degree Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, must hold a professional teaching license and are required to have a minimum of 3 years of teaching reading experience. A submitted copy of the current professional teaching license is required along with the admissions application.

Applicants to the M.Ed. program, who received their undergraduate degree from an unaccredited college or university, are required to take the Graduate Record Exam (GRE) and submit official scores as part of their application packet.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials.

Educational Specialist Admissions Requirements

All application pieces listed above are required in addition to those listed below.

1. A master's degree.
2. At least three years of relevant professional experience in Special Education, Administration or a related area for all tracks except the Christian Education Specialist track that has no minimum experience requirement.
3. Evidence of reasonable potential to successfully complete the specialist program, including a comfortable working knowledge of electronic communication. If computer expertise is lacking, taking a course on personal computer basics, the Internet or other computer areas at a local community college or library is suggested.
4. Official GRE test scores (quantitative, verbal and analytical writing).
5. A scholarly or published writing sample that demonstrates the applicant's research, writing, analytical and problem-solving skills. This writing sample may include either a copy of the applicant's master's thesis (or a portion of it, plus bibliography) or a formal paper or report. Research skills mean both the skill to utilize a writing style manual (e.g., APA or MLA) and the skill of integrating published research into an academic paper or report.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials.

Applicants who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

For administration and supervision endorsement, the student must complete an internship or its equivalent to earn endorsement. Exact guidelines for a specific endorsement area will be supplied upon request.

Doctor of Education and Doctor of Philosophy Admissions Requirements

All application pieces listed above are required in addition to those listed below.

1. A master's degree.
2. At least three years of relevant professional experience.
3. Evidence of reasonable potential to successfully complete the doctoral program, including a comfortable working knowledge of electronic communication. If computer expertise is lacking, taking a course on personal computer basics, the Internet or other computer areas at a local community college or library is suggested.
4. Official GRE test scores (quantitative, verbal and analytical writing).

5. A scholarly or published writing sample that demonstrates the applicant's research, writing, analytical and problem-solving skills. This writing sample may include either a copy of the applicant's master's thesis (or a portion of it, plus bibliography) or a formal paper or report. Research skills means both the skill to utilize the APA writing style manual and the skill of integrating published research into an academic paper or report.
6. Evidence of successful completion of a graduate level research and/or statistics course.

Applicants will be notified if additional requirements are needed. The school maintains accepted applications for one year from the applicant's initial enrollment semester as noted on the application. After the one year anyone wishing to re-apply may be asked to re-submit parts or all of the application materials. Due to the high number of qualified applicants and the competitive nature of entry into the doctoral program, automatic deferral of entry is not permitted. However, accepted applicants who defer entrance into the doctoral program must apply for readmission.

Applicants for the K-12 Leadership cognate in the Ed.D. program, who are seeking the Administration and Supervision PreK-12 add-on endorsement from the Virginia Department of Education, must hold a professional teaching license and have a minimum of three years teaching experience upon program completion. A submitted copy of the current professional teaching license is required along with the admissions application.

Depending upon cognates, e.g., principal/supervisor/superintendent endorsements, the student must complete an internship or its equivalent to earn endorsement. Exact guidelines for a specific endorsement area will be supplied upon request.

CAMPUSES

The School of Education offers programs at the Virginia Beach Campus and in the metro Washington, D.C. area, as well as online via Worldwide Campus.

Online Worldwide Campus

The School of Education offers programs through distance education primarily online via the Regent Worldwide Campus and other various media. The Christian School Program, Individualized Degree Plan, and Student Affairs are delivered totally online, although there may be some on campus options. Cross Categorical Special Education, Educational Leadership, Leadership in Character Education, TESOL, Educational Doctorates, and Educational Specialist primarily include online courses with summer residency requirements.

Students around the world have access to the library resources through the use of technology. We continue to improve the facilities and support available to students involved in distance education.

Faculty and staff are available via e-mail or through the Regent University website. Each faculty member has a homepage that links to important course information and to the faculty member's e-mail address. Online distance students have access to their professors and classmates through asynchronous discussions.

Since many programs are delivered with online learning, computer literacy is required of all students. Contact the School of Education for more information.

DEGREE PROGRAMS

MASTER OF EDUCATION (M.Ed.)

The M.Ed. requires a completion of a minimum of 32 credit hours in a span of 5 years or less with a cumulative GPA of 3.0 or higher. All students are required to complete a culminating experience. The M.Ed. degree offers ten majors: Elementary Education Initial Licensure, Master Teacher Program, Master Teacher Program with English as a Second Language (DC area), Christian School Program, Educational Leadership, Student Affairs, Cross-Categorical Special Education, Individualized Degree Plan, Teaching English to Speakers of Other Languages, and Joint Degrees with the M.Ed. and a degree with the schools of Communication and the Arts, Divinity, Global Leadership and Entrepreneurship, Government, or Psychology and Counseling.

Elementary Education Initial Licensure (39 credit hours)

The Elementary Education Licensure Program is a state approved teacher preparation program that leads to teacher certification in the state of Virginia in Elementary Education (pre K–6) upon the successful completion of all program requirements. Students are required to complete a minimum of 39 credit hours toward the master's degree (M.Ed.). Courses must be taken either at the main campus in Virginia Beach, Virginia or in the metro Washington, D.C. area. The courses are in a hybrid format, meaning they are completed both online and face-to-face. Depending on the needs of the individual student, some students may be required to complete more than the required 39 hours in order to be eligible for the initial teaching license. During the admission process, applicant transcript(s) and skills will be evaluated to

determine competency achievement (in areas such as science, math, history, and economics). Applicants will be allowed to enroll and begin classes with nine (9 credits) or less outstanding competencies or credit hours. All outstanding VDOE competencies must be completed before the submission of the internship application and review process.

New applicants will be required to complete these outstanding competencies **in addition** to the required curriculum for program completion and graduation Furthermore, applicants are required to have successfully passed the Praxis I assessment (reading, writing, and math) prior to admission into the program with a composite score of at least 532. Students in this program are also required to have successfully passed the Praxis II assessment in Elementary Education Content Knowledge, the Virginia Communication and Literacy Assessment (VCLA), the Virginia Reading Assessment, and the Child Abuse and Neglect Training prior to student teaching, degree posting and being recommended by the institution to the state for licensure. Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change.

For more information on the licensure regulations governing Elementary Education preK-6, please visit the Virginia Department of Education website.

Required Courses

Must be completed in the first semester

ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 500: Online Orientation 0
EFND 500 Orientation/Professional Concerns (on campus) 0
UNIV LIB Information Research & Resources 0

ECUR 500 Curriculum Design and Assessment Techniques* 3
EDIP 501 Introduction to Technology Education 1
EDIP 502 Applications of Technology for Teaching and Learning 2
EFND 501 Teaching Math & Science 3
EFND 504 Character Education 3
EFND 505 Teaching Reading and Language Arts across the Curriculum* 3
EFND 506 Classroom Management & Instructional Strategies* 3
EFND 508 Teaching Reading in the Elementary Grades* 3
EFND 595 Field Experience/Student Teaching (cannot be taken during summer semester) 6
ETLC 541 Child & Adolescent Growth & Development* 3
ETLC 542 Foundations in Education* 3
ETSP 551 Characteristics of Students with Disabilities* 3

Electives (Choose one of the following.)

EDUC 506 Probability & Statistics for Teachers 3
ETSL 505 Serving English Language Learners in K-12 Classrooms 3
ETSL 540 Multi-Cultural Education 3
ETSL 560 First and Second Language Acquisition 3

*These courses include as competencies a classroom observation and/or practicum experience. These placements must be in an accredited private or public school and must be set up through the field placement coordinator in the School of Education. A negative TB test result is required and a practicum orientation must be completed before an observation/practicum experience can be started. More information concerning the requirements and details for practicum and internship placements is available in the Field Placement Handbook. The handbook may be accessed at http://www.regent.edu/acad/schedu/pdfs/elemed_handbook_1-15.pdf).

Eligibility for Student Teaching (Internship)

The teacher candidate is responsible for securing the appropriate forms and materials necessary to apply for admission to the internship. The application is available in the appendix of the Teacher Education Handbook and must be returned by the established deadlines. The handbook may be accessed at

http://www.regent.edu/acad/schedu/pdfs/elemed_handbook_1-15.pdf).

The application deadlines for placements are **August 6** to intern in the spring semester and **February 15** to intern in the fall.

A teacher candidate may enroll in the internship if he/she has submitted all the following by the application due date:

- field placement final evaluations
- passing test scores for the Virginia Communication and Literacy Assessment (VCLA)
- passing test score for the Virginia Reading Assessment (VRA)
- official documentation of passing test scores for Praxis I (reading, writing and mathematics) and Praxis II Elementary Education (PreK-6) Content Knowledge #10014
- date of attending a mandatory briefing prior to beginning the internship
- a current TB test result
- a recent notarized criminal background check (state police website: www.virginiatrooper.org)
- evidence of student professional educators' protection liability insurance – specifically, the policy cover page, including the name (insurance cannot be part of homeowner's insurance)
- a copy of the candidate's current transcript that demonstrates
    - good academic standing;
    - a cumulative GPA of 3.0; and
    - a successful completion of all professional education course work with a C or better.
- an Approved Degree Plan (ADP) signed by the current academic advisor, indicating that all coursework will be completed the semester before starting the internship.
- a copy of the Child Abuse and Neglect Training Certificate (provided to students upon completion of the website training at www.vcu.edu/vissta/training/va_teachers/)

NOTE: Praxis I must be passed before entering the program. Praxis II, the Virginia Communication Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA) must be taken and passed before student teaching AND before one can be recommended by the institution to the state for licensure.

Attendance Policy: Due to the accelerated structure of these courses, attendance and participation are significant portions of your grade. This includes the online portions as well as the face-to-face meetings.

- *Professional Liability Insurance*
  Teacher candidates are strongly encouraged to show proof of professional liability insurance coverage for a minimum of $100,000. An economical option is membership in the Christian Educators Association International (www.ceai.org) for an annual student fee of $20. As a member of CEAI you are automatically insured up to $100,000 for legal actions filed against you arising out of your educational duties (in the United States only, no overseas coverage). CEAI membership also includes a subscription to Teachers of Vision.
- *Criminal Background Check*
  All Virginia school divisions are now required by state code to obtain background checks on their employees. The School of Education also requires background checks for their teacher candidates. Please see the following website, http://www.doj.state.wi.us/dles/cib/sclist.asp#V, for more information on background checks.
- Residents of Virginia should review the requirements found at www.virginiatrooper.org and complete form SP-167.
- Policy on criminal background history in states that, by law, prohibit such checks:
  If the state does not provide a state-wide criminal background check because of the law, the student must obtain checks from every county/parish in which they have resided for at least 6 months since the age of 18 or for the past 10 years, whichever is less.

  If the student is unable to obtain the county/parish checks because it is prohibited by state law, they must sign and have notarized the "Criminal Background History Statement", which will go into their permanent student file. They must also provide documentation of their good faith efforts to obtain the state and county/parish checks.

Master Teacher (MTP) (32 credit hours)

This major is designed for existing public and private school teachers who want to improve their skills in areas crucial to classroom success. This application-oriented, hands-on program focuses on the needs of working teachers and on improving teaching skills in areas such as character development, classroom management, effective instruction and assessment in diverse classroom environments and identifying at-risk learners. Course delivery is accelerated and allows working teachers to complete the program in approximately 10-11 months, starting in the fall or spring semester. In order to integrate theory with practice, students are required to maintain at least 10 hours of classroom access each week. Although the program is designed for those who are already licensed or not seeking traditional state licensure, some courses may fulfill state requirements.

Required Courses

Must be completed in the first semester
ACAD WRIT Academic Writing Seminar (if not exempt) 0
EFND 500 Orientation/Professional Concerns (on campus) 0
UNIV LIB Information Research & Resources 0

EMTP 501 Introduction into Action Research 1
EMTP 502 Teaching, Thinking & Learning 3
EMTP 503 Character Development & Classroom Management 3
EMTP 504 Effective Curriculum & Instruction 3
EMTP 505 Character Development Lab 4
EMTP 515 Identifying and Assessing Students At-Risk 3
EMTP 519 Building Resilience in Students At-Risk 3
EMTP 508 Assessment & Evaluation 3
EMTP 509 Curriculum, Instruction & Assessment in Practice 4
EMTP 510 Program Integration 1
EFND 598 Professional Project 4

Master Teacher with English as a Second Language (MTP/ESL) (32 credit hours)

This major follows much the same format as the traditional Master Teacher Program, but incorporates five courses from the TESOL major, which may provide an add-on endorsement in English as a Second Language (ESL) and English as a Foreign Language (EFL). Students seeking the English as a Second Language PreK-12 add-on endorsement from the Virginia Department of Education are required to have a minimum of 6 hours of foreign language at the undergraduate or graduate level. A submitted copy of the current teaching license is required along with the admissions application. This application-oriented, hands-on major focuses on the needs of working teachers and on improving teaching skills in areas such as character development, classroom management, effective instruction and assessment in diverse classroom environments and identifying at-risk learners.

Offered at the metro Washington D.C. area, course delivery is accelerated and the major can be completed in 10-11 months and starts in the fall and spring semesters. Students must have a minimum of 10 hours per week of classroom access to be in this program. Although the major is designed for those who are already licensed or not seeking traditional state licensure, some courses may fulfill state requirements.

Required Courses
Must be completed in first semester
ACAD WRIT Academic Writing Seminar (if not exempt) 0
EFND 500 Orientation/Professional Concerns (on campus) 0
UNIV LIB Information Research & Resources 0

EFND 598 Professional Project 4
EMTP 501 Introduction to Action Research 1
EMTP 502 Teaching, Thinking & Learning 3
EMTP 503 Character Development & Classroom Management 3
EMTP 504 Effective Curriculum & Instruction 3
EMTP 508 Assessment & Evaluation 3
ETSL 510 Linguistics 3
ETSL 520 Methods of TESOL 3
ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas 3
ETSL 560 First and Second Language Acquisition 3
ETSL 570 Teaching Reading 3

Christian School (32 credit hours)

The purpose of the Christian School major is to equip teachers, administrators and parents to prepare their students to live as God's holy people. The focus is on ardent and obedient discipleship to Christ for the purpose of building His body of believers worldwide. The motto of the Christian School major is from Romans 12: "Do not be conformed to this world but be transformed by the renewing of your mind." Its slogan is "The heart of education is the education of the heart." Major areas of emphasis include restoring parental educational responsibility, promoting bibliocentric curricula, building loving relationships and forming distinctly Christian character. This program offers a variety of tracks, including: curriculum development, teaching, at-risk populations, cross-cultural/missions, and leadership. Courses are taught primarily online via the Worldwide Campus with audio, video and personal meeting supplements. The major can

be completed in four or five semesters. The Christian School program has been approved by the Association of Christian Schools International (ACSI) for accreditation and the required number of credits in biblical studies, educational philosophy and educational administration are available for ACSI endorsement. Beyond the required coursework, the major allows elective courses both within and across the various schools of the university. The address for the Christian School web site is www.regent.edu/acad/schedu/academics/christian_school/.

Required Courses

Must be completed the first semester

ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/ Professional Concerns (optional – on campus) 0
UNIV LIB Information, Research & Resources 0

EBIB 516 Hermeneutics for Education 3
EBIB 517 Biblical Integration/Apologetics 3
EBIB 521 Christian Heritage 3
EBIB 523 Christian Character Formation 4
EBIB 530 Foundations of Biblically Based Education 3
EDCS 505 Philosophy of Christian Education 3
EDCS 591 Culminating Internship 1-4
EFND 598 Professional Project 1-3

Curriculum Emphasis Elective Courses

EDCS 542 Curriculum Unit Development 3

Teaching Emphasis Elective Courses

EDCS 520 Individual Differences & Classroom Management 3
EDCS 521 Research on Effective Christian Education 3
EDCS 522 Foundations of Teaching & Learning 3
EDCS 523 Effective Teaching Practices 3
EDCS 532 Assessing & Teaching Language Arts 3

Leadership Emphasis Elective Courses

EDCS 551 Funds Development for Christian Schools 3
EDCS 552 Starting & Operating a Christian School 3
EDCS 553 Staff Development for Christian Schools 3

At-risk Emphasis Elective Courses

EDCS 563 Instructional Strategies for Students Who Are At-Risk 3
EMEP 504 Developing Learning Opportunities for At-risk Students 3

Any other approved relevant courses in the School of Education or the University.

Educational Leadership (37 credit hours)

Educational leadership encompasses school administration and other leadership roles within schools. From the foundation of a Christian worldview, this program develops administrators and teacher leaders who seek knowledge and wisdom in order to serve and edify others in a spirit of excellence. Students attend classes during intensive on-campus summer semesters and online to complete the fall and spring semesters. The major is completed in as fast as one to one and one-half academic years of full-time study, including a required internship, and a four-week summer Instructional Leadership Residency at the Virginia Beach campus. The primary knowledge-base for this program is the Interstate School Leaders Licensure (ISLLC) Standards. The program is designed to partner with The Center for Performance Assessment. The Center's founder and chairman is Dr. Douglas Reeves, a leading national authority on academic standards, performance assessment, and accountability, who has extensive experience working with educators and educational leaders from across the country and internationally. This program is approved by the Commonwealth of Virginia Department of Education to provide the Administration and Supervision preK-12 add-on endorsement for individuals who already hold a teaching license. Students seeking this endorsement for the purpose of obtaining principal or assistant principal positions are required to complete the School Leaders Licensure Assessment (SLLA). Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change. Requirements for endorsement or licensure are different in every state. Students should contact the Department of Education in their state of interest for administrator licensure requirements.

For more information on the licensure regulations governing the Administration and Supervision preK-12 endorsement, please visit the Virginia Department of Education website.

Applicants for the Educational Leadership major, who are seeking the Administration and Supervision preK-12 add-on endorsement, should have a minimum of three years teaching experience upon program completion. A submitted copy of the current teaching license is required along with the admissions application.

Required Courses

First four must be completed in the first semester

ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/Professional Concerns (required if taking on campus classes) 0
UNIV LIB Information Research & Resources 0

EADM 511 Leadership, Organization & Administration 3
EADM 512 Human Learning & Motivational Development: Educational Applications 2
EADM 513 School Finance/Management of School Resources and Facilities 3
EADM 515 Research Design 3
EADM 524 Supervision of Teaching Methods/Classroom Management 3
EADM 532 Technology for Administrators 3
EADM 536 Personnel Management/Development 3
EADM 538 School Law 3
EADM 540 School & Community Relations 3
EADM 580 Field Study/Practicum 1
EADM 595 Principal Internship 3
EADM 596 School Leaders Licensure Assessment (SLLA) Test Preparation* OR
EADM 598 Professional Leadership Project* 2
ECUR 540 Instructional Leadership and Student Academic Achievement 3
EFND 503 Leadership and Character Development 2
(*Students select either EADM 596 or 598, 596 required if seeking Virginia Admin./Sup. endorsement)

Leadership in Character Education (32 credits)

This major emphasizes acquiring knowledge and understanding of leadership in organizations that support the development of youth through character education programs. The courses focus upon developing leadership skills to support the implementation of character education programs in educational and other youth-serving organizations, including strategies to garner community support for character education programs. The courses also focus upon the research-based practices that support the design, implementation, evaluation, and sustainability of character education programs. Other course emphases will be upon the developmental nature of learners and the selection and use of effective strategies for working with diverse learners, including at-risk and special needs students.

EADM 511 Leadership, Organization & Administration 3
EADM 514 Human Development & Character Education 2
EADM 515 Research Design 3
EADM 540 School & Community Relations 3
EDIP 540 Philosophy & Issues of Education 3
EDIP 545 Developmental Leadership & Character Education 3
EFND 509 Character Education Curricula, Instruction, & Assessment 3
EFND 598 Professional Project 3
EMEP 502 Fostering Character Development & Self-discipline 3
EMEP 504 Developing Learning Opportunities for At-risk Students 3
ETSP 551 Characteristics of Students with Disabilities 3

Leadership in Mathematics Education (35 credits)

The K-8 Leadership in Mathematics Education major is designed for the classroom teacher who wants to improve instructional skills as well as expand knowledge and skills in mathematics. Virginia teachers at the elementary and middle school levels must possess a deep understanding of the mathematics they are teaching, an understanding of how it connects to higher levels of mathematics, and a skilful use of methods to guide students in the learning. Coursework

focuses upon increasing a teacher's understanding of mathematics and how students develop a core knowledge base of concepts and processes within the discipline of mathematics that include:

- number systems and number theory
- geometry and measurement
- statistics and probability
- functions and algebra
- discrete mathematics

Participants will develop coaching and leadership knowledge and skills needed to provide job-embedded professional learning opportunities and to improve mathematics programs at their schools, including addressing the needs of high and low-achieving students as well as the needs of diverse learners.

Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility. MATH courses listed in this program are only open to those students accepted into this program or licensed teachers who are taking these courses for professional development.

EADM 547 Educational Leadership in Mathematics I 3
EADM 548 Educational Leadership in Mathematics II 3
EADM 553 Technology Applications for School Mathematics Leaders 3
ECUR 501 Curriculum Studies and Trends in Mathematics 3
EFND 598 Professional Project 2
ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs 3
MATH 541 Numbers, Systems and Operations for K-8 Teachers 3
MATH 542 Geometry and Measurement for K-8 Teachers 3
MATH 544 Algebra and Functions for K-8 Teachers 3
MATH 549 Rational Numbers and Proportional Reasoning for K-8 Teachers 3
MATH 551 Probability and Statistics for K-8 Teachers 3
MATH 563 Discrete Mathematics for K-8 Teachers 3

Student Affairs (37 credit hours)

Student affairs professionals administer programs affecting the social development of college students that influence their academic success and future success after graduation. Career counseling, residence life, orientation, admissions, financial aid, and the Dean of Students office represent some of the many areas where student affairs administrators are to be found. Because there are no undergraduate programs that prepare professionals to work in college student affairs, the master's degree represents the initial academic credential for those interested in pursuing a student affairs career. The curriculum for this degree typically focuses on the unique developmental issues relevant to the college student (e.g., psychology and moral development), the business aspects of higher education (e.g., law, governance, and administration), and field experiences that provide authentic indicants of work in this field. The mission of the Regent University M.Ed. in Student Affairs is to provide Christ-centered, professional preparation for student affairs administrators working in higher education. Because the objective of the student affairs professional is to attend to the developmental needs of the student that influence maturation and academic achievement, this program will focus on fostering an understanding of (a) the student as a person and how to use biblical principles to encourage character formation, and (b) the higher education landscape and processes important in building successful student service programs.

Required Courses

Must be completed in the first semester
ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/Professional Concerns (optional) 0
UNIV LIB Information Research & Resources 0

EADM 515 Research Design 3

EBIB 523 Christian Character Formation 4
EBIB 530 Foundations of Biblically Based Education 3
EDCO 501 Strategic Planning and Program Evaluation 3
EFND 523 History and Contemporary Issues of American Higher Education 3
EHEA 501 The College and the Student 3
EHEA 502 Higher Education Finance: Strategy, Cost and Value 3
EHEA 503 The Law and Governance of Higher Education 3
EHEA 504 Student Services Administration 3
EHEA 595 Professional Field Experience 6
ESCP 505 Psychology and Development of the Learner 3

K-12 Special Education (45-70 credit hours)

Today's schools are looking for general and special educators who can address a wide range of student needs. In the cross-categorical program, students can complete a master's degree with endorsement in learning disabilities, mental retardation, emotional disturbance and/or reading specialist. Acceptance into the major requires completion of the Praxis I assessment (reading, writing and math). In addition, students will be required to take and pass the Virginia Communication and Literacy Assessment (VCLA) the Virginia Reading Assessment (VRA), Praxis II (Elementary Ed.) and the Child Abuse and Neglect Training prior to receiving their degree and being recommended for licensure/endorsement. Students attend classes during an intensive on-campus summer residency and online. The major can be completed in as little as four semesters. Participation in field experiences and final projects is contingent upon successfully demonstrating key competencies, which will be outlined during student orientation. The State of Virginia requires a minimum of three years of general teaching experience in which reading is of primary importance in order to earn the reading specialist endorsement. Candidates for the Reading Specialist endorsement are required to take and pass the Virginia Reading Assessment for Reading Specialists prior to receiving the degree and being recommended for licensure/endorsement.

Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change.

Required Courses

Must be completed in the first semester

ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/professional Concerns 0
UNIV LIB Information Research & Resources 0

EFND 598 Professional Project 1
ETSP 501 Faith Integration Assessment (Prior to Graduation) 0
ETSP 550 Legal Aspects and Foundations of Special Education 3
ETSP 551 Characteristics of Students with Disabilities 3
ETSP 552 Behavior Management & Social Skills Training 3
ETSP 553 Language Acquisition & the Communicative Arts 3
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts 4
ETSP 555 Collaboration & Consultation 3
ETSP 556 Assessing & Teaching Mathematics to Students with Special Needs 3
ETSP 559 Technology & Special Education 3
ETSP 561 Field III Internship (Students with Disabilities) 3
ETSP 561 Field III Internship (Inclusion) 3
ETSP 562 Field Experience II – Classroom & Behavior Management 1
ETSP 570 Instructional Methods for Students with Disabilities 3
ETSP 574 K-12 Reading Assessment and Instruction across Content Areas 3
ETSP 576 Data Driven Assessment 3
ETSP 581 Foundations of Education and Human Growth and Development 3

<u>Additional Required courses for the Reading Specialist Endorsement:</u>

ETSP 557 Field Experience I – Reading & Math (LD, MR, BD) 1
ETSP 584 Reading Service Delivery: Supervision & Current Trends 3

ETSP 585 Reading Research, Curriculum & Technology 3
ETSP 596 Reading Internship 3-6

Additional Required courses for the "Working with Autistic Children" Certificate:
ETSP 600 Autism Overview 3
(Required for those that do not complete the Regent K-12 Special Education program.)
ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders 3
ETSP 620 Methods for Students with Autism Spectrum Disorders 3
ETSP 630 Autism Practicum Project 3
Additionally -- Students will complete assessments and courses required for Highly Qualified Status as determined on an individual basis by their advisors at the time of their program.

Individualized Degree Plan (32 credit hours)

The Individualized Degree Plan allows the greatest flexibility of course selection and rate of completion of any of our majors. The major requires 13-14 hours of core classes. The remainder of the courses can be pulled from other School of Education majors or taken in any school at Regent University (except Law) with their permission. At least 50% of the courses in the Individualized Degree Plan must be taken in the School of Education, unless you are completing the Career Switcher or Reading Specialist programs in which all of the courses are required School of Education courses. On-campus or online courses are available. Elective courses can be combined in a multidisciplinary grouping to meet the student's interests. Although the program is designed for those who are already licensed or not seeking traditional state licensure, some courses may fulfill state requirements. The average completion time is 18 months.

Required Courses
Must be completed the first semester
ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/Professional Concerns 0
UNIV LIB Information Research & Resources 0

EDIP 540 Philosophy & Issues of Education 3
EDIP 541 Developmental Leadership 3
EDIP 542 Introduction to Curriculum & Instruction 3
EDIP 543 Technology in Education 3
EFND 598 Professional Project 1-2

Electives – Choose from the following possible tracks

At-Risk
EDCS 563 Instructional Strategies for Students Who Are At-Risk 3
EMEP 504 Developing Learning Opportunities for At-risk Students 3
EMTP 515 Identifying and Assessing Students At-Risk 3
EMTP 519 Building Resilience in Students At-Risk 3

Autism
ETSP 600 Autism Overview 3
(**Required for those that do not complete the Regent Cross-Cat masters program.**)
ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders 3
ETSP 620 Methods for Students with Autism Spectrum Disorders 3
ETSP 630 Autism Practicum Project 3

Character Development/Classroom Management
EADM 524 Supervision of Teaching Methods/Classroom Management 3
EBIB 523 Christian Character Formation 4
EFND 503 Leadership and Character Development 2
EMEP 502 Fostering Character Development & Self Discipline 3
EMTP 503 Character Development & Classroom Management 3

Christian School
Students may choose **no more than 12 credits from the Christian School major.

Curriculum
ECUR 540 Instructional Leadership and Student Academic Achievement 3

ECUR 511 Curriculum, Methods & Assessment 3
EDCS 542 Curriculum Unit Development 3
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques 3

Educational Leadership

EADM 513 School Finance/Management of School Resources and Facilities 3
EDCS 552 Starting & Operating Christian Schools 4
EDIP 544 Effective Communication, Conflict Resolution, and Negotiation 3
EMEP 505 Models of Leadership & Related Issues 3

Human Development/Psychology

EADM 512 Human Learning & Motivational Development: Educational Applications 2
EDCS 520 Individual Differences & Classroom Management 3
ETLC 541 Child & Adolescent Growth & Development 3

Leadership

EADM 511 Leadership, Organization & Administration 3
EDCS 551 Funds Development for Christian Schools 3
EDCS 552 Starting & Operating a Christian School 3
EDCS 553 Staff Development for Christian Schools 3
EDIP 544 Effective Communication, Conflict Resolution, and Negotiation 3
EFND 510 Leadership & Biblical Integration 3
EMEP 505 Models of Leadership & Related Issues 3

Literacy

EDCS 532 Assessing & Teaching Language Arts 3
ELIT 531 Principles & Practices of Literacy Education 4
ELIT 551 Leadership in Literacy Education 2
ETSL 570 Teaching Reading 3

National Institute for Learning Development (NILD) Educational Therapy Certification Program

EDLD 515/GSAS 515 ND Instructional Methods for Students with Learning Needs-Level I 3
EDLD 520/GSAS 520 ND Instructional Methods for Students with Learning Needs-Level II 3
EDLD 525/GSAS 525 ND Instructional Methods for Students with Learning Needs-Level III 3
EDLD 530/GSAS 530 ND Methodologies of Instruction for Educational Therapy 3
EDLD 585/GSAS 585 ND Field Experience 1
EDLD 595/GSAS 595 ND Internship 2
Elective 3-4

Reading Specialist

ETSP 553 Language Acquisition & the Communicative Arts 3
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts 4
ETSP 555 Collaboration & Consultation 2
ETSP 557 Field Experience I-Reading & Math 1
ETSP 584 Reading Service Delivery: Supervision & Current Trends Seminar 3
ETSP 585 Reading Research, Curriculum & Technology 3
ETSP 596 Reading Internship 3

Students following the Reading Specialist track of the Individualized Degree Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a master's degree, a minimum of 3 years of teaching reading experience, and a current teaching license. A submitted copy of the current teaching license is required along with the admissions application. Candidates for this endorsement are also required to take and pass the Virginia Reading Assessment for Reading Specialists prior to receiving the degree and being recommended for licensure/endorsement.

Teaching

EDCS 532 Assessing & Teaching Language Arts 3
EFND 506 Classroom Management & Instructional Strategies 4
EMTP 502 Teaching, Thinking & Learning 2
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques 3

Teaching English to Speakers of Other Languages

ETSL 505 Serving English Language Learners in K-12 Classrooms 3
ETSL 510 Linguistics 3
ETSL 525 Language Teaching Approaches and Practices 3
ETSL 540 Multi-Cultural Education 3
ETSL 560 First and Second Language Acquisition 3
ETSL 570 Teaching Reading 3
*(IDP students may choose **no more than 9** credits from the TESOL program.)

Technology & Research

EADM 515 Research Design 3
EADM 532 Technology for Administrators 3

Joint Degrees (26 credit hours)

A joint degree with the M.Ed. and another master's degree from the Graduate Schools of Communication and the Arts, Divinity, Global Leadership and Entrepreneurship, Government, or the School of Psychology and Counseling may be earned simultaneously at a reduced number of credits, resulting in a substantial cost reduction. This major is designed to meet the needs of traditional teachers, as well as those who are committed to being educators in other settings.

The 26-credit-hour minimum M.Ed. may be completed in as little as 12 months; the total completion time for both degrees will vary depending upon the other degree requirements. The program is offered on our Virginia Beach Campus and online, and it may be started in any semester.

Required Core Courses

Must be completed the first semester

ACAD WRIT 500 Academic Writing Seminar (if not exempt) 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/Professional Concerns 0
UNIV LIB Information Research & Resources 0

EDIP 540 Philosophy & Issues of Education 3
EDIP 541 Developmental Leadership 3
EDIP 542 Introduction to Curriculum & Instruction 3
EDIP 543 Technology in Education 3
EFND 598 Professional Project 1-2

<u>Electives – Choose from the Following Possible Tracks</u>

At-Risk

EDCS 563 Instructional Strategies for Students Who Are At-Risk 3
EMEP 504 Developing Learning Opportunities for At-risk Students 3
EMTP 515 Identifying and Assessing Students At-Risk 3
EMTP 519 Building Resilience in Students At-Risk 3

Autism

ETSP 600 Autism Overview 3
(**Required for those that do not complete the Regent Cross-Cat masters program.**)
ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders 3
ETSP 620 Methods for Students with Autism Spectrum Disorders 3
ETSP 630 Autism Practicum Project 3

Character Development/Classroom Management

EADM 524 Supervision of Teaching Methods/Classroom Management 3
EBIB 523 Christian Character Formation 4
EFND 503 Leadership and Character Development 2
EMTP 503 Character Development & Classroom Management 3
EMEP 502 Fostering Character Development & Self Discipline 3

Christian School

** Students may choose **no more than 12** credits from the Christian School major.

Curriculum

ECUR 511 Curriculum, Methods & Assessment 3

ECUR 540 Instructional Leadership and Student Academic Achievement 3
EDCS 542 Curriculum Unit Development 3
EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques 3

Human Development/Psychology

EADM 512 Human Learning & Motivational Development: Educational Applications 2
EDCS 520 Individual Differences & Classroom Management 3
ETLC 541 Child & Adolescent Growth & Development 3

Leadership

EADM 511 Leadership, Organization & Administration 3
EDCS 551 Funds Development for Christian Schools 3
EDCS 552 Starting & Operating a Christian School 3
EDCS 553 Staff Development for Christian Schools 3
EFND 510 Leadership & Biblical Integration 3
EMEP 505 Models of Leadership & Related Issues 3

Reading Specialist

ETSP 553 Language Acquisition & the Communicative Arts 3
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts 4
ETSP 555 Collaboration & Consultation 2
ETSP 557 Field Experience I-Reading & Math 1
ETSP 584 Reading Service Delivery: Supervision & Current Trends Seminar 3
ETSP 585 Reading Research, Curriculum & Technology 3
ETSP 596 Reading Internship 3

Students following the Reading Specialist track of the Individualized Degree Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a master's degree, a minimum of 3 years of teaching reading experience, and a current teaching license. A submitted copy of the current teaching license is required along with the admissions application. Candidates for this endorsement are also required to take and pass the Virginia Reading Assessment for Reading Specialists prior to receiving the degree and being recommended for licensure/endorsement.

Teaching English to Speakers of Other Languages

ETSL 505 Serving English Language Learners in K-12 Classrooms 3
ETSL 510 Linguistics 3
ETSL 525 Language Teaching Approaches and Practices 3
ETSL 540 Multi-Cultural Education 3
ETSL 560 First and Second Language Acquisition 3
ETSL 570 Teaching Reading 3
*(Joint Degree students may choose **no more than 9** credits from the TESOL program.)

Technology & Research

EADM 532 Technology for Administrators 3
EFND 515 Research Design 3

TESOL (32 credit hours)

Teaching English to Speakers of Other Languages (TESOL) and delivering quality reading instruction are two major concerns in today's schools. The TESOL major is designed to equip educators to address the growing needs for service delivery in these critical areas. The following options are available through this major:

1. English as a Second Language (ESL) preK-12 add-on endorsement with master's degree (one week required summer residency)
2. English as a Second Language (ESL) preK-12 add-on endorsement with certificate only (one week required summer residency)
3. Adult Education/Collegiate track with master's degree (one week required summer residency)
4. Adult Education/Collegiate track Certificate (one week required summer residency)

Students seeking the English as a Second Language preK-12 add-on endorsement from the Virginia Department of Education are required to have a minimum of 6 hours of foreign language at the undergraduate or graduate level. A submitted copy of the current teaching license is required along with the admissions application.

Required Core Courses (must be completed the first semester)

ACAD WRIT Academic Writing Seminar 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/Professional Concerns 0
UNIV LIB Library Information Research & Resources 0

ESL PreK-12 add-on endorsement with master's degree

Required

ECUR 511 Curriculum, Methods, & Assessment OR EDIP 542 Introduction to Curriculum and Instruction 3
EDIP 541 Developmental Leadership 3
EDIP 543 Technology for Education 3
EFND 598 Professional Project 2
ETSL 510 Linguistics 3
ETSL 520 Methods of Teaching English to Speakers of Other Languages 3
ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas 3
ETSL 560 First and Second Language Acquisition 3
ETSL 570 Teaching Reading 3
ETSL 590 Roles and Responsibilities of the ESL Specialist 3
TESOL Elective (Choose one) 3

ETSL 505 Serving English Language Learners in K-12 Classrooms
ETSL 540 Multi-Cultural Education

ESL PreK-12 add-on endorsement with certificate only

Required

ETSL 510 Linguistics 3
ETSL 520 Methods of Teaching English to Speakers of Other Languages 3
ETSL 530 Teaching English Language Learners Reading and Writing in the Content Areas 3
ETSL 560 First and Second Language Acquisition 3
ETSL 570 Teaching Reading 3

Adult Education/Collegiate track with master's degree

Required

ECUR 511 Curriculum, Methods, & Assessment OR EDIP Introduction to Curriculum and Instruction 3
EDIP 541 Developmental Leadership 3
EDIP 543 Technology for Education 3
EFND 598 Professional Project 2
ETSL 510 Linguistics 3
ETSL 525 Language Teaching Approaches and Practices 3
ETSL 550 Teaching English as a Second or Foreign Language to Adults 3
ETSL 560 First and Second Language Acquisition 3
ETSL 570 Teaching Reading 3
Electives (Choose two) 6

ETLC 542 Foundations of Education OR EDIP 540 Philosophy & Issues of Education (3)
ETSL 505 Serving English Language Learners in K-12 Classrooms (3)
ETSL 540 Multi-Cultural Education (3)
ETSL 590 Roles and Responsibilities of the ESL Specialist (3)

Adult Education/Collegiate track with certificate only

Required

ETSL 510 Linguistics 3
ETSL 525 Language Teaching Approaches and Practices 3
ETSL 550 Teaching English as a Second or Foreign Language to Adults 3
ETSL 560 First and Second Language Acquisition 3
ETSL 570 Teaching Reading 3

Note: Although the certificate can be completed in 15 hours, individuals seeking to teach at the collegiate level should complete a minimum of 18 hours of TESOL coursework (ETSL).

TESOL/Cross-Cultural Track

Required

EDIP 542 Introduction to Curriculum and Instruction 3
EDIP 543 Technology in Education 3
EFND 598 Professional Project 2-3
ETSL 510 Linguistics 3
ETSL 525 Language Teaching Approaches and Practices 3
ETSL 550 Teaching English as a Second or Foreign Language to Adults 3
ETSL 560 First and Second Language Acquisition 3
ETSL 570 Teaching Reading 3

Electives

Students taking the TESOL/Cross-Cultural track have a choice, with advisor's permission, of taking the required Professional Project (EFND 598) through the School of Education or substituting it with an internship through the School of Divinity.

Reading Specialist (36 credit hours)

The Reading Specialist Program is designed to meet the growing demand for trained reading specialists by providing competency-based courses that fulfill the requirements for a Virginia Endorsement. The program's courses offer a balanced perspective on teaching reading - preparing teachers in the areas of supervision, communication skills, technology, reading assessment, instruction, curriculum, and research. Students in the Reading Specialist Program, who are seeking the Reading Specialist add-on endorsement from the Virginia Department of Education, are required to have a master's degree, a minimum of 3 years of teaching reading experience, and a current teaching license. A copy of the current teaching license (or plan to have a current teaching license at the completion of the program) is required along with the admissions application. Candidates for this endorsement are also required to pass the Virginia Reading Assessment for Reading Specialists prior to receiving the degree and being recommended for licensure/endorsement.

Reading Specialist

Required Courses

Must be completed the first semester

ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/Professional Concerns 0
UNIV LIB Information Research & Resources 0

EFND 598 Professional Project 1
ETSP 501 Faith Integration Assessment 0
ETSP 551 Characteristics of Students with Disabilities 3
ETSP 552 Behavior Management & Social Skills Training 3
ETSP 553 Language Acquisition & the Communicative Arts 3
ETSP 554 Assessing & Teaching Reading of Narrative & Expository Texts 4
ETSP 555 Collaboration & Consultation 3
ETSP 557 Field Experience I-Reading & Math 1
ETSP 570 Instructional Methods for Students with Disabilities 3
ETSP 574 K-12 Reading Assessment and Instruction Across the Content Areas 3
ETSP 576 Data Driven Assessment 3
ETSP 584 Reading Service Delivery: Supervision & Current Trends 3
ETSP 585 Reading Research, Curriculum & Technology 3
ETSP 596 Reading Internship 3

EDUCATIONAL SPECIALIST (Ed.S.)

Ed.S. in Educational Leadership with an Emphasis on Special Education

The Ed.S. requires a completion of 34 credit hours and can be accomplished in 18 months. The primary emphasis for this program is leadership and administration. The Ed.S. in Educational Leadership with an emphasis on Special Education adds an extra emphasis on the unique knowledge that is specific to special education. Those wishing to accomplish an add-on endorsement for Administration and Supervision to their license must meet all current state requirements, including any testing or experiences required by the state. Students must complete all coursework, internships, and testing. Most courses are offered online but some summer residency work is required. Those seeking the add-on endorsement must already hold a professional license and pass the School Leaders Licensure Assessment (SLLA). Program adjustments are made accordingly as the Virginia Department of Education's regulations change and program requirements are subject to change. Requirements vary from state to state and students should contact their respective state departments of education for specifics.

Required Courses

Must be completed in the first semester

ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/professional Concerns 0
UNIV LIB Information Research & Resources 0

EADM 611 Leadership, Organization & Administration 3
EADM 612 Human Learning & Motivational Development: Educational Applications 3
EADM 613 School Finance/Management of School Resources and Facilities 3
EADM 632 Technology for Administrators 3
EADM 636 Personnel Management/Development 3
EADM 638 School Law 3
EADM 640 School & Community Relations 3
EADM 695 Principal Internship 3
EADM 696 School Leaders Licensure Assessment (SLLA) Test Preparation 2
EFND 698 Professional Project 2
ETSP 670 Special Education Supervision of Programs and Instruction School & Community Relations 3
ETSP 671 Research and Assessment to Inform Practice in Special Education School & Community Relations 3

Christian Education Specialist

General Requirements

EBIB 623 Christian Character Formation 4
EDCS 605 Philosophy of Christian Education 3
EDCS 621 Research on Effective Christian Education 3
EDCS 622 Foundations of Teaching & Learning 3
EDCS 630 Foundations of Biblically-Based Education 3

Specific Requirements

Curriculum Development

EDCS 641 Principles of Curriculum Design 3
EDCS 642 Curriculum Unit Development 3
EDCS 643 Curriculum Scope & Sequence 3
EFND 607 Advanced Study of Worldview 3
EFND 698 Professional Project 2-5

Special Needs

EDCS 663 Instructional Strategies for Students Who Are At-Risk 3
EFND 698 Professional Project 1-5
EMEP 604 Developing Learning Opportunities for Students At-Risk 3
ETSP 650 Legal & Ethical Aspects Associated with Students with Disabilities 3
ETSP 651 Characteristics of Students with Disabilities 3
ETSP 652 Behavior Management and Social Skills Training 3
ETSP 660 Learning Disabilities & Mental Retardation Methods 3

Nine credits of the Christian Education Specialist courses may be applied toward the 18 credit hours required for the Christian Education Leadership cognate in the Ed.D. program.

Leadership in Mathematics Education (38 credits)

This major emphasizes acquiring knowledge and understandings of content knowledge and leadership in mathematics in order to assume the role of a school-based K-8 mathematics specialist. Coursework focus upon increasing a teacher's understanding of mathematics and how students develop a core knowledge base of concepts and processes within the discipline of mathematics, including:

- number systems and number theory
- geometry and measurement
- statistics and probability
- functions and algebra
- discrete mathematics

Participants develop coaching and leadership knowledge and skills needed to provide job-embedded professional learning opportunities and to improve mathematics programs at their schools, including addressing the needs of high and low-achieving students as well as the needs of diverse learners.

Applicants to this program must hold a valid Collegiate Professional Teaching License or equivalent from another state and have taught for a minimum of three (3) years in which the teaching of mathematics was an important area of responsibility. MATH courses listed in this program are only open to those students accepted into this program or licensed teachers who are taking these courses for professional development.

EADM 612 Human Learning & Motivational Development: Educational Applications 3
EADM 647 Educational Leadership in Mathematics I 3
EADM 648 Educational Leadership in Mathematics II 3
EADM 653 Technology Applications for School Mathematics Leaders 3
ECUR 601 Curriculum Studies and Trends in Mathematics 3
EFND 698 Professional Project 2
ETSP 656 Assessing & Teaching Mathematics to Students with Special Needs 3
MATH 641 Numbers, Systems and Operations for K-8 Teachers 3
MATH 642 Geometry and Measurement for K-8 Teachers 3
MATH 644 Algebra and Functions for K-8 Teachers 3
MATH 649 Rational Numbers and Proportional Reasoning for K-8 Teachers 3
MATH 651 Probability and Statistics for K-8 Teachers 3
MATH 663 Discrete Mathematics for K-8 Teachers 3

DOCTOR OF EDUCATION (Ed.D.)

Doctoral students have seven years to complete the program. All students are required to complete a culminating experience. The Ed.D. is designed to facilitate the learning styles of adults and provide a collaborative community for higher-level thinking and problem solving. The problem-oriented curriculum and cognate specialties allow for individualization of programs. Undergirding the entire program is critical thinking, scholarly research that informs practice, writing and learning from a Christian worldview. The capstone project, as with any doctoral program, is the submission and defense of a doctoral dissertation.

Each student will designate a cognate from one of seven concentration areas: Adult Education, Character Education, Christian Education Leadership, Distance Education, Higher Education, K-12 School Leadership, and Special Education/Educational Psychology. Some cognates, if completed with the addition of an internship, may fulfill licensure requirements in the State of Virginia.

The doctoral program may be completed in a minimum of three years; however, this minimum is for those who meet all required deadlines in regard to coursework, candidacy requirements and dissertation defense. The average time for completion is three to four years. A Certificate of Advanced Graduate Study (CAGS) is earned when 30 credits of doctorate-level coursework is completed. The maximum time that is allowed to complete the program is seven years. In

addition, doctoral students must maintain continuous enrollment in the program during all academic years (i.e., three semesters each calendar year).

Admission to the doctoral program does not guarantee the earning of an Ed.D. Graduation is contingent upon the following: successful completion of coursework (with at least a 3.0 GPA), residency requirements and comprehensive examinations; the recommendation of the student's doctoral committee; approval by the doctoral faculty committee; and compliance with all applicable requirements of Regent University.

Courses

A minimum of 60 credit hours is required beyond the master's degree to complete the Ed.D. It is, however, the demonstration of independent scholarly ability at the doctoral level, rather than the mere accumulation of credits, that is required to successfully complete the program. Doctoral courses may only be taken by students who have applied and have been accepted into the doctoral program.

Core Courses

ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 700 Online Orientation 0
UNIV LIB Information, Research, and Resources 0

EADM 703 Advanced Theory & Practice of Leadership, Organizational Development & Educational Administration 3
EADM 705 Effective Communication & Conflict Resolution 3
EFND 701 Advanced Human Learning & Motivational Development 3
EFND 702 Research Design & Analysis 3
EFND 706 Christian Worldview for Educators 3
EFND 707 Advanced Study of Worldview 3
EFND 722 Educational Statistics 3

Cognate Courses

Complete 18 credit hours within one of the following cognates:

Adult Education

The Adult Education cognate is designed to prepare students for careers and leadership in programs and organizations involved in the education of adults. This program will equip organizational and institutional decision makers with the knowledge and skills to design, implement and evaluate professional development programs for adult populations. Decision makers in the areas of higher education, K-12 public and private education, business, government, and corporate settings will be prepared to effectively deliver results-based programs that will further the professional practice of adult learners within their domain.

This cognate emphasizes theory and research of teaching and learning, motivational aspects, self-efficacy, supervision, organizational and institutional change, design, delivery and evaluation issues in teaching and learning, and curriculum design for the adult learner.

EADM 706 Legal, Ethical & Professional Issues in Education 3
EDCO 801 Strategic Planning & Program Evaluation 3
EDSL 710 The Adult Learner 3
EDSL 727 Supervision & Professional Development 3
ESAE 810 Teaching & Learning: Theory and Research in Adult Development 3
ESAE 820 Program Planning for Adult Learners 3

Character Education Cognate

Character education as an instructional component of K-12 public education in the United States began to take center stage with the passing of the bipartisan "No Child Left Behind" legislation, during the early years of President George W. Bush's first term. This legislation requires schools, at all levels, to design, develop, implement, and assess character education programs within a short time frame.

Unfortunately, many education professionals lack training in the area of character education leading to either non-existent or poorly validated implementations. Schools continue to struggle with the mandate of character education; higher education through teacher preparatory programs has done little to prepare the education profession for this initiative.

Regent University recognizes the need to provide excellently trained professionals who can teach and lead, not only in K-12 education settings but also at the undergraduate and graduate levels of preparation. Through its' doctoral program

in education, Regent University has designed a cognate that specifically focuses upon sound theory and up-to-date research in the area of character education. In addition, the cognate builds upon and extends the recognized work of the National Character Education Clearing House, established at Regent University by the U. S. Department of Education. Participants in Regent University's doctoral program, with emphasis in character education, will have at their fingertips the *best* materials currently available in the field, as well as interaction with faculty who are leading innovative and effective programs on a local, state, and national level.

EDCE 701 Character Education: Foundations, Theories, and Philosophy 3
EDCE 702 Character Education Curriculum and Instruction 3
EDCE 703 Advanced Study of Best Practices in Character Education 3
EDCE 704 Leadership in Character Education 3
EDCO 801 Strategic Planning and Program Evaluation 3
EDSL 727 Supervision & Professional Development 3

Christian Education Leadership

The Christian Education Leadership cognate is designed to equip educators (including parents and pastors) with vision and accompanying skills for bringing full biblical fidelity to Christian education. The Bible strenuously admonishes that each generation be raised to love and obey God in every dimension of life. We are thus compelled to excel in Christian education for our Lord and Savior Jesus Christ. The Christian Education Leadership cognate focuses on how to make Christian education as biblically sound as possible. It is intended to "produce" fully orbed disciples of Jesus Christ who can, in turn, "reproduce" others. Special emphasis is placed on practical applications in Christian education as guided by expert professional understanding. Instruction in the program is problem-based, case-study, and project oriented. Mentoring and personalization of professional interests within courses are emphasized as much as possible. This cognate does not require our master's degree with a Christian School major (see www.regent.edu/acad/schedu/academics/christian_school/) as a prerequisite, but it is a logical follow-up to it.

The cognate courses emphasize skills in both leadership and curriculum/teaching and can be taken in several combinations to total 6 credit hours for each of the three cognate semesters.

REQUIRED COURSES

ECEL 710 Christian Education – Philosophy ..... 3 or 6
ECEL 720 Christian Education – Curriculum & Instruction ..... 3 or 6
ECEL 740 Christian Education – Research on Christian Education Leadership ..... 3 or 6

OPTIONAL COURSES

ECEL 751 Advanced Finance for Christian Schools 3
ECEL 752 Advanced Theory and Practices in the Operation of a Christian School 3
ECEL 753 Advanced Staff Development for Christian Schools 3

Other education doctoral courses may serve as options with advisor permission.

Distance Education

The Distance Education cognate is designed for K-12, higher education and corporate educators involved in distance and online education. It builds upon the principles of curriculum, instruction, assessment and evaluation provided in the core courses by applying these principles to a distance education setting with emphasis on program development and management of online learning. This cognate considers research and effective practices along a continuum of distance education delivery models and learning technologies to prepare a student for leadership in the field. The research done by students is usually applied research, that is, searching for solutions to distance education problems or seeking ways to deliver new research-based educational concepts or services to individuals, organizations, families or groups at a distance.

EDCO 801 Strategic Planning & Program Evaluation 3
EDCO 802 Analysis of Variance 1
EDCO 803 Regression & Correlation 1
EDCO 804 Structure & Reliability Analysis 1
EDDE 820 Instructional Design for Distance Education 3
EDDE 825 Special Topics in Distance Education 3
EDDE 830 New Media in Distance Education 3
EDDE 885 Practicum 3
EDDE 890 Internship 1-3
EFND 726 Foundations of Distance Education 3

Higher Education

The Higher Education cognate is designed to prepare emergent doctors for leadership and faculty roles within community colleges, proprietary institutions, higher education associations, corporations and government entities. This cognate offers three areas of distinct learning; Administration, Teaching and Research and Institutional Planning

Administration Emphasis

EDCO 801 Strategic Planning & Program Evaluation 3
EFND 723 History & Contemporary Issues of American Higher Education 3
EHEA 802 Higher Education Finance: Strategy, Costs & Value 3
EHEA 803 The Law & Governance of Higher Education 3
EHEA 811 Administration and Organization Theory in Higher Education 3
EHEA 812 Advanced Contemporary Issues in Higher Education 3

Teaching Emphasis

EDDE 820 Instructional Design for Distance Education 3
EDSL 710 Adult Learning/Design of Adult Learning 3
EFND 723 History & Contemporary Issues of American Higher Education 3
EHEA 801 The College and the Student 3
EHEA 807 Curriculum and Assessment for College/University Teaching 3
EHEA 812 Advanced Contemporary Issues in Higher Education 3

Research and Institutional Planning Emphasis

EDCO 801 Strategic Planning & Program Evaluation 3
EDCO 802 Analysis of Variance 1
EDCO 803 Regression & Correlation 1
EDCO 804 Structure & Reliability Analysis 1
EFND 723 History & Contemporary Issues of American Higher Education 3
EHEA 802 Higher Education Finance: Strategy, Costs & Value 3
EHEA 803 Law & Governance of Higher Education 3
EHEA 805 Advanced Research Design and Analysis 3

K-12 School Leadership (Ed.D. only cognate)

The K-12 School Leadership cognate focuses upon preparation for the position of principal, superintendent or other executive leadership and supervisory positions in educational organizations. The knowledge for this cognate has been organized around the endorsement competencies for administration and supervision K-12 as issued by the Virginia Department of Education.

Students seeking the Administration and Supervision preK-12 add-on endorsement must already hold a professional teaching license. Students seeking this endorsement for the purpose of obtaining principal or assistant principal positions are required to complete the School Leaders Licensure Assessment (SLLA). Program adjustments are made accordingly as the Virginia Department of Education's licensure regulations are subject to change. Requirements for endorsement or licensure are different in every state. Students should contact the Department of Education in their state of interest for administrator licensure requirements.

For more information on the licensure regulations governing the Administration and Supervision preK-12 endorsement, please visit the Virginia Department of Education website.

Applicants, who are seeking the Administration and Supervision preK-12 add-on endorsement, should have a minimum of three years teaching experience upon program completion. A submitted copy of the current teaching license is required along with the admissions application.

The core of the K-12 School Leadership cognate focuses upon: leadership in educational organizations; student growth and systems and organizations; conditions and dynamics of the diverse school community; the purpose and role of education in modern society; representative governance that under girds the system of American schools; and the use of technology in administration and supervision.

EADM 704 Advanced Supervision, Design, & Implementation of Education Programs, Curriculum & Technology 3
EADM 706 Legal, Ethical & Professional Issues in Education 3
EADM 720 Advanced Practices of School Finance, Management of Resources & Facilities 3
EADM 721 School & Community Relations 3
EDCO 801 Strategic Planning & Program Evaluation 3

EDCO 802 Analysis of Variance 1
EDCO 803 Regression & Correlation 1
EDCO 804 Structure & Reliability Analysis 1
EDEL 807 Organizational and Institutional Change 3
EDSL 727 Supervision & Professional Development 3
EEDD 800 The Principalship 3
EEDD 810 Advanced Practices in Personnel Administration 3
EEDD 850 The Superintendency 3
EFND 806 Assessment and Evaluation of Students 3
ESAE 820 Program Planning for Adult Learners 3

Special Education/ Educational Psychology

The fields of Special Education and Educational Psychology have always been closely related. However, since the introduction of non-intrusive brain imagery technology, especially with "special populations," the fields have become almost inseparable, especially for school psychologist, counselors, and educational diagnosticians. Therefore, the combining of Special Education and Educational Psychology into one major cognate area opens up courses and opportunities germane to both fields.

While recognizing the similarities in the fields, there are those professionals who may desire to specialize in either Special Education or Educational Psychology. The options are available through the various tracks within the program: Special Education or Educational Psychology (with sub-tracks in Human Learning and Development or Research and Program Evaluation).

Educational Psychology Emphasis

The Educational Psychology emphasis includes three areas of study: research and evaluation, learning and development and school psychology. The research and evaluation track allows one to specialize in testing and program assessment at the school district level. A heavy emphasis will be placed on quantitative analysis. The learning and development track equips school professionals to utilize the most appropriate theories and research to improve the chances of academic and behavioral success for students. The study of brain research in relationship to learning will be emphasized. The school psychology track is offered in conjunction with the School of Psychology and Counseling at Regent University. The courses in individual testing, counseling and family systems lead to a school psychologist endorsement. Currently, all of the school psychology courses are offered on the Virginia Beach Campus or at the Graduate Center, Alexandria, VA.

Learning and Development

EDCO 802 Analysis of Variance 1
EDCO 803 Regression & Correlation 1
EDCO 804 Structure & Reliability Analysis 1
EFND 724 Advanced Study of Theories in Learning & Development 3
EPSY 820 Problem-based Project in Learning & Development 3
EPSY 830 Advanced Study of Personality 3
EPSY 850 Advanced Study in Educational Psychology 3
EPSY 870 Advanced Study of Brain Research in Cognitive & Language Development 3

Research and Evaluation

EDCO 801 Strategic Planning & Program Evaluation 3
EDCO 802 Analysis of Variance 1
EDCO 803 Regression & Correlation 1
EDCO 804 Structure & Reliability Analysis 1
EPSY 805 Advanced Study of Test & Measurements 3
EPSY 821 Problem-Based Project in Research & Evaluation 3
SPSY 625 Advanced Testing 4

Special Education Emphasis

The Special Education emphasis is designed to equip the professional with advanced skills and knowledge in the area of creating learning opportunities for students with disabilities. Program evaluation, current best practice and legal issues will be emphasized.

EDCO 801 Strategic Planning & Program Evaluation 3
EDCO 802 Analysis of Variance 1
EDCO 803 Regression & Correlation 1
EDCO 804 Structure & Reliability Analysis 1

EDSL 727 Supervision & Professional Development 3
EFND 725 Advanced Study of Best Practices in Special Education 3
EPSY 850 Advanced Study in Educational Psychology 3
EPSY 870 Advanced Study of Brain Research in Cognitive & Language Development 3
ESPC 705 History of Special Education 3
ESPC 710 Advanced Study of High-Incidence Disabilities 3
ESPC 720 Seminar: Current Research Issues in Special Education 3
ESPC 730 Meta-Analysis in the Social Sciences 3
ESPC 800 Doctoral Seminar: The Editorial and Review Process 3
ESPC 820 Problem-Based Projects in Special Education 3
ESPC 830 Policies, Laws & Regulations Affecting Special Education 3
ESPC 840 Grant Seeking Skills for Special Educators 3
ESPC 890 Internship 3

Therefore, students and advisors in the Special Education/ Educational Psychology cognate have three general options:

1. Special Education track only. This option allows for the selection of courses from the Special Education track as listed above with only the Special Education emphasis listed on the transcript upon program completion.
2. Educational Psychology track only. This option allows for the selection of courses from the Educational Psychology emphasis as listed above with only the Educational Psychology emphasis listed on the transcript upon program completion.
3. Special Education/ Educational Psychology track. This combination option allows for the selection of courses from both the Special Education track and the Educational Psychology track with permissions given through advising.

Comprehensive Examination Courses (as required)
EFND 898 Comprehensive Examination Continuation 6
EFND 899 Comprehensive Examination Extension 0

Dissertation (Minimum of 15 credit hours)
EFND 906A Dissertation 5
EFND 906B Dissertation 5
EFND 906C Dissertation 5
EFND 907 Dissertation Continuation 3

Residency Requirements
EFND 705A Residency – Year One 2
EFND 705B Residency – Year Two 2
EFND 705C Residency – Year Three 2

The Ed.D. is committed to the historical foundations of the applied doctoral degree in which a community of scholars and experts is created among faculty-mentors, successful professionals in the field and learners. Regent University mirrors historical tradition by using intensive residencies. Residencies occur in the summer, and they allow learners to interface with faculty and other students to provide specialized professional experiences outside the usual course of study and provide interaction with various constituencies. In view of this goal, waiving residency requirements will not be considered. Three residencies are required, with 2 credit hours being awarded for each residency. Residency takes place on the Virginia Beach Campus for one week (M-F).

Doctor of Education (Ed.D.) in Higher Education Leadership

The Ed.D. in Higher Education Leadership is designed to prepare mid to senior level administrators at Christian higher educational institutions for positions of significant administrative leadership, thus, preparing the next generation of Christian leaders on campuses across the nation and internationally. The program focuses on infusing key leadership concepts and knowledge with faith and learning integration, technology, applied Christian ethics, and the development of a Christian worldview and administrative philosophy.

Through online coursework and on-campus residencies, the Higher Education Leadership Program facilitates the learning styles of adults and provides a collaborative community for higher-level thinking and problem solving. Undergirding the program are critical thinking, scholarly research, writing, and learning from a Christian worldview. The capstone project, as with any doctoral program, is the submission and defense of a doctoral dissertation project.

Higher Education Leadership (Admittance to this degree program is predicated on a significant amount of time served in a mid to upper level management position in higher education or an analogous profession).

EHEA 700 History and Contemporary Issues in Christian Higher Education 3
EHEA 702 Role and Mission of the Christian College & University 3
EHEA 703A Research Methods 2
EHEA 703B Research Methods 2
EHEA 703C Research Methods 2
EHEA 706 The Higher Education in the 21st Century 3
EHEA 708 State and Federal Educational Policy 3
EHEA 709 Leadership and Organizations 3
EHEA 710 Accreditation & Assessment 3
EHEA 711 Finance and Marketing 3
EHEA 712 Conflict and Change 3
EHEA 713 Enrollment Management 3
EHEA 714 Presidential and Board Leadership 3
EHEA 715 Institutional Advancement 3
EHEA 716 Law and Higher Education 3

Summer Residency, (2 credit hours per year – total of 6 credits)
EFND 705A Residency – Year One 2
EFND 705B Residency – Year Two 2
EFND 705C Residency – Year Three 2

Dissertation (Minimum of 12 credit hours)

EHEA 730A Dissertation 2
EHEA 730B Dissertation 2
EHEA 730C Dissertation 2
EHEA 730D Dissertation 6
EHEA 730E Dissertation Continuation 3

DOCTOR OF PHILOSOPHY (Ph.D.)

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

The basic premise of the PhD degree in the School of Education is that it is primarily reserved for those professionals who will utilize research skills in their vocations of choice in institutions of higher education. Through coursework and residential study with faculty researchers much emphasis will be placed on (a) acquiring rigorous analytical research skills and tools (quantitative and qualitative) for vocations in higher education; (b) supporting research that will result in publication in refereed conferences, journals and books; (c) significant interaction and mentorship by doctoral faculty; (d) vocations in higher education; and (e) developing a mature understanding of an integrative personal and professional life centered on the historic Christian faith.

Similar to the Ed.D., students have seven years to complete the program. A Ph.D. student will (a) complete 18 hours associated with the EdD core curriculum (excludes mandatory summer residency), (b) complete 18 hours associated with the Ed.D. cognate, (c) complete an additional 12 hours of research and statistics related credit, (d) complete 6 hours of residency requirements according to cognate specific expectations tailored to individual needs in a fashion that promotes significant interaction and mentorship with the faculty, and (e) complete 18 hours of dissertation research credit—the total program is 72 hours. The comprehensive examination will be administered upon completion of the additional 12 hours of research and statistics related credit. A candidate for the Ph.D. degree must present an acceptable research-based dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known in the candidate's field of interest, or present a significant interpretation of the subject based upon original investigation and research.

In general, students should apply to the Ph.D. program before beginning doctoral work; that is, the expected path is immediate entrance into the Ph.D. program rather than transferring from the Ed.D. program. However, Ed.D. students

may apply for transfer into the Ph.D. program but a separate admissions decision will occur and no guarantee of admission should be presumed.

Courses:

In addition to all Ed.D. course and residency requirements, Ph.D. students are required to take the following:

EDCO 801 Strategic Planning & Program Evaluation 3
EDCO 802 Analysis of Variance 1
EDCO 803 Regression & Correlation 1
EDCO 804 Structure & Reliability Analysis 1
EHEA 805 Advanced Research Design and Analysis 3

If any of the above courses were taken as part of the student's Ed.D. program, the credit earned will not count toward the 12 additional hours required for the Ph.D. The balance of hours needed to satisfy the 12-hour requirement shall result in enrolling in EFND 790 – Independent Study with a resident faculty researcher. These independent study hours shall be used to focus on research collaboration in the faculty member's area of interest.

Educational Leadership (Ph.D. only cognate)

The Ph.D. in Education with a cognate in Educational Leadership is a non-licensure research degree designed for professionals interested in the broad arena of educational reform. From a theoretical and research framework, leaders and thinkers are equipped with the necessary knowledge and skills to transform national and international educational systems. Offering the benefit of an individualized program, this cognate invites professionals to prepare for careers of serving as educational leaders in a variety of positions such as educational leadership theorists, educational consultants and entrepreneurs, educational policy designers, curriculum developers, charter school and other privatized educational leaders, or international educational reformers with a heart for changing nations via educational systems.

* EDEL 805 Current Issues in Educational Leadership 3
* EDEL 807 Organizational and Institutional Change 3
* EDEL 810 Advanced Societal Reform 3
* EDEL 815 Advanced Study of Dysfunctional Leadership 3
* EDEL 820 Advanced Systems Theory 3
**EDEL 825 Advanced Cross-Cultural Educational Leadership 3
**EDEL 830 Advanced Educational and Leadership Theory Development 3
**EDEL 835 Advanced Development of Programs and Curricula 3
**EDEL 840 Educational Policy Reformation 3
**EDEL 845 Charter Schools and Other Privatized Education 3
**EDEL 850 Consulting, Entrepreneurship, and the Educational System 3
**EDEL 890 Advanced Seminar in Educational Leadership 3-6

* Required Courses
**Electives

NON DEGREE

Center for Career Advancement and Training (CCAT)

We offer courses not associated with the earning of a degree through our Center for Career Advancement and Training (CCAT). The CCAT offers a wide range of content courses to help educators and administrators meet the Virginia Standards of Learning (SOL) in technology, social studies, language arts, geography, history and math. A special focus of the CCAT is youth aggression and violence prevention, as well as developing skills to deal with at-risk and diverse populations. We tailor courses to meet the specific staff development needs of educators and administrators. If there is a course you would like to see offered in your school district, please contact CCAT at 757.352.4479 or visit www.regent.edu/acad/schedu/ccat.html.

Career Switcher Licensure Program (18 credit hours)

The Career Switcher Alternative Route to Licensure program is designed to enable individuals holding a bachelor's degree and with various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession. The Career Switcher certificate program is NOT a degree seeking program. The program alone will lead to licensure. However, if an applicant wishes to pursue a Master's degree, he or she may do

so by applying to that program upon completing the Career Switcher requirements and taking an additional 14 credit hours from within the Master Teacher Program, Christian School Program, or the Individualized Degree Program.

The Career Switcher program leads to teacher certification in the Commonwealth of Virginia upon the successful completion of all program requirements. Courses can be taken either on campus using both online and face-to-face formats, or alternatively completely online.

Applicants for the Career Switcher program are required to take and pass the Virginia Communication and Literacy Assessment (VCLA) in order to meet the basic skills assessment requirement for admission. Career Switchers are also required to take and pass the Praxis II assessment in the designated specialty area prior to admission into the program. Finally, applicants must also complete the Virginia Department of Education's Career Switcher application available online at: http://www.pen.k12.va.us/VDOE/newvdoe/csapplication.doc. *The state application does include a declaration of criminal history.*

Career Switcher

Must be completed the first semester
ACAD WRIT Academic Writing Seminar (if not exempt) 0
EDUC 500 Online Orientation 0
EFND 500 Orientation/ Professional Concerns (optional – on campus) 0
UNIV LIB Information, Research & Resources 0

Level I
EFND 530/GSAS 530CS Foundations in Education for Transitioning Professionals 3
EFND 531/GSAS 531CS Exploring the Curriculum 3
EFND 532/GSAS 532CS Classroom Management for Transitioning Teachers 3
EFND 533/GSAS 533CS Teaching Students Effectively 3
EFND 534/GSAS 534CS Assessment & Evaluation Techniques 3
EFND 535/GSAS 535CS Child & Adolescent Growth & Development for Transitioning Teachers 3

Level II-Seminars
Each level II seminar is a day-long class that meets face-to-face at the university, usually on a Saturday. Each seminar will be made available using technology to Career Switchers unable to attend face to face.

GSAS 546 CS Classroom Management 0
GSAS 547 CS Diversity I 0
GSAS 548 CS Reading in the Content Area 0
GSAS 550 CS Technology in Education 0
GSAS 551 CS Diversity II 0
GSAS 552 CS Best Practices (Methods for Secondary Teachers) 0

Master of Education
Master Teacher Program for Career Switchers
Required Core Courses (must complete at least 14 credits)

EMTP 501 Introduction to Action Research 1
EMTP 505 Character Development Lab 4
or
EFND 598 Professional Project 4
EMTP 509 Curriculum, Instruction & Assessment in Practice 4
EMTP 510 Program Integration 1
EMTP 515 Identifying and Assessing Students At-Risk 3
EMTP 519 Building Resilience in Students At-Risk 3

Master of Education

Christian School Program for Career Switchers

Required Core Courses (must complete at least 14 credits)

EBIB 516 Hermeneutics for Education 3
EBIB 517 Biblical Integration/Apologetics 3
EBIB 521 Christian Heritage 3
EBIB 523 Christian Character Formation 4
EBIB 530 Foundations of Biblically Based Education 3
EDCS 505 Philosophy of Christian Education 3
EDCS 591 Culminating Internship 1-4
EFND 598 Professional Project 1-3

Master of Education

Individualized Degree Program for Career Switchers

Core Required Courses (must complete at least 14 credits)

EDIP 540 Philosophy & Issues of Education 3
EDIP 541 Developmental Leadership 3
EDIP 543 Technology in Education 3
Elective 3-4
EFND 598 Professional Project 2-3

Certificate in Autism (12 credit hours)

The "Working with Autistic Children" Certificate can be completed through our professional development program for anyone who is not a degree-seeking student. In addition, this certificate is a part of the Cross-Categorical Special Education and Individualized Master's Programs.

Although Autism Spectrum Disorder is not currently an endorsement in Virginia, Regent University School of Education has designed the "Working with Autistic Children" Certificate. This certificate is designed to respond to the increasing demand for effectively trained educators and the rising number of autistic children found in the classroom.

ETSP 600 Autism Overview 3
(**Required for those that do not complete the Regent Cross-Cat masters program.**)
ETSP 610 Introduction to Identification and Assessment of Autism Spectrum Disorders 3
ETSP 620 Methods for Students with Autism Spectrum Disorders 3
ETSP 630 Autism Practicum Project 3

Certificate in Classroom Management Specialist (9 credit hours)

The Classroom Management Specialist certificate is designed to recognize the master teachers who have exhibited graduate-level mastery of the concepts and processes of effective and efficient classroom management, character development, and building student resiliency. The certificate program is a University certificate of concentrated studies and does not lead to a Virginia endorsement. This certificate program is offered at the Virginia Beach campus in the fall and at the metro Washington, DC area in the spring. Courses taken for this certificate may transfer into the Master Teacher M.Ed. program. Students who are interested in completing the M.Ed. program must apply to that program and complete all application requirements accordingly.

Required Courses

EMTP 503 Character Development & Classroom Management 3
EMTP 515 Identifying and Assessing Students At-Risk 3
EMTP 519 Building Resilience in Students At-Risk 3

Certificate in Curriculum, Instruction and Assessment

The certificate in Curriculum, Instruction and Assessment is designed to recognize master teachers who have exhibited graduate-level mastery of the alignment of curriculum, instruction and assessment with standards, and who have demonstrated the ability to effectively create cohesive, aligned curricular goals and learning objectives, authentic traditional and alternative assessments, and differentiated plans for facilitation of learning across a wide range of abilities and learning styles. The certificate program is a University certificate of concentrated studies and does not lead to a Virginia endorsement. This certificate program is offered at the Virginia Beach campus in the spring and at the metro Washington, DC area in the fall. Courses taken for this certificate may transfer into the Master Teacher M.Ed. program.

Students who are interested in completing the M.Ed. program must apply to that program and complete all application requirements accordingly.

Required Courses

EMTP 502 Teaching, Thinking & Learning..... 3
EMTP 504 Effective Curriculum & Instruction 3
EMTP 508 Assessment & Evaluation..... 3

Certificate in the Law and Higher Education (9 credit hours)

The Law and Higher Education certificate is designed for higher education administrators who desire to learn more about important legal considerations that inform their professional practice. A study of constitutional and contract law creates a foundation upon which to understand higher education law for both public and private institutions.

Required Courses

EHEA 503 The Law & Governance of Higher Education..... 3
EHEA 506 Contract Law for Public and Private Institutions 3
EHEA 508 Constitutional Law & Policy II 3

TESOL Certificate (15-18 credit hours)

Please refer back to the TESOL section under the Master's Degree programs.

COURSE DESCRIPTIONS

ACAD WRIT Academic Writing Seminar (0) Assists in improving writing skills for academic and professional purposes. Provides resources and knowledge of resources to help improve skills.

EADM 511/GSAS 511 EA Leadership, Organization & Administration (3) Focus on the role, development, and assessment of the school leader within a learning organization. Survey the research and practice of leadership and the challenges of high-achieving schools through a variety of methods and standards. Interstate School Leaders Licensure Consortium Standards and moral leadership principles will be the foundation for presenting these concepts. Cross-listed with EADM 611.

EADM 512/GSAS 512 Human Learning & Motivational Development: Educational Applications (2) Focuses on the role of the school leader in applying human development theory and proven learning and motivational theories to self, staff, and primarily students. From physical, cognitive/neurological, social/emotional, psychological and spiritual, the focus will be on understanding of the concept of developmental stages and its relationship to effective teaching and learning. Considerations for special education and the counseling function will be addressed. Prevailing research on morale and motivation, including emotional intelligence, will be investigated. The course will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 612.

EADM 513/GSAS 513 School Finance/Management of School Resources & Facilities (3) Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to responsibilities and issues in fiscal operations, beginning with an understanding at the federal and state level, the local division level, and ultimately the direct link in day-to-day local school policies, procedures and decision-making. Finally, Management of School Resources and Facilities is based on the premise that the school leader allocates and supervises other resources than fiscal and directs the efficient and effective function of the physical facility. Cross-listed with EADM 613.

EADM 514 Human Development & Character Education (2) Foundation in human development, motivational theory, and applied learning as it pertains to education. Identification of learning goals in a pluralistic society and the role of educational leadership in modern society. Examine issues and trends for character education programs. Portfolio on leadership and character education required.

EADM 515/GSAS 515 EA Research Design (3) Focuses on the role of the school leader or educator as a consumer (basic, applied, and orientational), a user (evaluation), and a producer (action) of educational research. As consumers, candidates learn how to identify, read, analyze, synthesize, evaluate, explain, and apply quantitative, qualitative, and mixed research. As users, candidates utilize descriptive statistics and data-driven decision making in problem based learning applications. As producers, candidates follow the structure of a research proposal to develop competency with the literature, methods, designs, and data analysis techniques germane to the field.

EADM 524 Supervision of Teaching Methods/Classroom Management (3) Focuses on the role of the school leader in empowering teachers to deliver essential (standards-based) effective instruction through supervision of that instruction. Consideration of various methods and models of evaluating instruction and pedagogical approaches as well as interrelationships among the school organization, curriculum development and diversity. Classroom management practices, a safe and orderly school learning environment and legal principles for both teacher supervision and school safety will be presented. Course aligned with the Interstate School Leaders Licensure Consortium Standards.

EADM 532 Technology for Administrators (3) Focuses on the role of the school leader in the appropriate use of media/technology, including ethical and legal issues. Aligning with the Interstate School Leaders Licensure Consortium Standards, an emphasis will be on the school leader's use of educational technologies for the classroom (specifically planning, implementing, and monitoring for student achievement), data collection, information management, problem-solving, data-driven decision making, and communication. This course may be presented as one of a cluster of four courses in the summer residency. Cross-listed with EADM 632.

EADM 536/GSAS 536 Personnel Management/Development (3) Focuses on the role of the school leader in human resource responsibilities to include legal aspects in recruiting, interviewing, hiring, contract management, termination, grievance, building of professional working relationships with faculty, staff, and support personnel, communication skills, and technology to support personnel management. Candidates will examine the school leader's role in professional development in all areas, specifically in student achievement. The entire personnel management and leadership function will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 636.

EADM 538 School Law (3) Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to understand law as it relates to education and schooling, using legal systems to protect student rights and improve student opportunities, that the professional learning community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities, and that the educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Cross-listed with EADM 638.

EADM 540 School & Community Relations (3) Focuses on the role of the school leader in designing programs around the needs, problems, and issues of the school, with its stakeholders, special publics. Because of cultural changes and new problems arising there is a need for better two way communications between the school and the community. Dealing constructively and effectively with these needs and problems will increase the chances that parents, stakeholders, special publics, and the district will take a positive interest in the school, thus inviting their support for school improvement. Candidates will develop a plan to capitalize on the diversity (cultural, ethic, racial, economic, special interest groups) of the school community to improve student achievement, school programs, and meet diverse needs of all students. The course will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 640.

EADM 547/GSAS 547 Educational Leadership in Mathematics I (3) Essential characteristics, skills, and dispositions needed to maintain effective math education leadership roles in K-8 schools. In-depth review of national and state mathematics standards. On-site professional development models discussed with primary emphasis on the Content-Focused Coaching model by Lucy West. Cross-listed with EADM 647/GSAS 647.

EADM 548/GSAS 548 Educational Leadership in Mathematics II (3) Field-based experience to develop and demonstrate skills for carrying out effective mathematics coaching in K-8 schools. Review of literature on best practices and case studies, and self-critique of videotaped coaching sessions. Cross-listed with EADM 648/GSAS 648.

EADM 553/GSAS 553MS Technology Applications for School Mathematics Leaders (3) Technology resources for learning mathematics and for leaders of mathematics education. Instructional applications through online resources, hand-held resources, and software packages that target the mathematical development of K-8 teachers and students. Includes management technologies for the mathematics leader. Cross-listed with EADM 653/GSAS 653 MS.

EADM 580 Field Study/Practicum (1) Under the mentorship of a current practicing school leader assigned through a program professor and coordinator, a field-based experience designed to for application of knowledge, dispositions, and performances as indicated in the Interstate School Leaders Licensure Consortium Standards and in concert with those same indicators found in the educational leadership program of studies.

EADM 595 Principal Internship (3) Focuses on the role of the school leader by establishing the connection between theory and practice. Assignment to a specified school(s) with the supervision of a certified school administrator in the field and with the guidance of a Regent faculty internship advisor, including a minimum of 200 clock hours with exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations, focused on instructional leadership and learning within a public school or accredited nonpublic school. Responsibility for completion of course competencies and continuous contact with a Regent University internship advisor. The Interstate School Leaders Licensure Consortium Standards will be the framework for the intern's evaluation. Cross-listed with EADM 695.

EADM 596 – School Leaders Licensure Assessment (SLLA) Test Preparation (2) Focuses on the role of the school leader by preparing for state licensure as required by numerous states and measuring beginning educational leaders' understanding and knowledge of a broad range of job-related topics, including whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. A description of the Interstate School Leaders Licensure Consortium Standards, test-taking strategies, sample questions, annotated responses, and specific problems-based learning. Cross-listed with EADM 696.

EADM 598 Professional Leadership Project (2) Focuses on the role of the school leader through successful completion of a culminating experience that will synthesize theory and practice. For most, the project will consist of providing evidence that critical program competencies have been met by applying accumulated knowledge to a specific challenge of student achievement and educational equity. This is an individualized course that will be co-designed by the participating candidate and faculty advisor(s). The Interstate School Leaders Licensure Consortium Standards form the foundation for course completion. Note: Candidates may take EADM 596 School Leaders Licensure Assessment (SLLA) Test Preparation in place of EADM 598.

EADM 611 Leadership, Organization & Administration (3) Focus on the role, development, and assessment of the school leader within a learning organization. Survey the research and practice of leadership and the challenges of high-achieving schools through a variety of methods and standards. Interstate School Leaders Licensure Consortium Standards and moral leadership principles will be the foundation for presenting these concepts. Cross-listed with EADM 511.

EADM 612 Human Learning & Motivational Development: Educational Applications (2) Focuses on the role of the school leader in applying human development theory and proven learning and motivational theories to self, staff, and primarily students. From physical, cognitive/neurological, social/emotional, psychological and spiritual, the focus will be on understanding of the concept of developmental stages and its relationship to effective teaching and learning. Considerations for special education and the counseling function will be addressed. Prevailing research on morale and motivation, including emotional intelligence, will be investigated. The course will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 512.

EADM 613 School Finance/Management of School Resources & Facilities (3) Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to responsibilities and issues in fiscal operations, beginning with an understanding at the federal and state level, the local division level, and ultimately the direct link in day-to-day local school policies, procedures and decision-making. Finally, Management of School Resources and Facilities is based on the premise that the school leader allocates and supervises other resources than fiscal and directs the efficient and effective function of the physical facility. Cross-listed with EADM 513.

EADM 632 Technology for Administrators (3) Focuses on the role of the school leader in the appropriate use of media/technology, including ethical and legal issues. Aligning with the Interstate School Leaders Licensure Consortium Standards, an emphasis will be on the school leader's use of educational technologies for the classroom (specifically planning, implementing, and monitoring for student achievement), data collection, information management, problem-solving, data-driven decision making, and communication. This course may be presented as one of a cluster of four courses in the summer residency. Cross-listed with EADM 532.

EADM 636 Personnel Management/Development (3) Focuses on the role of the school leader in human resource responsibilities to include legal aspects in recruiting, interviewing, hiring, contract management, termination, grievance, building of professional working relationships with faculty, staff, and support personnel, communication skills, and technology to support personnel management. Candidates will examine the school leader's role in professional development in all areas, specifically in student achievement. The entire personnel management and leadership function will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 536.

EADM 638 School Law (3) Focuses on the role of the school leader aligning with the Interstate School Leaders Licensure Consortium Standards to understand law as it relates to education and schooling, using legal systems to protect student rights and improve student opportunities, that the professional learning community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities, and that the educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Cross-listed with EADM 538.

EADM 640 School & Community Relations (3) Focuses on the role of the school leader in designing programs around the needs, problems, and issues of the school, with its stakeholders, special publics. Because of cultural changes and new problems arising there is a need for better two way communications between the school and the community. Dealing constructively and effectively with these needs and problems will increase the chances that parents, stakeholders, special publics, and the district will take a positive interest in the school, thus inviting their support for school improvement. Candidates will develop a plan to capitalize on the diversity (cultural, ethic, racial, economic, special interest groups) of the school community to improve student achievement, school programs, and meet diverse needs of all students. The course will be linked with the Interstate School Leaders Licensure Consortium Standards. Cross-listed with EADM 540.

EADM647/GSAS 647 Educational Leadership in Mathematics I (3) Essential characteristics, skills, and dispositions needed to maintain effective math education leadership roles in K-8 schools. In-depth review of national and state mathematics standards. On-site professional development models discussed with primary emphasis on the Content-Focused Coaching model by Lucy West. Cross-listed with EADM547/GSAS 547.

EADM648/GSAS 648 Educational Leadership in Mathematics II (3) Field-based experience to develop and demonstrate skills for carrying out effective mathematics coaching in K-8 schools. Review of literature on best practices and case studies, and self-critique of videotaped coaching sessions. Cross-listed with EADM548/GSAS 548.

EADM 653/GSAS 653MS Technology Applications for School Mathematics Leaders (3) Technology resources for learning mathematics and for leaders of mathematics education. Instructional applications through online resources, hand-held resources, and software packages that target the mathematical development of K-8 teachers and students. Includes management technologies for the mathematics leader. Cross-listed with EADM553/GSAS 553MS.

EADM 695 Principal Internship (3) Focuses on the role of the school leader by establishing the connection between theory and practice. Assignment to a specified school(s) with the supervision of a certified school administrator in the field and with the guidance of a Regent faculty internship advisor, including a minimum of 200 clock hours with exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations, focused on instructional leadership and learning within a public school or accredited nonpublic school. Responsibility for completion of course competencies and continuous contact with a Regent University internship advisor. The Interstate School Leaders Licensure Consortium Standards will be the framework for the intern's evaluation. Cross-listed with EADM 595.

EADM 696 – School Leaders Licensure Assessment (SLLA) Test Preparation (2) Focuses on the role of the school leader by preparing for state licensure as required by numerous states and measuring beginning educational leaders' understanding and knowledge of a broad range of job-related topics, including whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. A description of the Interstate School Leaders Licensure Consortium Standards, test-taking strategies, sample questions, annotated responses, and specific problems-based learning. Cross-listed with EADM 596.

EADM 703 Advanced Theory & Practice of Leadership, Organizational Development & Educational Administration (3) Provides an extensive foundation and a breadth of knowledge concerning leadership and organizational theories and their corresponding practices within the context of educational systems. Learners will critically assess and practically apply these theories while exploring effective and ethical leadership practices, systems theory, culture, and change processes as they relate to organizations and individuals.

EADM 704: Advanced Supervision, Design, & Implementation of Educational Programs, Curriculum, & Technology (3) In-depth study of the underpinnings, principles, and issues of educational programs, curriculum, and technology. Emphasis is given to curriculum, instruction, and assessment and how it directly relates to student learning and achievement.

EADM 705 Effective Communication & Conflict Resolution (3) The key to healthy organizations is productive communication and conflict resolution. Provides a communication-based perspective for organizations and leadership in a diverse society. Review and translate into practice research on team process management, consensus building and negotiation skills. Apply the particular communication skills into your respective contexts as evidenced by video role-play, case study analysis and/or feedback from peers, faculty and supervisors.

EADM 706 Legal, Ethical & Professional Issues in Education (3) Educational leader in a modern society must have a working knowledge and understanding of key legal, ethical and professional issues facing education today. Analyze the issues and critically assess the implications and consequences of legal and ethical decisions faced by building and district-level administrators. Develop a problem analysis system, enabling you to address critical issues in the future.

EADM 720 Advanced Practice of School Finance, Management of Resources & Facilities (3) Emphasizes responsibilities for management at the school district level. Advanced study of: 1) principles for the development and implementation of strategic planning; 2) operational procedures in educational organizations; 3) legal issues related to fiscal operations for the management of educational organizations and impacting school operations and management; and 4) principles and issues related to school finances and use of space. Examine issues related to school safety and security. Engage in the identification of community resources and partnerships of school, family, business, government and higher education institutions. Examine and use technologies that support diverse management functions.

EADM 721 School & Community Relations (3) Particular emphasis placed upon school district operations. Advanced principles and practices in: diversity and its meaning for educational programs; effective communication including consensus building and negotiation skills; principles and issues of school safety and security; emerging issues and trends that impact the school community; community resources and partnerships of school, family, business, government and higher-education institutions; the value of the diverse school community; models and strategies of change and conflict resolution as an applied to the larger political, social, cultural and economic contexts of schooling; and the importance of diversity and equity in a democratic society.

EBIB 516 Hermeneutics for Education (3) An inductive Bible study methods course. Principles of Bible study are applied to interpreting educationally relevant Scripture verses. Particular attention is given to developing a biblically

consistent vision statement for Christian education. Required for the Christian School Program; also approved for ACSI biblical studies credit.

EBIB 517 Biblical Integration/Apologetics (3) Learn to articulate and defend the Christian faith, particularly in educational venues. The component skills of world view analysis, logical reasoning and rhetoric are taught and assessed through curriculum and textbook analysis, case studies, position papers and dialogical responses. Approaches to faith and learning integration are also taught. Required for the Christian School Program; also approved for ACSI biblical studies credit.

EBIB 521 Christian Heritage (3) Provides a biblically based rationale for Christian education through an examination of the basis, heritage and destiny of the Church. This examination is done within the educationally relevant context of what it means to be a citizen in God's holy nation (I Peter 2:9). Required for the Christian School Program; also approved for ACSI biblical studies credit.

EBIB 523 Christian Character Formation (4) Emphasizes the character qualities Jesus expected of his disciples—distinctive qualities of character that transcend good morality and that are typically unnatural to human nature. Propose educational strategies appropriate for home, school and church settings. Required for the Christian School Program; also approved for ACSI biblical studies credit. Prerequisites: EBIB 516, EBIB 517, EBIB 521, EDCS 505, EDCS 522. Cross-listed with EBIB 623.

EBIB 530 Foundations of Biblically Based Education (3) Examines biblically based foundational expectations of Christians. The approach in this course is to examine discipleship qualities and hindrances to their fulfillment particularly in terms of developing Christian disciples via education.

EBIB 623 Christian Character Formation (4) Emphasizes the character qualities Jesus expected of his disciples—distinctive qualities of character that transcend good morality and that are typically unnatural to human nature. Propose educational strategies appropriate for home, school and church settings. Required for the Christian School Program; also approved for ACSI biblical studies credit. Prerequisites: EBIB 516, EBIB 517, EBIB 521, EDCS 505, EDCS 522. Cross-listed with EBIB 523.

ECEL 710 Christian Education Philosophy (3 or 6) Foundational aspects of Christian education—i.e., faith and learning integration, mission and purpose, world and life views, the Christian mind and historical precedents—to be personally assimilated and demonstrated in professional areas of interest. ECEL 720 is the sequel to this course. The 6 credit-hour course provides the intensive depth of philosophical/theological understandings essential for teaching, research, and curriculum development activities in Christian education; the 3 hour course may be paired with another Christian Education Leadership course to prepare for management/leadership of Christian education institutions.

ECEL 720 Christian Education – Curriculum and Instruction (3 or 6) Intervention activities and materials designed for Christian education outcomes. Specialization in selected content areas (e.g., age/grade ranges, etc.) based on the themes of apologetics, character formation, and historical precedents. Development of curriculum and instruction for a model program. The 6 credit-hour version focuses on the targeted Christian education content of curriculum (selection and/or development); the 3 hour version may be paired with another Christian Education Leadership course to prepare for management/leadership of Christian education institutions. Prerequisite: ECEL 710

ECEL 740 Research on Christian Education Leadership (3 or 6 credits) Investigation of biblical leadership principles and evaluation of research solutions to problems faced in a variety of education settings, with a focus on strategies and techniques of working with educators related to developing effective instructional leadership in Christian education. Prerequisite: ECEL 710

ECEL 751 Advanced Finance Principles and Practice for Christian Schools (3) Learners will become familiar with finance and funds development principles and models as well as major trends and issues in the study of resource acquisition and use in Christian schools and auxiliary enterprises. Financial management and stewardship of the Christian school will be examined with special reference to the skills and practices required to support excellence in student achievement in Christian schools. Biblical presuppositions and World View precepts and issues will be explored. Learners will critically assess, then apply the biblical principles to their own experiences and develop a heightened biblical approach to finance and funds development.

ECEL 752 Advanced Principles and Practices in the Operation of a Christian School (3) Learners explore leadership, organizational development and management principles and practices as well as major trends and issues in the study of operating a Christian school and auxiliary enterprises. Leadership, management and administration of the Christian school will be examined with the focus on excellence in student growth and development from a holistic perspective. Biblical presuppositions and World View precepts and issues will be explored. Learners critically assess,

then apply the biblical principles to their own experiences and develop a deeper biblical approach to leading and managing a Christian school.

ECEL 753 Advanced Staff Development Principles and Practices for Christian Schools (3) Learners explore personnel principles and practices as well as major trends and issues in the study of faculty/staff growth and development in a Christian school. Models and principles underlying best practices that produce exemplary character and maturity among key stakeholders will be examined. Biblical presuppositions and World View precepts and issues will be explored with the focus on producing staff modeling biblical excellence in a Christian school setting. Learners critically assess, then apply the biblical principles to their own experience and develop a holistic approach to staff development.

ECUR 500/GSAS 500 CU Curriculum Design and Assessment Techniques (3) Provides learners with research-based knowledge and skills necessary to analyze exemplary curricula and appropriate assessment practices including familiarity with the Virginia Standards of Learning, informative feedback mechanisms, and school system implementation. Students consider proper selection and use of materials including media and computers while evaluating the process and implementation of school-based curriculum design, as well as the linkage between assessment data and instructional design. A 15-hour class observation experience competency is required. Cross-listed with UED 400.

ECUR 501/GSAS 501 Curriculum Studies and Trends in Mathematics (3) Discusses big picture mathematics curricular design ideas, including history of mathematics curriculum, development of national and state standards, curriculum frameworks, and implementation of effective practices into K-8 schools. Reviews recent developments, research, and theoretical foundations of curricular concepts and practices in mathematics. Cross-listed with ECUR 601/GASA 601.

ECUR 511 Curriculum, Methods & Assessment (3) Focuses on the role of the individual teacher in his or her classroom. Emphasizes curricula, methods of instruction and the assessment of pupil progress in daily lessons and units of instruction.

ECUR 540 Instructional Leadership and Student Academic Achievement (3) Focuses on the role of the school leader in curriculum practices that result in improved student achievement, leadership strategies for implementing curriculum standards, power standards, data teams, and standards-based performance assessment, and emerging instructional leadership issues and trends of a diverse school community. Additional emphasis on the transformation of curriculum theory to practice-based activities that include how to organize, build and evaluate curriculum and instruction. Cross-listed with ECUR 640.

ECUR 601/GSAS 601 Curriculum Studies and Trends in Mathematics (3) Discusses big picture mathematics curricular design ideas, including history of mathematics curriculum, development of national and state standards, curriculum frameworks, and implementation of effective practices into K-8 schools. Reviews recent developments, research, and theoretical foundations of curricular concepts and practices in mathematics. Cross-listed with ECUR501/GSAS 501.

ECUR 640 Instructional Leadership and Student Academic Achievement (3) Focuses on the role of the school leader in curriculum practices that result in improved student achievement, leadership strategies for implementing curriculum standards, power standards, data teams, and standards-based performance assessment, and emerging instructional leadership issues and trends of a diverse school community. Additional emphasis on the transformation of curriculum theory to practice-based activities that include how to organize, build and evaluate curriculum and instruction. Cross-listed with ECUR 540.

EDCE 701 Character Education: Foundations, Theories, and Philosophy (3) Traces the historical evolvement of character education throughout the United States, and as a movement. It examines the research that currently exists in the field, with particular emphasis on the underlying philosophy that has guided its development.

EDCE 702 Character Education Curriculum and Instruction (3) Focuses on the development of meaningful curriculum and innovative instructional practices in the delivery of a character education program. Special attention will be given to the integration of character education programming with learning standards prevalent in most states today. Participants in this course will gain knowledge, understanding, and skills in development, implementation, and assessment related to successful programmatic decision making in character education.

EDCE 703 Advanced Study of Best Practices in Character Education (3) Participants will be presented opportunities to work with faculty and other members of the National Clearing House on Character Education in examining programs and practices; they will also have the opportunity to provide consultative assistance to school districts and community organizations that wish to design new initiatives or reassess efforts currently in place.

Formative and summative assessments will be used for programmatic evaluation, and course participants will gain necessary skills to conduct such evaluations.

EDCE 704 Leadership in Character Education (3) Presents an analysis of present day leadership theories and practices that lend themselves to successful design, delivery, and evaluation of character education programs and activities. Emphasis is placed upon building collaborative teams, community networking, and school partnerships within the context of innovation and change.

EDCO 501 Strategic Planning & Program Evaluation (3) Examines strategic planning and the role of program evaluation in the planning-implementation-evaluation cycle to include the curriculum planning process. Topics include various theoretical and philosophical perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. The goal is to help educators become active collaborators in the evaluation process and to give them the tools to judge the value of an evaluation. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or critically reviewing an evaluation report as a basis for making an administrative decision, this course offers important leadership preparation. Each student will prepare an evaluability assessment related to a self-selected educational program in his/her area of concentration. Prerequisite: a graduate level research course. Cross-listed with EDCO 801.

EDCO 800 Qualitative Data Analysis (3) Theory and practice in analyzing qualitative data. Topics include coding, meaning generation, and validation.

EDCO 801 Strategic Planning & Program Evaluation (3) Examines strategic planning and the role of program evaluation in the planning-implementation-evaluation cycle to include the curriculum planning process. Topics include various theoretical and philosophical perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. The goal is to help educators become active collaborators in the evaluation process and to give them the tools to judge the value of an evaluation. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or critically reviewing an evaluation report as a basis for making an administrative decision, this course offers important leadership preparation. Each student will prepare an evaluability assessment related to a self-selected educational program in his/her area of concentration. Prerequisite: a graduate level research course. Cross-listed with EDCO 501.

EDCO 802 Analysis of Variance (1) Examine various ANOVA statistical procedures as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations. Covers factorial ANOVA to include mixed designs, analysis of covariance and multivariate variations. SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics Course.

EDCO 803 Regression & Correlation (1) Covers the statistical procedures that are most frequently encountered in doctoral-level correlation research with emphasis on understanding the research context, assumptions, notations and interpretations. Major topics include multiple regression and correlation, logistic regression and discriminate analysis. Covers both hypotheses of association and prediction. SPSS will be used for all statistical calculation. Prerequisites: EFND 702 and Educational Statistics Course.

EDCO 804 Structure & Reliability Analysis (1) Covers statistical procedures used for structure and reliability analysis as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations associated with each statistical procedures. Major topics include factor analysis, an introduction to structural equation modeling and reliability analysis to include alternate form reliability, test-retest reliability, inter-tester reliability and internal consistency (i.e. split-half to include use of the Spearman-Brown prophecy formula, Kudder-Richardson formulas and Cronbach's coefficient alpha). SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics.

EDCS 505 Philosophy of Christian Education (3) Develop a philosophy of education essential to the preparation of "holy nation" citizens. Provides a biblical and philosophical framework for many other courses in the Christian School Program. Required for the Christian School Program; also approved for ACSI educational philosophy requirement. Cross-listed with EDCS 605.

EDCS 520/GSAS 520 CS Individual Differences & Classroom Management (3) Focuses on a broad range of human individual differences relating to education and to human relationships. Understand the mediating effects of individual differences and apply this knowledge in developing educational and classroom management plans. Approved for ACSI methods credit at both the elementary and secondary levels.

EDCS 521 Research on Effective Christian Education (3) Examines the verified influences that affect learning, including, but not restricted to: parental influence, instructional techniques, discipline practices, home and community settings, educational expectations, curriculum and others. Cross-listed with EDCS 621.

EDCS 522 Foundations of Teaching & Learning (3) Develops the knowledge base necessary for articulating a biblically inspired psychology of teaching and learning. Critique existing models and theories and develop a relationship model of learning with commensurate teaching strategies. Cross-listed with EDCS 622.

EDCS 523 Effective Teaching Practices (3) Opportunity to practice and refine teaching skills through a series of mini-teaching sessions. Design lessons, practice teaching them and receive feedback on a variety of teaching strategies. Online students need access to a video recorder. Approved for ACSI methods credit at both the elementary and secondary levels.

EDCS 532/GSAS 532 Assessing and Teaching Language Arts (3) Develop skills to foster your students' communicative competence in the language areas of listening, speaking and writing. Instruction is under girded by the biblical truth that these communicative skills are the bridge between the spiritual and the natural realms. The skills relate to communication with God and with one-another for the purpose of effecting God's will on earth. Approved for ACSI methods credit at both the elementary and secondary levels.

EDCS 542 Curriculum Unit Development (3) Examine, critique, and, if necessary, redesign Christian education curriculum used in Christian and home schools. A set of evaluative criteria will be developed from a biblical perspective for the curriculum analysis activities. Prerequisites: EBIB 521, and EDCS 523. Cross-listed with EDCS 642.

EDCS 551 Funds Development for Christian Schools (3) Develop a biblically-based approach to the principles and practices of raising and giving financial resources for the work of His ministry in a Christian School setting. Develop the knowledge and skills required of stewards called to lead and manage funds development for a Christian School. Emphasizes understanding kingdom abundance and implications for funding schools; knowledge of biblical teachings relative to finances; philosophy, goals and objectives of fundraising; understanding the fund raising process; world views for fundraising and stewardship; pitfalls in funds development; contemporary issues in fundraising.

EDCS 552 Starting & Operating Christian Schools (3) Develop knowledge and practical skills necessary for a biblically-based approach to leading and managing a Christian School enterprise committed to educating for holy nation citizenship. Provides a biblical framework for starting, planning and operating a Christian School. Emphasizes God's purposes, thoughts and ways in planning, leading, evaluating and managing. Skills will be taught in the context of Godly character and a biblical worldview.

EDCS 553 Staff Development for Christian Schools (3) Develop a biblically-based, personal approach to being discipled and discipling others for a holy nation citizenship. A biblical knowledge and skill base is provided to produce his leaders. Demonstrate discipleship knowledge and skills drawing from two application assignments and a variety of activating experiences.

EDCS 563 Instructional Strategies for Students Who Are At-Risk (3) Be prepared to reach and effectively teach students who are at risk in the general classroom. Addresses topics such as curriculum-based assessment, accommodations, modifications and collaboration with other professionals and family members. Approved for ACSI methods credit at both the elementary and secondary levels. Cross-listed with EDCS 663.

EDCS 591 Culminating Internship (1-4) Provides supervision of classroom-based teaching and/or administration. Prerequisite: Entire Christian School Program.

EDCS 605 Philosophy of Christian Education (3) Develop a philosophy of education essential to the preparation of "holy nation" citizens. Provides a biblical and philosophical framework for many other courses in the Christian School Program. Required for the Christian School Program; also approved for ACSI educational philosophy requirement. Cross-listed with EDCS 505.

EDCS 621 Research on Effective Christian Education (3) Examines the verified influences that affect learning, including, but not restricted to: parental influence, instructional techniques, discipline practices, home and community settings, educational expectations, curriculum and others. Cross-listed with EDCS 521.

EDCS 622 Foundations of Teaching & Learning (3) Develops the knowledge base necessary for articulating a biblically inspired psychology of teaching and learning. Critique existing models and theories and develop a relationship model of learning with commensurate teaching strategies. Cross-listed with EDCS 522.

EDCS 630 Foundations of Biblically Based Education (3) Examines the verified influences that impact learning, including, but not restricted to, parental influence, instructional techniques, discipline procedures, home and community settings, educational expectations and curriculum. Develop, implement and evaluate plans for addressing your various spheres of influence.

EDCS 641 Principles of Curriculum Design (3) Focuses on biblical, Christian principles of mission-driven curriculum for forming competence, a submitted will, a renewed mind, a biblical worldview and Christian character. Analyze existing and proposed curriculum regarding equipping individuals for their divine calling. Write mission statements and curriculum design guidelines consistent with the best design principles.

EDCS 642 Curriculum Unit Development (3) Examine, critique, and, if necessary, redesign Christian education curriculum used in Christian and home schools. A set of evaluative criteria will be developed from a biblical perspective for the curriculum analysis activities. Prerequisites: EBIB 521, and EDCS 523. Cross-listed with EDCS 542.

EDCS 643 Curriculum Scope & Sequence (3) Develop a Christ-centered curricular scope and sequence for your educational interest and setting. Curriculum mission, nature of the student and expected outcomes will be considered and used for guiding content intensiveness, instructor qualification, methods of instruction, assessment instruments and learning and teaching objectives.

EDCS 663 Instructional Strategies for Students Who Are At-Risk (3) Be prepared to reach and effectively teach students who are at risk in the general classroom. Addresses topics such as curriculum-based assessment, accommodations, modifications and collaboration with other professionals and family members. Approved for ACSI methods credit at both the elementary and secondary levels. Cross-listed with EDCS 563.

EDDE 820 Instructional Design for Distance Education (3) Theoretical, experiential and critical perspectives on instructional design. Examines the process of instructional design in distance education, including the instructional systems design model, as well as analysis, delivery, implementation and evaluation of distance education instruction; and the relationship between instructional design and technology. Opportunity to investigate and develop instruction for distance delivery. Special emphasis is given to web-based instructional design and delivery. Prerequisite: Foundations of Distance Education or permission of instructor.

EDDE 825 Special Topics in Distance Education (3) An examination of current issues in distance education with an emphasis on research and leadership opportunities. This course may feature an in-depth examination of a single topic or a survey of key issues facing distance education practitioners. Culminates in the development of a research or instructional design project.

EDDE 830 New Media in Distance Education (3) Surveys the range of educational technologies that can be incorporated in the delivery of distance education. Examines best practices regarding the use of media to enhance instruction, with a particular emphasis on media used on online education such as streaming audio and video, collaborative learning technologies and instructional simulations. Hands-on experiences with several multimedia and eLearning solutions will be provided. Prerequisite: Foundations of Distance Education Course.

EDDE 880 Independent Study (1-3) (online/distance education) Under the guidance of an instructor or mentor, pursue an in depth study of a topic related to distance education, such as use of compressed interactive video to create an effective learning environment, an examination of the facilitative skills required to create a constructivist learning environment online or use of problem-based learning techniques in a distance learning environment. Requires submission of a scholarly paper on the approved topic. Prerequisite: Foundations of Distance Education.

EDDE 885 Practicum (3) (online/distance education) Within the context of problem-based learning, design, implement and evaluate an online distance education project that demonstrates the integration of theory and practice. Requires planning and putting into practice a previously untried curriculum. Culminates with delivery of the project and a reflection and evaluation paper.

EDDE 890 Internship (1-3) (online/distance education) Provides the practical application of skills in distance education at a school or organization involved with learning at a distance. Bring together theoretical knowledge, functional competencies, skills developed through coursework and attitudes learned in the class with practical "real world" experiences in the work place. Requires 15 contact hours of responsible work at the professional level per credit hour. Is supervised, evaluated and mentored by a qualified distance education professional. Includes onsite activities and group discussions. Requires an internship journal.

EDEL 805 Current Issues in Educational Leadership (3) An in-depth analysis of current issues and their impact germane to the leadership of educational systems.

EDEL 807 Organizational and Institutional Change (3) An in-depth analysis of the paradigms, processes, elements, and constituents of change. Building upon foundational biblical models of change, an emphasis is given to evaluating current reform efforts and redefining the concept of transformational change. Principles of an effective change process are emphasized from both macro and micro level perspectives.

EDEL 810 Advanced Societal Reform (3) An in-depth analysis of national and international societal reform through educational systems by considering current political, societal, and educational issues.

EDEL 815 Advanced Study of Dysfunctional Leadership (3) An in-depth analysis of the causes, results, and potential prevention of dysfunctional leadership and its impact on educational organizations.

EDEL 820 Advanced Systems Theory (3) An in-depth analysis of leadership and systems issues needed to transform the learner's educational arena.

EDEL 825 Advanced Cross-Cultural Educational Leadership (3) An in-depth analysis of issues related to cross-cultural leadership.

EDEL 830 Advanced Educational and Leadership Theory Development (3) An in-depth study of educational and leadership theories as related to furthering the theoretical literature.

EDEL 835 Advanced Development of Programs and Curricula (3) An in-depth study of program and curricula development.

EDEL 840 Educational Policy Reformation (3) An in-depth study of public policy, pedagogy, and leadership in both the national and international arenas.

EDEL 845 Charter Schools and Other Privatized Education (3) An in-depth study of charter schools and other privatized education outside the realm of the public school arena.

EDEL 850 Consulting, Entrepreneurship, and the Educational System (3) An in-depth study of consulting and entrepreneurship in light of educational system reform.

EDEL 890 Advanced Seminar in Educational Leadership (3-6) Individualized to the learner's educational calling and conducted via independent study/residency with scholars/experts in the learner's field of interest. Research and/or field experiences with experts are included.

EDIP 501 Introduction to Technology Education (1) The rationale, concepts, and philosophy of technology education with attention to the School of Education's elementary technology requirements and resource options.

EDIP 502 Applications of Technology for Teaching and Learning (2) Current technology research and learning theories, instructional design and product development, information access and delivery issues for classroom teachers, and pragmatic ideas for integrating educational technology in the classroom by providing software training and content focused on technology skill development and curriculum integration. Students will complete a cumulative electronic portfolio which will serve as documentation for the School of Education's program requirements and the Virginia Department of Education technology standards. Prerequisites: Computer literacy and EDIP 501 or its equivalent..

EDIP 540/GSAS 540 IP Philosophy & Issues of Education (3) Gives historical, political and philosophical foundations of education. While focused on U.S. education, emphasis on generalized principles and issues makes it relevant to all nations.

EDIP 541/GSAS 541 DT Developmental Leadership (3) Breadth of understanding or review of major leadership theories, with a focus on development of models. Grow a depth of understanding concerning a particular developmental leadership model and apply the concepts and skills to certain situations. Utilize leadership skills to foster growth in the people with which you work, thus drawing out the leadership in the learner.

EDIP 542/GSAS 542 IP Introduction to Curriculum & Instruction (3) Develop an understanding of biblical perspectives on the nature of learning and the ability to think critically about issues related to teaching and learning. Explore the components of effective instruction and learn how to implement instructional strategies that promote learning.

EDIP 543/GSAS 543 Technology in Education (3) Increase learning and learner success by designing educational events that use instructional technology. Covers three basic areas of technology integration: planning, implementation and evaluation. Does not cover specific applications. Within this framework, various technologies and tools will be investigated for the purpose of determining which are best suited for particular instructional situations. Discusses

broader issues regarding the usefulness and effectiveness of technology integration in education. The ultimate goal is to create a plan to integrate technology in your educational setting.

EDIP 544 Effective Communication, Conflict Resolution, and Negotiation (3) The key to healthy organizations is productive communication, conflict resolution, and negotiation. This course provides a communication-based perspective for organizations and leadership in a diverse society. Dyadic, small group, formal and informal communication, consensus building, conflict resolution and negotiation skills are just a few of the concepts to be studied in relationship to leadership effectiveness.

EDIP 545 Developmental Leadership & Character Education (3) Major leadership theories with a focus on developmental models. Concepts and skills for leadership in certain educational situations. Leadership skills that foster growth with people in the workplace thereby developing future leaders. Portfolio on leadership and character education required.

EDLD 515/GSAS 515 ND Instructional Methods for Students with Learning Needs-Level I (3) Examines methods for providing effective educational therapy to students with learning difficulties through studying philosophical perspectives of learning difficulties, assessment techniques of students with learning difficulties, and individualized intervention techniques developed by the National Institute for Learning Development (NILD).

EDLD 520/GSAS 520 ND Instructional Methods for Students with Learning Needs-Level II (3) Examines the NILD intervention model through: questioning and thinking skills, technique instruction and refinement, program development, assessment, and student evaluation. Prerequisite: Permission of instructor.

EDLD 525/GSAS 525 ND Instructional Methods for Students with Learning Needs-Level III (3) Applications of the NILD intervention model through: cognitive functioning, technique instruction and refinement, language Stimulation, assessment, and student evaluation. Prerequisite: Permission of instructor.

EDLD 530/GSAS 530 ND Methodologies of Instruction for Educational Therapy (3) Investigates instructional methods of mediated learning, Socratic questioning and inquiry, and learning through observation and group experiences.

EDLD 585/GSAS 585 ND Field Experience (1) Students will observe and critique programs that serve learners experiencing difficulties within their communities. A paper will be required to document both effective and ineffective teaching methodologies.

EDLD 595/GSAS 595 ND Internship (2) Interns will be complete an initial testing report on a student recommended for educational therapy. The intern will be observed by an experienced mentor as they work with a student over several sessions for a minimum of 30 clock hours.

EDSL 710: The Adult Learner (3) Provides an overview of the major theorists associated with adult learning based on historical and philosophical perspectives. This course will review and evaluate theory and research that make adult education a distinctive field of philosophy and practice.

EDSL 727: Supervision & Professional Development (3) Provides students with the skills and understandings that will facilitate the success of professional development opportunities for adult learners. This course will examine basic principles of supervision to ensure continuous and sustained professional development that is effective and meaningful for adult learners.

EDUC 500 Online Orientation (0) Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform off which online classes are launched.

EDUC 506 Probability and Statistics for Teachers (3) Prepares elementary school teachers in the following: basic descriptive statistics of a sample of measurements; normal distributions; experimental and theoretical basic probability; and graphical representations of probability and statistics. Cross-listed with UIS 306.

EDUC 700 Online Orientation (0) Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform off which online classes are launched.

EEDD 800 The Principalship (3) Be assigned to a school site to participate directly in management duties and leadership experiences involving the position of the principal. Requires submission of a product that summarizes the experience. Prerequisite: completion of all coursework.

EEDD 810 Advanced Practices in Personnel Administration (3) Study of human resource management at the district level. In preparation for upper-level management position, develop advanced skills and knowledge in human

resources management and development. Addresses the design and implementation of programs for adult learning. To this end, be involved in the selection, design and implementation of professional development models for the full range of personnel in K-12 education. Engage in activities to develop advanced skills in effective communications, including consensus building and negotiation skills. Acquire knowledge and skills in the use of diverse technologies that support management function at the school-district level.

EEDD 850 The Superintendency (3) Be involved in a school district site and become directly involved in management duties and leadership experiences related to the position of district superintendent. Requires submission of a product that summarizes the experience. Prerequisite: endorsement as a principal and three years experience in an educational administrative position.

EFND 500 Orientation/Professional Concerns (0) Required during the first semester of enrollment. It includes a program overview and various guidelines and procedures.

EFND 501 Teaching Math and Science in Elementary Schools (3) This course is designed to aid future teachers in their understanding and integration of the knowledge, skills and processes to support learners. Participants will investigate various instructional and assessment techniques and, in particular, the end-of-grade VA SOL assessments in mathematics and science. This course includes classroom observation as a competency. Cross-listed with UIS 401.

EFND 503 Leadership and Character Development (2) Focuses on the role of the school leader in two areas: (a) a recognition that the spiritual path of educational leaders will have a distinct influence on their professional practices, and (b) the important factors of the development of good character and resiliency in students. Specific attention will be paid to linking the Interstate School Leaders Licensure Consortium Standards and in developing a plan for responsibility and supervision of character integration in all facets of the learning environment. This course may be presented as one of a cluster of four courses in the summer residency.

EFND 504 Character Education (3) Participants will study the foundations of ethics, ethical behavior, and moral decision-making. Development of these ethical and moral value systems and their impact on individual character growth, within the context of historical and contemporary psychological theories and scientifically-based research. Students will be required to analyze character education: historical and multi-cultural perspectives, its effectiveness and necessity. The course also includes many practical strategies and methodologies for supporting character development with an emphasis on the affirmation of the principles of truth, justice, and love. Cross-listed with UIS 304.

EFND 505/GSAS 505 FN Teaching Reading and Language Arts Across the Curriculum (3) Examines the complex nature of language acquisition. It also addresses instruction in listening, speaking, reading, writing, including spelling and grammar, and the integration of these language modes across the curriculum. Special attention will be given to reading comprehension in narrative and expository texts. Other course topics include familiarity with VA SOL and attention to diversity in the classroom. This course includes as a competency a practicum experience. Cross-listed with UED 405.

EFND 506/GSAS 506 FM Classroom Management & Instructional Strategies (3) Designed to provide the student with strategies to effectively provide instruction while managing the classroom. The relationship between classroom environment and student behavior will be addressed and effective intervention strategies will be presented. Various models, methods, and approaches for managing and modifying students' classroom behavior will be explored. The link between discipline and character development will also be addressed. The learner will also demonstrate understanding of effective instructional design principles – such as flexible groupings, collaborative learning, and methods for gifted and talented students as well as for those students with disabling conditions – for instructional improvement. This course includes a classroom observation as a competency and instructional strategies that focus on the VA SOL. Cross-listed with UED 406.

EFND 508 Teaching Reading in the Elementary Grades (3) Addresses the nature of reading, stages of reading development, approaches to reading instruction, word identification strategies including explicit phonics, fluency development, and vocabulary and comprehension instruction. Other course topics include fostering independent reading using a variety of literature, evaluation including familiarity with the VA SOL, and attention to diversity in the classroom. This course includes as competencies a classroom observation and practicum experience. Cross-listed with UED 408.

EFND 509 Character Education Curricula, Instruction, & Assessment (3) Research base for character education and its school transformational capabilities. Design of integrated character education curricula and instructional delivery through standards-based instruction. Effective teaching and assessment of character qualities with strategies for program evaluation.

EFND 510 Leadership & Biblical Integration (3) Focuses on identifying and applying biblical truths and principles to leadership and teaching. Emphasizes practical ways to integrate God's truths and principles into leaders and teachers as "Living Curricula," in to various subjects (curriculum), pre-K-12 and every component of a school or other organization.

EFND 523 History & Contemporary Issues of American Higher Education (3) Overview of American higher education from the colonial period to the present. Form a foundational understanding of higher education and the origins of contemporary practices and problems within the academy. Investigate diverse institutions such as land grant colleges, historically black colleges and universities, research institutions, liberal arts colleges, religious colleges and universities and access to higher education. Examine and discuss early innovators of higher education and their policies. Cross-listed with EFND 723.

EFND 530 /GSAS 530CS Foundations in Education for Transitioning Professionals (3) Understand the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention will be given to the legal status of teachers and students, including federal and state laws e.g. SOLs; child abuse regulations. The concept of school as an organization /culture and contemporary issues in education are included. School / family communications and ways of involving families in student learning are explored.

EFND 531/GSAS 531CS Exploring the Curriculum (3) Understand the presuppositions of worldviews and then examine content for evidence of different worldviews. Integrate character principles into the school environment and curriculum. Examine curriculum content and its relationship to cognitive development as a tool for designing instruction to promote higher-level thinking.

EFND 532/GSAS 532 CS Classroom Management for Transitioning Teachers (3) Develop an understanding and application of classroom and behavior management techniques. Effective intervention strategies will be presented and practiced. Diverse approaches to classroom management will be presented based on upon behavioral, cognitive, affective, social and ecological theory and practice. Teacher / student relationships are examined together with classroom community building.

EFND 533 /GSAS 533 CS Teaching Students Effectively (3) Focus on classification and sequencing learning outcomes. Review the principles of learning, the application of skills in discipline-specific methodology, communication processes, selection and use of resources, including media and technology. Examine the relationships among assessment, instruction, and monitoring student progress.

EFND 534 /GSAS 534CS Assessment & Evaluation Techniques (3) Using the principles of educational measurement, construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment. Develop the ability to analyze assessment data to make decisions about how to improve instruction and evaluate and improve student performance. Emphasis will be placed on the design of "alternative" and traditional assessment instruments.

EFND 535 /GSAS 535CS Child & Adolescent Growth & Development for Transitioning Teachers (3) A study of the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development, and incorporating children's individual differences to guide learning experiences.

EFND 595 Field Experience/Student Teaching (6) Placement for one semester in one or more elementary schools for supervised teaching experience thereby giving students the opportunity to bridge theory and practice. Cross-listed with UED 495.

EFND 598 Professional Project (1-5) Before the awarding of a degree, successfully complete a culminating experience. For most, the project will consist of providing evidence, in the form of a portfolio, that critical program competencies have been met. Cross-listed with EFND 698.

EFND 607 Advanced Study of Worldview (3) Centers around issues of competing epistemologies to the historic Christian faith and tradition such as: postmodernism, Marxism, secular positivism, non-theistic evolution and other philosophies that hold a dominant position of discourse and debate in the academy. The aim is to compare and contrast these ideologies to our historic faith traditions. A beginning knowledge of worldview is expected of students prior to taking this course. Cross-listed with EFND 707.

EFND 673 Descriptive Statistics (0) Scales of measurement, central tendency, variability, standard scores, variable relationships, normality, and graphical representations of data. (Pass/Fail)

EFND 698 Professional Project (2) Working in conjunction with professors, students apply what they learned in the program and complete a research paper for this final project. The emphasis of the project is applying research to practice in special education leadership. The appropriate use of APA style, research to practice, and application skills is emphasized. Topics are chosen on an individual basis based on interaction with the course instructors.

EFND 701 Advanced Human Learning & Motivational Development (3) Study of human learning and motivational development theories that offers the opportunity to investigate several major theories in developmental psychology with a comparative analysis from biblically-informed perspectives. Designed to provide an ethos for emergent doctors to apply a working knowledge of human development genres in an academic setting and from a Christian perspective. Applies human development perspectives in ascertaining and solving various problems within an academe. Work in collaborative learning groups; utilize electronic resources and conduct and present research and thinking. Fosters a working knowledge of a doctoral-level scholarly inquiry, writing and doctoral demeanor.

EFND 702 Research Design & Analysis (3) Overview of scholarly research and methods to evaluate research. Presents the basic concepts of quantitative and qualitative research methods and the diverse approaches to scholarly inquiry and reflective practice.

EFND 705A Residency – Year One (2) One-week orientation to the Ed.D program; meet professors and classmates, and attend helpful sessions. Activities include classes in preparation for doctoral writing, library research and Blackboard training. Faculty will address your questions, concerns and challenges for the upcoming year.

EFND 705B Residency – Year Two (2) After completing your first year in the Ed.D program meet individually with your cognate advisor to design a schedule for cognate courses. Also meet in classes, participate in a research workshop and attend other residency activities.

EFND 705C Residency – Year Three (2) After completing two years in the Ed.D program take comprehensive exams. Also, meet with your dissertation chairman and review your dissertation topic.

EFND 706 Christian Worldview for Educators (3) Provides essential understandings and competencies regarding the biblically inspired role of Christians in education with a particular focus on Regent University's mission to equip Christian leaders to impact the world for Christ. A foundation is laid in this course for investigating and interpreting other worldviews.

EFND 707 Advanced Study of Worldview (3) Centers around issues of competing epistemologies to the historic Christian faith and tradition such as: postmodernism, Marxism, secular positivism, non-theistic evolution and other philosophies that hold a dominant position of discourse and debate in the academy. The aim is to compare and contrast these ideologies to our historic faith traditions. A beginning knowledge of worldview is expected of students prior to taking this course. Cross-listed with EFND 607.

EFND 722 Educational Statistics (3) Basic understanding of statistical methods, particularly as they pertain to research in education. Focuses on conceptual rather than mathematical and applied rather than theoretical—understand why a particular statistical technique is appropriate and how to make sense of the results obtained from its utilization rather than to understand the full mathematical underpinnings of the statistic. SPSS will be used as a productivity tool to perform all statistical procedures. Specific topics include descriptive statistics, visual representation of data, hypothesis testing, regression and correlation.

EFND 723 History & Contemporary Issues of American Higher Education (3) Overview of American higher education from the colonial period to the present. Form a foundational understanding of higher education and the origins of contemporary practices and problems within the academy. Investigate diverse institutions such as land grant colleges, historically black colleges and universities, research institutions, liberal arts colleges, religious colleges and universities and access to higher education. Examine and discuss early innovators of higher education and their policies. Cross-listed with EFND 523.

EFND 724 Advanced Study of Theories in Learning & Development (3) Provides some of the major conjecture and theories used to meet the learning and development needs of adults, and an overview of learning theories, their design and applications for the adult learner in various settings. Investigates topics to include self-directed learning, constructivism, autonomous learning, creative environments conductive to adult learning, designing and implementing training programs and instructional design techniques.

EFND 725 Advanced Study of Best Practices in Special Education (3) Advanced study of empirically based interventions for children with mild disabilities for academic, emotional, and social deficits. Emphasis on current best

practices and practices often used but empirically unsupported as well as legal and ethical issues surrounding intervention implementation

EFND 726 Foundations of Distance Education (3) Provides an extensive foundation in research findings and learning related theories as they impact the design of various distance education models, development of instruction, enhancement of learning and the creation and nurturing of learning communities at a distance. Emphasizes computer-mediated models, including models that contain both traditional and online components, and their impact on learning.

EFND 727 Supervision & Staff Development Training (3) Based on the premise that true staff development is an ongoing, evolving process that supplements the evaluation process. Research and analyze current philosophies and research on effective supervision and staff development. Focuses on the needs and characteristics of learners, the program characteristics that include purpose, structure, content, process and follow-up, and the organizational characteristics that contribute or support effective staff development.

EFND 806 Assessment and Evaluation of Students (3) Introduces the student to the methods, skills, and strategies they will need as they become effective teachers and educational administrators in the assessment and evaluation of students. The course will cover the essentials of test measurement theory to include alternative assessments, classroom test construction, and test reliability, validity, equity, and fairness. Educational assessment and evaluation will be approached from the viewpoint that curriculum, instruction, and assessment should be aligned, that instruction and assessment should blend together, and that assessment data analysis informs instruction. The emphasis will be on current issues that respond to the requirements of current state and federal legislation. The course will also support activities associated with a teacher's and administrator's involvement in school building and school district decision-making, to include (a) serving on a school or district committee examining the school's and district's strengths and weaknesses in the development and assessment of its students, and (b) working on the development or selection of assessment methods for school building or school district use. This course is primarily an elective in the K-12 cognate, however, it is open to students in other cognate areas.

EFND 898 Comprehensive Examination Continuation (6) In order for doctoral students to remain active in the program after an unsuccessful attempt to complete the comprehensive writing assessment, they must register for EFND 898. During the registered semester, students should review course material to attempt to successfully complete the writing assessment at a later date.

EFND 899 Comprehensive Examination Extension (0) Doctoral students who have been granted approval to take the comprehensive writing assessment later than the summer of their second year must register for this course in order to remain active in the program.

EFND 900 Dissertation Proposal (6) Seminar that guides doctoral candidates through the first three chapters of the dissertation. If by the end of the semester the candidates are not ready to defend their proposal, they will be given an IP and would then register for EFND 901.

EFND 902 Dissertation Implementation (6) Second-semester doctoral candidates will work with their dissertation committee to collect data and work towards the completion of chapter four.

EFND 904 Dissertation Defense (6) Taken during the final semester of the dissertation process, candidates work closely with their dissertation committee on the completion of chapter five.

EFND 906A Dissertation Research (5) Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 5 credit segments over 3 consecutive semesters.

EFND 906B Dissertation Research (5) Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 5 credit segments over 3 consecutive semesters.

EFND 906C Dissertation Research (5) Doctoral candidates will work with their dissertation committee to defend their proposal, research and collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 5 credit segments over 3 consecutive semesters.

EFND 907 Dissertation Continuation (3 credits) Designed for doctoral candidates who have not successfully defended their dissertation within 3 semesters, as required by the School of Education doctoral program. Students will

enroll in this course each semester and work closely with their dissertation committee until they have successfully defended their dissertation as required by the program.

EHEA 501 The College and the Student (3) An examination of issues relevant to college students. Topics may include intellectual growth, moral development, values, career choice, psychosocial changes, and the role of extracurricular activities. Cross-listed with EHEA 801.

EHEA 502 Higher Education Finance: Strategy, Costs & Value (3) Focuses on the knowledge and skills required to effectively deal with financial changes and trends for institutions of higher education. Students will further their skills in analysis and evaluation of issues from various perspectives – administrative, consumer and societal (government and organizations in the private sector that influence the source and use of funds). Financial management of higher education (administrative perspective) focuses on effectiveness and efficiency issues associated with the use of funds. The consumer perspective (access and choice issues in financing students) focuses on the source of institutional funds; both state and federal policies and programs and budgeting will inform the learner from that perspective. Cross-listed with EHEA 802.

EHEA 503 The Law & Governance of Higher Education (3) Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment. Cross-listed with GOV 628 and EHEA 803.

EHEA 504 Student Services Administration (3) An examination of the historical underpinnings of student affairs, the numerous departments under student affairs, the administrative interaction between student affairs and other university departments, and administrative theory relevant to the student affairs administrator.

EHEA 506 Contract Law for Public and Private Institutions (3) Principles controlling the formation, performance, and termination of contracts including offer, acceptance, consideration, breach of contract, damages, and assignment. Focuses primarily on the context of higher education and government and includes experience in drafting a contract and critiquing contracts drafted by others. Cross-listed with GOV 618.

EHEA 508 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with GOV 620.

EHEA 595 Professional Field Experience (6) An independent examination of the historical, legal, financial, and organizational literature relevant to the student's professional field experience as a student affairs professional.

EHEA 700 History and Contemporary Issues in Christian Higher Education (3) Examines historical development and selected current issues that significantly influence the way that Christian higher education is practiced. Emphasizes the spiritual, intellectual, and moral dimensions and on how and why different models of Christian higher education evolved as they did.

EHEA 702 Role and Mission of the Christian College and University (3) Centers on the need for the continuance of Christian colleges and universities in a post-Christian culture. Particular emphasis placed on the strategies, objectives and goals that can best insure the future continuance of the spiritual mission and Orthodox beliefs of Christian colleges and Universities.

EHEA 703A Research Methods (2) An advanced study of theory and variety of methods in the design, conduct, analysis, and interpretation of scholarly research and program evaluation. Provides an overview of the nature of inquiry, and to the concepts and problems encountered in quantitative and qualitative social science research and program evaluation. Emphasis is placed on quantitative research design and threats to internal and external validity and to qualitative research design and threats to credibility and transferability.

EHEA 703B Research Methods (2) Examines the role of program evaluation in the planning-implementation-evaluation cycle. Topics include various theoretical and philosophical perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. Also explores the roles of summative evaluations, formative evaluations, and evaluability assessments. Prerequisite: EHEA 703A.

EHEA 703C Research Methods (2) Continues the study of the nature of inquiry, and to the concepts and problems encountered in quantitative and qualitative social science research. Examines inferential statistics and various threats to

statistical validity. The emphasis is on producing critical consumers of research and evaluation reports that include inferential statistics. Prerequisite: EHEA 703B.

EHEA 706 Higher Education in the 21st Century (3) Examines the current Carnegie classification of colleges and Universities by providing students with the background knowledge of each particular higher educational institution in the United States from community colleges to Research I universities. The course will also project and forecast the types of higher educational institutions that will proliferate (on-line institutions) along with those that may decline (HBCU's, single gender, Christian colleges) in the 21st Century.

EHEA 708 State and Federal Educational Policy (3) Takes an issues based approach to the understanding of public policy in which participants engage current and controversial policy issues that significantly influence the practice of (Christian) higher education.

EHEA 709 Leadership and Organizations (3) A critical examination of the major theoretical perspectives and issues in leadership and organizations, focusing on application to the Christian college and university. Explores issues of "publicness" and "privateness" in organizations, emotions, power, control, legitimacy, diffusion, identity, and their impact on the behavior of individuals in Christian higher education.

EHEA 710 Accreditation and Assessment (3) Examines the roles that state and federal accrediting bodies have on the college and university levels. It will give an overview of the dominant agencies like SACS, NCATE, TEAC, etc. and then place them within the context of assessment procedures that must be used for ten year re-accreditation visits. Particular emphasis will be placed on how an institution can effectively prepare for accreditation utilizing the most recent assessment procedures.

EHEA 711 Finance and Marketing (3) In-depth coverage of finance and marketing in higher education, including terminology and assumptions, valuation, financial statements and reports, performance measurement, calculating capital needs, how to maintain control over direct costs and overhead, investing, marketing as a value creation plan, target markets, pricing, distribution, and promotion of market-demanded products and services. Special attention is given to the ethical and legal issues in both domains.

EHEA 712 Conflict and Change (3) Prepares student to manage complex multi-stakeholder negotiations, develop mediation skills, design consensus-building procedures, examine cross-cultural and ethical dilemmas, and implement successful interventions to deal with community, national, and international groups, labor-management, and government and private agency disputes. Emphasizes the conflict resolution challenges faced by managers of higher education systems in the rapidly changing global environment.

EHEA 713 Enrollment Management (3) Examines the nature, structure, and function of enrollment management. Emphasizes how the organization of enrollment management functions best positions colleges and universities to achieve their stated missions and goals.

EHEA 714 Presidential and Board Leadership (3) Examines the leadership roles and responsibilities of Presidents and Boards of Trustees in higher education. Focuses on new demands for board and presidential accountability, appropriate selection and training of board members, the board's duties in evaluating and compensating presidents, and the president's responsibilities for uniting the board, faculty, and others in meeting the strategic challenges facing the college and university in the 21st century.

EHEA 715 Institutional Advancement (3) Provides a historical, organizational, and operational understanding of the profession of institutional advancement in higher education.

EHEA 716 Law and Higher Education (3) Explores the origins of higher education law, the current legal environment of higher education institutions, the legal dimensions of postsecondary analysis, decision processes, and management, case, state, and regulatory law, policy analysis, issues of risk management and liability, working with legal advice and counsel, and the conflict between legal and ethical issues.

EHEA 730A Dissertation (2) Doctoral candidates in the Higher Education Leadership program will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation.

EHEA 730B Dissertation (2) Doctoral candidates in the Higher Education Leadership program will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation.

EHEA 730C Dissertation (2) Doctoral candidates in the Higher Education Leadership program will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation.

EHEA 730D Dissertation (6) Doctoral candidates in the Higher Education Leadership program will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation.

EHEA 730E Dissertation Continuation (3) Designed for doctoral candidates in the Higher Education Leadership program who have not successfully defended their dissertation within 3 semesters, as required by the School of Education doctoral program. Students will enroll in this course each semester and work closely with their dissertation committee until they have successfully defended their dissertation as required by the program.

EHEA 801 The College and the Student (3) An examination of issues relevant to college students. Topics may include intellectual growth, moral development, values, career choice, psychosocial changes, and the role of extracurricular activities. Cross-listed with EHEA 501.

EHEA 802 Higher Education Finance: Strategy, Costs & Value (3) Focuses on the knowledge and skills required to effectively deal with financial changes and trends for institutions of higher education. Students will further their skills in analysis and evaluation of issues from various perspectives – administrative, consumer and societal (government and organizations in the private sector that influence the source and use of funds). Financial management of higher education (administrative perspective) focuses on effectiveness and efficiency issues associated with the use of funds. The consumer perspective (access and choice issues in financing students) focuses on the source of institutional funds; both state and federal policies and programs and budgeting will inform the learner from that perspective. Cross-listed with EHEA 502.

EHEA 803 The Law & Governance of Higher Education (3) Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment. Cross-listed with EHEA 503.

EHEA 804 Teaching on a College or University Level: Effective Teaching Strategies for Multiple Constituencies (3) An academically compelling aspect of Regent's mission of leadership "to change the world" is producing professors who will have a major impact on the professoriate in this new Millennium. With an unusually high percentage of retirements in the coming years, we will have the potential and ability to produce new professors for a new generation of college students. Very few higher educational institutions do an adequate job of preparing exemplary teachers for college classrooms: their larger emphasis is on producing good scholars. And, while research does inform good teaching, it also requires people who have good communication skills and the necessary pedagogical preparation in order to transmit the research. Finally, college and university classrooms are becoming more ethnically and racially diverse. These multiple groups have a major impact on a professor's pedagogical preparation.

EHEA 805 Advanced Research Design and Analysis (3) Designed to provide advanced skills and knowledge to doctoral students for them to design and carry out and evaluate sophisticated research studies. As an advanced course it provides an in-depth examination of the issues and problems facing the educational researcher as he/she organizes a research study or a program evaluation. The course is not bound to any one paradigm, but examines educational research from various perspectives. The course focuses on the theory behind the methodology, advanced research design techniques and associated statistical procedures, internal and external validity, mixed methodology, and qualitative research tools common to the practice of education. Prerequisite: EFND 702, EFND 722

EHEA 807 Curriculum and Assessment for College/University Teaching (3) Centers on effective strategies for planning curricula and assessment procedures to a diverse group of learners---from 18 to adult age categories. Particular emphasis will be placed on: building an effective bibliography and syllabus; finding additional resources outside traditional boundaries of education (i.e. advanced technology application); examining a variety of assessment procedures that would be effective with diverse learners; choosing texts and materials, grading procedures and policies, etc. This course is open to all university doctoral students who are seeking a career in college or university teaching.

EHEA 810 The Community College & Proprietary Schools (3) Investigate community/junior colleges, proprietary schools and other post-secondary learning institutions. Examine the post-secondary learning institution, its impact on other institutions of her education, special problems of community colleges and proprietary schools, avenues for academic leadership, teaching in post-secondary institutions and the theory and structure of the two-year college as an institution.

EHEA 811 Administration and Organization Theory in Higher Education (3) In-depth study of administrative roles, functions, knowledge and skill requirements, and administrative behavior. Trends in administrative theory and application explored.

EHEA 812 Advanced Contemporary Issues in Higher Education (3) An in-depth examination of one or more student-selected topics with an emphasis on dissertation research.

EHEA 890 Higher Education Administration Internship (3) Become immersed in an actual higher education institution or education-related program directed by a Regent University faculty member. Provides a pragmatic learning endeavor and forms a colleague base within academe. Provides additional requisite experience required for employment within institutions of higher education or education-related entities. May also foster environments and human resources conducive to successful doctoral dissertation or doctoral project endeavors. Requires a written component.

ELIT 531 Principles and Practices of Literacy Education (3) An overview of literacy education focusing on principles, research-based practices, and exemplary programs. Other topics include the politics of reading and the place of the home, school and community in promoting literacy education.

ELIT 551 Leadership in Literacy Education (3) Preparation for leadership roles in literacy education. Course content addresses (a) vision and mission, (b) needs assessment, (c) program development, implementation, and evaluation, (d) resource procurement, (e) teacher training, and (f) research agendas and methods.

EMEP 502 Fostering Character Development & Self-discipline (3) Provides the knowledge base and skills necessary to articulate and/or implement effective strategies resulting in improved character and self-discipline of students. Review the knowledge base concerning various character development approaches and analyze the effects of each. Design and implement a plan to role model and teach character traits to students in their home base school. Analyze and evaluate various discipline approaches and develop plans for instilling self-discipline in your students. Research versus practice will vary according to your areas of emphasis.

EMEP 503 Curriculum Design, Instructional Strategies & Assessment Techniques (3) Provides the knowledge base and skill necessary to identify exemplary curriculum and instruction, as well as to modify and/or design units for enhancement of a pre-existing curriculum. Demonstrate understanding of effective instructional design principles, appropriate assessment practices and informative feedback mechanisms for instructional improvement. In addition, be able to guide fellow personnel in school-based curriculum design/redesign processes.

EMEP 504 Developing Learning Opportunities for At-risk Students (3) Provides the knowledge base and experience necessary to identify and assess the needs of students with various learning, emotional and/or behavioral problems. Demonstrate the ability to synthesize and apply strategies that will create an appropriate environment according to your students' needs. Cross-listed with EMEP 604.

EMEP 505 Models of Leadership & Related Issues (3) Acquire the knowledge base and explore the experiences necessary for exemplary leaders. Issues of effective communication, collaboration and consultation skills, as well as various ways to demonstrate those skills will be reviewed in-depth. Choose effective micro, mid-level and macro leadership models for action depending upon your areas of emphasis. This course will examine various models of leadership and their effectiveness. Both contemporary and biblical examples are used to demonstrate skills and attributes of effective leadership and serve as models for assessing one's personal leadership attributes. Among other items, the role of vision and culture within modern society are examined.

EMEP 604 Developing Learning Opportunities for At-risk Students (3) Provides the knowledge base and experience necessary to identify and assess the needs of students with various learning, emotional and/or behavioral problems. Demonstrate the ability to synthesize and apply strategies that will create an appropriate environment according to your students' needs. Cross-listed with EMEP 504.

EMTP 501 Introduction to Action Research (1) Be acquainted with types of research, research methodologies and purposes, research terminology, various potential roles and participant-interaction levels of the researcher. Provides an overview of the methodology of action research in the classroom.

EMTP 502/GSAS 502 MT Teaching, Thinking & Learning (3) Understand the presuppositions of worldviews and then examine content for evidence of different worldviews. Reviews and utilizes teaching models to encourage higher-level thinking within the classroom. Examines curriculum content and its relationship to cognitive development as a tool for designing instruction to promote thinking. At the elementary level, developmentally appropriate instruction is emphasized as a means to promote thinking. At the secondary level, be instructed in how to analyze valid versus fallacious thinking.

EMTP 503/GSAS 503 MT Character Development & Classroom Management (3) Integrates character principles into the school environment and curriculum. Discipline and character development are also shown to be one and the same process. Effective intervention strategies will be presented and practiced.

EMTP 504/GSAS 504 MT Effective Curriculum & Instruction (3) Focuses on classification and sequencing learning outcomes. Emphasizes the teacher as a significant integral part of what we call curriculum along with selected procedures and roles of teachers in school-based curriculum design/redesign.

EMTP 505 Character Development Lab (4) In this field-based assignment, identify and record positive and negative pupil behavior; relate behavior to character traits; categorize behaviors according to theoretical constructs; prescribe, implement and evaluate a behavior change/character development plan; and analyze and assist pupil reasoning related to the above activities.

EMTP 508/GSAS 508 Assessment & Evaluation (3) Using the principles of educational measurement, develop and evaluate tests typically used in educational settings. Develop valid and reliable tests to evaluate the full range (process and product) of student outcomes. Emphasis will be placed on the design of "alternative" and traditional assessment tools.

EMTP 509 Curriculum, Instruction & Assessment in Practice (4) This field-based portfolio assignment will include action research, video-tapes of demonstrated teaching techniques and other evidence of skills related to teaching all students and meeting the needs of at-risk children.

EMTP 510 Program Integration (1) In this final course, specify how the entire program fits into your professional responsibilities. Recommendations for improving the Master Teacher Program will be discussed. Prerequisite: entire Master Teacher program.

EMTP 515/GSAS 515 Identifying and Assessing Students At-Risk (3) Reviews normal and abnormal patterns of behavior for children and adolescents, and factors which typically place children at-risk. Special emphasis is placed upon determination of type and intensity of risk, child/adolescent's response to it, assessment of extent of child's resilience, and determination of resilience-building foci.

EMTP 519/GSAS 519 Building Resilience in Students At-Risk (3) Focuses on models for serving and building resilience in students at-risk, with special emphasis upon development of common resources for teachers, parents, and counselors of students at risk. Promotes best-practice processes for teachers and counselors to work efficiently and efficaciously with students at-risk and their parents.

EPSY 805 Advanced Study of Test & Measurements (3) After a further study of test and measurement principles, a range of test and under girding statistical procedures and principles will be evaluated. The range of test may include achievement, psycho-educational, intelligence, survey and attitude-scaling instruments.

EPSY 820 Problem-Based Project in Learning & Development (3) True to a problem-based learning design, select an area in need of attention in learning and development. Develop an advisor-approved proposal and then address the issue, problem or need from a research-based perspective. The project is usually cross-disciplinary in nature, requiring references and resources from multiple perspectives, and will culminate with an advisor-approved product.

EPSY 821 Problem-based Project in Research & Evaluation (3) Given a real challenge that requires the utilization of qualitative and/or quantitative research, provide advisor-approved recommendations for addressing the problem. The project may include methodologies from various disciplines (e.g. education, counseling, psychology, sociology, and business) Requires an advisor-approved culminating project.

EPSY 830 Advanced Study of Personality (3) Requires advanced study in major personality and psychotherapeutic theories that undergird the most common and current therapy practices. Summarize and evaluate carious psychodynamic, humanistic, behavioral, cognitive and family systems theories.

EPSY 850 Advanced Study in Educational Psychology (3) Advanced survey of the latest topics, lines of research and disciplinary foci currently being addressed in the field of Educational Psychology. Gain in-depth knowledge and understanding of the field, and apply this to your personal career interests.

EPSY 870 Advanced Study of Brain Research in Cognitive & Language Development (3) Review and discusses the latest research on psycho-neurological effects on learning. Explores educational implications, especially concerning cognitive development and language functioning.

ESAE 810 Teaching and Learning: Theory and Research in Adult Development (3) Review current theory and research on adult development and learning, and critically examine claims for distinctive forms of adult cognition including social and psychological aspects of adult learning. Topics include participation, motivation, autonomous learning, and self-efficacy.

ESAE 820 Program Planning for Adult Learners (3) Examine current trends and issues surrounding the development and administration of programs for adults including environmental, social, political, cultural, and demographic variables along with organizational and institutional roles and differences.

ESCP 501 Survey of Education & Law Enforcement: Basic Constructs, Governance, Policy & Law (3) Overview of the education and law enforcement professions and specific aspects of their practice. Presents established models of law enforcement in America, including discussion of traditional and incident-driven policing. Focuses on the current trends of community policing applications with emphasis on problem-oriented policing methods.

ESCP 502 Current Issues in Teaching & School-based Security & Community Policing (2) Presents current issues in education practice, such as the role of the school resource/security officer within educational settings, politics of collaboration, assessment and accountability of educators and law enforcement personnel and analysis of job-embedded training and evaluation. Explores contemporary topics in law enforcement including the role of the sworn police officer within school settings, search and seizure, arrest of juveniles, parental rights and responsibilities, incident-driven and school-based community policing models, resource allocation and community demands for service. Focuses on leadership practices in the areas of recruitment retention and training within both professions, as well as team functioning and sharing operational vision.

ESCP 503 School Safety & Security: Understanding the Culture & the Partnership (3) Addresses the culture and climate of the school and community. Gain knowledge and understanding of effective strategies for identifying the demographics of the community and its relationship to the school safety and security plan. Focuses on analysis of the dynamics of diversity within the community and its impact on the school setting. Discuss and evaluate effective partnership models between law enforcement and education. Emphasis on developing positive school culture and climate that will increase your students' achievement levels and decrease dropout rates and disciplinary actions.

ESCP 504 Technology Applications for School Police Partnerships (1) Identify and utilize various technology resources available for the successful practice of education and law enforcement partnerships, including computer software/hardware applications and audio and video tools, as well as other media appropriate to data collection, analysis and evaluation, planning and implementation.

ESCP 505 Psychology & Development of the Learner (3) Study the process of human growth and developing patterns of behavior throughout the life span. Emphasizes the individual's physical, mental, emotional, intellectual and spiritual growth.

ESPC 705 History of Special Education (3) An advanced historical survey of the origins of special education. Focus on historical figures in special education, their theories of and interventions with people with disabilities; on the evolution of the social construction of disability; on broad legal and ethical issues related to people with disabilities; and on some current issues facing the field.

ESPC 710 Advanced Study of High-Incidence Disabilities (3) Advance study of special education high-incidence disability categories: Learning Disabilities, Emotional and Behavioral Disturbance, and Mental Retardation. Focus on the historical development of identification, including distinguishing characteristics and definitions, as well as empirically based interventions that address characteristic issues of each group.

ESPC 720 Seminar: Current Research Issues in Special Education (3) Advanced seminar in the study of current significant and/or controversial research issues in special education.

ESPC 730 Meta-Analysis in the Social Sciences (3) Advanced course in understanding and executing meta-analyses in special education or other social sciences. Study of the history of meta-analysis, its major functions and limitations, and the successful completion of a meta-analysis in a social science area. Prerequisite: Permission of instructor; prior completion of core courses in statistics and research design (e.g., EFND 702 & 722 or equivalent).

ESPC 800 Doctoral Seminar: The Editorial and Review Process (3) Advanced study of the entire publishing process from submission to publication for both authors and editors in special education or closely related areas. Examination of publication objectives for different audiences such as refereed vs. non-refereed journals and other publication formats. Study of duties related to guest reviewing, regular reviewing, editorial board duties, responsibilities of refereed journal editors and co-editors. Guest lectures by editors of journals in special education or related social science fields focusing on single/multiple author works and responsibilities, submitting or editing special journal issues highlighting current research and practice, and copy-editing for final printing. Writing and submitting an original article to a refereed journal. Prerequisites: Permission of Instructor.

ESPC 820 Problem-based Projects in Special Education (3) Select an area within the field of Special Education that is in need of attention and study. Develop an advisor approved project proposal and address the issue, problem or need from a research-based prospective. The project is expected to reflect a cross-disciplinary approach reflecting the best research related to the problem. Conduct a review of the literature and address the potential strategies for problem resolution from a sound academic perspective.

ESPC 830 Policies, Laws & Regulations Affecting Special Education (3) Review the literature related to the successes and failures of IDEA and related laws and identify the areas that are most in need of reform or those areas that are presenting problems in implementation. Choose and area that calls for new approaches and develop a researched-based proposal to address the issue in a manner that will allow school personnel to implement the changes or practices proposed.

ESPC 840 Grant-Seeking Skills for Special Educators (3) Introduces fundamentals of grant seeking. Become aware of the relationship building skills needed to seek, apply, obtain and manage funds through public and/or private sources. Put skills into practice by writing an actual or simulated grant proposal.

ESPC 890 Internship (3) Designed for Cross-categorical Special Education program students. Opportunity to work in an applied setting to put to use the theories and functional competencies learned in the program. Must be able to give 15 contact hours a week and have the internship site approved by the professor.

ETLC 541/GSAS 541 TL Child & Adolescent Growth & Development (3) Covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development to incorporate children's individual differences and guide learning experiences. Considers individual differences (socio-economic, racial, ethnic, religious, physical and mental) with the approximate timing and effects of age-related changes and at-risk factors such as attention deficit disorder, substance abuse, child abuse and family disruptions on normal development. Children are studied in the context of family, culture and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process. Cross-listed with UED 441.

ETLC 542/GSAS 542 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 UED 442.

ETSL 505 Serving English Language Learners in K-12 Classrooms (3) Designed to prepare teachers to provide linguistically and culturally appropriate instruction for English Language Learners (ELLs) in K-12 classrooms. The course is appropriate for prospective and current ESL teachers and general classroom teachers.

ETSL 510/GSAS 510 Linguistics (3) Provides an introduction to the study and analysis of phonology (sound), morphology (word formation) and syntax (grammar) in human language. Focuses on English, but comparisons will be made to other languages.

ETSL 520/GSAS 520 Methods of Teaching English to Speakers of Other Languages (3) Introduction to a broad array of methods for TESOL. Focuses on principles and practices of teaching and an introduction to the profession of TESOL.

ETSL 525 Language Teaching Approaches and Practices (3) An overview of historical and current approaches to language pedagogy, as well as current issues and perspectives pertaining to teaching adult ESL/EFL learners. Principles of integrated skill instruction and techniques for teaching speaking and listening will also be addressed. The course serves as an introduction to the field of TESOL for those pursuing the adult learning track.

ETSL 530/GSAS 530 Teaching English Language Learners Reading and Writing in the Content Areas (3) Preparation for developing ESL students' literacy skills in the content areas. Attention will also be given to grammar and the other language modes. Prerequisite: ETSL 520.

ETSL 540 Multi-Cultural Education (3) Overview of principles and practices for providing effective instructional programs for linguistically and culturally diverse student populations. Explores current issues in multi-cultural education, with an emphasis on the second language learner and TESOL curriculum development. Includes examination of socio-cultural variables in the instructional setting. Cross-listed with UIS 440.

ETSL 550 Teaching English as a Second or Foreign Language to Adults (3) Designed to equip the learner to teach ESL/EFL learners in college, business, private tutoring and/or adult learning settings. Practical application to teaching situations in overseas and U.S. contexts is emphasized.

ETSL 560/GSAS 560 First and Second Language Acquisition (3) Review of research findings regarding child and adult first and second language acquisition with emphasis on the second-language learner and TESOL curriculum development, including identification and analysis of cognitive, affective, socio-cultural, and educational factors. Cross-listed with UIS 460. **ETSL 570/GSAS 570 Teaching Reading (3)** Demonstration and examination of selected techniques and materials for teaching reading to non-English speakers. Range levels will include intermediate to advanced.

ETSL 585 ESL Practicum (1) Must be taken concurrently with ETSL 530, Teaching Grammar, Writing, and Oral Communication. Field-based opportunity in which students observe and assist with teaching ESL students in a K-12 setting.

ETSL 590 Roles and Responsibilities of the ESL Specialist (3) Provides an overview of the roles and responsibilities of ESL Specialists in various settings. Areas of focus include service delivery options, current trends and issues, and collaboration with colleagues to enhance instruction for English language learners. Participants will complete a field experience as part of this course.

ETSP 501 Faith Integration Assessment (0) Required prior to program completion and should be completed in the last semester of the program. Includes a required culminating activity that investigates individual faith growth as assessed through a reflective writing activity.

ETSP 502 Learning Disabilities (3) In-depth study of learning disabilities and their implications across the life span. Includes topics such as the historical, philosophical and legal aspects of the disability; its identification through appropriate assessment instrument administration; proper interpretation of assessment results; determination of appropriate placement; selection and planning of proper instruction; and application or collaborative team skills in interpreting assessment data and developing individualized educational plans.

ETSP 503 Mental Retardation (3) Studies mental retardation from theoretical, philosophical, medical and legal perspectives. Examines the impact of mental retardation across the life span with emphasis on diagnosis, curriculum, strategies and educational placement, and transition issues. Administrate and interpret tests and individualized plans (IEP's).

ETSP 510M Field Experience I – Mathematics (1) Taken concurrently with ETSP 556. Exposes students to math standards and curriculum, as well as methods for diagnosis, remediation, instructional design and curriculum adaptation. Participants will identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction.

ETSP 510 MR Field Experience I – Mental Retardation (1) Students complete this field experience in conjunction with the ETSP 560 LD & MR Methods course. It provides students the opportunity to observe in a classroom setting, students with mild-moderate retardation and/or other developmental disabilities. It also affords the opportunity to administer an Adaptive Behavior Scale as well as apply academic and behavioral strategies acquired in the ETSP 560 LD & MR Methods course.

ETSP 510R Field Experience I - Reading (1) Taken concurrently with ETSP 554 Assessing and Teaching Reading of Narrative and Expository Texts. Opportunity to practice and critique reading assessment and diagnostic teaching.

ETSP 550 Legal Aspects and Foundations of Special Education (3) The history and foundations of special education including key legislative and judicial decisions that have shaped the current special education laws and policies. Interpretation of laws and their impact associated with special education. Ethical frameworks will be developed for appropriate decision making.

ETSP 551/GSAS 551 Characteristics of Students with Disabilities (3) Discusses students who demonstrate patterns of behavior consistent with learning disabilities, mild mental retardation and emotional disorders, and the characteristics of students with hearing, vision and/or physical impairments. 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. This course includes as competencies a classroom observation and practicum experience. Cross-listed with UED 451 and ETSP 651.

ETSP 552/GSAS 552 Behavior Management & Social Skills Training (3) In-depth, research-based study of the causes and corresponding solutions to typical as well as extraordinary classroom management problems. Reviews the

knowledge base on teaching socially appropriate behavior. Identifies appropriate behavioral interventions and social skill teaching strategies through case studies, simulations and role-playing. Emphasizes modifying strategies based on learning style and cultural considerations. Cross-listed with ETSP 652.

ETSP 553/GSAS 553 Language Acquisition & the Communicative Arts (3) Prepares participants to develop students' communicative competence through a focus of the language modes: listening, speaking, and writing. The course content addresses language development, language theories, and best practices of assessing and teaching language. Particular attention will be given to language difficulties of students with mild disabilities, and/or language deficit, and/or second language acquisition.

ETSP 554/GSAS 554 Assessing & Teaching Reading of Narrative & Expository Texts (4) Prepares participants to assess reading skills and to teach reading to student with mild disabilities and/or language deficit and/or second language acquisition. Specifically addresses reading processes, approaches, and stages, early intervention practices, corrective reading, diagnosis and remediation of reading problems, and assessment and instruction of reading in the content areas. Investigate and analyze record reviews and interviews; design, administer, and interpret tests; write reports; and design, implement, and critique instruction. The focus will be on the application and generalization of knowledge to realistic classroom situations.

ETSP 555/GSAS 555 Collaboration & Consultation (3) Participants will acquire the necessary knowledge base and skills to collaborate and/or consult with other professionals, students, and parents. Particular attention will be given to teaming, collaborative consultation, and co-teaching. Cross-listed with ETSP 655.

ETSP 556/GSAS 556 Assessing & Teaching Mathematics to Students with Special Needs (3) Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement and critique instruction. Cross-listed with ETSP 656/GSAS 656

ETSP 557 Field Experience I - Reading & Math (LD, MR, BD) (1) Opportunity to practice and critique reading and math assessment and diagnostic teaching.

ETSP 558/GSAS 558 Behavior Disorders (2) Emphasizes the nature of emotional/behavior disorders examining theoretical, philosophical, historical and legal perspectives. Address student identification, formal and informal assessment, instructional interventions (behavioral and academic), placement and transition issues and team and individual design of individualized educational plans. Develop practical skills from a sound knowledge base.

ETSP 559/GSAS 559 Technology & Special Education (3) Introduces an array of assistive technologies geared at improving the learning performance for students with disabilities. Participate in classroom simulations using the technology; use this technology, when appropriate, in lesson plans and activities. Several of the technology standards for teachers will be mastered, as well through completion of online assignments and activities.

ETSP 560/GSAS 560X Learning Disabilities & Mental Retardation Methods (3) Studies learning disabilities and/or mental retardation from theoretical, philosophical, medical and legal perspectives. Examines the impact of learning disabilities and/or mental retardation across the life span with emphasis on diagnosis, curriculum, strategies and educational placement and transition issues. Administrate and interpret tests and individualized education plans (IEPs). Cross-listed with ETSP 660.

ETSP 561 ED Field Experience III (ED/BD) Student Teaching (3) Design, implement, assess and monitor reading and mathematics interventions in a classroom serving students with emotional disturbance/behavior disorders. University-supervised field experience provides the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in both resource and inclusive settings. Meet in an on-campus seminar to discuss relevant issues and problem solve with other students. Prerequisites: completion of all coursework leading to endorsement.

ETSP 561 Field III Internship (Inclusion) (3) A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in an inclusive setting. Students will participate in an inclusive classroom that includes students with learning disabilities, emotional/behavioral disabilities, and/or mental retardation. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

ETSP 561 Field III Internship (Students with Disabilities) (3) A university supervised experience providing the opportunity to assume total teaching responsibilities under the guidance of a mentor teacher in resource and/or self-contained settings. Students will participate in a classroom for students with learning disabilities, emotional/behavioral

disabilities, and/or mental retardation. Design and implementation of assessment and instruction with literacy (reading, writing & speaking) and math interventions emphasized through studies in the general curriculum. Participation in on-campus seminars to discuss relevant issues and problem solve with other students.

ETSP 562 Field Experience II – Classroom & Behavior Management (1) Identify and record positive and negative pupil behavior; relate behavior to character traits; categorize behaviors according to theoretical constructs; prescribe, implement and evaluate a behavior change/character development plan; and analyze and assist pupil reasoning related to the above activities.

ETSP 570 Instructional Methods for Students with Disabilities (3) Learning disabilities, emotional/behavioral disabilities, and mental retardation investigated from theoretical, philosophical, medical, and legal perspectives. Emphasis on instructional methods for students with learning and behavioral concerns including Attention Deficit Disorder. The impact of learning disabilities, emotional/behavioral disabilities, and mental retardation across the life span with emphasis on curriculum, instructional strategies, and transition issues will be studied. Interpretation of assessment and Individualized Education Plans (IEPs) are included.

ETSP 574 K-12 Reading Assessment and Instruction Across Content Areas (3) Advancing literacy (reading and writing skills) across subjects and grade levels. Techniques that support independent reading, writing, and learning and organization, summarizing, note-taking, reading/writing strategies and techniques, and reflective thought in content courses will be covered.

ETSP 576 Data Driven Assessment (3) The study of achievement assessment, IQ test, validity and reliability, constructs, construction of authentic assessment and scoring, norm referenced v. criterion referenced, determination of biased assessments and factors that may influence assessment such as cultural, behavioral, and learning diversity. Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures and task analysis, observation, portfolio, and environmental assessments; and synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions will be addressed.

ETSP 581 Foundations of Education and Human Growth and Development (3) Foundations of education in the U.S. from historical, philosophical, and sociological development, and various worldviews. This course covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on theories of human development, and incorporating children's individual differences. Individual differences, such as socio-economic, racial, ethnic, religious, physical, and mental, approximate timing and effects of age-related changes and at-risk factors on normal development (for instance, attention deficit disorder, substance abuse, child abuse, and family disruptions).

ETSP 584/GSAS 584 Reading Service Delivery: Supervision & Current Trends (3) Examine current trends as well as methods and service delivery options. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low- and high-achieving readers, as well as demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels. Addresses the reading supervisor's roles and responsibilities. Do field observations and interviews, literature reviews, case studies and interactive journaling. Prerequisite: all coursework leading up to the reading internship.

ETSP 585/GSAS 585 Reading Research, Curriculum & Technology (3) Examine major research in the field of reading and review, and investigate the use of technology in teaching and assessing reading, writing with associate skills of spelling and grammar, and research skills. Demonstrate the ability to guide students in their use of technology for both process and product as they work with reading writing and research. Examine and demonstrate an ability to teach reading and spelling curricula. Curricular materials and methods will include a children's literature component in which you will demonstrate the ability to foster appreciation for a variety of literature and understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate levels. Prerequisite: all coursework leading up to the reading internship.

ETSP 596 Reading Internship (3) Field-based experience where you will demonstrate the full range of professional responsibilities of a reading specialist. Prerequisite: all program coursework.

ETSP 600/GSAS 600 Autism Overview (3) Designed as an introduction to autism and will cover such topics as definition of autism spectrum disorders, language acquisition, behavior management, and autism and the law. This course is required for those students that intend to complete the autism certificate and who have not completed the Cross-Categorical Special Education masters program in addition to those that completed the masters program prior to December 2002.

ETSP 610/GSAS 610 Introduction to Identification and Assessment of Autism Spectrum Disorders (3) Introduces participants to the history, characteristics, and theory associated with Autism Spectrum Disorders to enhance understanding of autism. Participants will receive an overview of autism as an educational disorder including basic information regarding diagnosis of the condition. Designed to expand on the introductory knowledge gained in the Regent Cross-Categorical Special Education Program, content will provide an overview of the seven evaluation areas emphasized in federal law (vision, hearing, health/motor, social/emotional/behavioral, verbal & non-verbal communication, cognitive and adaptive behavior, and academic/vocational). Functional assessment for programming and IEP writing will also be addressed. Prerequisite – completion of the Cross-Categorical Special Education masters program (December 2002 and after), ETSP 600, or permission from Department Chair.

ETSP 620/GSAS 620 Methods for Students with Autism Spectrum Disorders (3) Explores the educational methods (including current research and best-practice) of students with autism. Strong emphasis will be placed on practical methods and strategies for teaching language/communication, reading, and appropriate behavior. Topics may include (but are not limited to): Sensory Integration, Applied Behavior Analysis, TEACH (Treatment and Education of Autistic and related Communication Handicapped Children), Picture Exchange Communication System (PECS), Cognitive Behavioral Methods, etc. Participants will complete a practicum as part of this course. Prerequisite: completion of ETSP 610 or permission from Department Chair.

ETSP 630/GSAS 630 Autism Practicum Project (3) This applied project will require one to one contact with at least one autistic student. Academic and behavioral assessments will be completed and an analysis and report will be written on each assessment. These assessments will be used to write an IEP with emphasis on writing the PLOP (Present Level of Performance) and Objectives. A 4 week program (behavioral and academic) will then be designed and partially implemented. The program will include continuous assessment that is intended to guide instructional decisions.

ETSP 650 Legal & Ethical Aspects Associated with Students with Disabilities (3) Surveys key legislative and judicial decisions that have shaped the current special education laws and policies. Understand the laws that must be kept in mind for every professional associated with special education. Ethical frameworks will be developed for appropriate decision making around key issues**.** Cross-listed with ETSP 550.

ETSP 651 Characteristics of Students with Disabilities (3) Discusses students who demonstrate patterns of behavior consistent with learning disabilities, mild mental retardation and emotional disorders, and the characteristics of students with hearing, vision and/or physical impairments. 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. This course includes as competencies a classroom observation and practicum experience. Cross-listed with ETSP 551.

ETSP 652 Behavior Management & Social Skills Training (3) In-depth, research-based study of the causes and corresponding solutions to typical as well as extraordinary classroom management problems. Reviews the knowledge base on teaching socially appropriate behavior. Identifies appropriate behavioral interventions and social skill teaching strategies through case studies, simulations and role-playing. Emphasizes modifying strategies based on learning style and cultural considerations. Cross-listed with ETSP 552.

ETSP 655 Collaboration & Consultation (2) Participants will acquire the necessary knowledge base and skills to collaborate and/or consult with other professionals, students, and parents. Particular attention will be given to teaming, collaborative consultation, and co-teaching. Cross-listed with ETSP 555.

ETSP 656/GSAS 656 Assessing & Teaching Mathematics to Students with Special Needs (3) Discusses math standards and curriculum, as well as methods for diagnosis, remediation, instructional design, and curriculum adaptation. Identify students with math difficulties; conduct record reviews and interviews; administer and interpret formal and informal tests; write reports; and design, implement, and critique instruction. Cross-listed with ETSP556/GSAS 556.

ETSP 660 Learning Disabilities & Mental Retardation Methods (3) Studies learning disabilities and/or mental retardation from theoretical, philosophical, medical and legal perspectives. Examines the impact of learning disabilities and/or mental retardation across the life span with emphasis on diagnosis, curriculum, strategies and educational placement and transition issues. Administrate and interpret tests and individualized education plans Cross-listed with ETSP 560.

ETSP 670 Special Education Supervision of Programs and Instruction (3) Covers the topics unique to supervision and administration of special education teachers and classes. The components of effective special education instruction & curriculum across the continuum of services (e.g., consultative, pull-out, resource, self-contained, through inclusion) will be highlighted. Though supervision of instruction and programs in all areas of special education will be covered

including the high incidence areas of Learning Disabilities, Speech/Language Impairment, Mental Retardation, Emotional Disturbance, Attention Deficit (included in Other Health Impairment), and Autism, low incidence areas will also be covered. Leadership support of special educators will also cover the establishment of proper physical settings/climate conducive to learning for all students including those with disabilities. Such topics as components of successful schools, effectiveness research, supervision of adults, collaboration, assessment, instruction, curriculum, and change will also be discussed.

ETSP 671 Research and Assessment to Inform Practice in Special Education (3) Focuses on assessing the exceptional child and using research to impact practice. An emphasis is placed on measuring the child's abilities, diagnosing his or her strengths and needs and using this assessment data to inform instruction. Formal and informal tests and evaluations used in special education programs are examined. The interpretation and analysis of data to enhance school improvement plans is also addressed. Basic instructional, assessment, and behavioral recommendations are discussed with an emphasis being placed on current research, effective practice, and the application of assessment results and research to practice.

GSAS 546 CS Classroom Management (.0) Provides fundamental philosophy, strategies, and specific techniques to help develop effective middle/high school teachers with sound pedagogical approaches to classroom discipline and student engagement. Attention is given to practical application and addressing the needs of the first-year teacher.

GSAS 547 CS Diversity I (.0) Blends an understanding of the diverse needs of students within the regular middle/high school classroom including those with special needs and English language learners. Characteristics of these populations will be studied as well as best practice for instructional strategies.

GSAS 548 CS Reading in the Content Area (.0) A study of theories and methods for integrating literacy instruction in content areas for secondary and middle grade levels. Reading assessments and literacy strategies that are designed to increase vocabulary learning and comprehension of expository text are introduced and practiced.

GSAS 550 CS Technology in Education (.0) Provides an understanding of courseware management and instructional software tools currently being used in middle/high school classrooms. Particular attention is placed on courseware programs used in school districts and integrating technology in the curriculum.

GSAS 551 CS Diversity II (.0) Provides participants with a working knowledge of issues surrounding diversity in the middle/high school classroom. Topics include race, gender, ethnicity, exceptionalities, socioeconomic conditions, language, religions, and how these impact learning in the classroom. Attention will be given to selecting appropriate materials to develop a relevant curriculum and strategies to create a comfortable learning environment for all children.

GSAS 552 CS Best Practices (Methods for Secondary Teachers) (.0) Examines the content in the middle/high school curriculum standards and explores strategies to make connections among content areas and best practices for instruction. Methods are presented for various content specific disciplines using a common core and to meet the needs of diverse learners.

MATH 541/GSAS 541 Numbers, Systems and Operations for K-8 Teachers (3) Historical numeration systems, base systems, representing numbers, combining numbers, relationships among numbers, and the nature of large and small numbers. Includes children's thinking, how they learn this basic mathematics, their problem- solving strategies, and how they construct their understandings of the base ten number system and arithmetic. Cross-listed with MATH 641/GSAS 641.

MATH 542/GSAS 542 Geometry and Measurement for K-8 Teachers (3) Mathematical reasoning and geometric ideas through the study of topics in Euclidean geometry and measurement. Provides an appreciation for topics in other geometries such as nonEuclidean, fractal, and computational. Includes evaluating geometric thinking in grades K-8 using the van Hiele model of geometric thought. Prerequisite: MATH 549. Cross-listed with MATH 642/GSAS 642.

MATH 544/GSAS 544 Algebra and Functions for K-8 Teachers (3) The mathematical underpinnings of algebra: patterns, variables, and functions. Includes modeling and interpreting graphs of linear and nonlinear functions (quadratic, polynomial, and exponential growth and decay.).as well as analyzing, interpreting, and assessing children's algebraic thinking in both written and oral communication. Prerequisite: MATH 549. Cross-listed with MATH 644/GSAS 644.

MATH 549/GSAS 549 Rational Numbers and Proportional Reasoning for K-8 Teachers (3) Basic number strands in fractions and rational numbers, decimals, percentages, ratios, and proportions as identified in K-8 national and state standards. Includes interpretation, computation, and estimation to develop rational number concepts, skills, and proportional reasoning. Prerequisite: MATH 541. Cross-listed with MATH 649/GSAS 649.

MATH 551/GSAS 551 Probability and Statistics for K-8 Teachers (3) Counting (i.e., combinatorics), probabilistic structures, data analysis, and reasoning. Includes common misconceptions in children's learning, and K-8 classroom applications to meet national and state standards. Includes interpreting children's probabilistic thinking, understanding how they learn these concepts and how to help build problem-solving strategies. Prerequisites: MATH 542 & MATH 544. Cross-listed with MATH 651/GSAS 651.

MATH 563/GSAS 563 Discrete Mathematics for K-8 Teachers (3) Course content includes topics in discrete mathematics and implementation in both K-8 classrooms and in professional development programs for teachers. Review of national recommendations in discrete mathematics for schools, related educational literature, and how best to implement discrete mathematics in schools. Prerequisite: MATH 551. Cross-listed with MATH 663/GSAS 663.

MATH 641/GSAS 641 Numbers, Systems and Operations for K-8 Teachers (3) Historical numeration systems, base systems, representing numbers, combining numbers, relationships among numbers, and the nature of large and small numbers. Includes children's thinking, how they learn this basic mathematics, their problem- solving strategies, and how they construct their understandings of the base ten number system and arithmetic. Cross-listed with MATH 541/GSAS 541.

MATH 642/GSAS 642 Geometry and Measurement for K-8 Teachers (3) Mathematical reasoning and geometric ideas through the study of topics in Euclidean geometry and measurement. Provides an appreciation for topics in other geometries such as nonEuclidean, fractal, and computational. Includes evaluating geometric thinking in grades K-8 using the van Hiele model of geometric thought. Prerequisite: MATH 649. Cross-listed with MATH 542/GSAS 542.

MATH 644/GSAS 644 Algebra and Functions for K-8 Teachers (3) The mathematical underpinnings of algebra: patterns, variables, and functions. Includes modeling and interpreting graphs of linear and nonlinear functions (quadratic, polynomial, and exponential growth and decay.).as well as analyzing, interpreting, and assessing children's algebraic thinking in both written and oral communication. Prerequisite: MATH 649. Cross-listed with MATH 544/GSAS 544.

MATH 649/GSAS 649 Rational Numbers and Proportional Reasoning for K-8 Teachers (3) Basic number strands in fractions and rational numbers, decimals, percentages, ratios, and proportions as identified in K-8 national and state standards. Includes interpretation, computation, and estimation to develop rational number concepts, skills, and proportional reasoning. Prerequisite: MATH 641. Cross-listed with MATH 549/GSAS 549.

MATH 651/GSAS 651 Probability and Statistics for K-8 Teachers (3) Counting (i.e., combinatorics), probabilistic structures, data analysis, and reasoning. Includes common misconceptions in children's learning, and K-8 classroom applications to meet national and state standards. Includes interpreting children's probabilistic thinking, understanding how they learn these concepts and how to help build problem-solving strategies. Prerequisites: MATH 642 & MATH 644. Cross-listed with MATH 551/GSAS 551.

MATH 663/GSAS 663 Discrete Mathematics for K-8 Teachers (3) Course content includes topics in discrete mathematics and implementation in both K-8 classrooms and in professional development programs for teachers. Review of national recommendations in discrete mathematics for schools, related educational literature, and how best to implement discrete mathematics in schools. Prerequisite: MATH 551. Cross-listed with MATH 563/GSAS 563.

SPSY 694 Internship (6-12, generally 3/semester) Be assigned to work in a school setting that will be closely supervised onsite by a trained school psychologist. Applies the knowledge and experience gained during the school psychology-training program as a member of a school psychology team. Participate in a weekly internship seminar led by a faculty professor.

UED 400 Curriculum Design and Assessment Techniques (3) The purpose of this experience is to provide learners with research-based knowledge and skills necessary to analyze exemplary curricula and appropriate assessment practices including familiarity with the Virginia Standards of Learning, informative feedback mechanisms, and school system implementation. Students consider proper selection and use of materials including media and computers while evaluating the process and implementation of school-based curriculum design, as well as the linkage between assessment data and instructional design. A 15-hour class observation experience competency is required. Cross-listed with ECUR 500.

UED 405 Teaching Reading and Language Arts Across the Curriculum (3) Examines the complex nature of language acquisition. It also addresses instruction in listening, speaking, reading, writing, including spelling and grammar, and the integration of these language modes across the curriculum. Special attention will be given to reading comprehension in narrative and expository texts. Other course topics include familiarity with VA SOL and attention to diversity in the classroom. This course includes as a competency a practicum experience. Cross-listed with EFND 505.

UED 406 Classroom Management & Instructional Strategies (3) Designed to provide the student with strategies to effectively provide instruction while managing the classroom. The relationship between classroom environment and student behavior will be addressed and effective intervention strategies will be presented. Various models, methods, and approaches for managing and modifying students' classroom behavior will be explored. The link between discipline and character development will also be addressed. The learner will also demonstrate understanding of effective instructional design principles – such as flexible groupings, collaborative learning, and methods for gifted and talented students as well as for those students with disabling conditions – for instructional improvement. This course includes a classroom observation as a competency and instructional strategies that focus on the VA SOL. Cross-listed with EFND 506.

UED 408 Teaching Reading in the Elementary Grades (3) Addresses the nature of reading, stages of reading development, approaches to reading instruction, word identification strategies including explicit phonics, fluency development, and vocabulary and comprehension instruction. Other course topics include fostering independent reading using a variety of literature, evaluation including familiarity with the VA SOL, and attention to diversity in the classroom. This course includes as competencies a classroom observation and practicum experience. Cross-listed with EFND 508.

UED 441 Child & Adolescent Growth & Development (3) Covers the physical, cognitive, cultural, social/emotional, spiritual, and psychological development of children and adolescents with an emphasis on knowing and understanding theories of human development to incorporate children's individual differences and guide learning experiences. Considers individual differences (socio-economic, racial, ethnic, religious, physical and mental) with the approximate timing and effects of age-related changes and at-risk factors such as attention deficit disorder, substance abuse, child abuse and family disruptions on normal development. Children are studied in the context of family, culture and community. Emphasizes the importance of partnership with families and communities in the teaching and learning process. Cross-listed with ETLC 541.

UED 442 Foundations of Education (3) A study of the foundations of education in the U.S. Explores the historical, philosophical, and sociological development and organization of American education. A portion of the course is devoted to education and the law -- both federal and state -- and to the legal status of teachers and students. Establishes a philosophical foundation of education and surveys various worldviews that affect education today. Contemporary issues in education are examined, such as class management, as well as reflection of personal educational philosophies, attitudes, and aptitudes for teaching. Professional growth and a commitment to life-long learning are emphasized. A 15-hour class observation experience competency is required. Cross-listed with ETLC 542.

UED 451 Characteristics of Students with Disabilities (3) Discusses students who demonstrate patterns of behavior consistent with learning disabilities, mild mental retardation and emotional disorders, and the characteristics of students with hearing, vision and/or physical impairments. 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. This course includes as competencies a classroom observation and practicum experience. Cross-listed with ETSP 551 and ETSP 651.

UED 495 Field Experience-Internship (6) Placement for one semester in one or more elementary schools for supervised teaching practice thereby giving students the opportunity to bridge theory and practice. Cross-listed with EFND 595.

UNIV LIB Information Research & Resources (0) Non-credit, free of charge. Teaches basic competencies in the use of computer and related information technology research and resources, including use of the library. Enroll in the course in the first semester. Required of graduation. Pass/Fail.

THE FACULTY

The School of Education has an active, diverse faculty with varied areas of focus in the arena of education. Our faculty members are distinguished in areas of teaching children with special needs, designing successful character development approaches, building up educational leaders and viewing education from a biblical paradigm.

Arroyo, Alan (1986) BSE, Northern Illinois University; M.Ed., National College of Education; Ed.D., Northern Illinois University

Baker, Jason (2001) B.S., Bucknell University; M.A., The George Washington University; Ph.D., Regent University

Clark, Herman (2004) B.S., Norfolk State University; M.S., University of Virginia; Ed.D., Nova University

Cox, William (1980) B.S., M.A., University of Maryland; Ph.D., Florida State University

Derrick, Gail (2001) B.S., Virginia Wesleyan; M.Ed., Ed.D., The George Washington University

Finn, Donald (2006) B.S., M.S.Ed., Radford University; Ph.D., Virginia Commonwealth University

Flannagan, Jennifer Sue (2007) B.S., Longwood College; M.Ed., Ed.S., University of Virginia; Ed.D., Regent University

Gallien, Louis (2001) B.S., Taylor University; M.A., Ed.D., University of North Carolina--Greensboro

Grooms, Linda (2001) B.M., Furman University; M.Ed., CAGS, Ph.D., Regent University

Hanes, John (2004) B.A., Brown University; B.A.S., Guilford College; M.B.A., Wake Forest University; M.Ed., Ph.D., University of North Carolina--Greensboro

Hill-Russ, Sheila (2009) B.A., Bennett College; M.S., Old Dominion University; Ed.D., The College of William & Mary

Hoskins, Joan (1998) B.S., James Madison University; M.Ed., University of Virginia; Ph.D., Old Dominion University

Huang, Jiuhan (2008) B.A., Ningxia University; M.Ed., Oral Roberts University; Ed.D., Oklahoma State University

Hunt, Carle (2002) B.S., B.A., MBA, Denver University; DBA, University of Southern California

Jordan, Hope (1999) B.S., University of Wisconsin; Ed.S., The George Washington University; M.Ed., Ph.D., Regent University

Kelly, Michael (2008) B.S., California University of PA; M.S., The George Washington University; Ed.D., The George Washington University

Koonce, Glenn (2003) B.S., Old Dominion University; M.S., Old Dominion University; Ed.D., Virginia Polytechnic Institute and State University

Lloyd-Zannini, Louis (1995) B.A., College of Our Lady of Providence; M.A., Regent University; Ed.S., Ph.D., The College of William & Mary

Mostert, Mark (2002) HED, Johannesburg College of Education; M.Ed., University of South Alabama; Ph.D., University of Virginia

Nisbet, Deanna (1999) B.S., University of North Carolina--Greensboro; M.A., CAGS, Ed.D., Regent University

Ponton, Michael (2003) B.S., Old Dominion University; M.S., The George Washington University; Ed.D., The George Washington University

Rovai, Alfred (2000) B.A., San Jose State University; M.A., University of Northern Colorado; M.S.Ed., Ph.D., Old Dominion University

Schuette, Christine (2006) B.A., University of Virginia; M.Ed., Ph.D., University of Maryland--College Park

Selig, W. George (1980) B.A., M.A., Central Washington State College; CAGS, Ed.D., University of Massachusetts

Stiff-Williams, Helen (1998) B.S., Hampton Institute; M.S., Longwood College; Ed.D., University of Virginia

Swezey, James (2007) A.A., Community College of the Air Force; B.A., Simpson University; M.Ed., Columbia International University; Ed.D., George Fox University

Tindall, Evie (1990) B.A., Winthrop College; M.A., Regent University; Ed.S., Ed.D., The College of William & Mary

Wighting, Mervyn (2003) B.Ed., University of Sussex; M.S., Ph.D., Old Dominion University

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SCHOOL OF GLOBAL LEADERSHIP & ENTREPRENEURSHIP

DEAN'S MESSAGE

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

In the School of Global Leadership & Entrepreneurship, we believe that inspired innovation is granted through Divine transformation following a thorough critical analysis of the past, the present, the environment and how these elements might project into the future. Therefore, we seek to assist in the transformation of current and future leaders and entrepreneurs by guiding them through a rigorous immersion in the study of secular and sacred knowledge so they may discover the deeper Truths of Scripture as they relate to organizations in the U.S. and around the globe. Through the use of self-directed, blended learning methods, our distinguished faculty members serve as facilitators leading students through the prescribed degree requirements, yet allowing them to experience God-inspired revelations and applications throughout their studies.

The School of Global Leadership & Entrepreneurship has two distinct, yet related sides. The leadership programs represent the relational aspect of people interacting together to build transformational organizations, while the entrepreneurship programs represent the creation and innovation of processes that help organizations produce goods and services. The two aspects of the School of Global Leadership & Entrepreneurship work together to create a "whole" organization, while allowing students to focus on either relationship or process.

Our fully-accredited, online, doctoral and master's degree programs provide a unique and innovative blend of knowledge, critical thinking, practical application, technology and Judeo-Christian values to enhance and empower professionals, entrepreneurs, emerging scholars, teachers, and leaders to adapt to the ever-changing global and technological climates, to clearly communicate a vision and motivate others to action, and to discover and maintain a life-long pursuit of God's Truths for leadership and organizational development. As our students and alumni work independently and corporately as part of a global network of scholars and leaders, organizations, societies, and the world are being, and will continue to be, transformed for the glory of God.

Bruce E. Winston, Ph.D.

CONTACT INFORMATION

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

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

MISSION AND PHILOSOPHY

The mission of Regent University is to provide excellent graduate and undergraduate education from a global, biblical perspective in pivotal professions to equip Christian leaders to change the world, and to be a leading center of Christian thought and action.

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

The school supports the mission and vision of Regent University by:

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

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

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

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

DISTINCTIVES OF THE SCHOOL

The School of Global Leadership & Entrepreneurship distinguishes itself from other graduate programs by the following characteristics:

- Leadership and business education from a Christian Worldview: For those engaged in business, management or leadership of an organization, the School of Global Leadership & Entrepreneurship provides a unique perspective in innovation, excellence and the impact of biblical principles in today's world as well as strategizing for tomorrow's opportunities.
- Entrepreneurial Perspective: Whether our students plan to work for a large company or start their own organization, our emphasis on creativity, innovation, and change will help them develop and implement new ideas to serve ever-changing global markets.
- Online Distance Education: A primary distinctive of the School of Global Leadership & Entrepreneurship programs is the use of computer-mediated learning. Without sacrificing the quality or rigor of graduate studies, GLE operates within a virtual, autonomous learning environment that accommodates almost any schedule.
- Multidisciplinary Leadership Programs: Focusing on Christian leadership training and the development of leadership paradigms that apply to a variety of organizations, our leadership programs can be applied to any type of organization including for-profit, nonprofit, church, parachurch, government, and educational institutions at all levels.

PROGRAM OVERVIEW

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

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

- Ph.D. in Organizational Leadership
- Doctor of Strategic Leadership
- Certificate of Advanced Graduate Studies
- MBA/Executive MBA
- M.A. in Management
- M.A. in Organizational Leadership
- M.A. in Strategic Foresight
- Certificate of Graduate Studies in Leadership

JOINT DEGREES

School of Global Leadership & Entrepreneurship master's students have the opportunity to pursue joint degrees between the School of Global Leadership & Entrepreneurship and other graduate schools at Regent University. Under a joint degree arrangement, students must apply and be accepted in both schools as a joint degree student. Joint degree students subsequently earn a separate degree from each school and must complete both degree programs before being approved for graduation. Completion of these two degrees usually requires two to three years of full-time study. Joint degree students in the School of Global Leadership & Entrepreneurship must complete all core course requirements. The School of Global Leadership & Entrepreneurship joint degree requirement is 42 credit hours for the MBA and 24 credit hours for the M.A. See the General Information section of the catalog for a further description of the joint degrees program.

FINANCIAL AID

Regent University offers a limited number of awards on an institution-wide basis. Students are strongly encouraged to apply for these centrally endowed awards. Applications for these awards are due to the Central Financial Aid office by March 1 for consideration for the following academic year. Regent University also offers financial assistance through the Virginia Tuition Assistance Grant, the Tuition Installment Plan, federal student loans and private loans. For more information, see the Tuition, Fees, and Financial Aid section of this catalog.

The following is a list of school-specific scholarships and awards available through the School of Global Leadership & Entrepreneurship. You can also find these at www.regent.edu/acad/global/admissions/financial_aid.shtml.

Funded Awards – Master of Business Administration Program

Friends and alumni of Regent University have graciously funded ten financial awards for students in the School of Global Leadership & Entrepreneurship's Master of Business Administration (MBA) program. These annual awards range from $500 to $5,000 and are given three times per year to select students beginning the MBA in the fall, spring or summer terms.

Based on the admissions application information, the MBA admissions committee nominates incoming students each semester. The school's dean, in conjunction with the admissions committee and the donors, per their request, will review the nominations and grant the financial awards. Nominations for these awards are confidential; therefore, only award recipients will be notified.

Students applying for entry into the MBA program are considered for a full academic year of enrollment, which is considered to be the fall, spring, and summer semesters. Although financial awards are made for one academic year, students receiving an award are given preference in consideration for subsequent awards.

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

Students who receive a funded award will be asked to write a letter of acknowledgement and thanks to the donor. Information will be provided to each scholarship recipient at the time of the award. Regent University's Office of Advancement requires that the letter be received by their office before the funded award monies are transferred to the student's account.

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

Military Financial Assistance

The School of Global Leadership & Entrepreneurship provides tuition rate reductions for those who are serving as active duty men or women in the United States military. The current tuition rate reductions are as follows:

- 25% tuition rate reduction for master's and graduate certificate programs
- 10% tuition rate reduction for doctoral and advanced graduate certificate programs

Students who qualify for this tuition reduction need to fax a copy of their active duty military ID card to the school's manager of academic services at 757-352-4754 in order for the reduction to apply to their accounts. Qualified students need to submit a copy of the active duty military ID every academic year (fall, spring, summer) when they want to receive this tuition discount.

In addition, education benefits are available to U.S. military veterans and personnel. Benefits are certified by the Registrar's Office. If you are a Regent University student who is also a veteran receiving VA benefits, go to the Veteran's Benefits website. More information is available at the official Department of Veterans Affairs web page.

Project Bridges Scholarship

Regent University offers participating Project Bridges church members a 25% tuition discount to individuals who are admitted to academic degree programs in the undergraduate and graduate degree programs. In order to receive this scholarship, qualified accepted applicants must submit the Regent University Tuition Grant (Application and Verification Form for Members of Project Bridges) form. The form, guidelines, and procedures are available at: www.regent.edu/general/corporate_partners/docs/project_bridges.doc

In addition, all School of Global Leadership & Entrepreneurship applicants must meet the graduate admission requirements prior to applying for the scholarship.

Tuition Assurance Plan (Ph.D., DSL, and CAGS only)

The school may, from year to year, increase or decrease tuition as guided by the Regent University Board of Trustees. To assist doctoral students in planning for expenses, the tuition rate assigned at the time of a student's first semester of enrollment is the same tuition rate that will follow that student throughout the remainder of the student's program provided the student follows the prescribed course schedule. However, if a student requests and receives a leave of absence and then resumes study with a new cohort, or if a student slows the pace at which he/she takes the elective courses and/or dissertation/doctoral project credits, then that student's tuition rate will become the same tuition rate as the cohort to which that student is then aligned (i.e., if a student in Cohort 2005 is taking elective courses at the same time that Cohort 2006 students are taking elective courses, then the Cohort 2005 student's tuition rate will be the same as the Cohort 2006 student's tuition rate). The tuition rate for dissertation continuation credit is set as close to the student's original cohort tuition rate as administratively possible.

School of Global Leadership & Entrepreneurship Award

The School of Global Leadership & Entrepreneurship Award assists students who demonstrate financial need, perseverance, and leadership potential. Recipients must maintain a minimum 3.0 GPA.

Homer Figler Award

The Homer Figler Award is given to business students in honor of the founding dean of the School of Business. This award recognizes students who have demonstrated excellence in their studies. Academic standards include a 3.25 undergraduate GPA and evidence of leadership potential. Recipients must maintain a minimum 3.25 GPA.

Dean's Scholarship

The Dean's Scholarship recognizes excellent academic and leadership potential. Academic standards include a minimum 3.5 undergraduate GPA in a rigorous program and a GMAT score in the 70th percentile or above. Evidence of leadership potential is also required. Recipients must enroll in a minimum of 6 School of Global Leadership & Entrepreneurship credit hours per semester and maintain a minimum 3.5 GPA to be eligible for this award.

Honors Scholarship

The Honors Scholarship recognizes outstanding academic accomplishments as well as future management and leadership potential. Academic standards include, but are not limited to, a minimum 3.75 undergraduate GPA in a rigorous program, a GMAT score in the 80th percentile or above, and evidence of leadership potential. This award is for the very top students in the fields of management, leadership, and entrepreneurship. Recipients must enroll in a minimum of 6 School of Global Leadership & Entrepreneurship credit hours per semester and maintain a minimum 3.75 GPA to be eligible for this award.

Morse Family Scholarship

Founded in 1994, the Morse Family Scholarship recognizes excellent academic and leadership potential in management students. Academic standards include a minimum 3.25 undergraduate GPA in a rigorous program and a GMAT score in the 60th percentile or above. The fund provides one scholarship each to a business student and a communication student. The Morse Family Scholarship Award consists of $5,000 a year applied to tuition for School of Global Leadership & Entrepreneurship courses only. Recipients must enroll in a minimum of 9 School of Global Leadership & Entrepreneurship credits per term and maintain a minimum 3.25 GPA to be eligible for this award.

Long Award

The Long Award recognizes excellent academic and leadership potential. Howard Long endowed this award to encourage students to prepare for successful entry into business. Academic standards include a minimum 3.25 GPA. The Long Award consists of $3,000 applied to School of Global Leadership & Entrepreneurship courses only. Recipients must enroll in a minimum of 6 School of Business credit hours per semester and maintain a minimum 3.25 GPA to be eligible for this award.

Since all School of Global Leadership & Entrepreneurship scholarships and awards are awarded for both past achievement and future potential, recipients must maintain the standard of excellence set forth by that award to be considered for renewal for another year. Failure to maintain the minimum GPA for each award will prevent renewal of the award. Other factors associated with each award are also taken under consideration during this annual review. Scholarships and awards are granted for one academic year and are renewable based on academic performance and availability of funds.

CAREER OBJECTIVES

A variety of positions are available to students graduating from the School of Global Leadership & Entrepreneurship, including, but not limited to, faculty positions in both the public and private sectors ranging from primary to college level; middle and upper administrative positions within businesses, churches, schools, universities, missions organizations, government administration, and consulting. Our programs also prepare students for positions in middle- and upper-management, not-for-profit, ministry, government agencies, and entrepreneurial ventures. Most School of Global Leadership & Entrepreneurship students are employed throughout the program and use the degree to either further their current careers or venture into new endeavors. A number of students have been promoted within their current organizations or have been offered leadership positions elsewhere prior to completing the degree. The School of Global Leadership & Entrepreneurship does not offer placement services, but does notify students and alumni of applicable national and international employment opportunities, connecting them to a worldwide network of professionals and organizations.

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

STUDENT PROFILE

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

Our student body numbers approximately 421 and is comprised of computer literate, mid to upper-level career professionals who are committed to embracing the rigors of a life-changing master's or doctoral program and who desire to transform lives and organizations through the implementation of sound Judeo-Christian values, ethical business and leadership practices, and God-given wisdom. Our students represent various Christian affiliations, ethnic origins, and nationalities. We facilitate students across the U.S. and around the world. Thirty-eight percent are women, 62% are men, 29% are minority students and 14% are international students.

ADMISSIONS REQUIREMENTS

Master's Degree Admission Requirements

Applicants to our master's degree programs must have earned a bachelor's degree from a regionally accredited institution or an equivalent degree from a foreign institution, as evaluated by a credential evaluating agency.

Refer to the "Admission to Regent Graduate Schools" section of this catalog for additional information regarding admission procedures and requirements. Master's applicants to the School of Global Leadership & Entrepreneurship must submit the following:

1. School of Global Leadership & Entrepreneurship Application form online.
2. $50 non-refundable application fee.
3. Professional Resume or Curriculum Vitae
4. Official Graduate Management Admissions Test scores (GMAT), official Graduate Record Exam (GRE) scores, or receive a test score waiver at the discretion of the Admissions Committee members.
5. Admissions Essay
6. Official transcripts from all undergraduate and graduate institutions attended.

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

Doctoral Degree Admission Requirements

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

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

1. School of Global Leadership & Entrepreneurship Application form online.

2. $50 non-refundable application fee.
3. Professional Resume or Curriculum Vitae.
4. Admissions Essay
5. Doctoral Writing Sample demonstrating the applicant's research, writing, analytical, and problem-solving skills.
6. Official transcripts from all undergraduate and graduate institutions attended.

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

Admission for International Students

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

ACADEMIC POLICIES

Enrollment Policy

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

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

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

Transfer of Graduate Credits

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

Additional requirements for those students transferring graduate credits into the School of Global Leadership & Entrepreneurship programs include:

- While a maximum of 6 credit hours may be applied toward the M.A. programs, transfer of credits into the MBA program is not permitted due to the streamlined nature of the program.
- A maximum of 12 credit hours may be applied toward the elective coursework of the Ph.D.
- The school does not offer credit for portfolio-based experiential learning undertaken prior to admission into its programs.
- Graduate courses that students complete at other institutions after they have enrolled in the School of Global Leadership & Entrepreneurship programs at Regent University are not accepted for transfer.

Students requesting transfer credits for elective courses must obtain approval from their faculty advisor. Due to the nature and content of the School of Global Leadership & Entrepreneurship programs, transfer credits are not permitted to replace required courses, including residency courses.

Satisfactory Progress

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

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

If a student is maintaining satisfactory progress, the doctoral programs can each be completed within five years.

However, the maximum time permitted to complete all doctoral coursework is seven years.

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

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

FACULTY ACCESS

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

STUDYING ONLINE AT REGENT

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

Computer Requirements

Since the School of Global Leadership & Entrepreneurship programs are delivered primarily through computer-mediated learning, computer literacy is required of all students. Given the rapid rate of change in computer technology, please visit www.regent.edu/acad/sls/computer_requirements/home.htm for the most current information regarding computer requirements and support.

Residencies

Residency is not required for the M.A. programs; however, it is an option for traditional MBA, MOL, and MSF students and a requirement for Executive MBA, CAGS, DSL and Ph.D. students.

Residency offers an incredible opportunity for students to meet and build relationships with one another, faculty, and staff that may last an eternity. In addition, residencies provide wonderful networking and mentoring opportunities for students with faculty and peers. These opportunities facilitate in-person discussions with faculty concerning the doctoral dissertation and DSL project, and allow time for students to seek a faculty dissertation or project chair.

When planning for the on-campus residencies, students should consult the School of Global Leadership & Entrepreneurship website for detailed information.

The School of Global Leadership & Entrepreneurship programs are committed to the historical foundations of the doctoral degree in which a community of scholars is created among faculty mentors and student scholars. Regent University mirrors this historical tradition by using student cohorts, intensive on-campus residencies and a variety of interactive discussion modes that extend beyond topical course discourse. In view of this goal, the waiving of residency requirements will not be considered.

Ph.D. Residency Course Information

Each online Ph.D. student, except for those enrolled in the Global Leadership major, must complete a total of three residencies, which occur during the summer semester in May each year. Global Leadership majors are only required to attend residency twice: once in the first year and once in the third year of their program. Residency offers a unique opportunity for students to prepare for future doctoral coursework and professional life after completing the doctoral program. During the first residency, all Ph.D. students complete LPHD 702 and the Library Research & Resources course. In the second residency, Ph.D. students, with the exception of Global Leadership majors, complete LPHD 755. In the final residency, all Ph.D. students complete LPHD 708.

DSL Residency Course Information

Each DSL student must complete a total of three residencies, which occur during the summer semester in May each year. Residency offers a unique opportunity for students to prepare for future doctoral coursework and professional life after completing the doctoral program. During the first residency, DSL students complete LDSL 701 and the Library Research & Resources course. In the second residency, students complete LDSL 704, and in the third and final residency, students complete LDSL 707. Certain activities related to the DSL project may require additional time on campus.

CAGS Residency Course Information

CAGS students must be enrolled in either the Ph.D. or DSL program. Therefore, a student's residency requirements follow those of the program in which they are enrolled. However, only the first two residencies are required to receive the CAGS.

Executive MBA Residency Course Information

Utilizing a blended program delivery method, EMBA students are only required to attend two weekend residencies per semester at the Virginia Beach Campus - the balance of the coursework is completed online.

Each residency event begins on Thursday evening and concludes Saturday afternoon. Residency sessions will include a variety of faculty lectures, guest speakers, working sessions and special projects. Lodging and meals are included in tuition.

Optional Residency for MBA, MOL & MSF Students

MBA, MOL, and MSF students may attend the optional May residency one time at no cost other than personal transportation. The School of Global Leadership & Entrepreneurship will cover lodging expenses for Thursday and Friday night and meals from Thursday evening through lunch on Saturday. Students or alumni who wish to attend additional residencies will have a fee to cover rooms, meals, and speaker fees. This optional residency event provides an excellent opportunity to network with other students, learn more about Regent University and, of course, meet personally with the faculty and staff of the School of Global Leadership & Entrepreneurship.

DEGREE PROGRAMS

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

The School offers the: Doctor of Philosophy (Ph.D.) in Organizational Leadership, Doctor of Strategic Leadership (DSL), Certificate of Advanced Graduate Studies (CAGS) in Leadership, Master of Business Administration (MBA), Executive Master of Business Administration (EMBA) Master of Arts in Management (MAM), Master of Arts in Organizational Leadership (MOL), Master of Arts in Strategic Foresight (MSF), and Certificate of Graduate Studies (CGS) in Leadership.

Doctor of Philosophy (Ph.D.) in Organizational Leadership (60 credit hours)

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

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

learning from a Judeo-Christian worldview.

The Ph.D. can be completed in a minimum of three years (nine semesters, including residencies), but usually is completed in four to four and a half years. The maximum time allowed to complete the program is seven years. In addition, doctoral students must maintain continuous enrollment in the program during all academic years (i.e., three semesters, including residency, each calendar year). However, a student may request a leave of absence during the first five semesters of required courses. The student would then resume doctoral studies one year later at the start of the unfinished semester and would participate as a member of the new cohort. Each semester is approximately 13 weeks in length.

Requirements

During each year of the online program, students take 6 credit hours in the summer, 6 credit hours in the spring and 6 credit hours in the fall semesters. If a student needs additional time to complete the dissertation after registering and paying for 60 credit hours, the student then continues to register for one dissertation credit hour per semester for each semester until the dissertation is successfully completed and defended.

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

Dissertation

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

Majors

Ecclesial Leadership (60 credit hours)

Designed to advance the academic study of organizational leadership in ecclesial contexts, the Ecclesial Leadership major explores the past, present and future of organizational leadership in ecclesial contexts through a multidisciplinary study combining the fields of leadership studies, organizational research, exegetical analysis, philosophy, theology, sociology, historical criticism and futures studies. Even though this major includes the historic disciplines of theology, the focus remains on the unique and particular contexts that ecclesial leadership and organizations face. Students will be prepared to teach organizational leadership, and in particular ecclesial leadership and organizational design at the university level or conduct research in association with ecclesial groups, seminaries, non-profits and missional groups.

• Completion of 48 credit hours of required courses plus a 0-credit-hour library research course and a 0-credit-hour professional development residency (the third of three residencies).
• Completion of a minimum of 12 credit hours of dissertation, including the completion of all requirements associated with the doctoral dissertation, including oral defense.
• Successful completion of the comprehensive exams following the student's coursework.

Required Courses

UNIV LIB Information Research & Resources 0
LPEC 702 Towards a Theology of Ecclesial Leadership 6
LPEC 703 Ecclesial Leadership in History 6
LPEC 704 Advanced Research Methodologies in Ecclesial Leadership 6
LPEC 706 Emerging Models of Ecclesial Organizations and Leadership 6
LPHD 702 The Leader as Agent & Guide: Examining Theological, Psychological & Sociological Effects of Leadership 6
LPHD 703 Organizational Theory & Diagnosis: Leaders as Consultants & Change Agents 6
LPHD 704 Communication & Decision Making in the Real & Virtual Environment: The Leader as Guide 6
LPHD 755 Research & Analysis 6
LPHD 708 Leadership & Professional Development: Building Leaders to be More Than They Are 0
LPHD 861-864 (865 as required) Dissertation Research ..... 12 min

Entrepreneurial Leadership (60 credit hours)

The Entrepreneurial Leadership major is designed to prepare students as university/college faculty members and provides students with a breadth of knowledge across the entrepreneurial leadership field. The course content equips students to teach at the university level in organizational leadership or entrepreneurial studies. The major includes in-depth courses in marketing, finance, operations, and human resource management.

• Completion of 48 credit hours of required courses plus a 0-credit-hour library research course and a 0-credit-hour professional development residency (the third of three residencies).
• Completion of a minimum of 12 credit hours of dissertation.
• Successful completion of the comprehensive exams following the student's coursework.
• Completion of all requirements associated with the doctoral dissertation, including an oral defense.

Required Courses
UNIV LIB Information Research & Resources 0
LPEN 761 Entrepreneurial Operations Strategy 6
LPEN 763 Global Economic Drivers 6
LPEN 765 Marketing Communication 6
LPEN 767 Human Resource Strategies 6
LPHD 702 The Leader as Agent & Guide: Examining Theological, Psychological & Sociological Effects of Leadership 6
LPHD 703 Organizational Theory & Diagnosis: Leaders as Consultants & Change Agents 6
LPHD 704 Communication & Decision Making in the Real & Virtual Environment: The Leader as Guide 6
LPHD 708 Leadership & Professional Development: Building Leaders to be More Than They Are 0
LPHD 755 Research & Analysis 6
LPHD 861-864 (865 as required) Dissertation Research ..... 12 min

Human Resource Development (60 credit hours)
Designed to develop the desire, initiative, resourcefulness, and persistence required for new and innovative methods in human resource development, this major will provide students with a breadth of knowledge across the field of human resource development and will allow them to pursue in-depth research in areas of paramount concern, blending theoretical foundations with new and innovative methods. Within limits, students may tailor course deliverables to their individual goals, strategic outcomes, and dissertation research.

- Completion of 48 credit hours of required courses plus a 0-credit-hour library research course and a 0-credit-hour professional development residency (the third of three residencies).
- Completion of a minimum of 12 credit hours of dissertation.
- Successful completion of the comprehensive exams following the student's coursework.
- Completion of all requirements associated with the doctoral dissertation, including an oral defense.

Required Courses
UNIV LIB Information Research & Resources 0
LHRD 702 Learner Autonomy & HRD 6
LHRD 703 Group & Organizational Theories 6
LHRD 704 Organizational Diagnosis for HRD 6
LHRD 706 Design of Adult Learning for the HRD Practitioner 6
LHRD 708 Human Performance Processes 0
LPHD 702 The Leader as Agent & Guide: Examining Theological, Psychological & Sociological Effects of Leadership 6
LPHD 703 Organizational Theory & Diagnosis: Leaders as Consultants & Change Agents 6
LPHD 704 Communication & Decision Making in the Real & Virtual Environment: The Leader as Guide 6
LPHD 755 Research & Analysis 6
LPHD 861-864 (865 as required) Dissertation Research ..... 12 min

Organizational Leadership (60 credit hours)
Utilizing a multidisciplinary approach to the study of organizational leadership, this major will provide students with a comprehensive understanding of the field of organizational leadership and its associated disciplines. Students will pursue in-depth research in key areas and, within limits, may tailor the selection of electives to their individual goals and dissertation research.

- Completion of 48 credit hours of required courses plus a 0-credit-hour library research course and a 0-credit-

hour professional development residency (the third of three residencies).

- Completion of a minimum of 12 credit hours of dissertation.
- Successful completion of the comprehensive exams following the student's coursework.
- Completion of all requirements associated with the doctoral dissertation, including an oral defense.

Required Courses

UNIV LIB Information Research & Resources 0
LPHD 702 The Leader as Agent & Guide: Examining Theological, Psychological & Sociological Effects of Leadership. 6
LPHD 703 Organizational Theory & Diagnosis: Leaders as Consultants & Change Agents 6
LPHD 704 Communication & Decision Making in the Real & Virtual Environment: The Leader as Guide 6
LPHD 706 The Psycho-Social Dimensions of the Leader as Researcher, Teacher & Communicator 6
LPHD 707 Global Dimensions of Leadership Today & in the Future: A Look Beyond Our Current Place in Time 6
LPHD 708 Leadership & Professional Development: Building Leaders to be More Than They Are 0
LPHD 709 Advanced Research Methods in Leadership 6
LPHD 710 Advanced Data Analysis Techniques in Leadership Research 6
LPHD 755 Research & Analysis 6
LPHD 861-864 (865 as required) Dissertation Research ..... 12 min

Elective Courses Offered by the School of Global Leadership & Entrepreneurship

(With approval, students may take doctoral level courses from other Regent schools and colleges. Please see each individual school's section of the catalog for other elective doctoral course offerings.)

LPHD 711 Leadership for Creativity 3
LPHD 714 Advanced Research Methods 3
LPHD 715 The Ph.D. as Consultant 3
LPHD 716 The Rhetoric of Leadership 3
LPHD 718 Trust as an Organizational Variable 3
LPHD 721 Advanced Analysis Methods 3
LPHD 723 Special Topics in Organizational Leadership* 3
LPHD 724 Special Topics in Organizational Leadership* 3
LPHD 725 Special Topics in Organizational Leadership* 3
LPHD 726 Special Topics in Organizational Leadership* 3
LPHD 727 The Leadership of Jesus in the Gospels 3
LPHD 728 Capstone Leadership: The Art & Discipline of Finishing Well 3

*Allows students to take more than one special topics course in the program.

University Teaching and Research (60 credit hours)

Designed to prepare students as university/college faculty members, this major provides students with a breadth of knowledge across the organizational leadership field, as well as specialized preparation for effective teaching of university courses and performing academic research studies. The course content equips students to teach at the university level in organizational leadership or organizational behavior. The major includes in-depth courses in instructional design and teaching both for classroom and distance education formats, as well as courses that include the design, execution, and publication of research studies.

- Completion of 48 credit hours of required courses plus a 0-credit-hour library research course and a 0-credit-hour professional development residency (the third of three residencies).
- Completion of a minimum of 12 credit hours of dissertation.
- Successful completion of the comprehensive exams following the student's coursework.
- Completion of all requirements associated with the doctoral dissertation, including an oral defense.

Required Courses

UNIV LIB Information Research & Resources 0
LPHD 702 The Leader as Agent & Guide: Examining Theological, Psychological & Sociological Effects of Leadership 6
LPHD 703 Organizational Theory & Diagnosis: Leaders as Consultants & Change Agent 6
LPHD 704 Communication & Decision Making in the Real & Virtual Environment: The Leader as Guide 6
LPHD 706 The Psycho-Social Dimensions of the Leader as Researcher, Teacher & Communicator 6
LPHD 707 Global Dimensions of Leadership Today & in the Future: A Look Beyond Our Current Place in Time 6

LPHD 708 Leadership & Professional Development: Building Leaders to be More Than They Are 0
LPHD 714 Advanced Research Methods 3
LPHD 724 Advanced Analysis Methods 3
Courses in Higher Education Teaching and Course preparation* 6
LPHD 755 Research & Analysis 6
LPHD 861-864 (865 as required) Dissertation Research ..... 12 min
*The University Teaching and Research major involves two additional courses from the School of Education. Students may choose any two of the following courses for a total of 6 credit hours.

EDDE 820 Instructional Design for Distance Education 3
EDDE 825 Special Topics in Distance Education 3
EDDE 830 New Media in Distance Education 3
EFND 726 Foundations of Distance Education 3
EHEA 804 Teaching on a College or University level: Effective Teaching Strategies for Multiple Constituencies 3
EHEA 807 Curriculum & Assessment for College/University Teaching 3
ESAE 810 Teaching & Learning: Theory & Research in Adult Development 3
ESAE 820 Program Planning for Adult Learners 3

Global Leadership (60 credit hours)

NOTE: **This major will remain available to the Ph.D. students enrolled in the Organizational Leadership major who began the program in or prior to the summer semester 2009. Starting with Cohort 2010, this major is no longer offered.**

Students who wish to complete the Ph.D. in Organizational Leadership with a major in Global Leadership will complete coursework using a tutorial design rather than cohort-based computer-mediated methods. Students progress through each of eight core courses in a sequential manner and can take one or more courses at a time as long as the students complete LDGL 701, 702, 703, 704, and 705 before taking LDGL 706, 707, and 709. These courses are equivalent in objectives and content covered to related courses in the Organizational Leadership and Human Resource Development majors. The Global Leadership major uses a different curriculum delivery method compared to the Organizational Leadership major and the Human Resource Development major in that the Global Leadership major is designed for students whose schedules do not allow them to participate in a cohort model. Global Leadership major students may take one, two, or three courses at a time and interact with the tutor rather than with instructors and other students as occurs in the Organizational Leadership and Human Resource Development majors. The courses for the Global Leadership major are 3 credits each and are offered multiple times a year where as most of the core courses for the Organizational Leadership and Human Resource Development courses are 6 credits and are offered once a year. It is recommended that students carefully consider the choice of majors before beginning their studies so that they may have continuity of course work and not lose momentum as a result of changing majors. It is possible that students may change from the cohort model to the tutorial model or from the tutorial model to the cohort model and a request to do so would be reviewed on a case by case basis.

- Completion of 24 credit hours of required courses plus a 0-credit-hour library research course and a 0-credit-hour professional development residency.
- Completion of 24 credit hours of elective courses.
- Completion of a minimum of 12 credit hours of dissertation.
- Successful completion of the comprehensive exams following the student's coursework.
- Completion of all requirements associated with the doctoral dissertation, including an oral defense.

Required Courses

UNIV LIB Information Research & Resources 0
LDGL 701 Leadership Theory 3
LDGL 702 Systematic Leadership 3
LDGL 703 Global Leadership Values 3
LDGL 704 Strategic Foresight Leading to Organizational Change 3
LDGL 705 Research Methods & Analysis I 3
LDGL 706 Research Methods & Analysis II 3
LDGL 707 Cross-cultural Contexts 3
LDGL 708 Integral Organizational Leadership Systems 3

LPHD 861-864 (865 as required) Dissertation Research ..... 12 min

Elective LDGL Courses offered by the School of Global Leadership & Entrepreneurship

LDGL 712 Regional Cultural Comparison/Analysis 3
LDGL 713 Followership 3
LDGL 714 Virtual Leadership in a Global Setting 3
LDGL 715 Futures Research & Global Change 3

The following list shows which courses in the Organizational Leadership and Human Resource Development majors align with courses in the Global Leadership major.

Organizational Leadership & HRD Courses		Global Leadership Courses
LPHD 702 (6 credits)	equivalent to	LDGL 702 (3 credits) & 703 (3 credits)
LPHD 703 (6 credits)	equivalent to	LDGL 704 (3 credits) & 705 (3 credits)
LPHD 704 (3 credits)	equivalent to	LDGL 707 (3 credits) & 712 (3 credits) or equivalent elective
LPHD 706 (6 credits)	equivalent to	LDGL 708 (3 credits) & an approved LDGL elective
LPHD 707 (6 credits)	equivalent to	Two approved LDGL electives
LPHD 708 (0 credits)	equivalent to	Same for both majors
LPHD 755 (6 credits)	equivalent to	LDGL 701 (3 credits) & LDGL 706 (3 credits)
12 credits of electives	equivalent to	12 credits of electives taken at SLS or an affiliated network university

Residency

Students begin the program by attending the same first-year residency along with all other Ph.D. in Organizational Leadership students. Global Leadership students do not attend the second-year Ph.D. residency, but do attend the third-year Ph.D. residency after completing at least 36 hours of coursework. It may be more than three years before the student takes the final residency. During the third-year residency, Global Leadership students present papers at the International Leadership Studies Conference, interact with professors on dissertation topics, prepare for the comprehensive exams, and participate in dissertation workshops.

Participating Schools and the Elective Courses

Participating schools may develop and deliver, through their own curriculum methods, 24 credits of doctoral-level courses that have global and regional foci on leadership and organizational studies. The course content and instruction, to be offered by participating schools, must be approved by the dean of the Regent University School of Global Leadership & Entrepreneurship prior to the student enrolling in the courses. The participating schools will register the students, charge their school's tuition rate and handle all student-related issues during the time that the student takes classes with the participating school. Upon completion of the 24 credits of doctoral-level work, the student will ask the participating school to send an official transcript of the courses showing passing grades in all courses. Upon receipt of the transcript, GLE staff will submit an academic petition on behalf of the student asking for transfer of credits to the Ph.D. in Organizational Leadership degree program.

Admission to Candidacy

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

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

Doctor of Strategic Leadership (DSL) (60 credit hours)

The Doctor of Strategic Leadership (DSL) is a terminal professional degree designed to provide immediate solutions for

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

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

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

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

Requirements

During each year of the program, students take 6 credit hours in the fall, 6 credit hours in the spring and 6 credit hours in the summer semesters. If a student needs additional time to complete the DSL Project after registering and paying for 60 credit hours, the student then continues to register for one DSL Project credit per semester for each semester until the project is successfully completed and defended.

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

Majors

Strategic Leadership (60 credit hours)

The DSL degree is a multidisciplinary program that includes an extensive survey of theory drawn from sociology, psychology, theology, organizational theory and other allied disciplines as well as a Judeo-Christian perspective that furthers one's understanding of transformational principles. The Strategic Leadership major provides an emphasis on those concepts that have the greatest impact on leading and shaping the organization.

Required Courses

The following required coursework provides a synthesis of dynamic leadership theories, methodologies, and concepts that are vital to leading and transforming an organization. Through these courses, students will learn how to apply this knowledge to positively impact their current work environments.

UNIV LIB Information Research & Resources 0
LDSL 701 The Human Focus of Leadership 6
LDSL 702 Leadership Theory & Development 6
LDSL 703 Strategic Design, Planning & Implementation 6
LDSL 704 Values & Ethics for the Leader & the Organization 6
LDSL 705 Organizational Structure/Systems/Environment 6
LDSL 706 Global Strategic Leadership 6
LDSL 707 Future Organizational Designs & Leadership Styles 6
LDSL 708 Innovation & Creativity in Organizations 6
LDSL 709 Leadership Succession & Leadership Development 6
LDSL 861-862 (863 as required) DSL Project ..... 6 min

Leadership Coaching (60 credit hours)

Designed to equip students with a solid foundation of theory and practice, the Leadership Coaching major will prepare students to assist leaders through coaching interventions and guidance, seek certification in leadership coaching through any of the recognized certifying agencies, and build a consulting practice. Students who wish to complete the Doctor of

Strategic Leadership with a major in Leadership Coaching will take LDSL 728 in lieu of LDSL 708 and LDSL 729 in lieu of LDSL 709.

Required Courses

UNIV LIB Information Research & Resources 0
LDSL 701 The Human Focus of Leadership 6
LDSL 702 Leadership Theory & Development 6
LDSL 703 Strategic Design, Planning & Implementation 6
LDSL 704 Values & Ethics for the Leader & the Organization 6
LDSL 705 Organizational Structure/Systems/Environment 6
LDSL 706 Global Strategic Leadership 6
LDSL 707 Future Organizational Designs & Leadership Styles 6
LDSL 728 Coaching as a Profession: History, Theory & Skill-Building 6
LDSL 729 Advanced Coaching Models 6
LDSL 861-862 (863 as required) DSL Project ..... 6 min

Strategic Foresight (60 credit hours)

Providing students with 18 credit hours of specialized coursework, the Strategic Foresight major prepares students to lead those strategic initiatives that require a futures perspective. Graduates of the program will typically assume roles as strategic leaders within the organization, consultants in the field of strategic foresight, or university instructors teaching leadership and strategic foresight. Students who wish to complete the Doctor of Strategic Leadership with a major in Strategic Foresight will take LDSL 718 in lieu of LDSL 708 and LDSL 719 in lieu of LDSL 709.

Required Courses

UNIV LIB Information Research & Resources 0
LDSL 701 The Human Focus of Leadership 6
LDSL 702 Leadership Theory & Development 6
LDSL 703 Strategic Design, Planning & Implementation 6
LDSL 704 Values & Ethics for the Leader & the Organization 6
LDSL 705 Organizational Structure/Systems/Environment 6
LDSL 706 Global Strategic Leadership 6
LDSL 707 Future Organizational Designs & Leadership Styles 6
LDSL 718 Global Futures & System Dynamics 6
LDSL 719 Social Change & Forecasting 6
LDSL 861-862 (863 as required) DSL Project ..... 6 min

Admission to Candidacy

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

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

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

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

Once a student has successfully completed 30 credit hours of doctoral coursework, including two on-campus residencies, he/she may choose to receive the CAGS. In some cases, attaining this post-graduate certificate assists students with job promotion and/or salary increase. Once a student reaches this level, he/she is encouraged to continue his/her studies to complete the Ph.D. or DSL, which involves an additional 30 credit hours of coursework, including a third on-campus residency, an integrative paper or comprehensive exam, and a DSL project or scholarly dissertation, depending on the doctoral program in which the student is enrolled.

Students wanting to receive the CAGS must complete and submit the CAGS Graduation Application found on the

Registrar's Office web page.

Master of Business Administration (MBA)

The Master of Business Administration (MBA) program offered by the School of Global Leadership & Entrepreneurship is a general, business management degree designed for today's professional who operates in a global and rapidly changing environment. We offer a traditional MBA plus a specialized executive program for experienced professionals at higher levels of leadership. The degree addresses strategic opportunities produced by a global economy as well as entrepreneurial approaches to solving problems and capitalizing on new business ventures. The program is firmly grounded in traditional business theory and contemporary concepts, and is further enhanced by the incorporation of Judeo-Christian values to yield a balanced, biblical perspective on global integration and effective business practices. Throughout the MBA program, students will further refine their knowledge of key business principles as well as hone their skills in creativity, innovation and strategic foresight to successfully develop, execute, launch, and lead new or expanded enterprises anywhere across the globe.

Designed for both full-time and part-time professionals and executives, the MBA and the Executive MBA programs consists of seven 6-credit hour courses that can be completed in either seven semesters part time or four semesters full time. In addition, students must demonstrate conversational proficiency in a foreign language.

MBA

Required Courses

UNIV LIB Information Research & Resources 0
BMBA 601 The Future of Commerce 6
BMBA 602 Global Marketing & Commerce 6
BMBA 611 Technology & Commerce 6
BMBA 612 Human Systems & Commerce 6
BMBA 621 Accounting & Finance for Commerce 6
BMBA 622 Product/Service Production & Quality Improvement 6
BMBA 632 Business Plan & Launch 6

Optional Course

BMBA 605 Residency 0

Total *42*

Executive MBA

The EMBA program uses the cohort model approach with one class admitted in May of each year. Students begin their program of study by attending the main School of Global Leadership & Entrepreneurship May residency. Students take 6 credits each semester (one course) and attend for two long weekend residencies per semester on campus at the Founders Inn & Spa. The EMBA tuition covers all expenses for the Thursday evening through Saturday noon residencies.

Required Courses

UNIV LIB Information Research & Resources 0
EXMB 601 The Future of Commerce 6
EXMB 602 Global Marketing & Commerce 6
EXMB 611 Technology & Commerce 6
EXMB 612 Human Systems & Commerce 6
EXMB 621 Accounting & Finance for Commerce 6
EXMB 622 Product/Service Production & Quality Improvement 6
EXMB 632 Business Plan & Launch 6

Total *42*

Master of Arts in Management

The Master of Arts in Management program offered by the School of Global Leadership & Entrepreneurship is a specialist degree designed for today's professionals who operate in a global and rapidly changing environment. The

degree offers four majors from which students may specialize: Marketing, Human Resources Management, Finance, and Operations.

The M.A. program is firmly grounded in traditional business theory and contemporary concepts, and is further enhanced by the incorporation of Judeo-Christian values to yield a balanced, biblical perspective on global integration and effective business practices. Students build upon a foundational understanding of business systems, commerce, free enterprise, capitalism, and social responsibility to focus on their specialty area so they may effectively assist in the development, advancement, and management of entrepreneurial enterprises throughout the world.

Designed for both full-time and part-time professionals, the M.A. program consists of six 6-credit-hour courses that can be completed in either six semesters part time or three semesters full time.

Core Courses

UNIV LIB Information Research & Resources 0
BMA 601 Business Philosophy 6
BMA 602 Business Systems 6

Optional Courses

BMA 605 Residency 0

Marketing Major

The Marketing major is designed to equip professionals with the skills and knowledge to conduct research, evaluate consumer behavior, develop and implement effective marketing strategies and successfully promote products and/or organizations in the global marketplace. In addition to the core courses, students majoring in Marketing take the following:

BMA 611 Research & Strategy Development 6
BMA 612 Consumer Behavior 6
BMA 613 Sales & Commerce 6
BMA 614 Marketing Communication 6

Finance Major

The Finance major is designed to explore the intricacies of international banking and financial markets to equip students with the insight and strategies to confidently pursue investment opportunities and venture capital to develop and/or advance the organization for which they work. In addition to the core courses, students majoring in Finance take the following:

BMA 621 International Banking & Financial Markets 6
BMA 622 Investment & Venture Capital 6
BMA 623 Financial Strategy & Analysis 6
BMA 624 Implications of Financial Decisions 6

Human Resource Management Major

The Human Resource Management major focuses on developing HRM systems, research, and the development of employees, as well as detailing both domestic and international labor laws. In addition to the core courses, students majoring in Human Resource Management take the following:

BMA 631 HRM Systems & Research 6
BMA 632 Compensation Systems & Research 6
BMA 633 Labor Relations & International Labor Law 6
BMA 634 Human Resource Development 6

Operations Major

The Operations major is designed to further develop knowledge and skills in production, operations and quality improvement to efficiently and effectively manage operations for any type of organization. In addition to the core courses, students majoring in Operations take the following:

BMA 641 Production, Operations & Research 6
BMA 642 Quality Improvement & Research 6
BMA 643 Inventory Systems 6
BMA 644 Distribution Systems 6

Total.....*36*

Master of Arts in Organizational Leadership (MOL) (33 credit hours)

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

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

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

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

Throughout this program students will:

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

Students in the MOL program may select one of the following concentrations:

- Church & Ministry
- Education Administration
- Futures Studies
- Healthcare Administration
- Interdisciplinary Studies
- International Organizations
- Leadership Coaching & Mentoring
- Organizational Communication
- Organizational Development Consulting

Degree Requirements

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

the master's level.

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

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

UNIV LIB Information Research & Resources 0
LMOL 601 Foundations of Leadership: History, Theory, Application & Development 3
LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation 3
LMOL 603 Organizational Research, Analysis & Problem Solving 3
LMOL 604 Motivation, Teams, Coaching & Mentoring 3
LMOL 605 Organizational Communication, Conflict Resolution & Negotiation 3
LMOL 606 Strategic Thinking, Planning & Organizational Change 3
LMOL 607 Leadership, Technology, Job Design, Socio-technical Systems & Innovation 3
LMOL 609 Culminating Experience 3

Optional Courses

LMOL 610 Residency 0

Concentrations

Leadership Coaching & Mentoring (9 credit hours)

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

LDRC 501 Leadership Coaching: Transformations 3
LDRC 502 Leadership Coaching: Convergences 3
LDRC 503 Leadership Coaching: Activations 3

Futures Studies (9 credit hours)

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

LMOL 616 Futures Studies Tools & Methods 3
LMOL 617 The Future of Leadership 3
LMOL 618 The Future of Organizations & Institutions 3

Interdisciplinary Studies (9 credit hours)

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

International Organizations (9 credit hours)

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

LMOL 641 Multinational Organizations 3
LMOL 642 International Business Law 3
LMOL 643 Regional Assessment 3

Organizational Communication (9 credit hours)

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

COM 600 Communication Ethics & Worldview 3
LMOL 665 Organizational Communication Theory 3

LMOL 667 Organizational Communication Methods & Strategies 3

Organizational Development Consulting (9 credit hours)

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

LMOL 611 Consulting Practices 3
LMOL 612 Organizational Diagnosis & Intervention 3
LMOL 613 Measurement & Analysis 3

Master of Arts in Strategic Foresight (MSF) (33 credit hours)

When it comes to higher education, today's busy professionals require not only high quality education, but also flexible course schedules to fit their lives. Conducted online via the Internet, the MSF meets this requirement by combining autonomous learning and communication technology. The program's online format allows flexibility and adaptability to accommodate almost any schedule and, in most cases, requires no on-campus residency.

This 33-semester-hour degree program uses threaded discussions, email, audio, and video computer-based presentations, and electronic information access to enhance each student's practical experience within a virtual learning environment. The synthesis of technology, critical thinking, and practical application in the MSF degree program covers key strategic foresight elements of futures theory, leadership, creativity, vision, social change, critical thinking, forecasting, scenario development, and strategic planning. The MSF provides students with a 21-credit core curriculum of in-depth futures and leadership topics, 9 credits of electives in alternative areas of strategic foresight, and a 3-credit culminating project in which the student conducts research or makes an organizational intervention that incorporates the program competencies.

Degree Requirements

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

- 21 credit hours of core courses.
- 9 credit hours of focused concentration courses.
- A 3-credit-hour culminating experience.

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

Required Core Courses

UNIV LIB Information Research & Resources 0
LMOL 601 Foundations of Leadership: History, Theory, Application & Development 3
LMSF 602 Survey of Futures Studies 3
LMSF 603 Social Change 3
LMSF 604 Systems Thinking 3
LMSF 605 Forecasting Techniques 3
LMSF 606 Scenario Development & Visioning 3
LMSF 607 Strategic Planning & Change Management 3
LMSF 609 Culminating Experience 3

Optional Courses

LMSF 610 Residency 0

Electives

The elective track allows students to pursue specialties related to their vocational interests. The selection may be from the MSF electives or any other approved graduate course from the School of Global Leadership & Entrepreneurship or the Regent University catalog. Student selection (with advisor approval) of three elective courses from the following list:

LMSF 616 World Futures 3
LMSF 617 Human Futures 3
LMSF 618 Organizational Futures 3
LMSF 622 Images of the Future 3

LMSF 623 Religionists & Futurists 3
LMSF 624 Defense Futures 3
LMSF 671 Professional Futures 3
LMSF 675 Special Topics in Strategic Foresight 3
LMSF 690 Independent Study in Strategic Foresight 3

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

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

Required Courses

UNIV LIB Information Research & Resources 0
LMOL 601 Foundations of Leadership: History, Theory, Application & Development 3
LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation 3
LMOL 604 Motivation, Teams, Coaching & Mentoring 3
LMOL 605 Organizational Communication, Conflict Resolution & Negotiation 3
LMOL 609 Culminating Experience 3

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

COURSE DESCRIPTIONS

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

Master's Courses

BMA 601 Business Philosophy (6) The underlying philosophy of free-market capitalism juxtaposed to a social-responsible system of building societies is examined as this course focuses on scriptural principles of commerce and free enterprise. As a result of the course, students will be able to defend the benefits of capitalism and show the interconnections with social responsibility.

BMA 602 Business Systems (6) Focuses on the four business systems: (a) marketing, (b) finance, (c) human resource management, and (d) operations as an integrated whole in order to have a solid foundation before moving into the specialized majors. As a result of the course, students will be able to explain how a commercial enterprise functions.

BMA 611 Research & Strategy Development (6) Begins with the translation of business issues into research problems to be solved through appropriate research design, data collection and accurate analysis. An emphasis will be placed on consumer behavior and the factors that determine how consumers react toward products, promotion, and price in any given context. As a result, students will be able to determine what data is needed, collect the data, draw inference from the data, formulate appropriate marketing strategies, and evaluate the effectiveness of the selected strategy. The course will also address market segmentation, customer satisfaction, and retention. Strategy will be developed based on solid marketing research to guide the enterprise in its product offerings, markets to be targeted, development of distinct product/service offerings, and establishment of competitive advantages.

BMA 612 Consumer Behavior (6) Addresses the concepts of consumer behavior and the psychology of customer choice and decision making. This course also delves into how adoption and diffusion of innovation occurs with new products and services relative to how customers move from awareness to preference and purchase. The role of family buying decision making along with customer motivation and perception are considered. As a result of the course, students will be able to develop the appropriate promotion and presentation of products and services to achieve the desired impact to the customer's decision-making process.

BMA 613 Sales & Commerce (6) The various tools, strategies, and tactics utilized to generate transactions for the enterprise or organization are examined. Studies will include a comprehensive analysis of Internet and other point-of-sale data sources as well as sales force management, CRM, cost analysis, and global strategies for improved commerce. As a result of this course, students will be able to select, develop, and install the appropriate ways and means of affecting and measuring transactions for a given configuration of customer, channel, and product/service offering.

BMA 614 Marketing Communication (6) Addresses the principles and strategies of traditional advertising, interactive vehicles, and new media utilized to move consumers through the phases of awareness, knowledge, interest, preference, purchase, and brand loyalty. Coursework encompasses media planning, communication technologies, advertising, public relations, direct marketing, sales promotion, channel marketing, electronic marketing, and research for creative development. As a result of this course, students will be able to select, create, and implement the appropriate communication strategies to achieve marketing goals.

BMA 621 International Banking & Financial Markets (6) Topics include the elements and structures of international banking and financial markets including currency preferences and exchanges around the globe. As a result of this course, students will be able to build the enterprise's financial systems to best allow the enterprise to work in global settings as dispersed regions of the world.

BMA 622 Investment & Venture Capital (6) Topics include the various forms of investment into the enterprise as well as the forms of investment the enterprise may make as a means of growing its value. As a result of this course, students will know what type of investment capital to seek and how to seek it in order to fund the enterprise's activities. In addition, when the enterprise has surplus capital, the student, as a result of this course, will know where best to invest the capital in order to get the best gain for the enterprise.

BMA 623 Financial Strategy & Analysis (6) Financial strategies and the requisite analysis to measure the success of the strategies are the focus of this course. As a result, students will know how to build and implement the right financial strategies to reach the enterprise's financial goals and the analysis methods to determine the success of those strategies.

BMA 624 Implications of Financial Decisions (6) Examines the implications of corporate financial decisions on its various constituencies locally, regionally, and globally. Students will learn how an enterprise can be socially responsible in each context and be able to guide the enterprise in the development and implementation of social-transformation strategies.

BMA 631 HRM Systems & Research (6) The history of the human resource management function as well as HR information systems, job analysis, job design, person-organization fit, person-job fit, HR strategy, recruitment, and selection are examined. As a result of this course, students will be able to develop and implement HRM strategies to meet the enterprise's goals and measurement systems to evaluate the effectiveness of the implemented strategies.

BMA 632 Compensation Systems & Research (6) Examines compensation, benefits, rewards, performance appraisal systems, internal versus external rewards, organizational culture as a reward, compensation audits, and compensation/benefits as attractors for recruiting. As a result of this course, the student will be able to plan compensation systems that attract, keep, and motivate the right people to achieve the enterprise's goals in such a manner as to minimize turnover and maximize performance.

BMA 633 Labor Relations & International Labor Law (6) Employee and labor relations, employment law, occupational health, safety, security, diversity, outsourcing, the Americans with Disabilities Act, international labor laws, and downsizing are examined. As a result of this course, students will be able to develop strategies and systems that help the enterprise meet its goals while complying with all local, national, and international regulations and laws.

BMA 634 Human Resource Development (6) Topics include employee recruitment, selection, training, development, promotion, and retention. In addition, internal consulting, job analysis, job design, orientation and acculturation, workforce planning, talent management, and retirement options are examined. As a result of this course, students will be able to develop and implement strategies that attract, retain, and develop a global workforce to meet both the current and future needs of the enterprise.

BMA 641 Production, Operations & Research (6) Addressing the principles and concepts of production and operations, focusing on service rather than manufacturing, this course includes the study of service delivery, measurement, research, and queuing. As a result of the course, students will help develop strategies, systems, methods, and procedures for delivering service to customers in a manner that optimizes benefit to costs and meets the needs of both the customer and the enterprise.

BMA 642 Quality Improvement & Research (6) The principles and concepts of quality measurement and improvement including both qualitative and quantitative measurements are addressed along with the use of control charts, quality improvement problem solving techniques, and service delivery gap analysis. As a result of the course, students will be able to guide the enterprise through quality improvement efforts as a means of giving the client slightly more than the client expects and giving the enterprise a competitive advantage in the global market.

BMA 643 Inventory Systems (6) Addresses the principles of dynamic and stochastic inventory systems, vendor relationships, automated ordering and payment systems, and inventory information systems. As a result of this course, students will be able to develop and implement inventory strategies that optimize the availability of goods and resources and the cost of operations such that both the customer and the enterprise are well served and the enterprise has a competitive advantage.

BMA 644 Distribution Systems (6) Topics include distribution systems, shipping, and freight forwarding systems as well as the principles of fulfillment and distribution centers. As a result of this course, students will be able to guide the enterprise to the correct strategies, systems, methods, equipment, and training to deliver the enterprise's products and services to the customers and optimize quality and cost.

BMBA 601 The Future of Commerce (6) Topics include current issues in commerce, the principles of strategic foresight, innovation, and creativity to examine what the future of commerce may be like. This course includes the preparation of future scenarios 10-20 years ahead that describe what types of products, services, distribution systems, and financial models might be in use given the probable combination of economic, technical, education, societal, demographic, and political driving forces. The focus is to build businesses that fit well into the future paradigms of commerce.

BMBA 602 Global Marketing & Commerce (6) Topics include strategies and tools that guide domestic and international marketing efforts with emphasis on the decisions associated with products/services, pricing, distribution, and promotion. The course addresses differences in various international economic and legal systems, as well as political and cultural issues that impact local, regional, and global marketplaces.

BMBA 605 Residency (0) First-year students may attend a May residency event from Thursday evening through Saturday afternoon (2.25 days) in which they will meet and interact with MBA faculty on global business issues and participate in the major-speaker events on Friday. See the GLE academic calendars for dates. This residency is optional. GLE will cover the costs of hotel rooms and meals, one time, for MBA students who attend this optional residency.

BMBA 611 Technology & Commerce (6) Topics include the present and future elements of technology with a specific focus on the convergence of existing technology and the development of new technology in the major global commercial sectors. The course topics also include the potential paradigm shifts in global industries such as telecommunication, nanotechnology, and energy to determine immediate and future implications on commerce.

BMBA 612 Human Systems & Commerce (6) Topics include the role of human systems in commercial enterprises examining multi-cultural and cross-cultural organizations with a particular focus on determining what human systems need to be in place in the future. Historical shifts in jobs around the globe are explored in order to predict the future shifts in jobs and employment. The course includes the key competencies proposed by the Society for Human Resource Management (SHRM): employee and labor relations, labor law, compensation, benefits, HR information systems, performance appraisal, recruitment and selection, the role of HR in mergers and acquisitions, managing a diverse global workforce, organizational entry, and employee socialization/acculturation.

BMBA 621 Accounting & Finance for Commerce (6) Topics include accounting and financial tools required to effectively monitor, report, and finance ongoing commercial operations. The course also includes the dynamics that drive financial systems beginning with critical financial data generated by e-commerce and other point-of-purchase data collection systems to the various reports produced for external audiences. Global financial markets, equity capital, shareholder contribution, and other financial concepts are studied along with generally accepted accounting principles for domestic operations as well as issues and trends affecting global commercial enterprises.

BMBA 622 Product/Service Production & Quality Improvement (6) Topics include manufacturing and service delivery systems with a focus on constant improvement of products, service, and customer service levels. Concepts of mass customization, quality measurement/reporting systems, production systems, and automated IT production support systems are also addressed.

BMBA 632 Business Plan & Launch (6) This capstone course develops a business plan for a new business, product, service, etc. by integrating all of the core course elements with the interaction of a team of professors. The course culminates in the presentation of the plan to an evaluation group, which may consist of venture capitalists, consultants, and business loan officers. GLE may help students identify and receive funding for some business plans.

BUSN 590 Independent Study (1-3) The independent study affords the student an opportunity for a specialized project or research in an area of relevant professional interest. Students will submit a study proposal for approval to a prospective faculty supervisor. The study will then be administered according to a formal learning contract signed by the student, the faculty supervisor and the associate dean. Regularly listed catalog courses are not to be taken as independent studies.

BUSN 601 Leading with Excellence & Integrity (3) Addresses the first principles of effective leadership, as well as its practice, from a faith-based perspective. It examines the practice of leading people (e.g., motivating people, strategic staffing and training, building a culture of trust and commitment, measuring and rewarding performance, negotiation and conflict resolution, obstacles to wise decision-making) as well as leading organizations (e.g., setting vision and mission, strategic planning, organizational change, corporate social responsibility). Throughout the course, the focus is on leadership "with excellence and integrity," as well as the major obstacles to it.

BUSN 602 Marketing & Entrepreneurial Thinking (3) Addresses innovative marketing concepts, entrepreneurial methods and skill sets, and implementation strategies required for success in a competitive global environment. The course presents the foundational, bedrock concepts of effective marketing, market research, and the analysis of industries, competitors, and customers, with a continual focus on entrepreneurial thinking. This is an experiential, applications-intensive course that permits students' involvement with real businesses, as well as the opportunity to apply their learning to the development of a marketing plan.

BUSN 603 Financial Reporting & Control (3) Examines how accounting and financial analysis contribute to communicating information about the economics of business, for setting goals, monitoring performance, evaluating

management, allocating resources, and gaining a competitive edge. Students achieve mastery of the vocabulary and analysis of financial statements for the purpose of measuring returns, making decisions, managing for profitability, utilizing assets, and identifying liabilities and equity. The course culminates in the development and analysis of financial statements for an existing organization, project, or marketing plan.

BUSN 604 Successful Executive Life (3) Considers how to pursue and achieve life-long success from within a biblical framework. Students will examine foundational concepts of life purpose and vocational planning, of character development and spiritual formation, of worldview and its effect on influence, and of how to continuously develop as a leader. Practical topics of life balance, time management, self-assessment, and personal growth through mentoring will also be addressed. The course culminates in the creation of a comprehensive plan for continuous personal and professional development. (An on-campus residency is required for students residing in the U.S. Students residing outside of the U.S. are encouraged to attend the on-campus residency, but may also fulfill residency learning objectives through comparable alternative coursework at a distance)

BUSN 611 Teamwork & Interpersonal Relations (3) Many highly effective organizations empower their employees to work as teams, with a high degree of autonomy. Current business literature reports that this "management style" usually results in high employee morale and job satisfaction, high productivity, and personal growth. This course looks at what makes teams effective. It will be taught through the introduction of literature in this field via the textbook, lectures, team discussions on relevant topics, analysis of cases involving teams both successful and unsuccessful, observation and analysis of a highly successful team in literature, and (most important) the empirical observation of one's own team from within the class: what made your team effective, what diluted its effectiveness.

BUSN 612 From Idea to Market Success (3) Students learn to research, plan, articulate, and prepare to successfully achieve major change, growth, or new business initiatives. Students will select a new venture idea, product, or service (or other original initiative or endeavor) and research it in depth, analyzing its plausibility. The course culminates in a major business-planning document suitable for seeking a top management decision or obtaining funding for the project. Prerequisite: BUSN 602

BUSN 613 Corporate Finance (3) Examines how financial concepts contribute to making decisions about the economics of business, for establishing plans, determining value, monitoring performance, and stewarding resources. Students will achieve mastery of the financial concepts and tools used for analyzing financial decisions, including capital budgeting, discounted cash flow analysis, valuation, risk analysis, obtaining capital funding, resource utilization, and working capital management. The course is case-based in its approach, focusing on the implementation of practical applications of financial concepts. Prerequisites: BUSN 603 and familiarity with writing formulas and using mathematical functions in Excel.

BUSN 614 Managerial Economics & Decision Analysis (3) Explores important concepts of microeconomics and applies them to simple management science models to support strategic decisions in marketing, operations, finance, and human resources. Students should develop useful insights about problems encountered in the economic environments in which businesses operate. By solving practical problems with quantitative tools, students develop understanding of methods and software available, challenges of obtaining relevant data, sensitivities of assumptions, and uses of results for making wise decisions. Prerequisites: BUSN 602, BUSN 603, and familiarity with writing formulas and using mathematical functions in Excel.

BUSN 621 Technology & Operations Management (3) Provides a foundation for dealing with technology and organizational operating issues as an organizational leader. The course focuses on the current issues, problems and the analytic approaches involved in designing and evaluating business operations at various types of organizations. A major goal of BUSN 621 is to provide an "applications" approach to help students recognize, design and evaluate businesses using current concepts as well as new and existing tools. Additionally, the course explores the current computer and communication technology trends used in business operations as well as their relationship to organizational design. The course also examines how these elements are reshaping business structures and covers strategic planning issues for implementing information technology enterprise wide. Topics include business process analysis, cross-functional integration, product and service management, and technology and operations strategy. Throughout, BUSN 621 uses case studies and hands-on projects.

BUSN 622 Marketing Strategy (3) Uses the case method to learn how to think strategically in realistic marketing situations. Through extensive practice in the solution of cases, in conjunction with study of the textbook and the classroom lectures, the student will develop a facility with marketing strategy as well as analysis skills useful in all types of business and not-for-profit organizations. Prerequisites: BUSN 602 and BUSN 612.

BUSN 623 Managerial Finance (3) Presents a strategic and integrative perspective on how to apply accounting and finance concepts, analytical methods, creative thinking, and negotiating skills. Students learn how economic value is defined, created and enhanced in a business. By applying tools such as advanced valuation techniques, portfolio strategies, capital structures, value management concepts, and incentive systems, the course explores and evaluates opportunistic strategies to improve business performance or add value. Topics addressed may include refinancing, reorganizations, strategic alliances, outsourcing, mergers & acquisitions, divestitures, distributions to shareholders, or hedging strategies. Throughout, the focus is on how senior management develops policies and makes decisions to intelligently structure and negotiate distributions of risks and rewards inherent in financial transactions. Prerequisites: BUSN 603 and BUSN 613.

BUSN 624 Business in the Global Environment (3) Develops an understanding of economic concepts and analytical skills to evaluate the strategic business implications, risks, and opportunities of trends and major events in the global economy. Topics addressed in cases and readings may include national income growth, inflation, capital markets, taxation, monetary policies, currency exchange, international trade, cross-border investments, governmental regulations, political regimes, property rights, environmental issues, imbalances of economic or political power, and social systems. In this course, students will apply knowledge and skills from all disciplines in the core curriculum. Prerequisites: Successful completion of other required courses at the BUSN 60x, 61x levels. BUSN 622 and 623 are recommended prerequisites, but are not required to enroll in this course.

BUSN 630 Strategic Decision-Making (3) Building on the foundation of all the courses in the core curriculum, this capstone course challenges students to adopt the perspective of the top management leader to make wise decisions about the business organization. Wise strategic leadership demands an understanding of how to assess relevant issues in the environment, determine strategic direction, develop competitive advantage, balance value among stakeholders, allocate resources, and innovate in the context of a changing marketplace. Students will develop skills of judgment through a wide variety of situations that give them the opportunity to apply knowledge and skills from all disciplines in the core curriculum. Prerequisites: Successful completion of all required courses at the BUSN 60x, 61x level, as well as BUSN 622. It is recommended that students take this course in their last semester, after completing as many of their other courses as possible.

BUSN 670 / 672 / 673 Internship (3-9) A minimum of 3 credits of internship is required for students with less than three years in their intended career field or less than five years of full-time professional business experience. In some cases, students may be approved to take additional credits of internship within one or more semesters, up to a maximum of 9 credits total for the program. An internship is a practical work experience normally completed over a period of 10-15 weeks. Interns are required to complete a minimum of 200 work hours with specific objectives established in the initial proposal by both the internship supervisor and the intern, and approved by the career development director. Students may complete up to 9 credits of internship/field study. Internships/field studies that are germane to the student's specialization track are counted as credits toward that specialization. Prerequisites**:** Successful completion of Career Success Essentials Workshops I and II, Resume Writing, and Interviewing Skills within the first year of study and prior to enrolling in this course. International students studying in the U.S. must initiate approval from the Office of International Student Services (OISS) a minimum of 45 days prior to beginning an internship.

BUSN 671 Culminating Project (0-3) As a culmination to the MBA or M.A. program, students with 5-plus years of professional experience within their intended career field can choose one of two options: project or thesis. The project should demonstrate application of program content and biblical integration. Projects can take the form of a business plan, marketing plan or feasibility study, or the implementation of such plans. A project that will benefit the student's current employer is certainly encouraged. Students should allot approximately 50 hours of on-the-job work for each hour of credit with a project. The thesis is recommended as a culminating project for those students considering the pursuit of a doctoral-level degree. This paper should be similar to a thesis in scope and reflect the culmination of knowledge gained through the various courses completed in the master's-level program. Students should allot approximately 20 pages of a final paper for each hour of credit.

EBUS 611 E-Strategy & Best Practices (3) Provides a solid understanding of why and how an organization would select and deploy a wide range of E-Business technologies. The course content focuses on organizational leadership and decision making rather than technical skills. The class provides the knowledge and experience needed to employ electronic business tools for organizational improvements, growth, enhancements, as well as security. The Internet's greatest attribute is to enable an enterprise (start-up, non-profit, Fortune 500, etc.) the ability to conduct business transactions that do not require physical proximity. The course gives students the fundamental understanding of the elements and issues involved with identifying and selecting E-Commerce systems including internal business process

analysis and improvements, website essentials, online payment systems, digital identities, firewalls, and digital certificates. Prerequisite: BUSN 621 Technology & Operations Management

EBUS 612 E-Strategies for Increasing Value (3) Provides students with in-depth knowledge of how to leverage a competitive business advantage using Internet strategies and electronic business. Students gain insights and build skills formulating strategies for evaluating, planning, and developing a commercial web site as part of an overall business strategy. Additionally, students learn the means of determining the functional and financial feasibility of a website and gain understanding of how to combine technological capability with the results of social, psychological, and market research to create and implement effective electronic commerce websites as part of an electronic business strategy. Prerequisite: EBUS 611 E-Strategy & Best Practices

EBUS 619 Special Topics in E-Business (3) Examines some of the contemporary topics in e-business. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

EMBA 601 Leading with Excellence & Integrity (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course addresses the first principles of effective leadership, as well as its practice, from a faith-based perspective. It examines the practice of leading people (e.g., motivating people, strategic staffing and training, building a culture of trust and commitment, measuring and rewarding performance, negotiation and conflict resolution, obstacles to wise decision-making) as well as leading organizations (e.g., setting vision and mission, strategic planning, organizational change, corporate social responsibility). Throughout the course, the focus is on leadership "with excellence and integrity," as well as the major obstacles to it.

EMBA 604 Successful Executive Life (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course considers how to pursue and achieve life-long success from within a biblical framework. Students will examine foundational concepts of life purpose and vocational planning, of character development and spiritual formation, of worldview and its effect on influence, and of how to continuously develop as a leader. Practical topics of life balance, time management, self-assessment, and personal growth through mentoring will also be addressed. The course culminates in the creation of a comprehensive plan for continuous personal and professional development. (An on-campus residency is required for students residing in the U.S. Students residing outside of the U.S. are encouraged to attend the on-campus residency, but may also fulfill residency learning objectives through comparable alternative coursework at a distance)

EMBA 611 Teamwork & Interpersonal Relations (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. Many highly effective organizations empower their employees to work as teams, with a high degree of autonomy. Current business literature reports that this "management style" usually results in high employee morale and job satisfaction, high productivity, and personal growth. This course looks at what makes teams effective. It will be taught through the introduction of literature in this field via the textbook, lectures, team discussions on relevant topics, analysis of cases involving teams both successful and unsuccessful, observation and analysis of a highly successful team in literature, and (most important) the empirical observation of one's own team from within the class: what made your team effective, what diluted its effectiveness.

EMBA 612 From Idea to Market Success (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. Students learn to research, plan, articulate, and prepare to successfully achieve major change, growth, or new business initiatives. Students will select a new venture idea, product, or service (or other original initiative or endeavor) and research it in depth, analyzing its plausibility. The course culminates in a major business-planning document suitable for seeking a top management decision or obtaining funding for the project.

EMBA 613 Corporate Finance (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course examines how financial concepts contribute to making decisions about the economics of business, for establishing plans, determining value, monitoring performance, and stewarding resources. Students will achieve mastery of the financial concepts and tools used for analyzing financial decisions, including capital budgeting, discounted cash flow analysis, valuation, risk analysis, obtaining capital funding, resource utilization, and working capital management. The course is case-based in its approach, focusing on the implementation

of practical applications of financial concepts. Prerequisite: Familiarity with writing formulas and using mathematical functions in Excel.

EMBA 614 Managerial Economics & Decision Analysis (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course explores important concepts of microeconomics and applies them to simple management science models to support strategic decisions in marketing, operations, finance, and human resources. Students should develop useful insights about problems encountered in the economic environments in which businesses operate. By solving practical problems with quantitative tools, students develop understanding of methods and software available, challenges of obtaining relevant data, sensitivities of assumptions, and uses of results for making wise decisions. Prerequisite: Familiarity with writing formulas and using mathematical functions in Excel.

EMBA 621 Technology & Operations Management (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course provides a foundation for dealing with technology and organizational operating issues as an organizational leader. The course focuses on the current issues, problems and the analytic approaches involved in designing and evaluating business operations at various types of organizations. A major goal of EMBA 621 is to provide an "applications" approach to help students recognize, design and evaluate businesses using current concepts as well as new and existing tools. Additionally, the course explores the current computer and communication technology trends used in business operations as well as their relationship to organizational design. The course also examines how these elements are reshaping business structures and covers strategic planning issues for implementing information technology enterprise wide. Topics include business process analysis, cross-functional integration, product and service management, and technology and operations strategy. Throughout, EMBA 621 uses case studies and hands-on projects.

EMBA 622 Marketing Strategy (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course uses the case method to learn how to think strategically in realistic marketing situations. Through extensive practice in the solution of cases, in conjunction with study of the textbook and the classroom lectures, the student will develop a facility with marketing strategy as well as analysis skills useful in all types of business and not-for-profit organizations. Prerequisite: EMBA 612.

EMBA 623 Managerial Finance (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The course presents a strategic and integrative perspective on how to apply accounting and finance concepts, analytical methods, creative thinking, and negotiating skills. Students learn how economic value is defined, created and enhanced in a business. By applying tools such as advanced valuation techniques, portfolio strategies, capital structures, value management concepts, and incentive systems, the course explores and evaluates opportunistic strategies to improve business performance or add value. Topics addressed may include refinancing, reorganizations, strategic alliances, outsourcing, mergers and acquisitions, divestitures, distributions to shareholders, or hedging strategies. Throughout, the focus is on how senior management develops policies and makes decisions to intelligently structure and negotiate distributions of risks and rewards inherent in financial transactions. Prerequisite: EMBA 613.

EMBA 624 Business in the Global Environment (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. The purpose of this course is to develop understanding of economic concepts and analytical skills to evaluate the strategic business implications, risks, and opportunities of trends and major events in the global economy. Topics addressed in cases and readings may include national income growth, inflation, capital markets, taxation, monetary policies, currency exchange, international trade, cross-border investments, governmental regulations, political regimes, property rights, environmental issues, imbalances of economic or political power, and social systems. In this course, students will apply knowledge and skills from all disciplines in the core curriculum. Prerequisites: Successful completion of other required courses at the EMBA 60x, 61x levels. EMBA 622 and 623 are recommended prerequisites, but not required to enroll in this course.

EMBA 630 Strategic Decision-Making (3) Uniquely tailored to the executive-level manager. It provides a forum for students to draw upon the collective experience of their peers in applying principles and practices addressed in the course to actual workplace projects and problems. Building on the foundation of all the courses in the core curriculum, this capstone course challenges students to adopt the perspective of the top management leader to make wise decisions

about the business organization. Wise strategic leadership demands an understanding of how to assess relevant issues in the environment, determine strategic direction, develop competitive advantage, balance value among stakeholders, allocate resources, and innovate in the context of a changing marketplace. Students will develop skills of judgment through a wide variety of situations that give them the opportunity to apply knowledge and skills from all disciplines in the core curriculum. Prerequisites: Successful completion of all required courses at the EMBA 60x, 61x level, as well as EMBA 622. It is recommended that students take this course in their last semester after completing as many of their other courses as possible.

EMBA 665 Business Plan (3) Presents all aspects of developing and presenting a business plan. With an overview of entrepreneurial principles and processes, teaches planning and innovation techniques useful to the start-up or acquisition of a small business and how to write a comprehensive business plan for such a business. Addresses the requirements for launching a new business.

ENTR 661 Entrepreneurial Plan (3) Overview of entrepreneurial principles and processes. Teaches planning and innovation techniques useful to the start-up or acquisition of a small business and writing a comprehensive business plan for such a business.

ENTR 662 Creative Venture Launch (3) An advanced entrepreneurship course where students translate compelling ideas into real businesses by actually launching an enterprise. The new venture may be the student's own or that of another, and can be a start up, expansion in an existing business, or a not-for-profit organization. The course addresses legal forms of business, capitalization, funding, initiation activities, vision communication, selecting/managing the start-up team, marketing, establishing suppliers, acquiring facilities and equipment, hiring, retaining customers, and managing/retaining employees. Prerequisites: BUSN 612, ENTR 661 or tangible proof of business plan experience.

ENTR 663 Entrepreneurial Problem-Solving & Opportunities (3) Examines processes of creativity, creative problem solving, opportunity finding, discovery, invention, innovation, and entrepreneurship in the start-up and small business environment. Cultivates the initial skills required to engage in these activities and make them a part of your daily personal and professional regimen. Work with a real project, business or start-up to demonstrate your ability to cultivate creative and innovative concepts, ideas, methods, processes or devices through a project.

ENTR 664 Servant Leadership & Entrepreneurial Thinking (3) Servant leadership and entrepreneurship are closely related concepts with overlapping areas - leader's principles, values, beliefs, ethics, creativity and innovation. Many entrepreneurs possess the potential to transform organizations and cultivate servant leadership characteristics. Examine interrelated characteristics of servant leadership and entrepreneurship to further cultivate and develop servant leadership characteristics and apply them in the daily leadership and management of organizations.

ENTR 665 Small Business Management (3) Explores the unique opportunities and challenges of small business management from a hands-on perspective. Introduces the basic processes associated with the delivery of consulting services to a business client. Understand the management and operations of a small business enterprise and have experience as a business researcher, strategic planner, and consultant to a small business.

ENTR 669 Special Topics in Entrepreneurship (3) Examines some of the contemporary topics in entrepreneurship. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

EXMB 601 The Future of Commerce (6) Topics include current issues in commerce, the principles of strategic foresight, innovation, and creativity to examine what the future of commerce may be like. This course includes the preparation of future scenarios 10-20 years ahead that describe what types of products, services, distribution systems, and financial models might be in use given the probable combination of economic, technical, education, societal, demographic, and political driving forces. The focus is to build businesses that fit well into the future paradigms of commerce.

EXMB 602 Global Marketing & Commerce (6) Topics include strategies and tools that guide domestic and international marketing efforts with emphasis on the decisions associated with products/services, pricing, distribution, and promotion. The course addresses differences in various international economic and legal systems, as well as political and cultural issues that impact local, regional and global marketplaces.

EXMB 611 Technology & Commerce (6) Topics include the present and future elements of technology with specific focus on the convergence of existing technology and the development of new technology in the major global commercial sectors. The course topics also include the potential paradigm shifts in global industries such as telecommunication, nanotechnology, and energy to determine immediate and future implications on commerce.

EXMB 612 Human Systems & Commerce (6) Topics include the role of human systems in commercial enterprises examining multi-cultural and cross-cultural organizations with a particular focus on determining what human systems need to be in place in the future. Historical shifts in jobs around the globe are explored in order to predict the future shifts in jobs and employment. The course includes the key competencies proposed by the Society of Human Resource Management (SHRM): employee and labor relations, labor law, compensation, benefits, HR information systems, performance appraisal, recruitment and selection, the role of HR in mergers and acquisitions, managing a diverse global workforce, organizational entry, and employee socialization/acculturation.

EXMB 621 Accounting & Finance for Commerce (6) Topics include accounting and financial tools required to effectively monitor, report, and finance ongoing commercial operations. The course also includes the dynamics that drive financial systems beginning with critical financial data generated by e-commerce and other point-of-purchase data collection systems to the various reports produced for external audiences. Global financial markets, equity capital, shareholder contribution, and other financial concepts are studied along with generally accepted accounting principles for domestic operations as well as issues and trends affecting global commercial enterprises.

EXMB 622 Product/Service Production & Quality Improvement (6) Topics include manufacturing and service delivery systems with a focus on constant improvement of products, service, and customer service levels. Concepts of mass customization, quality measurement/reporting systems, production systems and automated IT production support systems are also addressed.

EXMB 632 Business Plan & Launch (6) This capstone course develops a business plan for a new business, product, service, etc. by integrating all core course elements with the interaction of a team of professors. The course culminates in the presentation of the plan to an evaluation group, which may consist of venture capitalists, consultants, and business loan officers. GLE may help students identify and receive funding for some business plans.

FNCL 622 Accounting Applications (3) Case method course employing accounting concepts and principles and relating them to practical applications. Uses financial statement analysis and accounting information from actual company cases to facilitate complex business decisions.

FNCL 623 Finance & Accounting Control Systems (3) Case method course showing use of accounting information for managerial control in for-profit businesses. Design, implement, and monitor planning and control systems. Cases cover both management control (e.g., transfer pricing, budgeting and compensation) and management behavioral factors (e.g., motivation, goal congruence and managerial performance).

FNCL 625 Financial Planning (3) Planning and management of one's personal finances from the Christian perspective. The study of personal and household budgeting, insurance, investing, and estate and retirement planning culminate in the preparation of a detailed individual financial plan.

FNCL 626 Estate Planning (3) Detailed discussion of the major trends in risk-shifting strategies in American business, together with their interrelations with personal estate planning concepts vital to the entrepreneur. Gain experience in integrating business risk-shifting devices with personal estate plans.

FNCL 627 Insurance & Risk Management (3) Thorough examination of both corporate and personal insurance to facilitate organizational, individual, and family financial planning and risk management. Areas of insurance examination include life, casualty, property, home, auto, health and disability. Study consumer behavior and corporate applications of risk management.

FNCL 628 Portfolio Management (3) Stewardship of investments for financial growth of both corporate and personal portfolios. Covers a wide range of investment instruments including money markets, mutual funds, stocks, bonds, warrants, options, futures, real estate, and collectibles. Develops and manages a theoretical personal and corporate portfolio.

FNCL 629 Special Topics in Finance (3) Examines some of the contemporary topics in finance. The course is highly practical and applied in nature, and invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

HRMT 640 Strategic Human Resource Management (3) Survey course that covers the basics in the functional areas of HR: job analysis, staffing, job design, training, performance appraisal, compensation, work-life balance and termination. Emphasizes the strategic rather than the administrative role of HR and, therefore, its thrust will be HR as a business partner to gain and sustain a competitive advantage. Includes an ongoing simulation that requires student

groups to strategically allocate funds to HR functions and programs in order to affect organizational outcomes like quality, productivity, unit cost, turnover, and morale.

HRMT 641 Labor & Employment Law for Managers (3) Covers federal and state anti-discrimination law, common law exceptions to employment-at-will, wage and benefit law, privacy issues, safety and health law, and the law regulating the relationship between unions and management. As we traverse these topics, the dual focus will be on the specifics of the law and on the managerial issues implicated by adhering to the law.

INTL 670 Cross-Cultural Business (3) Prepares you to cope with the unique events that can occur when managers from widely divergent cultures transact business. Examines the differing values, beliefs, traditions, and attitudes that affect business behavior among the nations. Uses I Corinthians 9:19-23 as a foundational Scripture.

INTL 671 International Entrepreneurship (3) Consists of a series of seminars by current importers and/or exporters on how import/export works. Identify an individual international trade opportunity and be personally counseled in applying the skills learned from the seminars to bring that opportunity to fruition.

INTL 679 Special Topics in International Business (3) Examines some of the contemporary topics in international business. The course is highly practical and applied in nature, and invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

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

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

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

LMOL 601 Foundations of Leadership: History, Theory, Application & Development (3) Provides a foundational understanding of leadership from the wisdom literature and from contemporary theory and applications with particular discussion regarding the evolution of leadership/management thought from 1900 to the present. Students examine leadership as a contingent/context-specific application and solve organizational problems that have leader- follower interaction as a cause. Students develop a leadership development plan for themselves and establish accountability measures.

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

LMOL 603 Organizational Research, Analysis & Problem Solving (3) Explores qualitative and quantitative research methods and data analysis that leaders and consultants use in organizations with particular attention to interview and observation. Students will conduct limited amounts of quantitative research and use spreadsheet tools rather than statistical software packages for analysis.

LMOL 604 Motivation, Teams, Coaching & Mentoring (3) Explores the psychological contract between leader and

follower that takes any of many forms between two people or between the leader and small groups. Students study group formation and group development, as well as the intricacies of coaching, mentoring, and discipling. Students study organizational behavior and explore how OB concepts affect leadership effectiveness.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LMSF 602 Survey of Futures Studies (3) Surveys the field of futures studies, including the history, theories, practitioners, methods, and issues of long-term forecasting and planning. Students cultivate basic foresight skills, including environmental scanning, scenario development and strategic planning employed by organizational leadership to enhance decision making in view of change and uncertainty.

LMSF 603 Social Change (3) Investigates the manner in which classical and contemporary theorists have explained the appearance and direction of social change throughout history. Students apply those theories to social changes occurring today in order to become flexible at using different explanations for change as appropriate. Prerequisite: LMSF 602.

LMSF 604 Systems Thinking (3) Introduces students to the world as a dynamic arrangement of interconnected parts. Students learn to explain events and patterns in the world as a function of the structure of the system that produced them. The course is divided into a consideration of traditional cybernetic structures, as well as the emerging discipline of complex adaptive systems. Some modeling is required to see how models explain system behaviors and what assumptions are required to use them. Prerequisite: LMSF 602.

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

LMSF 606 Scenario Development & Visioning (3) Surveys the foresight methods that professional futurists use to anticipate and influence a range of futures – principally, scenario development and visioning. Students develop alternative scenarios and visions a decade out related to their organizations and sectors. Prerequisite: LMSF 602.

LMSF 607 Strategic Planning & Change Management (3) Surveys and offers practice in the techniques that futurists use to mobilize resources to change the future, including environmental analysis, visioning, goal setting, strategy, and project management. Also concentrates on the practice of leading transformational change with organizations or communities. Prerequisite: LMSF 602.

LMSF 609 Culminating Experience (3) Synthesizes the knowledge and skills learned throughout the MSF program. This experience may be, but is not limited to, a guided project, (i.e., a major foresight project for an organization or developing and testing a seminar), a structured internship or a master's thesis or publishable manuscript. Prerequisite: permission of instructor.

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

LMSF 616 World Futures (3) Surveys 21st century conditions, trends, plans, issues, and outlooks across multiple dimensions of the global system using demography, ecology, technology, economy, government, and cultural categories. Students gather data and develop scenarios in their areas of interest, with implications for professional life in business,

education, media, health, technology, military, religion, or government. Prerequisite: LMSF 602 or permission of the instructor.

LMSF 617 Human Futures (3) Investigates the future of human development and the influence of culture, faith, values, lifestyle, and consumer behavior over the next half century. Surveys emerging issues from the fields of education, psychology, biology, ethics, and spirituality. Students gather data and develop scenarios in their areas of interest. Prerequisite: LMSF 602 or permission of the instructor.

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

LMSF 621 Classic Futures Texts (3) Following World War II, a number of philosophers and researchers framed the direction for the emerging field of futures studies, creating its foundations and framework. This course provides students with an opportunity to review and discuss these classic texts and correlate the range of their worldviews to cinematic, video, and television works about the future. Prerequisite: LMSF 602.

LMSF 622 Images of the Future (3) Explores, in depth, the concept of "scenarios"—images of alternative futures—why they are theoretically important in futures studies, where images emerge in society, how they are linked to emerging trends and critical issues of change, and how they are used in advertising and politics, etc. Participants engage in an "image hunt" and develop their own taxonomy to identify, categorize, and analyze images of the future. Prerequisite: LMSF 602.

LMSF 623 Religionists & Futurists (3) Traces the cultural history of various schools of futurism, whether revelation, progressivism, historicism, science fiction, or social science. Students identify these various threads in past literature and examine their assumptions at work in popular culture today. Contemporary issues among futurists and religionists are also examined, such as prophecy, open theism, the science-religion dialogue, or integral theory, with the aim of understanding how Reformation faith has both affirmed and critiqued Enlightenment-based futures and vice versa. Prerequisite: LMSF 602.

LMSF 624 Defense Futures (3) Examines how futures methods are used by military intelligence services to pinpoint future national threats, generate a range of possible security related futures, and transform defense planning in view of the next generation of conflict. Students use anticipatory techniques as military contractors, mid-career field grade officers or civilians in government to help policy makers grapple with an evolving national security landscape. Prerequisite: LMSF 602

LMSF 671 Professional Futures (3) Surveys the profession, knowledge base, and ethics of the futures field and examines its supporting institutions in publishing, education, and business. Students interview professional futurists and plan how to advance their careers, practicing the skills of publication, presentation, consultation, and facilitation. Prerequisite: permission of instructor.

LMSF 675 Special Topics in Strategic Foresight (3/each) Allows for faculty to teach a current topic in future studies to a small group of students. The students and the professor will work together to determine the outcomes of the course. This might include, but not be limited to, a paper on a foresight topic or an organizational foresight project. Prerequisite: permission of instructor.

LMSF 690 Independent Study in Strategic Foresight (3) With the approval of the MSF advisor, students may enroll in this course to conduct independent research and study with the guidance of an approved faculty member. The student and the professor will work together to determine the outcome of the course. This might include a paper on an organizational or foresight topic, a publishable journal paper, or other research project that is mutually beneficial to both the student and the professor. Prerequisite: permission of instructor.

MKTG 632 Advertising Management (3) Presents fundamental concepts of advertising strategy, its creation, execution, and evaluation, and teaches the technical and relationship skills needed to manage the process within a corporate advertising department or in an advertising agency. Text and lecture provide the fundamental concepts; cases and current marketing journals provide the realistic challenges of advertising today.

MKTG 634 Market Research (3) Learn how to manage information systems and the market research function of a business or not-for-profit organization. Covers selection of the most effective research techniques, design, and administration of the survey instruments and proper interpretation of results. Through participation in creating a full

research proposal or conducting actual research you gain familiarity with market research tools, such as mail surveys, mall intercepts, focus groups, and attitudinal studies.

MKTG 639 Special Topics in Marketing (3) Examines some of the contemporary topics in marketing. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

ORCD 650 Organizational Diagnosis & Change (3) Introduces methods used to identify organizational problems, understand the underlying causes for these problems, collect information and data about the causes or problems, and present diagnostic results to organizational leaders. Covers the major theories explaining organizational practices, application of these theories for diagnosing causes of problems, planning, and implementing collection of data, analysis of information collected, and methods for communicating the results of diagnostic activities. Applies diagnostic methods to case studies and completes a diagnostic study within a selected organization.

ORCD 651 Project Management Skills (3) Focuses on the techniques for project planning (PERT/CPM), project task analysis and budgeting, analysis and evaluation of project plans, assessing alternative actions under uncertainty, project progress reporting and reallocation of resources to meet changing project requirements. Teaches matrix management of project staff including understanding alternative motivation, rewards, and project leadership tactics. Prerequisite: knowledge of Microsoft Excel.

ORCD 659 Special Topics in Organizational Change & Development (3) Examines some of the contemporary topics in organizational change and development. The course is highly practical and applied in nature, and invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

Doctoral Courses

BUSN 764 Servant Leadership & Entrepreneurial Thinking (3) Servant leadership and entrepreneurship are closely related concepts. Servant leadership and entrepreneurship also share overlapping territory regarding the principles, values, beliefs and ethics of the leader and in areas such as creativity and innovation. Many servant leaders transform organizations and possess entrepreneurial characteristics. In this course, select a servant leadership topic of interest, then research, develop and write the article on the topic. Further develop research and writing skills by writing a paper suitable for acceptance as a conference presentation, popular press article or journal article.

BUSN 765 Small Business Management (3) Explores the unique opportunities and challenges of small business management from a hands-on management and leadership perspective. Interact with the processes associated with the delivery of consulting services to a business client through the management and leadership of a consulting team. Understand the management and operations of a small business enterprise, and have experience as a business researcher, strategic planner and manager of a consulting team to a small business.

LDGL 701 Leadership Theory (3) Students examine the theories and concepts of leadership and organization through the filters of psychology, sociology, theology, and organizational theory. The goal of the course is to help students see multiple dimensions simultaneously and to view the whole of leadership rather than the separate elements.

LDGL 702 Systematic Leadership (3) Students examine leadership and organizational theory from the anthropological, biblical, psychological, and sociological perspectives in order to explore the deeper meanings and origins of leadership concepts.

LDGL 703 Global Leadership Values (3) Students examine the origin of values; alignment of leaders' and followers' values; espoused vs. practiced values, and global differences in values based on culture and worldviews.

LDGL 704 Strategic Foresight Leading to Organizational Change (3) Students examine probable and preferable future organizational designs and relationships through the study of historical and current driving forces. Students focus on changing current organizations to best fit into the future.

LDGL 705 Research Methods & Analysis I (3) Students learn common research and analysis methods. The course is limited to developing a research proposal and analyzing provided data.

LDGL 706 Research Methods & Analysis II (3) Students learn advanced research analysis and multivariate analysis methods. Students conduct two live research studies with the goal of publication.

LDGL 707 Cross-cultural Contexts (3) Students examine the role of cultural contexts in leadership seeking to find cultural aspects that propel global leaders' abilities to lead individual, group and organizational growth, and development in the global context.

LDGL 708 Integral Organizational Leadership Systems (3) Students examine organizational leadership through the integration of systems and determine how global issues affect the interaction of multiple systems.

LDGL 712 Regional Cultural Comparison/Analysis (3) Students further explore cross-cultural leadership and communication theories presented in LDGL 703 and LDGL 707 by comparing and contrasting empirical findings on the individual, global, and regional/cultural attributes of such theories. The goal of the course is to equip students with a framework of understanding of how global leaders can effectively interact with strangers.

LDGL 713 Followership (3) Students study and explore the role of the follower-leader in various cultural contexts with a focus on implicit leadership theories by the followers and the subsequent expectations upon the leaders. Interest is directed to what people want rather than what people get.

LDGL 714 Virtual Leadership in a Global Setting (3) Students study the impact of virtual organizations in a global setting. Focus is given to the current and future role of technology and how global leaders must design organizations to create effective leader-follower relationships without face-to-face interaction.

LDGL 715 Futures Research & Global Change (3) Examines how global organizations use futures research methodologies to create strategic foresight. Students study baseline forecasts and use computer models to generate alternative scenarios in demographic, environmental, economic, and socio-political domains. Students understand how global variables bring context to research models and help decision-makers manage uncertainty with respect to global change.

LDSL 701 The Human Focus of Leadership (6) Provides a framework for studying strategic leadership as it explores the role of followers interacting with other followers and the organization's leader. Examine and understand group formation and development both in the face-to-face organizational environment, as well as the virtual organization. Through this examination, discover the different role that communication plays in the virtual environment. Discuss various concepts of transformational leadership that result in leaders developing future leaders of their followers. In addition, examine the role of self-development and building accountability among leaders in a support network. Includes an on-campus residency period within the first three weeks of the semester.

LDSL 702 Leadership Theory & Development (6) Examines the history of leadership theory and research to understand the pattern of exploration and to develop a sense of where the study of leadership may go in the future. In addition, students examine the relationship between the leader and follower and become familiar with the concepts of leader-follower development, mentoring, and discipling within a framework of the leader in relation to self, others, and God.

LDSL 703 Strategic Design, Planning & Implementation (6) Builds upon the knowledge and understanding of people and leadership to begin building a comprehension of how strategic thinking relates to design, planning, and implementation of strategies and tactics meant to accomplish the organization's goals and objectives. Students examine various schools of strategic planning and learn when and where each school is effective and how to determine gifts, abilities, and skills of followers in the organization, thus tying the concepts of follower development and group formation to strategic planning.

LDSL 704 Values & Ethics for the Leader & the Organization (6) Includes an on-campus residency period within the first three weeks of the semester to assist in strengthening relationships with other students and the university staff and faculty, as the student begins to explore and define values and ethics for the leader and the organization. Students work through a progression of topics from defining values to identifying a base of values to learning about how leaders and followers acquire values and how leaders infuse values into the organization. Students explore Scripture as it relates to values and the leader's behavior that emerges from these values.

LDSL 705 Organizational Structure/Systems/Environment (6) Since structure follows strategy, this course builds on LDSL 704 to examine various forms of organizational structure and how these forms allow certain strategies to be more or less successful relative to the organization's external environment. Students explore organizational systems including components, processes, and interactions, as well as technology and its role as a help or substitute for leadership. This course teaches how leaders and followers can work together to create configurations of strategy, structure, technology, and leadership styles that have the greatest likelihood of success in accomplishing the organization's goals while transforming the people of the organization, both followers and outside constituents, to higher levels of satisfaction and performance.

LDSL 706 Global Strategic Leadership (6) Provides an understanding of global issues; cross-cultural concepts focusing on people groups, values, cultures, and how to build teams of diverse people while respecting local values; and maintaining unity of focus and accomplishment. Students conduct regional assessments, as well as comparative cultural studies of different ethnic people groups from around the world. Course focuses on how to adapt an organization's best practices to local customs and culture, as well as understand and respect diversity.

LDSL 707 Future Organizational Designs & Leadership Styles (6) Begins with an on-campus portion to help students strengthen relationships with each other and with university staff. Explores what organizational designs and forms of leadership we might see in the future. This course looks at: (a) new insights into how to apply Scripture to organizational leadership, (b) the realms of new technology, (c) new insights into human behavior and cognition, and (d) new developments into multi-cultural organizational development.

LDSL 708 Innovation & Creativity in Organizations (6) Builds on all elements of the previous courses and allows students to understand the role of innovation and creativity in organizations as factors for leaders to build vibrant learning transformational entities. The end goal of this course is for students to understand how to continually monitor the organization through appropriate and adequate organizational assessment measures and create a learning organizational environment that allows the organization to continually adapt to changes in the environment, as well as what the collective group of people in the organization learns about themselves. The outcome of this adaptation process is to create an organization that is continually improving and achieving higher levels of organizational performance first in effectiveness and then in efficiency.

LDSL 709 Leadership Succession & Leadership Development (6) This last course of the program is the capstone course building on the entire program as it explores the "what" and the "how" of leadership succession, development, and renewal. Students delve into: (a) new insights about how to apply Scripture to organizational leadership, (b) organizational lifecycles, and (c) new avenues for leadership development – spiritual, mental, and physical. In addition to course outcomes, a final outcome of this course is an integrative paper that allows students to tie together all nine courses. This paper takes the place of comprehensive exams in traditional Ph.D. programs, thus there is significant emphasis on the thoroughness and depth of the paper.

LDSL 718 Global Futures & System Dynamics (6) Investigates how the world system of 2050 may be a dynamic arrangement of interconnected parts and how developing countries of the global South will fare within the global economy. Students examine existing forecasts and use computer models to generate alternative scenarios in demographic, environmental, economic, and socio-political domains. Students gain practical experience in using system dynamics to help global organizations in their policy-making process.

LDSL 719 Social Change & Forecasting (6) Investigates how classical and contemporary theorists have explained the appearance and direction of social change throughout history, whether through progress, markets, technology, ideas, conflict, power, evolution, or complexity. Students apply these theories to external change faced by today's organizations. Students use both qualitative and quantitative forecasting methods to collect survey data, map trends, and create baseline forecasts.

LDSL 728 Coaching as a Profession: History, Theory & Skill-Building (6) Concentrates on coaching as a profession, including a survey of the history of coaching, current theory-building endeavors in the area of coaching, establishing a new profession in the field of coaching, defining coaching principles, ethics and standards, core coaching competencies from the International Coach Federation, and the need for national and international credentialing. Students build their skill set in basic coaching techniques and practices.

LDSL 729 Advanced Coaching Models (6) Students explore coaching models and different coaching assessments through the use of case study and advanced coaching skill-building. In addition to course outcomes, a final outcome of this course is an integrative paper that allows students to combine their coaching knowledge with the core courses in this program.

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

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

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

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

LHRD 702 Learner Autonomy & HRD (6) Focuses on a doctoral-level understanding of learner autonomy as demonstrated within the human resource development genre. Relevant literature will be reviewed and discussed.

LHRD 703 Group & Organizational Theories (6) Examines the dynamical principles associated with group and organizational processes.

LHRD 704 Organizational Diagnosis for HRD (6) Review, ponder, and discuss the strategic importance of human resource development to an organization's mission. The functional relationship between individual growth and organizational growth will be the focus of inquiry.

LHRD 706 Design of Adult Learning for the HRD Practitioner (6) Explore the design of adult education models based upon adult learning and human resource development principles.

LHRD 708 Human Performance Processes (0) (Third residency) Gain an overview of human resources management issues regarding applicant selection, appraisal, development, and punitive processes.

LPEC 702 Towards a Theology of Ecclesial Leadership (6) Exploration of a possible theology of ecclesial leadership by using the insights of leadership from the fields of historical theology, spiritual theology, philosophy, organizational research and leadership studies.

LPEC 703 Ecclesial Leadership in History (6) Examination of the historic origins of ecclesial leadership models and approaches by utilizing the disciplines of historic criticism, contextual studies, exegetical analysis and missiology.

LPEC 704 Advanced Research Methodologies in Ecclesial Leadership (6) Research skills and methodologies used to study ecclesial leadership using a multidisciplinary approach in combining quantitative, qualitative, historic, exegetical and sociorhetorical critical research methods and approaches.

LPEC 706 Emerging Models of Ecclesial Organizations and Leadership (6) Exploration of the increased merging of the fields of leadership studies, foresight, management studies and ecclesial ministry and organizational design with special emphasis on emerging, alternative models of ecclesial designs and leadership.

LPEN 761 Entrepreneurial Operations Strategy (6) Theories and research methods in operation strategy of innovative service businesses to gain insight and to add to the body of knowledge regarding entrepreneurial operations. Students gain deeper insights into research and analysis methods pertaining to qualitative and quantitative studies.

LPEN 763 Global Economic Drivers (6) Theories, concepts, and economic effect of entrepreneurial activity such as government support, micro-economic development, etc. Students develop theoretical models as well as research plans to test the models.

LPEN 765 Marketing Communication (6) Marketing theory related to entrepreneurial organizations. Students research the effect of marketing communication on consumers' intention and behavior to purchase.

LPEN 767 Human Resource Strategies (6) HRM concepts that have an impact on innovative and creative organizations. Students develop motivation and work satisfaction models that apply to fast-moving and rapidly changing organizations.

LPHD 702 The Leader as Agent & Guide: Examining Theological, Psychological & Sociological Effects of Leadership (6) Examine leadership and organizational theory from the three perspectives of theology, psychology, and sociology studying at least one theory in depth and reporting an exhaustive literature review of all that is known about the theory, demonstrating appropriate scholarly writing technique. Explore personal leadership development within a scriptural framework.

LPHD 703 Organizational Theory & Diagnosis: Leaders as Consultants & Change Agents (6) Examine organizations using organizational diagnosis and development tools in an effort to help organizational leaders transform their organizations into high performing entities that allow organizational employees and followers to grow and develop to their full potential. Examine organizational culture, communication, and leader/follower interaction and develop a model using constructs from existing, as well as new, research to explain the behaviors and events in an organizational setting.

LPHD 704 Communication & Decision Making in the Real & Virtual Environment: The Leader as Guide (6) Examine organizations through the use of communication and values its and explore how leaders affect both "real" and virtual organizations through decision- making. In addition to the organizational diagnosis and development of the audits, hone research skills by writing a full research proposal requiring the understanding of and ability to write about researchable problems, concepts that explain the problem, the extant literature relating to the problem, appropriate

research, and data collection methods, as well as appropriate analysis techniques.

LPHD 706 The Psychosocial Dimensions of the Leader as Researcher, Teacher & Communicator (6) Explore non-traditional research methods and determine the future viability of the emergent tools and methods. In addition, facilitate dialogue for first-year Ph.D. students with the guidance of professors. Better understand the role of the doctor as teacher and mentor. Finally, conduct qualitative research to determine what followers want from a leader.

LPHD 707 Global Dimensions of Leadership Today & in the Future: A Look Beyond Our Current Place in Time (6) Examine the role of the leader in a global and/or multi-national organization with a focus on the role of the leader in the future. This requires taking scripturally sound current thinking about leadership concepts, extrapolating into the future, and determining the future relevance of current thinking, as well as looking for future leadership styles and methods that will be culturally relevant in a global setting.

LPHD 708 Leadership & Professional Development: Building Leaders to be More Than They Are (0) (Ties to the third residency.) Participate in a series of workshops and events on topics to include: the dissertation, presentation of papers produced in elective courses, participation in roundtable discussions to which first and second-year Ph.D. students are invited, and preparation for the comprehensive examination.

LPHD 709 Advanced Research Methods in Leadership Studies (6) Enhance theoretical understanding and practical knowledge of the advanced qualitative, quantitative, and critical/rhetorical research methods applied to leadership studies.

LPHD 710 Advanced Data Analysis Techniques in Leadership Research (6) Enhance practical knowledge and application of advanced data collection and analysis techniques used in leadership and organizational research.

LPHD 711 Leadership for Creativity (3) Focuses on stimulating environments conducive to creativity in various leadership avenues. Ascertain, analyze, and support the particulars and determinants of creative behaviors in organizations, as well as learn to recognize obstacles to creativity. Focuses on efficacy building in the organization, as well as beliefs, attitudes, intentions, and behaviors associated with creativity in leadership. Conduct research regarding the link between individual creativity and entrepreneurial innovation, team creativity, leading creativity in both new and established organizations, and creating and sustaining ethical creativity.

LPHD 714 Advanced Research Methods (3) Study qualitative and quantitative research methods beyond those methods covered in the required courses. This course is of special interest to those making research a major focus of their career.

LPHD 715 The Ph.D. as Consultant (3) Examine advanced consulting topics, including, but not limited to, the: business of consulting, process of consulting, diagnosis and intervention, and relationship of consultant and client. Topics are beyond those covered in the required courses.

LPHD 716 The Rhetoric of Leadership (3) Study rhetoric and the discourse of leadership with the intent of conducting a research project and writing a publishable paper or a conference presentation.

LPHD 718 Trust as an Organizational Variable (3) Examines the concepts, theories, variables, and the interaction of these elements as portrayed in the trust literature. To accomplish this, lead dialogue and discussion of topics and produce publishable model papers that explain trust in ways that help leaders understand the impact of trust in today's organizations.

LPHD 721 Advanced Analysis Methods (3) Study qualitative and quantitative analysis methods beyond those methods covered in the required courses. This course is of special interest to those making research a major focus of their career.

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

LPHD 727 The Leadership of Jesus in the Gospels (3) Learners examine the leadership of Jesus in the canonical gospels from the three perspectives of hermeneutics, historical criticism, and leadership theory. The course covers at

least one proposed model of the leadership of Jesus in depth and reports an exhaustive literature review of all that we know about this proposed model and demonstrates appropriate scholarly writing technique. Learners must demonstrate competency in exegetical analysis, historical reconstruction and leadership application.

LPHD 728 Capstone Leadership: The Art & Discipline of Finishing Well (3) A research seminar on leadership transitions with a special focus on the social, cultural, organizational and psychological factors that contribute to success and failure. Participants will lead structured dialogs, share insights from current literature, conduct a qualitative research project on leadership transition, and develop a publishable case study from their research.

LPHD 733 Organizational Theory & Diagnosis (3) Students examine organizations using organizational diagnosis and development tools in an effort to help organizational leaders transform their organizations into high performing entities that allow organizational employees and followers to grow and develop to their full potential. This is equivalent to the first half of LPHD 703 taken by students in the Ph.D. program delivered via distance.

LPHD 734 Organizational Theory & Change (3) Students examine the role of organizational theory in change and transformation. In this course students examine organizational culture, communication, leader follower interaction and develop a model using constructs from existing as well as new research to explain behaviors and events in an organizational setting. This is equivalent to the second half of LPHD 703 taken by students in the Ph.D. program delivered via distance.

LPHD 755 Research & Analysis (6) Study qualitative and quantitative research and analysis methods as well as the methods of communicating the results. Build on the research methods and analyses covered in courses prior to LPHD 755.

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

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

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

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

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

FACULTY

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

Full-Time Faculty

Winston, Bruce (1991), B.S., Rochester Institute of Technology; B.A., University of Alaska; M.A., MBA, Regent University; Ph.D., Virginia Commonwealth University

Bekker, Corné (2001), B.A., B.A. (Honors), M.A., Ph.D., Rand Afrikaans University

Bocarnea, Mihai (1995), B.S., Dimitrie Cantemir Lycium, Bucharest; M.S., Polytechnic Institute of Bucharest; M.A., Ph.D., Regent University

Cabanda, Emilyn (2008), B.A., Central Philippine University, Philippines; M.A., Baylor University; Ph.D., Monash University, Australia

Carr, Paul (2000), B.A., Virginia Wesleyan College; M.A., Ed.D., The George Washington University

Fields, Dail (1999), B.A., Johns Hopkins University; Ph.D., Georgia Institute of Technology, School of Management

Gandolfi, Franco (2007), B.Com., M.Com, Swiss Institute of Commerce and Economics, Switzerland; TEFL, M.Ed., University of Sydney, Australia; DBA, Southern Cross University, Australia

Gary, Jay (2003), Certificate, Institute of Biblical Studies; B.S., Georgia Institute of Technology; M.A., California State University, Los Angeles, Ph.D., Regent University

Gomez, Doris (2004), MBA, Vienna University of Economics and Business Administration, Austria; Ph.D., Regent University

Gyertson, David (1977), B.A., Spring Arbor College; Ph.D., Michigan State University

Hartsfield, Michael (2000), B.A., University of Georgia; M.A., Ph.D., Regent University

Matviuk, Sergio (2005), B.S., M.Ed., Universidad Nacional de Cordoba, Argentina; M.A., Church of God Theological Seminary; Ph.D., Regent University

Mulford, John E. (1982), B.S., Brown University; Ph.D., Cornell University

Oster, Gary (2005), B.A., Hope College; M.S., Western Michigan University; MBA, Baldwin-Wallace College; M.A., Case Western Reserve; CAGS, Regent University

Osula, Bramwell (2002), B.A., Lancaster University; B.A., Oakwood College; M.A., Ph.D., University of Waterloo.

Patterson, Kathleen (2003), B.A., Lee College; M.A., Ph.D., Regent University

Redmer, Timothy (1982), B.S., Florida State University; MBA, Southern Illinois University; Ph.D., Virginia Commonwealth University

Roberts, Gary (2003), B.A., Pennsylvania State University; M.A., University of Georgia; Ph.D. University of Pittsburgh

Slattery, Jeffrey (2008), B.A., Johnson Bible College; M.A., Gordon-Conwell Theological Seminary; DBA, Arogsy University

Stone, A. Gregory (1995), A.B., M.S., Ed.S., Ph.D., Indiana University

Part-Time Faculty

Boggs, Brady (2000), B.S., Georgia Institute of Technology; M.S., MBA, Florida State University; Ph.D., Regent University

Drake, Timothy (2001), B.A., California State University; M.A., North Park College; Ph.D., Regent University

Gomez, Doris (2003), M.A., Vienna University of Economics and Business Administration, Austria; Ph.D., Regent University

Michel, Dan (2001), A.B., Wheaton College; M.A., Trinity Evangelical; Ph.D., Regent University

O'Brien, David (2001), B.S., University of New Hampshire; MSC, Northrop University Law Center; MBA, Golden State University; Ph.D. Regent University

Wiater, Diane (1992), B.A., Northern Kentucky University; M.A., Ph.D., Regent University

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ROBERTSON SCHOOL OF GOVERNMENT

DEAN'S MESSAGE

"Christian Leadership to Change the World." That's the calling of the Robertson School of Government (RSG). Rooted in Biblical faith and practice, RSG trains and equips servant leaders for public service nationally and internationally. This public service has included positions in the:

- *White House*,
- Departments of *State*, *Justice*, *Defense*, *Labor*, and *Health and Human Services*,
- *U.S. Senate* (including the Foreign Relations Committee and the personal offices of Senator Jim Webb and former Senators Allen, Helms, and Faircloth),
- *House of Representatives*, (including the Judiciary Committee, and the personal offices of Congressmen Randy Forbes, Bobby Scott, and former Congressmen Thelma Drake, Stephen Lynch and Joanne Davis),
- *State and Local Governments* throughout the United States, including Governor of the State of Virginia and
- Various private organizations, such as *Focus on the Family* and the *Heritage Foundation*, and
- *The United Nations* and as a *Fulbright Scholar*.

To train students properly, RSG faculty . . . hold doctoral degrees in political science, public administration, law, and anthropological and linguistic studies from leading universities . . . consult with government executives, legislators and their staffs, and political candidates . . . engage in cooperative research activities with public policy think tanks and lobbying organizations . . . assist political and legal action organizations, such as the American Center for Law and Justice (ACLJ) . . . participate in various professional organizations, including the American Political Science Association, International City/County Managers Association, Christian Legal Society and a variety of others . . . and author books on a wide range of subjects.

Students and faculty work together in a variety of special endeavors, including RSG's Oxford University Program, which features faculty from both Regent and Oxford Universities, and RSG's Internship Program, which places students in an array of positions in the public and private sectors.

All of this and much more take place on perhaps the most beautiful campus in America.

Gary E. Roberts
Interim Dean, Robertson School of Government

Mark 10:43 "But among you it should be quite different. Whoever wants to be a leader among you must be your servant."

CONTACT INFORMATION

Admissions application forms may be downloaded from the website, or obtained by mail. To request your application packet, contact the Office of Central Enrollment Management (see the University section of the catalog for Central Enrollment Management). For questions concerning the Robertson School of Government, please contact the school directly.

Robertson School of Government
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757.352.4628 or 888-800-7735
Fax: 757.352.4735
Email: govschool@regent.edu
Website: www.regent.edu/government

MISSION AND PHILOSOPHY

The Robertson School of Government (RSG) trains men and women to meet the challenge of leadership in government, electoral politics, international economic and political development, national security affairs and the formulation of public policy. To accomplish this, RSG students will:

- Study the impact of Judeo-Christian values in U.S. political history, structures of the U.S. Government and the influential thinkers who guided the U.S. experiment.
- Study the components of a Christian worldview, and compare these components to the philosophical underpinnings of competing worldviews.
- Explore the Constitution and other dynamics of the political history of the U.S., including the leadership provided by the presidency and Congress.
- Explore the inner workings of political campaigns and elections and engage in practical experiences in the political domain.
- Explore contemporary and classical economic theory and the interplay of government and markets in developed and less developed nations.
- Analyze, from a theoretical and practical viewpoint, local, state and national legislative processes and the role of the Executive Branch at these levels in implementing policies and laws.
- Examine key policies germane to national security and terrorism issues.
- Study global politics, and specifically the history, politics, and religions in the Middle East.

DISTINCTIVES OF THE SCHOOL

- **Reagan Symposium:** Under the direction of Dean Dunn and the sponsorship of the University's Office of Academic Affairs, RSG has conducted for the past five years a symposium in honor of Ronald Reagan. Recent topics and speakers have included *The Future of Religion in American Politics* (speakers: Amherst College's Dr. Hadley Arkes, U.S. News & World Report's Michael Barone, Ethics & Public Policy Center's Michael Cromartie, American University's Dr. Daniel Driesbach, University of Chicago's Dr. Jean Bethke Elshtain, WORLD Magazine's Editor-in-Chief Marvin Olasky, and American Enterprise Institute's Michael Novak), and *The Legacy of Ronald Reagan* (speakers: University of Virginia's Dr. James Ceaser, George Mason University's Dr. Hugh Heclo, U.S. Naval War College's Dr. Stephen Knott, American Enterprise Institute's Steven Hayword, Claremont McKenna College's Dr. Andrew Busch, Grove City College's Dr. Paul Kengor, and Russell Kirk Center for Cultural Renewal's Senior Fellow Dr. George Nash).

- **Clash of the Titans:** In addition to the Reagan Symposium, the University also sponsors each year a debate. Past debaters include Karl Rove, Al Gore, Dick Armey, John Kasich, Arianna Huffington, Bob Dole, Jeb Bush, Mike Huckabee, Newt Gingrich, Steve Forbes, Alan Colmes, Geraldine Ferraro, Rick Santorum, Donna Brazile, Paul Begala, Ann Coulter, David Limbaugh, Alan Dershowitz, Nadine Strosser, and Max Cleland.

- **Evenings with John and Janet Ashcroft and Lectures by Vern Clark:** For the past four years, RSG students have enjoyed having dinner and dessert each semester with former U.S. Attorney General John Ashcroft and his wife Janet. These evenings have included light and serious conversation, mingling with professors and their spouses, and perhaps most enjoyed, singing with the Attorney General as he plays the piano. During these same semesters, former Chief of Naval Operations & Adm. Vernon Clark has lectured in many RSG classes on national security affairs, the Law of the Sea, the use of military force in diplomacy, and the future of the U.S. military in the Obama administration.

FINANCIAL AID

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

To encourage academic excellence, RSG offers merit-based scholarships to outstanding students. Customarily considered by RSG in awarding these scholarships are an applicant's: (1) undergraduate grade point average, (2) undergraduate program, and (3) GRE and/or LSAT score(s) (waiver of the GRE and/or LSAT will adversely affect your potential consideration for a scholarship). All awards fund RSG coursework only. Awards are generally made for one academic year, but may be renewed for a second year by reapplication subject to available funding. Awards are applicable for one academic year (Fall, Spring and Summer).

All admitted students who complete the RSG financial aid application, whether entering in the fall or spring semester, receive immediate consideration for RSG scholarships by the Scholarship Committee, which awards scholarships through a "rolling" admissions process. Since scholarship funding is limited, applicants admitted earlier enhance their prospects for receiving scholarship awards.

To apply, complete and submit the RSG Financial Aid Application. Early applications are given priority consideration. Only accepted applicants who meet the criteria of the specific award will be considered. Applicants are encouraged to apply for school based financial aid at the time that they submit their admissions application. Applicants seeking Federal Financial Aid are advised to apply even before they have been admitted to the school.

After achieving the required GPA in the first academic year, students must reapply for aid for each of their remaining academic years with RSG. All awards are conditional on the student achieving or maintaining satisfactory academic progress while in school.

Grants and Scholarships

RSG recognizes excellent academic performance and demonstrated leadership potential by awarding scholarships that are highly competitive. The school also awards several grants each year, which recognize financial need, as well as academic performance and potential.

Trustee Scholarships

- Undergraduate GPA of 3.90+, LSAT >160, GRE 80%+
- 75% tuition remission per year.
- Renewable for one year with a 3.90 GPA in RSG.

Dean's Scholarships

- Undergraduate GPA of 3.80-3.89, LSAT 157-160, GRE 70-79%
- 50% tuition remission per year.
- Renewable for one year with a 3.80 GPA in RSG.

Merit Scholarships

- Undergraduate GPA of 3.60-3.79, LSAT 151-156, GRE 50-69%
- 33% tuition remission per year.
- Renewable for one year with a 3.70 GPA in RSG.

Faculty Honors Scholarships

- Undergraduate GPA of 3.40-3.59, LSAT 147-150, GRE 40-49%
- 25% tuition remission per year.
- Renewable with a RSG GPA of 3.50; does not automatically renew, must reapply each academic year.

Providence Scholarships

- Undergraduate GPA of 3.20-3.39, LSAT 142-146, GRE 21-39%
- 15% tuition remission per year
  Renewable with a RSG GPA of 3.30; does not automatically renew, must reapply each academic year

Stewardship Scholarships

- Undergraduate GPA <3.19, LSAT <141, GRE <20%
- 10% tuition remission per year.
- Renewable with a RSG GPA of 3.20; does not automatically renew, must reapply each academic year
- **Jean B. James Award**
  - The James Scholarships fund two $2,000 awards for government, law, or government/law full-time joint degree students who meet these criteria: (1) married, (2) strongly committed to family life, and (3) obedient to God's call during a mid-career redirection, and (4) an academically strong student.

Tabor Family Revival Soy Scholarship

Eligibility to become Tabor Scholars depends upon: (1) being single, (2) having worked full-time to finance one's education, and (3) earning an acceptable GPA in RSG. The amount of these awards may fluctuate depending on endowment earnings.

Government Employee Grants
RSG provides a 25% tuition remission for employees of local, state and national government who maintain a GPA of 3.00 or higher in RSG.

Military Financial Assistance
RSG reduces tuition by 25% for active-duty military personnel who maintain a GPA of 3.00 or higher in RSG. Military personnel, their spouses and Department of Defense civilians who receive tuition assistance through DANTES should contact the Business Office at Regent University for details. DANTES approves the RSG distance-education program.

Awards for Joint Degree Students
Students in joint degrees programs may also receive a RSG award. Awards are renewable upon reapplication and maintenance of the required minimum cumulative GPA. All awards are limited to RSG coursework.

TRANSFER OF CREDITS

See the General Information section of the Catalog for the University policies governing transfer of credits. RSG allows that no more than nine credit hours may be transferred from another institution, which must be accredited at the graduate level by a recognized accreditation agency. Transferred credit hours cannot be applied to more than one degree. Generally, only courses with a letter grade of B or higher are eligible for transfer (a lower grade received from a law school may be accepted because of the lower grade standard in law schools). In addition, we will consider:

1. The quality of the credit-granting institution.
2. The course syllabi and demonstrated student mastery of the course content.
3. The equivalency of the proposed transfer credit courses with RSG courses.

Credit hour transfers are requested through the Curriculum and Student Services Manager. Faculty members evaluate transfer credits and recommend action to the dean, who decides to accept or reject a petition for transfer credit.

CAREER OBJECTIVES

The school aims to produce graduates prepared for active leadership in government service at all levels, in related political or advocacy organizations and in government and public policy education.

Possible careers in both domestic and international public affairs include:

Government
- Political leadership through appointed and career offices (legislative and executive branches)
- Policy research/staff positions (legislative, executive and judicial branches)
- Elective office (local, state, federal)
- Diplomatic and foreign service positions (State Department)
- International political leadership offices (UN, OAS)

Political Organizations
- Political parties, interest groups, election and issue campaigns
- Domestic and international political advocacy and lobbying leadership positions
- Domestic and international policy research/staff positions (think tanks, institutes)

Government and Public Policy Education
- Careers in higher education
- Careers in secondary education both domestic and foreign

CAREER SERVICES

In the RSG Career Resource Center, our desire is to provide students and alumni with the resources, tools and opportunities necessary for personal and professional development so they may advance in their calling and positively influence the world. We focus on professional development and opportunity identification.

Professional Development & Opportunity Identification
Professional development activities prepare our students and graduates in the technical aspects of the internship and job search processes and for the realities of the internship and career position. The Career Services office identifies

opportunities in state, federal and local government; appointed state and federal positions; think tanks; campaigns; consulting firms; and lobbying groups. Hiring authorities and processes are identified for each option. In addition, existing networks are utilized to multiply the students' exposure.

A Sampling of Current and Past Employers and Internship Sponsors Not Previously Listed

- U.S. Civil Rights Commission, Washington, DC
- Concerned Women of America
- Acton Institute
- American Center for Law & Justice, Virginia Beach, VA
- British Parliament, London, England
- Crossfire, Washington, DC
- Department of Community Affairs, State of New Jersey, Trenton, NJ
- Focus on the Family, Colorado Springs, CO
- National Republican Congressional Committee
- Office of the Attorney General, Los Angeles, CA
- Ohio Legislative Service Commission, OH
- Pennsylvania Family Institute, Harrisburg, PA
- The Family Foundation, Richmond, VA
- Institute on Religion and Democracy
- Governor Mike Huckabee, Little Rock, AR
- Governor's Office, Des Moines, IA
- Gun Owners of America, Springfield, VA
- House of Commons, Ottawa, Canada
- University of Texas, Dallas, TX

STUDENT PROFILE

Applicants to RSG are a unique group of men and women with a *vision to lead and a passion to serve*. Students, as a group, are characterized by a strong commitment to Judeo-Christian principles and a belief in religious liberty, limited government, political freedom and private property. Our students are dedicated to learning the strategies and tactics necessary to maintain these disciplines at every level of the policy-making process and in the public arena. Since its opening in 1983, RSG has matriculated nearly 600 students from across the United States and some 20 other nations. Students with a wide variety of undergraduate degrees have enrolled, and many come with substantial work experience in other professions.

ADMISSIONS REQUIREMENTS

See the "Admission to Regent Graduate Schools" section of this Catalog for admissions requirements. In addition, for questions regarding the admissions process, please contact our admissions office. RSG requires applicants to submit the following.

1. Admissions Application
2. Personal Essay
3. Writing Sample
4. Community Life Form
5. Resume with references
6. Official copies of all transcripts
7. Official copy of GRE or LSAT scores
8. $50 Application fee ($25 non-degree & one-time)
9. Admissions Interview

Applicants may defer enrollment for one year if they submit their request in writing to the Admissions Manager. Applicants must reapply and go through the full application process after one year or if they have not requested the deferment.

ONLINE WORLDWIDE CAMPUS

All required courses in the RSG programs and most electives are offered online. The entire Master of Arts degree can be completed online. Faculty and support staff are available to assist distance education students just as they assist on-campus students. Distance education students are encouraged to contact faculty and staff by telephone, fax, e-mail or Internet. For more information, please refer to the Online Learning and Distance Education section of the Catalog for information concerning online learning and computer hardware and software requirements.

PROGRAM OVERVIEW

Nowhere is the need for graduates to fulfill Regent's motto, *Christian Leadership to Change the World*, more evident than in government. Principled leadership in government is an absolute necessity for the health and prosperity of our nation. The opportunities that exist today in government are among the most exciting and challenging in our history. We offer:

- Master of Arts in Government
- Academic Concentrations in:
  - American Government
  - International Politics
  - Political Theory
  - Public Administration
- Certificate of Graduate Studies in:
  - Law and Public Policy
  - Political Management
  - Public Administration
  - Global Politics
  - Terrorism and Homeland Defense
  - Mid-East Politics

Students may earn one or more Academic Concentration(s) or Certificate(s) of Graduate Studies as part of the Master of Arts degree program.

JOINT DEGREE OPTION

See the General Information section of the Catalog for the description of the joint degrees program. Joint degrees are available with any of the other graduate schools at Regent University.

The joint degree program with law is particularly relevant for government and public policy careers. The Juris Doctor and Master of Arts in Government degrees form a potent combination for leadership in public affairs. Such leadership involves a mixture of legal, social, governmental and policy analysis capabilities. Students in this program gain the legal training and professional standing afforded by the law school, and the theoretical, policy analysis and practical political skills provided by RSG.

The joint degree program for the Master of Business Administration (M.B.A.) and Master of Arts (M.A.) in Government provides extensive preparation for principles-based leadership in public administration. In combination, the two degrees prepare administrators who will have substantial skills in policy analysis and public affairs activism. Such people will be well positioned for leadership in government service, politics and policy-making.

All joint degree programs require the completion of the core courses, an academic concentration and six hours of electives/thesis/internship courses, for a total of 30 credit hours.

It is important to note that those pursuing a joint degree must apply to and receive an offer of admission from both the Robertson School of Government and the additional school of choice.

DEGREE PROGRAM

MASTER OF ARTS IN GOVERNMENT [M.A.] (39 credit hours)

Students acquire an in-depth understanding of the founding principles of democracy, the biblical foundation for government, current issues related to government, and the skills and knowledge to shape nations. Our curriculum is specifically designed for persons who sense a calling into professions in and related to government – both domestically and internationally.

There are four components to RSG's curriculum: core courses, academic concentrations, certificate courses, and elective/thesis/internship courses. The core courses are designed to give the student a broad base on which to build a specialty, which is developed within the academic concentration and certificate courses. Upon successful completion of

the core courses, an academic concentration(s), any certificate(s), and the remaining electives/thesis/internship, the student is eligible to apply to the Registrar's office for a degree of Master of Arts in Government and a Certificate of Graduate Studies in a certificate program (if completed). The non-degree seeking student who successfully completes a four course certificate program will receive a Certificate of Graduate Studies.

The Robertson School of Government offers academic concentrations in American Government, International Politics, Political Theory, and Public Administration and six certificates: Law and Public Policy, Public Administration, Political Management, Global Politics, Mid-East Politics, and Terrorism and Homeland Defense.

M.A. in Government Required Core Courses

GOV 603 Governmental Research Methods 3
GOV 604 Christian Foundations of Government 3
GOV 697 Biblical Foundations of Leadership 3
UNIV LIB Library Research and Resources 0
TOTAL CORE CREDITS 9

ACADEMIC CONCENTRATION 15
PLUS SOME COMBINATION OF:
SECOND ACADEMIC CONCENTRATION, CERTIFICATE (12),
ELECTIVES/THESIS/INTERNSHIP 15

M.A. IN GOVERNMENT TOTAL CREDITS 39

ACADEMIC CONCENTRATION COURSES

Formally admitted and matriculated students must select an academic concentration from the four options listed below. An additional 15 hours is required in the form of three alternatives: 1) a second academic concentration, 2) a certificate option (12 credits) plus 3 credits of electives, or 3) 15 credit hours of electives.

AMERICAN GOVERNMENT

The purpose of the American Government concentration is to educate students who have a passion for government and public policy, so that they are equipped with the competencies necessary to think Christianly and to perform skillfully in the public vocation to which God has called them. Specific competencies include learning and understanding our government's legal foundation and the major branches of government.
5 courses (15 credits) from the list below:

GOV 618 Contract Law for Public and Private Institutions 3
GOV 619 Constitutional Law & Policy I 3
GOV 620 Constitutional Law & Policy II 3
GOV 622 Religion & Politics 3
GOV 628 The Law & Governance of Higher Education 3
GOV 635 Presidential Leadership 3
GOV 636 Congressional Leadership 3
GOV 639 Anglo-American Constitutionalism 3
GOV 658 American Political Thought 3
GOV 660 Intelligence & National Security 3
GOV 663 Campaign Management and Strategy 3
GOV 677 Terrorism and Homeland Defense 3
GOV 678 Terrorism/Disaster Consequence Management 3
GOV 679 National Security Affairs 3
GOV 689 American Foreign Policy in the Mid-East 3

INTERNATIONAL POLITICS

The International Politics concentration is designed to enable students to be versed in the historical and emerging trends and events of international politics so that they are qualified to aid in the creation and/or analysis of policy at the advanced level. Students are challenged to read critically, think analytically, write effectively and argue eloquently. The objective is to help students deepen their knowledge of the theory and development of international events and biblical principles that they may apply this knowledge to their chosen career. Students will graduate better equipped to assess and recommend policy in a variegated field.

5 courses (15 credits) from the list below:

GOV 625 International Politics 3
GOV 638 The European Union 3
GOV 639 Anglo-American Constitutionalism 3
GOV 653 Mid-East Politics 3
GOV 655 International Human Rights 3
GOV 659 Qur'anic Law 3
GOV 672 Islamic Political Thought 3
GOV 673 International Democratic Development 3
GOV 674 The International Economy 3
GOV 675 Hemispheric Integration 3
GOV 676 Asian Politics 3
GOV 689 American Foreign Policy in the Mid-East 3

POLITICAL THEORY

Political theory is a major sub-field in the academic discipline of government. Study of political theory involves reflection on the nature and ends of government, including description of the principles underlying government practice, and prescription about how government ought to function. Political theorizing has a long and venerable pedigree in western civilization, dating back at least to the ancient Greeks. The political theory concentration will thus involve systematic study of the history of political thought, including thinkers such as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin, John Locke, Adam Smith, the American founders, Hegel, Marx, Oakeshott, Rawls, and others. Political theory concentration students will be encouraged to ask the most basic questions related to government: "What is justice?" and "What is the best regime?," for example. The major offers courses that will help students develop their analytical and historical skills.

5 courses (15 credits) below:

GOV 602 Principles of Economics 3
GOV 610 Political Philosophy 3
GOV 622 Religion & Politics 3
GOV 639 Anglo-American Constitutionalism 3
GOV 651 Biblical Law 3
GOV 658 American Political Thought 3
GOV 672 Islamic Political Thought 3

PUBLIC ADMINISTRATION

The Public Administration concentration focuses on developing the essential character, administrative and analytical competencies for successfully managing public and nonprofit organizations from a Christian servant leader foundation. The goal is to equip students for critical roles in public service in order to solve policy and management problems and provide high quality services thereby promoting the public interest from a Christian worldview perspective. Specific skill areas targeted include managing human, fiscal and information resources, cultivating organizational abilities, the sage integration of political theory and philosophy, and a strong moral and ethical foundation. This concentration provides both academic preparation and practical training to equip students for successful careers in government/nonprofit organizations and to enhance the career development of current professionals. For a joint degree, students complete the 9 core credit hours, the 15 credit hours in an academic concentration and 6 elective credits.

5 courses (15 credits) from the list below:

GOV 602 Principles of Economics 3
GOV 615 Economic Policy 3
GOV 623 Public Policy Initiatives 3
GOV 630 Public Human Resources Management 3
GOV 634 Public Budgeting and Taxation Policy 3
GOV 663 Campaign Management and Strategy 3
GOV 664 Political Communication 3
GOV 668 Political Organizations and Behavior 3
GOV 670 Principles of Public Administration 3
GOV 671 Organizational Theory 3
GOV 682 Fundraising and Campaign Finance Strategies 3
NPRF 681 Managing Not-for-Profit Organizations 3
NPRF 682 Not-for-Profit Fundraising Development 3
NPRF 689 Special Topics in Not-for-Profit Management 3

CERTIFICATE COURSES

Students not seeking the full Master of Arts degree may complete and separately earn one or more graduate certificates for the purpose of enhancing knowledge and job competencies. Students can select from the 6 listed options consisting of 12 credit hours of designated classes. Students can later apply for admission to the MA in Government program and transfer all 12 credits to the Master of Arts degree upon formal admission.

GLOBAL POLITICS

The Global Politics certificate focuses on the internationalization or "globalization" of peoples and nations, international trade and finance, global communication, and the clash of cultures. The certificate is designed to enhance the Government program's goal of discerning the transcendental foundations for peoples and nations, the principles of democratization, governance, and economic stewardship and, in short, provide leadership to change the world. Students will be better equipped to formulate policies based on the rule of law, international peace and prosperity, and the safeguarding of basic human rights.

Select 4 courses (12 credits) from the list below:
GOV 610 Political Philosophy 3
GOV 625 International Politics 3
GOV 638 The European Union 3
GOV 639 Anglo-American Constitutionalism 3
GOV 653 Mid-East Politics 3
GOV 655 International Human Rights 3
GOV 659 Qur'anic Law 3
GOV 672 Islamic Political Thought 3
GOV 673 International Democratic Development 3
GOV 674 The International Economy 3
GOV 675 Hemispheric Integration 3
GOV 676 Asian Politics 3
GOV 689 American Foreign Policy in the Mid-East 3

LAW AND PUBLIC POLICY

The Law and Public Policy certificate provides an in depth analysis of Congress, which makes laws, and the judiciary, which interprets them. A comprehension of these branches of government requires a thorough understanding of their constitutional foundation, which this certificate explores by examining the roots of our constitutional rights in England, the innovations explored during the colonial period, the writings of the Founders, the Declaration of Independence and the Constitution, and the subsequent usurpation of legislative authority by the judiciary. This certificate also provides an opportunity to analyze from a biblical worldview public policy issues that relate to the law. This certificate is designed to benefit those students who want to expand their knowledge and augment their credentials to legal and political issues.

Select 4 1 courses (12 credits) from the list below:

GOV 615 Economic Policy 3
GOV 618 Contract Law for Public and Private Institutions 3
GOV 619 Constitutional Law & Policy I 3
GOV 620 Constitutional Law & Policy II 3
GOV 622 Religion & Politics 3
GOV 623 Public Policy Initiatives 3
GOV 628 The Law & Governance of Higher Education 3
GOV 635 Presidential Leadership 3
GOV 636 Congressional Leadership 3
GOV 639 Anglo-American Constitutionalism 3
GOV 651 Biblical Law 2
GOV 655 International Human Rights 3
GOV 658 American Political Thought 3
GOV 683 Health Care Ethics 3
GOV 686 Health Care Law & Policy 3

MID-EAST POLITICS

The Mid-East Politics certificate will examine the political, historical, cultural, and religious issues associated with this significant area of the world. Courses center around critical elements of mid-east history in conjunction with current trends and developments. Professors will also work with students wishing to gain Arabic language proficiency to further strengthen the student's credentials in this important policy field.

Course list: (12 credit hours):
GOV 653 Mid-East Politics 3
GOV 659 Qur'anic Law 3
GOV 672 Islamic Political Thought 3
GOV 689 American Foreign Policy in the Mid-East 3

POLITICAL MANAGEMENT

The Political Management certificate equips students to enter the challenging arena of campaign politics and related political careers by providing them with the skills and techniques required to develop and manage strategic campaigns within an ethical and moral framework. Students gain valuable insight and networking opportunities from experienced professionals who teach specialized elective courses.

Select 4 courses (12 credits) from the list below:
GOV 635 Presidential Leadership 3
GOV 636 Congressional Leadership 3
GOV 658 American Political Thought 3
GOV 663 Campaign Management and Strategy 3
GOV 664 Political Communication 3
GOV 668 Political Organizations and Behavior 3
GOV 682 Fundraising and Campaign Finance Strategies 3

PUBLIC ADMINISTRATION

The Public Administration certificate focuses on developing the essential character and managerial competencies for successfully managing today's public and nonprofit organizations. Course work focuses on developing and integrating human, fiscal and information resources utilizing a servant leadership framework. Specific skill areas include strong organizational skills, wisdom in the application of political theory and philosophy, and a strong moral and ethical foundation. This certificate provides both academic preparation and practical training to equip students for successful careers in government and to enhance the careers of current professionals.

Select 4 courses (12 credits) from the list below:
GOV 602 Principles of Economics 3
GOV 615 Economic Policy 3
GOV 630 Public Human Resource Management 3
GOV 634 Public Budgeting and Taxation Policy 3
GOV 670 Principles of Public Administration 3

GOV 671 Organizational Theory 3
NPRF 681 Managing Not-for-Profit Organizations 3
NPRF 682 Not-for-Profit Fundraising Development 3
NPRF 689 Special Topics in Not-for-Profit Management 3

TERRORISM AND HOMELAND DEFENSE

The Terrorism and Homeland Defense certificate provides students with an overview of a key policy area central to our country's prosperity and safety. These courses present a balanced approach to national security and the modern phenomenon of terrorism which is clearly the most seminal issue facing American government today. This certificate will prove especially attractive to military officers, intelligence officials, homeland security experts, and state and local law enforcement agencies and governmental officials.

Course list: (12 credit hours):

GOV 660 Intelligence and National Security 3
GOV 677 Terrorism and Homeland Defense 3
GOV 678 Terrorism/Disaster Consequence Management 3
GOV 679 National Security Affairs 3

M.A. IN GOVERNMENT REQUIRED CORE COURSES (JOINT DEGREE PROGRAMS INCLUDING LAW)

GOV 603 Governmental Research Methods 3
GOV 604 Christian Foundations of Government 3
GOV 697 Biblical Foundations of Leadership 3
UNIV LIB Library Research and Resources 0
TOTAL CORE CREDITS 9
ACADEMIC CONCENTRATION 15
PLUS SOME COMBINATION OF:
ELECTIVES/THESIS/INTERNSHIP 6

M.A. IN GOVERNMENT TOTAL CREDITS 30

STUDY ABROAD

Two unique courses will be offered during the summer semester in a program at Oxford University's Hertford College, in Oxford, England. The Oxford program is designed to give students the experience of study abroad at a prestigious school. Students in the past have had the opportunity to learn about National Security Affairs, International Politics and a comparison of the American and English Constitutions from Regent University faculty, as well as from those at Hertford College.

COURSE DESCRIPTIONS

The RSG is continually developing classes that help to prepare students to become both philosophically sound and technically efficient. With this goal in mind, new courses are continually being added to the curriculum.

GOV 602 Principles of Economics (3) Study of the Judeo-Christian foundations of economic activity, work and wealth, enterprise and stewardship, money, interest and debt, trade and development and the role of government in the economy.

GOV 603 Governmental Research Methods (3) Analysis of basic research design strategies. Students attain statistical literacy as they generate and critique research reports normally required in a variety of governmental settings.

GOV 604 Christian Foundations of Government (3) Offers a biblical perspective of the religious, philosophical, and cultural foundations of Western civilization as expressed in education, law, ethics, biology, politics, science, psychology, sociology, economics and history. It will contrast biblical Christianity with the other principal worldviews in Western civilization: Secular Humanism, Marxism/Leninism and Cosmic Humanism (New Age), and will analyze public policy issues using each worldview.

GOV 610 Political Philosophy (3) Historical review of the great philosophers of politics and government, in the Western tradition from ancient Greece to the modern era.

GOV 615 Economic Policy (3) Reviews advanced economic topics and analyze economic and international trade policies in light of global trade issues. In addition to conducting cost/benefit analysis of economic policies, examine and present alternative solutions to trade and finance problems.

GOV 618 Contract Law for Public and Private Institutions (3) Principles controlling the formation, performance, and termination of contracts including offer, acceptance, consideration, breach of contract, damages, and assignment. Focuses primarily on the context of higher education and government and includes experience in drafting a contract and critiquing contracts drafted by others. Cross-listed with EHEA 506.

GOV 619 Constitutional Law & Policy I (3) Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Also examines the purported constitutional authority of various governmental policies.

GOV 620 Constitutional Law & Policy II (3) Considers the Bill of Rights (including the delicate relationship between church & state, freedom of speech and freedom of worship), the rights of liberty, equal protection and due process arising from the 14th Amendment, and the subsequent rise and effects of judicial policy-making (including the "right to privacy," the "right to intimate sexual choice," and the "right to die"). Cross-listed with EHEA 508.

GOV 621 Public Program Evaluation/Planning (3) Provides conceptual and methodological tools to analysts charged with assessing and evaluating program implementation. Develop an understanding of different analytic strategies for assessing if a program is being instituted as designed and is reasonably connected to its articulated goals. Focuses on formative and summative evaluations.

GOV 622 Religion and Politics (3) Covers the basic aspects of religion and politics as reflected in scholarship and period sermons. There are also strong connections with scriptural principles relevant to the topic.

GOV 623 Public Policy Initiatives (3) Covers the basic aspects of various current policy initiatives. Each topic has a class devoted to biblical principles, guest lecturers from experts in the related fields and brief oral reports presented by students.

GOV 624 Crisis Management (3) Builds on the core course "Problem Solving through Strategic Decision Making," and challenges students to think strategically about how to using prior planning to avoid crises, and to think strategically about solving unanticipated political problems. Students are equipped to develop timely, principled responses to crisis situations and to develop ethical approaches to implement damage control strategies.

GOV 625 International Politics (3) Promotes a God-centered understanding of international affairs, and to apply biblical principles to an analysis of peoples, nations, and international organizations; to help discern the footprints of the coming of Christ's new world-wide order**,** covering concepts and approaches to international politics and organizations, the development of global governance, the new relations among superpowers and middle powers, with special regional emphasis on the New Europe and North American hemisphere.

GOV 628 The Law & Governance of Higher Education (3) Provides historical and contemporary legal issues that have, and will continue to shape colleges and universities today. Discusses legal issues regarding the college and trustees, administrators and staff. Investigates the legal basis of higher education in the United States to include constitutional provisions and federal statutes that influence higher education policy. Prepares emergent administrators for preventative law measures in an increasing litigious environment. Cross-listed with EHEA 503 and 803.

GOV 630 Public Human Resources Management (3) The history, evolution and modern-day dynamics, policy and issues within human resource management, discussing examples from all three levels of government.

GOV 634 Public Budgeting and Taxation Policy (3) Understanding the development of successful fiscal policy initiatives, the technical material and the political processes involved in making tax and spending policy to interact effectively with other professionals in the development, prosecution and ultimate attainment of a public policy objective. Recommended: complete GOV 602 or equivalent experience to be determined by the instructor.

GOV 635 Presidential Leadership (3) Unique dynamics of leadership studies as applied to the role and duties of the President of the United States. Historical, personal and anecdotal data included in the analysis of this most unique of elected governmental positions.

GOV 636 Congressional Leadership (3) Understanding of the workings of the federal and state government; legislative process; relationship between bicameralism, federalism and the republican form of government; and the roles of elected representatives and the legislative staffs. Sharpen verbal and analytical skills involving political analysis.

GOV 637 International Relations and National Security Policy (3) Theoretical and conceptual tools required to understand the emerging and ever changing world political structure and order. The collapse of the Westphalian system of international relations that has largely guided foreign policy discourse between nations since 1648; and international relations (IR) theory and approaches to existing world political orders with a special emphasis on the emerging phenomenon of international terrorism, featuring trends, key concepts, key actors, and the tools and rules of international politics.

GOV 638 The European Union (3) Evolution and integration of Europe, from Common Market to political union; the contending world views (e.g. Christian roots, and secular philosophies); the new European Constitution (e.g. Charter of Fundamental Freedoms); the re-structuring of independent nation-states into a supranational structure, with demands for common foreign & defense policies, adjustments to a common currency, and the struggle for social cohesion and cultural identity.

GOV 639 Anglo-American Constitutionalism (3) Common roots of English and American constitutional law—the Magna Carta, the 1628 Petition of Rights and the Bill of Rights of 1689—and the work of English philosophers, theologians, and legal educators who influenced these roots exploring how existing English common law principles such as habeas corpus and the rule of law affected the U.S. Constitution, and the philosophical underpinnings for these principles; and the differences between constitutions, and how these differences influence political structure.

GOV 646, 647, 648 Special Topics in Government and Politics (3) Analysis of a current governmental and political topic. Enrollment limited.

GOV 650 Christian Apologetics (3) Review of the philosophical methodologies used in the defense of the Christian faith, especially evidentialism (facts to faith) and presuppositionalism (faith to facts), focusing on the relationship between faith and reason in current Catholic and Protestant defenses, and with biblical applications to modern and postmodern challenges. No former training in philosophy is required; students from all schools are welcome. Cross-listed as TCDH 523 in School of Divinity.

GOV 651 Biblical Law (3) Exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics. Cross-listed as LAW 811 Biblical Law.

GOV 653 Mid-East Politics (3) Political change and ideological trends in the Mid-East after WWII. **E**xplore**s** the politics of state and nation building, the legacies of colonialism, the impact of nationalism, the development of civil society, the complications of oil wealth, the challenges of democracy, and the place of political Islam.

GOV 655 International Human Rights (3) Critical analysis of international human rights documents, with special emphasis on the contributions of the United Nations, legal and religious scholars and international law groups, church organizations and other groups. Cross-listed as LAW 883.

GOV 658 American Political Thought (3) Examination of the philosophical and religious roots of early America from the colonial era to the formation of the Constitution.

GOV 659 Qur'anic Law (3) An analysis of the text of the Arabic Qur'an in English, and the three kinds of commentary on it by Muslims: Islamists, Traditionalists, and Reformists. The students will compare the translation and commentary of three published Qurans, respectively those of Hilali & Khan, Abdullah Yusuf Ali, and Maulana Muhammad Ali. Lectures and assignments will seek to understand the Qur'anic basis of these three expressions of Islamic religion, politics, human rights and law, and Christian conceptual strategies to challenge them. Cross-listed as LAW 812.

GOV660 Intelligence & National Security (3) Explores the role of the various U.S. intelligence agencies in assessing foreign and domestic terror threats, developing effective counterterrorism strategies, and thwarting terrorist aggression. Topics include intelligence collection and analysis, domestic vs. foreign intelligence, uses and limits of intelligence for counterterrorism, ethical issues in intelligence, and intelligence oversight and reform.

GOV 661 Political Leadership and Management (3) Campaign finance. Interns. Scandals and cover-ups. These familiar issues in American politics reflect the importance of character in the people involved in the political process. This course in the political management program emphasizes ethics in American politics. Students work toward developing a clear, coherent, and biblical framework to guide their personal and professional behavior in politics, through readings and activities that combine a normative understanding of Christians and political engagement with analyses of contemporary real-world politics.

GOV 663 Campaign Management and Strategy (3) Presents the major elements and organization of a political campaign plan are introduced, as well as foundational guidance on developing and implementing a campaign plan. Particular emphasis is placed on techniques for developing an effective political message, organizing personnel, developing a budget, and managing a campaign timeline. It also addresses strategic thinking and anticipating and planning for political problems and crises. Students are expected to apply a coherent set of ethics to the course content.

GOV 664 Political Communication (3) Focuses upon the development of an overall campaign communication strategy by creating effective messages. Methods of message delivery will also be covered as well as methods of assessing the impact of communications. The role of the communications director and establishing effective relationships with the press and media will be explored. Upon completion of the course the student will become well acquainted with campaign communication strategies and techniques.

GOV 668 Political Organizations and Behavior (3) Addresses the major theories and how these theories apply to campaign and other political situations. The learner will understand the composition of past and present party coalitions with emphasis on political behavior. The learner will acquire an understanding of the American political system, institutions and processes including analysis of key individuals in the political arena. Ethical conduct from a Christian perspective within political organizations will be emphasized.

GOV 669 Public Management (3) Examination of the management process in federal government and agencies, focusing on contemporary issues and problems facing the modern-day federal manager, how the manager addresses these issues and with what tools. Uses case studies.

GOV 670 Principles of Public Administration (3) An in depth analysis of the history of the discipline of American public administration and a development of several distinct principles of normative administrative theory and Judeo-Christian ethics based upon classics in the field.

GOV 671 Organizational Theory (3) Focuses on theories of organizational structure, dynamics, policy and issues within the public organization.

GOV 672 Islamic Political Thought (3) Presents the most influential threads of political thought and philosophy in the Islamic world from Muhammad and the Caliphate through modern jihadism. Topics and authors examined include Sunni and Shi'ite theories of leadership, the Mamluk ideology, Ibn Khaldun, al-Farabi, Ibn Rushd, Sayeed Qutb, and others.

GOV 673 International Democratic Development (3) Deals with the international agendas to promote good government and market economies in new and emerging democracies. It covers competing concepts of, and new approaches to, democracy and development. In addition, it highlights the perceived linkages between human rights, global democracy, and global development.

GOV 674 The International Economy (3) Presents the theoretical basis, historical development, institutional structure and current debates about the international economy as well as examining the concepts of comparative advantage and the gains from trade, exchange rates and alternative mechanisms for balance-of-payments adjustment, and the problems and instruments of trade policy. Lessons learned from the successes and failures of past international economic arrangements are reviewed. The purpose, organization, operation, and problems of the key international economic agencies governing the world economy (IMF, WTO, World Bank) are covered. Finally, the current controversies about the performance of the international economic system are evaluated, and the possibility for reform assessed.

GOV 675 Hemispheric Integration (3) Reviews the development experience of countries of the Americas and their search for a set of multilateral arrangements that will promote the harmonious and balanced development of the region. Focus is upon: 1) the development history of the Americas in the broader context of the world economy, 2) the history of individual Latin American countries and how that history has been shaped by the international economy, 3) development strategies and their efforts promoting regional economic integration, greater political and economic co-operation and more effective regional governance.

GOV 676 Asian Politics (3) Deals with Asia's wars and peace in the 20th century, and the dynamic political, economic, and religious developments in the 21st century. It will also discuss the division and desire for unification of Korea, and China's rise as a regional and global power. Includes an analysis of ASEAN's goal to move from economic cooperation to political integration and regional security; and the consideration of the role of APEC and Asia's future relations with The United States and European Union.

GOV 677 Terrorism and Homeland Defense (3) Broadens individual understanding of the ever changing nature of international terrorism and its consequences on American society at large. It covers the present-day US domestic and external responses to terrorism and focus on the rise of the US Homeland Security Agency. Also, there is a focus on trends in modern terrorism, especially the proliferation of WMD and what the US can do (or is doing) to counter such trends.

GOV 678 Terrorism/Disaster Consequence Management (3) Assists local governments and communities in planning and preparing to deal with disasters on the scale of 9/11, major hurricanes, earthquake relief, and other natural and manmade occurrences that involve a large loss of life and/or substantial property and infrastructure damage. Taught in conjunction with experts from the Federal Emergency Management Agency (FEMA) and other local responder agencies, the course is designed to inform the public and local government officials of what it takes to be prepared for disasters and natural occurrences of substantial consequence.

GOV 679 National Security Affairs (3) Explores how and why national security decisions get made and the manner in which they are made. It is "designed to increase student understanding of the political, organizational, and behavioral phenomena that are relevant to national security decision making at the national level" of political discourse in the United States. Using policy analysis, it focuses on the critical changes within the international and domestic political arenas and explore how these changes impact national security decisions of the President and his key advisors.

GOV 682 Fundraising and Campaign Finance Strategies (3) Presents the development and implementation of the financial strategies needed to organize and run an effective political campaign. It shows how to develop a realistic campaign financial plan, manage budgets, and how to organize effective fundraising events. Special attention will be paid to election law, especially related to fundraising and reporting, as well as the proper submission of campaign finance reports. Upon completion, the student will become familiar with the complexities of campaign finance and develop an effective fundraising plan that reflects Christian based ethical values.

GOV 683 Health Care Ethics (3) Focuses on developing and understanding the ethical principles and challenges germane to the health care industry. It acquaints the student with the ethical situations that occur in the delivery of health care. By gaining the knowledge and understanding of these problems and dilemmas, the student will be better equipped to become an effective leader in this industry by the application of Christian principles.

GOV 686 Health Care Law & Policy (3) Designed to familiarize the learner with the legal and policy issues that impact the health care industry. Provides insight into how the legal system functions in health care environments. An introductory course concerning the implications of health care policy is presented.

GOV 687 Health Care Economics (3) Presents the basic economic consideration confronting health care organizations. The major topics include health care financing and management, insurance, cost benefit, cost containment, and decision-making strategies.

GOV 688 Health Care Administration (3) Focuses on the administrative and organizational concepts involved in managing complex health care organizations. Gives an understanding of the structure and function of operations within the health care system.

GOV 689 American Foreign Policy in the Mid-East (3) Examines the past and present status of American involvement in the Mid-East from the perspectives of economic, political, military, strategic, and humanitarian interests.

GOV 690, 691, 692 Independent Study (1-3) Take up to three independent studies with faculty beginning with GOV 690 and continuing with GOV 691 and GOV 692. Requires approval of the Program Director through submission of Individual Study Form.

GOV 695 Internship (1-3) Supervised work experience for the purpose of applying curriculum content to current public policy, political management or public administration issues. Requires approval of advisor through submission of Individual Study Form and written internship proposal. Political Management students may fulfill the internship requirement with volunteer and/or paid positions with two or more political campaigns, in consultation with the Program Director.

GOV 697 Biblical Foundations of Leadership (3) This capstone course, drawing upon prior coursework and biblical principles, explores political leadership theories, leadership attributes, leader and follower relations, the consequences of good and poor political leadership, how leaders change history and impact society/world, and whether leadership endures after a crisis. Since communication is so important for effective leadership, great political speeches are studied to determine why and how they motivate followers. Prerequisites: GOV 603 & GOV 604, or permission of instructor.

GOV 699 Thesis (6) Research paper on a public policy, political management or public administration issue or activity. Requires approval of advisor through submission of Individual Study Form.

NPRF 681 Managing Not-for-Profit Organizations (3) From a strategic management perspective, explore principles and practices of management and administration as they apply to not-for-profit organizations. Unique organizational issues covered include board-staff relations; recruiting and motivating volunteers; accountability; organizing for and managing growth; and strategies to respond to changes in the political, economic and cultural environment.

NPRF 682 Not-for-Profit Fundraising Development (3) Provides lectures, case studies, outside speakers, and class discussion of development and advancement issues in the management of not-for-profit ministries. Explores fundraising, including determining sources of support, planning the campaign, and successful strategies; marketing ministries, including promotional campaigns and public relations; and management issues including recruiting and managing volunteers.

NPRF 689 Special Topics in Not-for-Profit Management (3) Examines some of the contemporary topics in not-for-profit management. The course is highly practical and applied in nature, and invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are cases, experiential exercises, dialogue, and group activities. This course may be repeated upon advisor approval.

THE FACULTY AND ADMINISTRATION

The full-time and adjunct faculty hold doctoral degrees in American history and government, political science, economics, law, history, anthropological and linguistic studies, and public administration. All faculty members have distinguished records of teaching and professional experience, and many have extensive political experience including consulting with major and minor political parties, involvement in state and local politics and federal and international affairs.

Externally, the faculty consult with government executive and legislative officers and their staffs, consult with political candidates, engage in cooperative research activities with public policy think tanks and lobbying organizations, assist political and legal action organizations (such as the ACLJ) and play active roles within professional organizations related to their respective academic disciplines (such as the American Political Science Association, International City/County Managers Association and various academic and municipal organizations and associations).

Administration and Faculty

Members and their credentials are listed below. (The date in which the faculty member began full time in RSG is listed in parentheses.)

Administration

Roberts, Gary (Interim Dean, 2003) B.A., Pennsylvania State University; M.P.A., University of Georgia; Ph.D., University of Pittsburgh

Faculty

Bom, Philip C. (1983), B.A., Calvin College; Ph.D, Free University, Amsterdam

Davids, James A. (2003), B.A., Calvin College; J.D., Duke University School of Law

Dunn, Charles W. (2004), B.S., Illinois State University; M.S., Ph.D., Florida State University

Dyer, Robert (2002), B.S., St. Louis University, M.P.A., Fairleigh Dickinson University, Ph.D., Regent University

Jefferis, Jennifer (2007), B.A. Grove City College, Ph.D., Boston University

Kickasola, Joseph N. (1984), B.A., Houghton College; B.D., Westminster Theological Seminary; M.A., Ph.D., Brandeis University

Manjikian, Mary (2009), B.A., Wellesley, M.Phil., Oxford University, Ph.D., University of Michigan

Morrison, Jeffry (2001), B.A., Western Maryland College; M.A., Boston College; M.A., Ph.D., Georgetown University

Walker, Douglas O. (2003), B.A., California State University, Northridge; M.A., Ph.D., University of Southern California

Distinguished Visiting Lecturers

Ashcroft, John, (Distinguished Professor of Law and Government) B.A., Yale University; J.D., University of Chicago

Clark, Vern, (Distinguished Professor of Leadership and Government) B.A., Evangel College; M.B.A., University of Arkansas

Dreisbach, Daniel L., B.A., University of South Carolina; J.D., University of Virginia; Ph.D., Oxford University

Kengor, Paul, B.A., University of Pittsburgh; M.A., The American University; Ph.D., University of Pittsburgh

Sheldon, Garrett, B.A., University of New Mexico; M.A., Ph.D., Rutgers University

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SCHOOL OF LAW

DEAN'S MESSAGE

There is a vital need today for lawyers who exhibit both skill and integrity. At Regent University School of Law we offer rigorous training in the substance of the law and the skills needed to succeed as an attorney. But that explains only part of who we are. We are also committed to teaching the law from a biblical perspective. Ultimately, our goal is to graduate men and women who will serve their clients effectively and who will be "salt and light" in their law firms, their communities and at the state and national levels.

As you consider a career involving the law, I encourage you to consider the benefits of a legal education that recognizes the critical role that our Christian faith should play in our professional lives and our legal system. I trust that in doing so you may be drawn to Regent University School of Law for your legal studies.

Jeffrey A. Brauch, J.D.

CONTACT INFORMATION

Application forms may be downloaded from the website, or obtained by mail. To request an application packet, visit https://www.regent.edu/acad/schlaw/requestinfo.cfm or contact:

Office of Admissions and Financial Aid
School of Law
Regent University
1000 Regent University Drive – RH239
Virginia Beach, VA 23464-9800
Main: 757.352.4584 | Toll Free: 877.267.5072
Fax: 757.352.4139
E-mail: lawschool@regent.edu | Website: www.regent.edu/law

MISSION AND PHILOSOPHY

The School of Law's mission is to bring to bear the will of our Creator, Almighty God, upon legal education and the legal profession. In particular, this mission includes

- The education and training of students to become excellent lawyers within the standards of the legal profession.
- The grounding of students in biblical foundations of law, legal institutions and processes of conflict resolution; recognition of questions of righteousness in the operation of law; and pursuit of true justice through professional legal service.
- The nurturing and encouragement of students to become mature Christians who exercise the gifts of the Holy Spirit and display the fruit of the Holy Spirit in their personal and professional lives.
- The nurturing and encouragement of other law students, practicing lawyers, judges, legislators, government officials, educators and others to recognize and to seek the biblical foundations of law, legal institutions and the processes of conflict resolution; to recognize questions of righteousness in the operation of the law; and to pursue true justice through professional legal service.

DISTINCTIVES OF THE SCHOOL

- A National Law School: Established in 1986 as a full-time, three-year program, Regent University School of Law draws students from across the United States. The School of Law alumni practice law in 47 states, the District of Columbia, and several foreign nations.
- History: Regent University School of Law started as the O.W. Coburn School of Law of Oral Roberts University. In 1986, the School of Law moved to Regent University. In its first year at Regent, the school had 103 students. It has since grown to nearly 500 students. In 1998, the School of Law began a part-time, four-year program with 35 students.
- Facilities: The School of Law is located in Robertson Hall, a 134,000-square-foot building. Robertson Hall has both tiered and seminar classrooms; two teaching-sized courtrooms; a 375-seat formal courtroom; and professional skills labs. Law faculty members have the latest audio-video technology available for use in teaching. The Law Library, which is at the heart of the school's operation, supports the curriculum and research needs of the law school. The Law Library is housed on the third floor of the 150,000 square foot University Library building. It contains over 400,000 volumes and provides ready access to online legal research databases, including LexisNexis®, Westlaw®, LoisLaw and CALI®, as well as a number of topic-specific online resources.
- Externships: Law students may extern with federal or state judges, the U. S. Attorney's Office, a Virginia Commonwealth's Attorney, or a variety of public service organizations, such as the American Center for Law and Justice or the Tidewater Legal Aid Society. Externships provide students with firsthand experience in the practice of law.
- Law Review: The School of Law publishes the *Regent University Law Review*, a forum for a Christian perspective on law in a traditional legal periodical. Student editors and staff members, chosen on the basis of academic achievement and writing ability, gain valuable experience by writing and editing the *Law Review* under the guidance of the law faculty.
- Alternative Dispute Resolution Board: This board focuses its efforts on the development of skills necessary to resolve disputes before trial. The Board is comprised of both second- and third-year law students. The Board conducts mock negotiations for the Negotiation classes, as well as mentoring Negotiations students in the early portion of the course. The Board hosts an intramural negotiation competition each spring, as well as the Regional ABA Negotiation Competition every two or three years. The Board sends teams to compete in the Regional ABA Negotiation Competition each fall and other available competitions in the spring.
- Moot Court Board: The Moot Court Board is dedicated to equipping students with the skills to be effective advocates. Students are encouraged to build their advocacy on sound legal reasoning and their commitment to God. The Moot Court Board has 12 permanent and 12 associate members. Each year the Board hosts two intramural competitions. The Board annually sends teams to up to eight regional and national tournaments to compete against the best-written and oral advocates in the country.
- Moot Court, Negotiations, Mediation, Trial, and Client Counseling Competitions: Student teams regularly represent the School of Law in interscholastic competitions. The students have demonstrated their talents and skills in numerous local, regional and national competitions. As students prepare for competitions, faculty members provide support and coaching. The following awards, won by Regent student teams, reflect student commitment to excellence:
    1. ABA Law Student Division Negotiations Competition (National Champion, 2007, 2001, 1995; National First Runner-up, 1999; Regional Champion, 2002, 2001, 1999, 1996, 1995, 1994, 1993; First Runner-Up Regional, 2000)
    2. ABA National Appellate Advocacy Competition (Regional Finalist and Regional Best Brief, 2008; Regional Best Oralist and Finalist, 2007; National Champion, National Quarterfinalist, National Best Brief, National 5th Best Brief, National 6th and 8th Best Oralists, 2006; National Semifinalist, Best Brief, 5th Best Oralist, 2002; Regional Champion, 2006, 2004, 2002, 2000, 1999, 1997, 1996; Regional Finalist, 2001; Regional Best Brief, 2001; Regional Best Oralist, 1999; Regional Second Best Oralist, 2006, 2000, 1999; Regional Third Best Oralist, 2006, 2002)
    3. ABA Client Counseling Competition (Regional Champions, 2000; Regional Semifinalist, 2009, 2008, 2003)
    4. ABA Mediation Competition (Regional Champions, 2003; Regional Runners-Up 2010, 2009, 2008)
    5. Burton D. Wechsler First Amendment Moot Court Competition (National Champions and Third Best Oralist, 2007; Best Oralist, 2002; Finalist, 1994)
    6. Entertainment & Communications Law National Moot Court Competition (Second Place, 1998)

7. Federal Bar Association Thurgood Marshall Memorial Moot Court Competition (Third Runner Up, 2006; Third Best Oralist, 2006; Champions, Third Best Brief, 2003; Semifinalists, 2002; Semifinalists and Best Brief, 2001; Second Place, 1999; Best Brief, 2001, 1999)
8. Frederick Douglass Moot Court Competition (National Best Oral Advocate, 2006; National Honorable Mention Oral Advocate, 2006; Third Place – Philadelphia Regional, 2005)
9. National Juvenile Law Moot Court Competition (First Place Overall, 1997; Third Place Overall, 1998; Best Advocate, 1997; Second Best Advocate, 1997; Second Place Best Brief, 1998; and Best Brief Runner Up, 1997)
10. National Trial Competition (Regional Finalist, 2000; Regional Semifinalists, 2001)
11. Stetson National Pre-trial Advocacy Competition (Champion, 2009, Best Brief, 2009, 2008)
12. National Sutherland Cup Moot Court Competition (Best Overall, 1996; Best Oralist, 1996)
13. Phillip C. Jessup International Law Moot Court Competition (Regional Runner Up, 1999; Best Oralist Overall, 1999; Fifth Place-Memorial, 1999)
14. Robert R. Merhige, Jr., National Environmental Law Negotiations Competition (Champion, 2009, 2000, 1999, 1994; Finalist, 2005, 2004, 2001, 1993; Second Place, 2005; Fourth Place, 2006)
15. William B. Spong Jr. Moot Court Competition (Champions, 2009, 2008, 2003; Finalist, 1996; Semifinalists, 2001, 1999, 1997; Quarterfinalists, 2002; Best Brief, 2008, 1996; Second Best Oralist, 1997; Third and Fourth Best Oralist, 2002)
16. BMI/Cardozo Entertainment and Communications Law Moot Court Competition (Semifinalists, 2005)
17. John J. Gibbons Criminal Procedure Moot Court Competition (Finalist, 2006; Best Oralist Award, 2006; Second Best Oralist Award, 2006, 2005; Semifinalist, 2005)
18. ABA Labor & Employment Law Student Trial Advocacy Competition (First Place – Eastern Division 2005)
19. UNC J. Braxton Craven Memorial Moot Court Competition (Champions, 2007)
20. NBLSA International Negotiations Competition (Champions, 2010, 2008)
21. Texas Young Lawyers Association Trial Competition (Regional Champions, 2010)
22. Capitol City Challenge Trial Competition (Semifinalists, 2010)
23. Virginia Mediation Network Mediation Competition (Second Place, 2009)

ACCREDITATION

The School of Law is also accredited by The American Bar Association (ABA), The Accreditation Committee and the Council of the Section, 321 N. Clark St., Chicago, IL 60610, 800.285.2221, www.abanet.org/, and approved by the ABA to confer the first degree in law, the J.D. degree (www.abanet.org/legaled/approvedlawschools/alpha.html).

FINANCIAL AID

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

The mission of the financial aid program at the School of Law is to assist the maximum number of students possible in completing their education by using a combination of student, law school and community resources. In recent years, the School of Law has awarded approximately 70 percent of its students various types of scholarships and grants. Scholarships include both merit-based and a combination of need, leadership, and academic promise. In support of Regent's mission, students who are called into areas of public service and constitutional law may qualify for additional scholarship consideration. Most Regent law students utilize personal and community resources, institutional aid and federal education loans [Stafford and Graduate PLUS] to cover tuition and living expenses. Financial aid applications received by February 1 will be processed in conjunction with the admissions application. For detailed information on scholarships and grants, visit www.regent.edu/lawfinances or call 757.352.4584. All student loans and the Virginia Tuition Assistance Grant (for Virginia residents) are processed via the Regent University Central Financial Aid Office, www.regent.edu/admin/finaid, 757.352.4125.

PROGRAM OVERVIEW

- Juris Doctor (J.D.)
- Joint Degrees (with the J.D.)
- LL.M. in American Legal Studies (for international lawyers)

LAW LIBRARY

The Law Library occupies the entire third floor of the Library building, immediately adjacent to Robertson Hall. Its 35,680 square feet are designed to facilitate access to Law Library collections and provide ample relaxed and formal seating areas for students and faculty. This space encompasses an atrium, which facilitates windows to the inside as well as on the perimeter, bringing natural light to much of the interior of the law library. Study rooms for individual or group study are also available.

The Librarians are committed to serving the research needs of students, faculty, and members of the local bar. When classes are in session, the Law Library is open until midnight, six days a week. Those hours extend until 2:00 a.m. during the exam and reading period. Professional reference support is regularly available to assist with student research.

Electronic access to essential databases and resources is key to legal research in the global information environment. In addition to a computer lab, the Law Library boasts wireless access and over 200 LAN ports for student laptops. An extensive collection of legal research databases are made available to students via the Internet.

The Law Library's collection of over 400,000 volumes is continually maintained and updated. Holdings include extensive federal and state materials, as well as many international and foreign law titles, significant materials for research in public policy and law, topical treatises, loose-leaf services, and a strong law journal and law review collection. Collection strengths are in the areas of legal history, family law, law and religion and Anglo-American constitutional law. The library also collects materials on the philosophy and theory of law, law and society and humanities and social science materials in support of contemporary legal scholarship. New materials are carefully sought out and acquired to support the Law School curriculum and the legal research needs of students, faculty, and the bench and bar.

The Law Library is the proud possessor of the Founders Collection, the almost intact library of the first law school west of the Appalachians, established in Lexington, Kentucky in 1799. This pioneer law school was one of the most renowned of its day, praised by Thomas Jefferson, Justice Story and John Marshall Harlan. The volumes of its library were used to train many of our young nation's finest lawyers, legislators and statesmen. Henry Clay was among the first faculty, and was a strong force in helping to support and expand the library. The Founders Collection totals 1,023 volumes and spans four centuries. Careful research in the original catalog has revealed only a very few missing volumes two centuries later.

Other special collections held by the Law Library include the Ralph Johnson Bunche Personal Library, the John Brabner-Smith Library and Papers, the First Amendment & Civil Rights Collection, the Mary Elizabeth Menefee Collection of Law & Film, and a collection of early American political sermons.

ACADEMIC BOARDS

Alternative Dispute Resolution Board

The Dispute Resolution and Client Counseling Board focuses its efforts on the development of skills necessary to resolve disputes before trial. This technique often costs only a small fraction of the trial process and also often avoids or reduces the potentially devastating relationship destruction that frequents typical courtroom resolution.

The Board is comprised of both second-and third-year law students. The Board conducts mock negotiations for the Negotiation classes, as well as mentoring Negotiations students in the early portion of the course.

The Board hosts an intramural negotiation competition each spring as well as the Regional ABA Negotiation Competition every two or three years. The Board sends teams to compete in the Regional ABA Negotiation Competition each fall and other available competitions in the spring.

Moot Court Board

The Moot Court Board is dedicated to equipping students with the skills to be effective advocates. Students are encouraged to build their advocacy on sound legal reasoning and their commitment to God.

The Moot Court Board has 12 permanent and 12 associate members. Each year the Board hosts two intramural competitions. The Board annually sends teams to up to eight regional and national tournaments to compete against the best written and oral advocates in the country.

Helping first-year students become effective written and oral advocates through a mentoring program is one of the most important functions of the Board. Through the mentoring program, the Board assists the first-year students in writing their first brief and preparing them to argue an appeal based on the brief. In addition to the mentoring program, the Board sponsors special presentations promoting and teaching effective advocacy.

Trial Advocacy Board

The Trial Advocacy Board (TAB) sponsors a monthly forum for speakers who discuss litigation, presents tips for those interested in a litigation practice and helps students find summer job opportunities involving litigation. The TAB hosts an intramural Trial Competition each spring. This Trial Competition, which is open to all law students, requires participating students to litigate a case, from developing trial strategies to opening arguments to closing arguments. Local judges and attorneys serve as judges for the competition. First-year students, who are provided with selected information on evidence, try cases against other first-year students. Second- and third-year students, who are expected to apply all of the rules of procedure and evidence, are grouped together for their trials. Students may participate in the Trial Competition in each of their three years, providing a great opportunity to develop practical skills.

Regent University Law Review

The *Regent University Law Review* is fulfilling its vision to "provide a forum for a Christian perspective on law and the legal profession, especially through the application of biblical principles to law." It publishes three issues per year. Student editors and staff members, chosen on the basis of academic achievement and writing ability, edit the *Law Review* under the guidance of the law faculty.

Regent Journal of International Law

The *Regent Journal of International Law* is a publication of the International Law Society. Founded in 2000, the Journal is the only Judeo-Christian academic forum for scholarly reviews of international law in the world. Its mission is to publish incisive analyses of international legal issues by some of the most important scholars and practitioners in the field. The student editorial board and staff associates are selected on the basis of their interest in international law, academic performance and writing ability. In addition to a faculty advisor, the *Journal of International Law* has an external Board of Advisors.

Regent Journal of Law & Public Policy

Founded in 2008, the *Regent Journal of Law & Public Policy* exists to provide a premier forum for articulating the vital intersection of law and public policy, while integrating Christian perspectives, developing professional relationships, and incorporating intellectual scholarship to better understand the American legal and policy landscape. The *Journal of Law & Public Policy* is one of the first Christian academic journals dedicated to scholarly publications on issues of law and public policy. The journal features articles, notes, case comments, and reviews submitted by prominent public officials, scholars, practitioners, and students.

STUDENT ORGANIZATIONS

American Bar Association (ABA), Law Student Division

The Law Student Division chapter has three objectives, all emphasizing service. First, the chapter serves students with educational needs. Second, the chapter suggests ways students, once they graduate and become attorneys, can serve their clients. Third, the chapter provides students with service opportunities in the community. The first two objectives are met through the *ABA Journal* and the *Student Lawyer*, publications members receive each month. The third objective is met through activities and events planned by the chapter's Executive Committee. Further, all of these objectives can be met through membership in ABA sections.

American Inns of Court

The James Kent Chapter of American Inns of Court is part of an 800-year-old English tradition, brought to this country by Supreme Court Chief Justice Warren Burger to encourage passing down high standards of ethics and excellence within the legal profession. Through our local chapter, selected third-year students are united with judges and respected senior lawyers in a formal mentorship program that encourages high standards of ethics and civility. Participating students receive firsthand insight into legal issues.

Association of Trial Lawyers of America (ATLA)

The Student Chapter of ATLA and Virginia Trial Lawyers Association (VTLA) is the student association specifically for those who want to be litigators. The chapter helps law students become actively involved in promoting the civil justice system; further, students are encouraged to be champions for those needing legal redress.

Black Law Students Association (BLSA)

The BLSA has two primary goals: to promote community service in neighboring black communities and to be a vehicle of spiritual, academic and cultural awareness and support for black law students. The BLSA provides community service through projects with the area boys and girls club; in the future, it will add programs geared toward service in the community.

Business Transactions Law Society (BTLS)

The BTLS serves the law school and Regent University by integrating the Christian faith with corporate, commercial, and transactional law. The BTLS partners with the law school, the university and the community to provide law students with learning opportunities pertaining to business and transactional law career paths. The organization accomplishes this goal by sponsoring activities involving students, faculty, and members of the local bar.

Christian Legal Society (CLS)

Founded in 1961, CLS is a professional organization of over 4,500 attorneys, judges, law professors, law students, paralegals and their families who desire to do justice with the love of God. The Society's diverse membership contributes to its unique mission: to nurture and equip a national network of skilled lawyers, law students and interested lay people committed to loving and serving Jesus Christ and advocating reconciliation, justice and religious freedom.

Council of Graduate Students (COGS)

The COGS is the student government organization for the university. In cooperation with other student organizations within Regent University, the purpose of COGS is to foster and encourage a quality academic and professional environment; to facilitate the interchange of ideas and programs between respective schools and colleges; to promote the university's commitment to biblical principles and spiritual development; in everything to bring glory to God and His Son, Jesus Christ, through the Holy Spirit; and to advocate and represent the collective ideas, interests and concerns of the student body to the administration and vice versa.

Federalist Society for Law and Public Policy Studies

The Federalist Society is a group of conservatives and libertarians interested in the current state of the legal order. It is founded on the principles that: the state exists to preserve freedom; the separation of governmental powers is central to the constitution; and it is emphatically the province and duty of the judiciary to say what the law is, not what it should be. The Federalist Society seeks both to promote an awareness of these principles and to further their application through its activities.

Honor Council

The Honor Council has authority to consider allegations of student misconduct pursuant to the process established in the Regent University School of Law Honor Code. The council consists of students elected by their fellow students, and council members elect a Presiding Officer and Associate Presiding Officer to lead the council.

Intellectual Property and Entertainment Legal Society (IPELS)

The mission of IPELS is to provide a forum for Regent students and legal professionals to meet and discuss the subjects of entertainment, sports, and intellectual property law. The IPELS seeks to supplement the legal education of Regent's students by creating opportunities for dialogue with industry leaders and experts; symposia, lectures, panel discussions and moot court competitions provide unique avenues for such interaction. Above all, the IPELS seeks to operate as a witness about the good news of Jesus Christ to the entertainment and sports law communities at large, while encouraging law students to be "salt and light" in the profession.

International Law Society (ILS)

The principle goal of the ILS is to bring student attention to the university's mission of *Christian Leadership to Change the World*. The ILS works to increase student, faculty and staff understanding of the many and varied aspects of international law and global affairs. It is dedicated to promoting student involvement in international law through extracurricular activities and programs such as the Philip C. Jessup International Law Moot Court Competition. Although the ILS is based in the School of Law, it is open to all members of the Regent University community. The ILS sponsors the Regent *Journal of International Law*.

Law Wives Association

The Law Wives Association of Regent University has been established to support and encourage spouses of law students. Social events are regularly scheduled and are open to all students and their families. Opportunities for Christian fellowship are offered as well. Several spouses participate in Bible studies.

Newman Club

The Newman Club is an organization of Catholic students. The Club is committed to helping students develop spiritually. It sponsors weekly masses and an annual Red Mass on the university's campus. In addition to its spiritual emphasis, the Club provides an array of social activities as well as opportunities for students to perform community services.

Phi Alpha Delta (PAD)

Phi Alpha Delta Law Fraternity, Int'l is a professional fraternity at Regent School of Law. PAD provides students with many opportunities, including networking, service, and professional development. The George Washington Chapter of Phi Alpha Delta was chartered at Regent University on February 22, 2008. Currently, the chapter boasts one of the largest memberships at Regent with 70+ members including two members of the faculty.

Public Interest Legal Advocates of Regent (PILAR)

The Public Interest Legal Advocates of Regent seek to provide a venue through which students can act to begin eliminating the inequality of legal resources in our country. PILAR also strives to foster lifelong participation in the law-related areas of the public sector by referring students to opportunities that match their career goals. PILAR is continually seeking to encourage a law school curriculum that: is supportive of public interest law students; has financial programs to assist students interested in public interest with summer and post-graduate employment; and develops relationships with organizations and alumni to provide resources for students.

Regent Students for Life (RSFL)

Regent Students for Life provides the Regent community the opportunity to discuss and engage the culture on all aspects of life: abortion, post-abortion, adoption, disability discrimination, euthanasia, stem cell research, genocide, RU486, abstinence, and much more. RSFL believes that God created life and that life is sacred and needs to be protected. RSFL believes the best way to begin protection of human life is through education and awareness and then activism. This group is an opportunity for educated, mannerly debate, discussion, and service to others and for *all* Regent students, faculty, staff, and community members to come together as one body to serve those in need for Christ.

Republican National Lawyers Association Law Student Chapter (RNLA)

The purpose of the RNLA is to advance professionalism, advance open, fair and honest elections, advance career opportunity, advance Republican ideals, and fulfill Regent's mission of "Christian Leadership to Change the World."

Student Bar Association (SBA)

The SBA is a student organization comprised of most of the law students. The SBA serves law students in many ways. First, it provides social events that, in part, help the students to cope with the stresses of law school. Second, the SBA supports students academically by providing a book exchange, an outline bank and mentorship programs; sponsoring alumni networking programs; distributing the 1L Survival Guide; and hosting lectures by the members of the local legal community. Finally, the SBA provides students with opportunities to serve the community, helping promote a "sense of belonging" for the students.

THE OFFICE OF CAREER & ALUMNI SERVICES

The School of Law is dedicated to preparing students for their legal careers. The Office of Career & Alumni Services is dedicated to meeting the needs of law students in each year of study. Services include extensive individualized counseling, help with self-assessment, formal mock interviews, informal mock interviews, job postings, on-campus interviews, a resource library, and assistance in refining job search techniques.

Workshops are offered each semester addressing topics such as résumé and cover letter writing, networking, interview techniques, summer employment options and fall recruitment strategies. Students and legal professionals from the Hampton Roads area participate in panel discussions and presentations on judicial clerkships, prosecutorial positions, public interest employment and other areas of practice. The Office of Career & Alumni Services is dedicated to cultivating and augmenting a solid working relationship with the legal community at large.

SAMPLING OF STUDENT AND ALUMNI EMPLOYMENT

**This list describes places where students and alumni have worked or are currently working.*

JUDICIAL CLERKSHIPS

United States Bankruptcy Courts
United States Court of Appeals, Third Circuit
United States Court of Appeals, Fourth Circuit
United States Court of Appeals, Fifth Circuit
United States Court of Appeals, Eighth Circuit
United States Court of Appeals, Tenth Circuit
United States Court of Federal Claims

United States District Courts

State Supreme Courts:

Alabama
Arizona
California
Florida
Hawaii
Kentucky
Michigan
Mississippi
Montana
New Mexico
New York
North Carolina
Texas
Virginia
Washington

Nationwide:

State Courts of Appeals
State District Courts
State Circuit Courts
Family Courts
Juvenile & Domestic Relations Courts

PRIVATE PRACTICE

Balch & Bingham, LLP (Alabama)
Bonne, Bridges, Mueller, O'Keefe & Nichols (California)
Boult, Cummings, Conners & Berry, PLC (Tennessee)
Clark & Ward (Kentucky)
Cooper Levenson, PA (New Jersey)
Cooper & Scully, PC (Texas)
Covington & Burling (Washington, D.C.)
Fowler Rodriguez & Chalos (Florida)
George Yates & Assoc. (Virginia)
Glasser & Glasser, PLC (Virginia)
Greenebaum Doll & McDonald, PLLC (Kentucky)
Hirschler Fleischer (Virginia)
Huff, Poole & Mahonery, PC (Virginia)
Hunton & Williams (Virginia)
Ice Miller (Indiana)
Jones, Blechman, Woltz & Kelly, PC (Virginia)
Jones Day (California)
Katten Muchin Rosenman (North Carolina)
Kaufman & Canoles (Virginia)
Kemp Smith, LLP (Texas)
Keating Muething & Klekamp (Ohio)
Kirkland & Ellis, LLP (Washington, D.C.)
Kitch, Drutchas, Wagner, DeNardis & Valitutti (Michigan)
McKenna Long & Aldridge (Washington, D.C.)
Midkiff, Munice & Ross, PC (Virginia)
Morgan Lewis (Washington, D.C.)
Morris York Williams Surles & Barringer (North Carolina)
Nelson Mullins Riley & Scarborough, LLP (South Carolina)
Oliff & Berridge, PLC (Virginia)
Otto & Lorence Law Firm (Iowa)
Patten, Wornom, Hatten & Diamonstein, LC (Virginia)

Patton Boggs, LLP (Washington, D.C.)
Pender & Coward (Virginia)
Reinhart Boerner Van Deuran (Wisconsin)
Semmes, Bowen & Semmes, PC (Maryland)
Shook, Hardy & Bacon (Missouri)
Shughart Thomson & Kilroy, PC (Arizona)
Spector Gadon & Rosen, PC (Pennsylvania)
Steptoe & Johnson, PLLC (Virginia)
Stinson Morrison Hecker, LLP (Kansas)
Taylor & Walker, PC (Virginia)
Vandeventer Black, LLP (Virginia)
Whyte Hirschboeck Dudek, SC (Wisconsin)
Willcox & Savage (Virginia)
Williams Mullen (Virginia)
Winstead Sechrest & Minick, PC (Texas)
Wolcott Rivers Gates (Virginia)

ELECTED AND APPOINTED JUDGES

District Court Judge; Kenensville, N.C.
District Court Judge; Lexington, N.C.
County Domestic Relations Court Judge;
Mansfield, Ohio
Circuit Court Judge; Pendleton, Ore.
County Court at Law Judge; Del Rio, Texas
County Court at Law Judge; Waxahachie, Texas
General District Court Judge; Lovingston, Va.
Juvenile & Domestic Relations Court Judge;
Newport News, Va.
General District Court Judge; Virginia Beach, Va.

STATE AND LOCAL GOVERNMENT

State Attorney General's Offices (Nationwide)
City Attorney's Offices (Nationwide)
County Prosecutor's Offices (Nationwide)
State Court Judges (North Carolina, Ohio, Oklahoma, Oregon, Texas)
Elected City, County, and State Officials (Nationwide)
Offices of the Public Defender (Nationwide)

FEDERAL GOVERNMENT

Bureau of Indian Affairs
Central Intelligence Agency
Department of Homeland Security
Department of the Interior
Department of Justice
Department of Veteran Affairs
Drug Enforcement Agency
Federal Bureau of Investigation
Federal Election Commission
Judge Advocate General Corps (Army, Navy, Air Force, Marines, Coast Guard)
Patent and Trademark Office
United States House of Representatives
United States Senate

BUSINESS AND INDUSTRY

Allstate Insurance Company
The AYCO Company, LLP
Bank of America
Centex Corporation
Daimler Chrysler Intellectual Capital Corp.

Ditech System Solutions, Inc.
Eastman Chemical Company
Fidelity Investments
Lexis-Nexis Publishing
Lockheed-Martin
MCI
Nomura Securities International, Inc.
Shell Oil Corporation
Speedway Motorsports, Inc.
Smith Consulting Group
Walgreens Corporation

PUBLIC INTEREST

Alliance Defense Fund
American Center for Law and Justice
American Family Association
Community Defense Counsel
Concerned Women for America
Family Law Assistance Program
Free Congress Foundation
Center for Law & Justice
Home School Legal Defense Association
Jubilee Campaign, USA
Judicial Watch, Inc.
Just Law International, Inc.
National Legal Foundation
Oklahomans for Children & Family
Southern Alleghenies Legal Aid
Samaritan House
Tidewater Legal Aid

STUDENT PROFILE

The School of Law attracts students from all over the United States, making Regent a national law school. The J.D. entering class for fall 2009 was comprised of 162 students from 97+ academic institutions; 70% were residents outside the state of Virginia; 49% were women and 15% were minority. The age range was 20-61; the average age was 25. Given the anticipated profile of the applicant pool, we expect to enroll approximately 160 students with an average LSAT of 154 and a UGPA of 3.3. Applications from prospective students with LSAT scores above 150 and undergraduate GPAs above 3.0 are especially encouraged, as the law school has seen that such students are very likely to succeed in law school and pass the bar exam on their first attempt. The financial aid program at the School of Law is very strong with over 70% of our students receiving aid from our $2.8 million annual scholarship program.

JURIS DOCTOR (90 CREDIT HOURS)

Students in the full-time program normally complete their degrees in three years. The part-time program is designed for students who desire to be employed for more than twenty hours per week during law school, or who for other reasons, need a more flexible course load. All courses are taken in regular sections with full-time students; there are no special part-time classes. Depending on the number of course hours taken each semester, students may complete the J.D. degree in four to five years. The part-time program is offered "in-residence" only on the Virginia Beach campus.

Admissions Requirements

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements.

For admission requirements and further information, visit www.regent.edu/law. A major part of the application review process focuses on the applicant's LSAT score(s) and academic history. In addition, the admission committee carefully considers the rigor of courses completed, the competitiveness of the institution attended, and grade trends. The committee also places significant importance on the applicant's personal statement, character and fitness response,

mission harmony with Regent University, and the required three letters of recommendation. Applicants must subscribe to the Law School Data Assembly Service (LSDAS). The priority consideration date for submitting an application is February 1, although applications are accepted thru June 1 or until the class is filled.

Degree Requirements

The J.D. degree requires a minimum of 90 credit hours; joint degrees students must earn a minimum of 83 credit hours. Candidates for the degree must complete the program with a minimum cumulative GPA of 2.00 on a 4.00 scale. All degree requirements for full-time students must be met within five calendar years from the date of entry into the School of Law. Part-time students have a maximum of six years to complete their degree requirements. Exceptions to the time limit are granted only in extraordinary circumstances (e.g., unexpected active duty service in the United States military). Part-time students will probably need to attend summer school during two summers to graduate on schedule.

Candidates for the J.D. degree must meet the residency, unit, grade and course requirements in effect at the time of their admission. Students who withdraw and later re-enter the law school will be bound by the requirements in effect at the time of their readmission. A waiver of certain new or changed requirements may be granted for good cause shown.

The nature, content and number of units awarded for courses are subject to change without notice. The curriculum is set forth below. Elective courses are offered according to faculty availability and student enrollment.

Residency Requirements

Juris Doctor students must satisfy residency requirements. For more detailed information concerning residency and other academic requirements, please consult the School of Law Policies and Procedures Manual.

Transfer Students

Transfer students can only receive up to 32 credit hours toward the J.D. degree.

DEGREE PROGRAMS

Full-Time Program

First Year Required Courses

Fall Semester 16
- LAW 511 Christian Foundations of Law 3
- LAW 521 Contracts I 3
- LAW 541 Torts I 2
- LAW 551 Civil Procedure I 2
- LAW 552 Legal Analysis, Research & Writing I 3
- LAW 561 Property I 3

Spring Semester 15
- LAW 522 Contracts II 3
- LAW 542 Torts II 3
- LAW 553 Legal Analysis, Research & Writing II 3
- LAW 554 Civil Procedure II 3
- LAW 562 Property II 3

Part-Time Program

First Year

Fall Semester 10-12
- LAW 511 Christian Foundations of Law 3
- LAW 552 Legal Analysis, Research & Writing I 3
- Students will pick 2 of the following courses in the first semester:
- LAW 521 Contracts I 3
- LAW 541 Torts I 2
- LAW 551 Civil Procedure I 2
- LAW 561 Property I 3

Spring Semester 9-12

LAW 553 Legal Analysis, Research & Writing II 3
Students will complete the second semester of the sequenced courses begun in the first semester:
LAW 522 Contracts II 3
LAW 542 Torts II 3
LAW 554 Civil Procedure II 3
LAW 562 Property II 3
Spring 1L Part-Time Students may also elect to add LAW 531 Criminal law (3) or LAW 683 Constitutional Law I (3)

NOTE: In the second year, part-time students will take the remaining first year courses. In addition, part-time students may take selected upper level required courses with permission of the Associate Dean for Student Affairs.

Upper Level Required Courses for Full-Time and Part-Time Programs

(1) Common Core (25 hours required)

LAW 531 Criminal Law 3
LAW 602 Business Associations 4
LAW 621 UCC I 2
LAW 631 Constitutional Criminal Procedure 3
LAW 652 Evidence 4
LAW 683 Constitutional Law I 3
LAW 684 Constitutional Law II 3
LAW 691 Professional Responsibility 3

(2) First set of limited electives (9 hours required). Students must take at least three of the following four courses. Honors Students (see below) are exempted from this requirement.

LAW 622 UCC II (Secured Transactions) 3
LAW 627 UCC III (Negotiable Instruments/Payment Systems) 3
LAW 661 Family Law 3
LAW 684 Wills, Trusts & Estates 3

(3) Second set of limited electives (3 hours required). Students must take at least one of the following six courses. Honors Students (see below) are exempted from this requirement.

LAW 671 Individual Federal Income Tax 3
LAW 722 Remedies 3
LAW 746 Virginia Procedure* 3
LAW 781 Administrative Law 3
LAW 783 Conflict of Laws 3
LAW __ (the unselected course from list (2) above) 3

** Virginia Procedure is required for any student, except Honors Students, to be certified by the Law School to take the Virginia Bar Examination. Non-Honors students who declare they do not plan to take the Virginia Bar Examination may substitute any of the other courses in list (3) for Virginia Procedure.*

As noted above, Honors Students are exempted from the requirements in lists (2) and (3) above. The following students are considered Honors Students for purposes of these exemptions:

1. Any student who
   a. Scored 160 or higher on the LSAT; and
   b. Is a full-time student in the top 25% of the class at the end of the first year (end of spring semester of second year for part-time students); or
2. Any full-time student who is in the top 15% of the class at the end of the first year (end of spring semester of second year for part-time students).

Oral and Rigorous Written Skills Requirements

Students must take at least one oral skills course and one rigorous written skills course from the lists below. No one course can be used to satisfy both the oral and written skills requirements other than LAW 650 Appellate Advocacy.

Oral Skills

LAW 654 Trial Practice 4
LAW 655 Negotiations 3
LAW 656 General Mediation 3
LAW 658 Litigation Clinic 3
LAW 660 Client Interviewing and Counseling 3
LAW 667 Family Mediation 4

Rigorous Written Skills Requirement

GOV 699 Thesis* 6
LAW 590 Independent Study 1-2
LAW 748 Academic Legal Scholarship 2
LAW 755 Advanced Legal Research & Writing 3
LAW 757 Drafting Contracts 3
LAW 763 Estate Planning 2
LAW___ Seminar/Other Course Designated to Satisfy 1-3

*Students in the joint degree program with the School of Government may use their thesis to satisfy the rigorous written skills requirement if a law faculty member is on the student's thesis committee.

Oral Skills and Rigorous Written Skills Requirement *(satisfies both requirements)*

LAW 650 Appellate Advocacy 3

Elective Courses

Students will complete their credit hour requirement by choosing from among any of the courses offered by the School of Law for which they have met the necessary prerequisites.

Concentrations

In order to guide students in selecting their upper-level courses, the School of Law maintains a list of concentrations that identify particular courses that would benefit students intending to work in particular areas after graduation. These concentrations are not specialization degrees, and students need not declare a concentration in order to graduate. Many courses are listed in more than one concentration. The School's concentrations include course listings in the following areas: (1) Virginia Bar Exam Preparation; (2) Corporate, Commercial, and Transactional Law; (3) Public Law, Litigation, and Dispute Resolution; (4) Family Law; and (5) Theology, Philosophy, and the Law. The list of the specific courses included in each concentration is available in the School's Records and Registration Office.

Joint Degrees

See the General Information section of the Catalog for the description of the joint degrees program. Courses in the School of Law are not normally taken concurrently with courses in other schools. However, several joint degrees are available.

Juris Doctor and Master of Business Administration or M.A. in Management *(School of Global Leadership and Entrepreneurship)*

The law faculty and the business faculty recognize a great interdependence within the business and legal professions. The business professional who has an understanding of basic principles of law, as well as the specialized areas of law that relate to business will be in a much better position to make business decisions in the fast-moving and complicated business environment. The lawyer who represents businesses and has a knowledge of the fundamental principles of business will be much better equipped to give counsel and advice to individuals, partners, corporate officers and directors. In addition, the lawyer will especially benefit from a knowledge of business principles in the operation of the business of a law practice.

Juris Doctor and M.A. in Communication and M.A. in Journalism *(School of Communication and the Arts)*

The interpretation and use of legal information in our modern society is greatly influenced by various media journalistic skills. The worldviews of the people in a society are shaped by the content and manner of this information flow. The

relativistic views of many current-day journalists have helped to undermine the foundations of our legal system by presenting the law as only an evolving set of values. Today we need journalists and those involved in media presentation who understand the historical roots of our legal system, as well as current legal theories and practices. A joint degrees program in law and communication or journalism gives students the opportunity to integrate a knowledge of the law with communication skills and the media.

Juris Doctor and M.A. in Counseling *(School of Psychology and Counseling)*
The law and counseling faculties recognize a great interdependence between the counseling and legal professions. The lawyer who understands basic principles of counseling, as well as the specialized areas of law that relate to counseling, will be in a better position to work with and on behalf of clients. Likewise, the counselor or psychologist who understands the basic legal rules that relate to counseling and family relationships has a great advantage. This joint degrees program is designed to give counseling skills training to students in law who want or need such practical skills training. This interdisciplinary approach enriches careers by broadening the student's scope of understanding, as well as training and expertise to meet specific needs in legal services where legal remedies may be only a part of the solution.

Juris Doctor and M.A. in Divinity or M.Div. *(School of Divinity)*
The law and divinity faculties recognize an interdependence between the professions of law and divinity. The lawyer who understands and operates within a Christian worldview and based on Christian ethical/character foundations of personal spiritual formation will be in a much better position to work with and better represent clients. Likewise, the various ministerial professionals who also understand basic legal rules that relate to ministry, both corporate and family, have a great advantage.

These joint degree programs are designed to provide divinity courses and ministerial skills training to students in law who want or need such training. This interdisciplinary approach enriches careers by broadening the student's scope of understanding as well as training and expertise to meet specific needs in legal services where legal remedies may be only a part of the solution.

Juris Doctor and M.A. in Government *(Robertson School of Government)*
The education offered in government school prepares students for service in government, politics and policy making. Some government students may desire to add legal training for particular legal positions in government service or for specialization in law related to all governmental and political activity. The joint degrees program in law and government meets the needs of all these students. The law school teaches the technical skills to practice law; the government school offers training in policy analysis and political methods, integrating biblical and natural principles for government, economics, history and natural science, as well as law.

Juris Doctor and M.A. in Organizational Leadership *(School of Global Leadership and Entrepreneurship)*

Companies, organizations and nations need proven, qualified leaders. True leaders distinguish themselves through their vision, their ability to conceive and implement strategies and their ability to transform organizations and the lives of the people within them. The M.A. in Organizational Leadership teaches key organizational leadership elements such as ethics, motivation, creativity, vision, strategic planning, teamwork, group development, technology, customer service and organizational development. The joint degree program in law and leadership provides unique training for future lawyers who are called to lead.

MASTER OF LAWS (LL.M.) IN AMERICAN LEGAL STUDIES (FOR INTERNATIONAL LAWYERS)(24 CREDIT HOURS)

The LL.M. degree is designed for international lawyers who want to study the substance and structure of the American legal system. Students normally complete their studies in one academic year (two semesters). Students with this degree may, if allowed by the administering jurisdiction, be qualified to sit for the bar examination in one or more states in the United States. The degree is not structured, however, to prepare students substantively to take an American bar exam. Students must inform themselves of the specific requirements of particular state bar examination and admission requirements.

ADMISSIONS REQUIREMENTS

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements. For specific admission requirements and further information, visit www.regent.edu/law. Applicants must have a J.D. or equivalent law degree from an accredited institution outside the

U.S., and have achieved one of the following scores on the TOEFL exam: 600 paper-based, 250 computer-based, or 100 internet-based. Only a limited number of slots are available in the LL.M. program in any given year.

DEGREE REQUIREMENTS

LL.M. students must complete a total of 24 hours for credit, and maintain a cumulative law-school GPA of at least 2.0 to graduate. All resident courses are taken in classes with J.D. students.

Required courses:

LAW 555 American Legal System, Analysis, & Writing 3
OR
LAW 807 American Legal System & Writing 3

LAW 511 Christian Foundations of Law 3
OR
LAW 800 Christian Foundations of American Law and Lawyering 3

Electives (see below) 18

The American Legal System, Analysis & Writing/American Legal System & Writing course requirement may be waived, by petition, for students who have previously completed a similar course. Students may choose, in consultation with their academic advisor, electives from any courses in the law school's J.D. catalog. Students whose legal training is not in the common-law legal tradition are required to choose one or two (as determined by the program Director) electives from basic common-law courses (usually Torts, Contracts, or Property) or to take LAW 801 American Common Law. Students must also complete a thesis/writing requirement, by taking a seminar course, Independent Study, LAW 807 American Legal System & Writing or other course designated by the Dean. Seats in elective courses are subject to space availability.

COURSE DESCRIPTIONS

Juris Doctor

LAW 511 Christian Foundations of Law (3) Jurisprudential survey of the Christian foundations of Anglo-American law, including the development of higher/natural law thinking, higher law influence on the development of the common law, the rise of modern legal philosophies and the influence of Christian and secular worldviews on the development of American law.

LAW 521, 522 Contracts I & II (3, 3) Introduction to the history and development of the common law of contracts, and the principles controlling the formation, performance and termination of contracts. Topics covered include the basic concepts of offer, acceptance, consideration, conditions, material breach, damages, third party beneficiaries, assignment, statute of frauds and statutory variances from the common law.

LAW 531 Criminal Law (3) Introduction to the foundations and common law doctrines of criminal law and modern statutory provisions. Required for the Virginia Third-Year Practice Certificate. Prerequisite: LAW 511.

LAW 541, 542 Torts I & II (2, 3) Introduction to civil liability resulting from breach of duties arising from common law as distinguished from duties imposed by contract or criminal law. Focuses upon intentional, negligence and strict liability torts and theories of liability and recovery. Specific additional subjects covered may include trespass to land, nuisance, assault, battery, products liability, invasion of privacy, defamation and injuries to business relationships.

LAW 551, 554 Civil Procedure I & II (2, 3) Introduction to the jurisdiction and organization of state and federal courts, to pleading and practice in civil cases in those courts and to the goals and methods of litigation. Other subjects include process through the courts, alternative dispute resolution, parties to a lawsuit, avoidance of surprise and finality of decisions. Required for the Virginia Third-Year Practice Certificate.

LAW 552, 553 Legal Analysis, Research & Writing I & II (3, 3) Introduction to the law library and to the use of the full range of source materials available to lawyers and judges in the practice of law. Complete written projects designed to develop legal writing and research skills necessary for the practice of law.

LAW 561, 562 Property I & II (3, 3) Introduction to the law pertaining to the nature of private property, real and personal. Subjects covered include biblical principles relevant to property ownership; personal property theories; donative transfers; the common law classification of estates in land and future interests; concurrent estates; landlord-tenant law; easements; real covenants and equitable servitudes; transfers of interests in real property, including an examination of merchantable title, deeds, legal descriptions, conveyancing, recording systems and title assurance; and adverse possession of realty.

LAW 590 Independent Study (1-2) Learning experience that allows research and evaluation of subject matter or conduct other comparable academic activities with minimum faculty guidance. Guidelines are published in the law school's Policies and Procedures Manual. Prerequisites: LAW 552 and 553.

LAW 600 Fundamentals of Estate Planning (2) Fundamental areas of estate planning, which include asset transfers at death, incapacity and elder law, wills and trusts, IRA's and retirement plans, charitable gifts, and federal estate and gift tax. Considers the key issues within each area, and students learn how the issues are distilled into one comprehensive estate plan. Taught from the perspective of the practicing attorney. Cannot take both this course and Estate Planning (LAW 763). Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, 562, and 662. LAW 662 is a prerequisite that may also be taken concurrently.

LAW 601 Law Practice Technology (2) Explores the practical applications of technology in the practice of law. Provides hands-on experience with law office software programs and includes frequent guest lectures by practicing lawyers describing and demonstrating their use of technology. Includes (1) blawgs, (2) practice management systems, (3) case management systems, (4) intranets and extranets, (5) security and privacy issues, (6) litigation and the electronic courtroom, (7) e-discovery, (8) the hand-held office, (9) Web marketing, and (10) ethical issues. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.

LAW 602 Business Associations (4) Survey of the law of agency and partnerships, corporations and other business associations. Study of: the law governing formation, control, liabilities, property, dissolution and disposition of partnerships; internal and external relations of partners; and close and public corporations, their origins, structure, rights and liabilities of management and shareholders. Prerequisites: LAW 521 and 522. LAW 551, 554, 541 and 542 are recommended but not required.

LAW 620 Patent Law (3) Teaches the fundamental principles of federal patent law, including appeal procedures to the U.S. Court of Federal Claims and the U.S. International Trade Commission. Subject areas include patent eligibility, novelty, statutory bars, non-obviousness, anticipation, prior art, patent specifications enablement, patent claims, patent prosecution, reissue, reexamination, international prosecution, infringement, doctrine of equivalents, reverse doctrine of equivalents, equitable defenses, licensing of patents, injunctions and patent enforcement. Prerequisites: LAW 561 and 562.

LAW 621 UCC I (2) Study of the law governing commercial transactions with primary focus on sales (Article 2 of the Uniform Commercial Code (UCC), leases (Article 2A of the UCC) and the United Nations Convention on Contracts for the International Sale of Goods (CISG). Prerequisites: LAW 521 and 522.

LAW 622 UCC II (3) Thorough study of the basic concepts of secured transactions (Article 9 of the Uniform Commercial Code) including scope, attachment, priority, perfection and remedies on default, plus an introduction to relevant bankruptcy concepts. Prerequisites: LAW 521, 522, 561 and 562. LAW 621 is recommended but not required.

LAW 623 Copyright Law (3) Teaches the fundamental principles of federal copyright law and introduction to the 1976 Copyright Act, as well as the Digital Millennium Copyright Act passed by Congress. Subject areas include scope of protection, standing, infringement, contributory infringement, substantial similarity, computer programs, sound recordings, performance rights, transfer of ownership, licenses, registration, importation, injunctions, impoundment, statutory damages, the "Fair Use" doctrine, the "First Sale" doctrine, WIPO Copyright Treaty, the Uniform Copyright Convention, the Berne Convention, GATT and TRIPS. Prerequisites: LAW 561 and 562.

LAW 625 Trademark & Unfair Competition Law (3) Teaches the fundamental principles of federal trademark law and an introduction to the Lanham Act. Subject areas include distinctiveness, secondary meaning priority, concurrent use, registration, service marks, certification marks, confusion, reverse confusion, functionality, abandonment, infringement, contributory infringement, incontestability, fair use, trade dress, trade dress infringement, false representations, dilution, parody, injunctive relief, disclaimers and international aspects of trademark protection. Prerequisites: LAW 541, 542, 561, 562, 521 and 522.

LAW 626 Introduction to Law Librarianship (2) Open to selected students who have demonstrated expertise in legal research and/or interest in law librarianship. Designed to introduce the various departments and areas of specialization, and the different types of law libraries, their organizational structures, collections and services. Prerequisites: LAW 552 and 553.

LAW 627 UCC III (3) Study of the transactions relating to and the law regulating the various kinds of payment systems with particular reference to the Uniform Commercial Code. Areas covered include negotiable instruments under Article 3 and bank deposits and collections under Articles 4 and 4A. May examine how federal regulations affect this area of law. Prerequisites: LAW 521 and 522. LAW 621 and LAW 622 are recommended but not required.

LAW 631 Constitutional Criminal Procedure (3) Study of limitations imposed on law enforcement activities by the Fourth, Fifth and Sixth Amendments of the U.S. Constitution as applied to the States via the 14th Amendment. Procedurally, the course considers the criminal justice process from investigation through arrest and initial court appearance. Prerequisite: LAW 683. LAW 684 is recommended but not required.

LAW 632 Criminal Pretrial Practice (2) Introduction to criminal process and constraints imposed on that process by U.S. Supreme Court decisions applying various provisions of the U.S. Constitution. Topics covered include the decision to prosecute, pretrial release, discovery, the preliminary hearing, the grand jury, the right to speedy trial, plea bargaining, joinder and severance and double jeopardy. Where appropriate the Federal Rules of Criminal Procedure and related federal criminal statutes will be addressed. Prerequisites: LAW 551, 554, 531 and 631.

LAW 640 Products Liability (2) Study of the legal principles governing the liability for harm caused by products including the historical development of products liability, theories of recovery, typical defenses and recurring issues. Prerequisites: LAW 541 and 542.

LAW 650 Appellate Advocacy (3) Develop written and oral appellate advocacy skills through appellate brief-writing and participation in simulated oral arguments. Teaches how to present clear and persuasive arguments to appellate judges. Prerequisites: LAW 551, 554, 552 and 553.

LAW 652 Evidence (4) Study of the law of evidence, the rules governing its admission and exclusion and the policies and theories underlying the evidentiary system. Subject matter areas include order of proof, relevance, judicial notice, real

and documentary evidence, hearsay, competence, presumptions, privilege, impeachment and rehabilitation of witnesses. Required for the Virginia Third-Year Practice Certificate. Prerequisites: LAW 551 and 554.

LAW 654 Trial Practice (4) Develop courtroom skills of process and persuasion through simulated civil and criminal cases. Emphasis is on opening statement, direct and cross-examination and closing argument. Be involved in class exercises conducting these aspects of trial practice. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 652.

LAW 655 Negotiations (3) Develop legal negotiation skills through participation in simulated negotiations. Negotiation exercises are video-taped for review and faculty critique and evaluation. Classroom discussion is devoted to examining and applying theoretical and practical strategies of negotiation. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 656 General Mediation (3) This traditionally graded course presents an overview of the history of mediation and introduces students to the process, value, limitation, and skills for third-party intervention in the settlement of non-family law conflicts consistent with Christian principles and professional codes of ethics, especially those for mediators in the Commonwealth of Virginia. Through literature, case review, discussions and simulations, the student explores biblical conflict resolution, the nature of conflict, reconciliation, conflict management styles, communication skills, and mediation theory and practice to develop skills a general mediator needs to facilitate a constructive resolution of conflict and help heal relationships if feasible. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 655.

LAW 658 Litigation Clinic (3) This classroom and live client course provides students with "hands-on experience" in representing clients before administrative and judicial fora in matters. Students have direct responsibility for the management of a case from the initial interview to conclusion of representation under supervision of a licensed attorney. They also gain knowledge and skills in interviewing, fact-gathering, identifying and applying law to case facts, diagnosing a client's problems, developing case strategy, drafting legal instruments, assessing professional competence and responsibility in the attorney-client relationship, preparing for and conducting trials and negotiation and settlement. Coursework encompasses civil procedure, evidence, substantive law, law office management, ethics and professional responsibility. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 652, permission of Instructor and Virginia Third-Year Practice Certificate.

LAW 660 Client Interviewing and Counseling (3) Exploration of client interviewing and counseling in the practice of law. Designed to help students: (1) improve their interpersonal and legal skills; (2) acquire effective client interviewing and counseling skills; and (3) consider the attorney-client relationship, different models of counseling, and the moral and ethical considerations that can arise when attorneys work with clients. Prerequisites: LAW 511 and completion of two semesters of law school.

LAW 661 Family Law (3) General introduction to the law and legal regulation of family associations. Focuses on the relationships of husband and wife, parent and child and, in that context, assists in developing a thorough understanding of biblical, historic and contemporary legal principles and rules governing the family and other intimate relationships. Probes contemporary topics related to law and the family in light of current legal and cultural settings. Prerequisites: LAW 521, 522, 561 and 562.

LAW 662 Wills, Trusts & Estates (3) Introduction to the basic legal principles of intestate succession; to the execution, construction, revocation and interpretation of wills; to the creation of trusts; to the fiduciary administration of trusts and estates; and to the acquisition of the basic legal principles of transferring family wealth. Prerequisites: LAW 521, 522, 561 and 562.

LAW 663 Gender & the Law (3) Considers and confronts legal problems regarding current women's issues. Presently, all materials available in this area have been written from a feminist jurisprudential perspective. In contrast, apply a Christian perspective to examine critically the position of women socially, economically, culturally and personally. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553. LAW 661 is recommended but not required.

LAW 664 Elder Law (3) Deals with legal problems concerning care of the elderly. Addresses current jurisprudence and the status of the elderly and incapacitated, representation of the elderly, incapacitation planning, skilled care facility law and issues, cryogenics, rights and responsibilities, medical experimentation and Medicaid and Medicare planning and management. Particular attention to ethical and moral issues raised by the course content encourages creative thinking in a pro-elderly, pro-life, pro-family jurisprudence. Prerequisite: LAW 662, which may be taken concurrently.

LAW 667 Family Mediation (4) This traditionally graded course presents an overview of the history of mediation and introduces students to the process, value, limitation, and skills for third-party intervention in the settlement of family and non-family conflicts consistent with Christian principles and professional codes of ethics, especially those for mediators

in the Commonwealth of Virginia. Through literature, case review, discussions and graded simulations, the student explores biblical conflict resolution, the nature of conflict, reconciliation, conflict management styles, communication skills, family systems, the restructure of family roles and relationships during divorce, parenting plans, domestic violence, support, and the theory and practice of family mediation to help develop skills a mediator needs to facilitate a constructive resolution of family conflict and help heal relationships if feasible. Prerequisites: Completed Course Application, Instructor Consent, LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553. LAW 661 and LAW 655 are strongly recommended, but not required.

LAW 669 Bioethics (3) Designed to deal with legal problems that confront current issues regarding and surrounding biology, medicine and the law. Focuses on managing biology, ethical theory and genetic control to afford protection, life and provision in the biblical framework and context of the family. Links the practical knowledge of the law with social, moral and policy issues that are very real in bioethics law practice. Prerequisites: LAW 511. LAW 661 is recommended but not required.

LAW 671 Individual Federal Income Taxation (3) Study of the statutory, judicial and administrative law relating to federal income taxation of the individual. Prerequisite for all other tax courses. Prerequisites: LAW 521, 522, 561 and 562.

LAW 672 Human Rights, Civil Liberties, and National Security (1) Discussion of balancing the government's responsibility to defend the body politic and its parallel duty to safeguard the rights of individuals. Exploration of the tensions of achieving security and freedom from Lincoln's suspension of habeas corpus to Bush's detention of terrorist combatants. Prerequisites: LAW 511 and completion of two semesters of law school.

LAW 674 Religion in the Workplace (3) Study of the right of employees to practice their faith at work. Primary focus on Title VII of the Civil Rights Act of 1964 and administrative practice before the Equal Employment Opportunity Commission. Topics include (1) workplace conflicts on religious expression, (2) attire, (3) Sabbaths, (4) union fees, (5) gender roles, (6) sexual orientation, (7) employer defenses, (8) ministry exceptions, (9) constitutional protections, and (10) litigation strategy. Prerequisites: LAW 511 and completion of two semesters of law school.

LAW 683 Constitutional Law I – Constitutional Structure (3) Study of principles of U.S. constitutional law, in both historical and contemporary contexts. Subject matter areas include: the biblical, philosophical, historical and political background of the U.S. Constitution; judicial review; the distribution and separation of governmental powers in the U.S. federal system, with emphasis upon the federal commerce, taxing and foreign affairs powers; and intergovernmental relations. Prerequisite: LAW 511 and completion of one semester of law school.

LAW 684 Constitutional Law II – Individual Rights (3) Continuation of the study of principles of U.S. constitutional law, in both historical and contemporary contexts. Subject matter focuses on the First and Fourteenth Amendments, with emphasis on due process, equal protection, freedom of speech and press, and free exercise and non-establishment of religion. Prerequisite: LAW 683.

LAW 691 Professional Responsibility (3) Examination and analysis of the authority and duties of lawyers in the practice of their profession as advocate, mediator and counselor, and of their responsibility to God, to government, to the courts and the bar and to their clients, including a study of the ABA Rules of Professional Conduct. Required for the Virginia Third-Year Practice Certificate. Prerequisites: LAW 511 and completion of two semesters of law school. 551, 554, 521, 522, 541, 542 and 531 are recommended but not required.

LAW 701 Business Planning (2) Advanced study of the legal organization and conduct of business in partnership and corporate form. Emphasizes the practical aspects of the organization, operation, purchase and sale and other matters related to the role of the practicing lawyer in business affairs. Prerequisites: LAW 602, LAW 771 and LAW 773.

LAW 703 Nonprofit, Tax-Exempt Organizations (3) Study of the laws and legal principles applicable to exempt organizations. Topics covered include the legal structure and organization of nonprofits, issues of taxation and tax-exempt status, government regulation of exempt organizations and potential liability arising from the conduct of a ministry. Prerequisites: LAW 511, 552 and 553.

LAW 704 Employment Law (3) Study of the federal law relating to employment discrimination. The Fifth and Fourteenth Amendments to the U.S. Constitution, applicable federal statutes, federal cases and the role of the Equal Employment Opportunity Commission in dispute resolution are examined. Prerequisites: LAW 551, 554, 681 or 683.

LAW 706 Labor Law (3) Discusses the history of collective bargaining in the public and private sectors and considers the practical, constitutional, and political issues involved in union exclusive representation. Using the National Labor Relations Act as the backdrop, the course surveys the parallel public employee bargaining statutes. Employer, union,

and individual employee rights are studied from the time of the selection of a union representative through the collective bargaining process to the final contract and its enforcement. Union obligations regarding individual employees are studied in some detail. Prerequisites: LAW 511, 521, 522, 541, 542, 551, 552, 553, 554, 561, and 562.

LAW 708 Right to Work Practicum (1-3) Provides students interested in employee rights in the context of compulsory unionism, public interest law, and litigation the opportunity to work with the litigation staff of the National Right to Work Legal Defense Foundation. Sixty hours of research, writing, and litigation support are required per credit hour. Students can choose their preferred projects but must complete at least one long-term research project if they want the course to satisfy the rigorous written skills requirement. Students also must sign a client confidentiality agreement. Prerequisites: LAW 511, 552, 553, and completion of two semesters of law school. Recommended but not required: LAW 683 and 684. P/NP.

LAW 711 Jurisprudence (3) Study of God and man, justice and law. Focuses upon the basic issues of the philosophy of law and the specific task of exploring a distinctively Christian jurisprudence. Topics include law and morals, judicial reasoning, limits on governmental power and individual liberty, theories of justice and the nature of law and justice. Prerequisites: LAW 511, 551 and 554.

LAW 712 Legal History (3) Study and discussion of Western legal history beginning with the impact of the papal revolution in the 11th century. Special attention given to the historical relationship between church and state and to the biblical and theological foundations of Western law and legal systems in general and the English Common Law in particular. Prerequisite: LAW 511.

LAW 713 Origins of the Western Legal Tradition (2) Survey of Western legal history beginning with the impact of the Papal Revolution of the 11th century, emphasizing the influence of the Christian church and faith on the development of Western law and legal systems. Prerequisite: LAW 511.

LAW 722 Remedies (3) Study of the law of judicial remedies, both equitable and legal, focusing on the nature and scope of the relief available. Emphasizes the various types of injunctive relief, declaratory judgments and enforcement powers of the courts, including contempt proceedings. Provides a brief study of the development of chancery courts and the continuing distinction between equitable and legal remedies. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 723 Bankruptcy (3) Study of federal bankruptcy law and the law of debtors and creditors under state law. Specific topics include the property of the estate, the automatic stay, exemptions, discharge, preferences and reorganization. Such topics as judgment liens, executions, attachments, garnishments and fraudulent transfers will be covered in the non-bankruptcy portion of the course. Prerequisites: LAW 521, 522, 561, 562, 621 and 622. LAW 622 may be taken concurrently.

LAW 724 International Business Transactions (2) Study of the legal problems encountered doing business abroad and, for aliens, in doing business in the U.S. Subject matter areas include antitrust, export-import, investment and taxation regulations, international economic policy, regional economic organizations and multinational corporations. Prerequisites: LAW 521, 522, 561,562 and 602.

LAW 725 Insurance (3) Overview of the fundamental legal principles of insurable interests in lives and property. Subject matter areas include the nature of an insurable interest, selection and control of risks, coverage of risks and adjustment of claims and government regulations of the insurance industry. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 726 Securities Regulation (3) The course begins with an examination of the federal law and policies governing the offer and sale of securities in the primary market, including initial public offerings, private placements, and the subsequent resale of securities with attention to the Securities Act of 1933. Coverage will include the definition of a security; registration requirements; exemptions from registration; enforcement mechanisms and the duties and liabilities of corporations, their officers and directors, underwriters, financial advisors, and lawyers under the 33 Act. The course continues with an examination of the federal law and policies governing trading of securities in the secondary market with attention to the Securities Exchange Act of 1934. Coverage will include the disclosure and reporting obligations of public companies and the rules governing insider trading by corporate executives and others. Coverage may include a study of federal regulation of proxies, mergers or tender offers, or the role of broker-dealers, investment advisors, investment companies or self regulatory organizations. Prerequisite: LAW 602.

LAW 727 Mergers & Acquisitions (3) A study of the law governing business combinations, asset acquisitions, and changes of corporate control, including the statutory and non-statutory forms; the application of the business judgment rule and other corporate rules as they relate specifically to target company defensive tactics and efforts to maximize target company shareholder value or to maximize other interests or to promote other constituencies; the role and

concerns of various participants, including seller-side concerns, typical buyer-side concerns, and various public policy concerns; the economic arguments for and against mergers, acquisitions, and changes in control; and the stages of a transaction, documentation of a transaction, legal compliance requirements, and closing. Prerequisite: LAW 602.

LAW 732 Juvenile Law (3) Discussion of problems related to minority status, including jurisdiction of the state, detention, responsibility for the crime, rights and responsibilities of the parents, and the constitutional, statutory and case law parameters of the juvenile law system. Prerequisites: LAW 511, 551 and 554.

LAW 735 International Trafficking in Persons (3) Overview of the global problem of trafficking in persons for purposes of sexual exploitation and forced labor. The course examines the issue of trafficking from several perspectives: (i) the various international conventions that prohibit trafficking in persons; (ii) regional examples of trafficking and factors that contribute to it such as civil unrest and governmental corruption; and (iii) the United States legislative and foreign policy response to trafficking in persons. This course will focus on trafficking in persons as a human rights violation and the treatment of trafficked persons as a victim of a crime. Prerequisites: Completion of first year. Recommended: LAW 683, 684, and 784.

LAW 742 Admiralty (2) Survey course on the basic rules and principles of modern maritime law, including admiralty jurisdiction and procedure; maritime torts to person and property; maritime liens, contracts and financing; and such peculiarly maritime topics as vessel limitation of liability. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 743 Health Care Law (3) Overview of the fundamental legal principles of health care law. Topics covered include an introduction to the field of forensic medicine, medical proof in litigation, advanced medical malpractice topics and the structure and operation of the health care delivery system. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 744 Advanced Trial Practice (2) Extension of Trial Practice. Complete rigorous formal preparation and subsequently serve on a team that competes in an interscholastic trial competition. Develop understanding of opening statements, closing arguments, evidentiary objections, offers of proof, the introduction of demonstrative evidence, trial tactics, trial preparation, direct and cross-examination of witnesses, and trial strategies generally. Prerequisites: LAW 654 and membership on an interscholastic trial advocacy team.

LAW 746 Virginia Procedure (3) Based on the civil procedure of the Commonwealth of Virginia and examines the various courts, statutes and rules. Primary concentration on titles 8.01, 16.1 and 7.1 of the Code of Virginia. Prerequisites: LAW 551 and 554.

LAW 747 Race & the Law (3) Historical look at how our legal system has treated the issue of race and how our government has treated various races. Prerequisites: LAW 511 and completion of two semesters of law school. LAW 683 and 684 are recommended but not required.

LAW 748 Academic Legal Scholarship (2) Members of an academic law review or journal that has been approved by the faculty are eligible to receive credit for writing a publishable law review article, comment or note and substantially assisting the board of their review or journal. The Constitution of each review or journal provides the standards, approved by the faculty, which govern this credit. Prerequisites: LAW 552 and 553.

LAW 751 Federal Courts (3) Study of the role of the federal courts in the U.S. Focuses on an analysis of the constitutional and legislative foundations of the judicial power of the U.S. and an examination of the practice and procedure in the federal court system. Prerequisites: LAW 511, 551, 554 and 683.

LAW 752 Law Practice Management (2) Prepares for entry into the private practice of law, including ethical and personal pressures related to private law practice. Among other requirements, conduct an initial client interview and identify ethical issues presented during the interview. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 755 Advanced Legal Research & Writing (3) Seminar that exposes a deeper understanding of the skills and materials of electronic legal research. Emphasizes the development of practical, useful skills and equipping students for clerking and other work experiences. Produce weekly written assignments dealing with different research materials and a topical research guide. Prerequisites: LAW 552 & 553.

LAW 756 Judicial/Governmental Externship (1-3) An externship allows a student to experience and participate in the practice of law by working without remuneration off campus (a) under the direct supervision of one or more practicing attorneys ("field supervisors") in governmental offices (such as the prosecutor's office and the public defender's office), judicial or other approved governmental placements, (b) while having general oversight by full-time

faculty. This pass/fail course consists of field legal assignments as well as required classroom work to expose students generally to professional development within the context of the practice of law. Hours spent in the classroom component do not substitute for the hours necessary to fulfill the externship requirement on site at the placement. Externships also allow students to pursue additional educational objectives such as the development of professional skills in a specific area of law by working with a practicing attorney or judicial officer. All externship study programs must be approved in advance. Guidelines for externships are published in the law school's Policies and Procedures Manual. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 757 Drafting Contracts (3) The law and techniques of contract formation and drafting. Provides experience in the imaginative thinking that a lawyer must pursue in integrating the expressed and implied agreements of the parties to a contract. Provides opportunities to learn to create legal documents that express the agreement not only clearly, but also in a manner that defies any contrary interpretation. Enrollment limited by instructor. Prerequisites: LAW 521, 522, 552 and 553.

LAW 758 Civil Pretrial Practice & Procedure (3) Hands-on experience in developing a civil lawsuit. While Virginia procedural and evidentiary rules will provide the framework for the course, the primary emphasis will be on techniques and strategies involved in drafting pleadings, conducting discovery, preparing for and trying cases and appealing those cases. Prerequisite: LAW 652.

LAW 762 Real Estate Transactions & Skills (3) Advanced skills course to prepare in the practice of law relating to real estate transfer and finance. Perform simulations that address practical aspects of title examinations, title searches, contracts for the purchase and sale of real estate, conveyancing techniques, mortgaging foreclosure practices and settlement and closing of title. Prerequisites: LAW 521, 522, 561 and 562.

LAW 763 Estate Planning (2) Advanced course that teaches how to advise clients concerning the accumulation, preservation and distribution of their estates. Emphasis is on planning in the following general areas: lifetime transfers, closely held business interests, employee benefits, retirement, liquidity, taxation, trusts, transfers upon death and estate and/or trust administration. Prerequisites: LAW 772.

LAW 766 Land Use Planning (3) Introduces the law pertaining to basic zoning and land use planning tools and techniques from classical zoning to the contemporary methods. Examines the role of the comprehensive plan in the zoning process, subdivision controls, historic and environmental preservation techniques, growth control and the issue of financing capital facilities by taxing new developments. Prerequisites: LAW 561 and 562.

LAW 768 Environmental Law (3) Survey of various topics including the biblical view of man's relationship to the environment, common law remedies, public trust and police power, takings, judicial review of administrative action, the National Environmental Policy Act (NEPA), water pollution (Federal Water Pollution Control Act), air pollution (Clean Air Act), the Resource Conservation and Recovery Act (RCRA), the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA/Superfund) and the Toxic Substances Control Act (TSCA). Prerequisites: LAW 561 and 562.

LAW 771 Partnership Tax (2) Advanced course in the law of federal income taxation with special emphasis on sole proprietorships, partnerships, limited liability companies and related aspects of S corporations. Prerequisites: LAW 671 and LAW 602.

LAW 772 Estate & Gift Tax (3) Overview of the law of federal estate and gift taxes. Prerequisites: LAW 662 and LAW 671. LAW 671 may be taken concurrently.

LAW 773 Corporate Tax (3) Advanced course in the law of federal income taxation with emphasis on corporate tax laws and related aspects of S corporations. Prerequisites: LAW 602 and LAW 671.

LAW 774 First Amendment Law (3) Survey of the protections guaranteed by the First Amendment of the U.S. Constitution. Topics covered include freedom of religion, the establishment clause, freedom of speech and freedom of the press. Prerequisites: LAW 683 and 684.

LAW 776 Comparative Law (2) Focuses on the nature of comparative law, the concept of legal tradition and the development of civil law, common law and other legal traditions in the contemporary world of nation states. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 778 Advanced Appellate Advocacy I (1-2) Extension of Appellate Advocacy. Independently research and write a significant portion of a moot court team's brief; members of each team will then pool their independent work and complete the entire brief for competition. Additionally, present practice oral arguments in class and have the opportunity

to serve as judge for classmates. Earn one or two credits. Prerequisites: LAW 753 and membership on an interscholastic moot court team.

LAW 779 Advanced Appellate Advocacy II (1-2) Extension of Advanced Appellate Advocacy I. Independently research and write a significant portion of a moot court team's brief; members of each team will then pool their independent work and complete the entire brief for competition. Additionally, present practice oral arguments in class and have the opportunity to serve as judge for classmates. Earn one or two credits. Prerequisites: LAW 778 and membership on an interscholastic moot court team.

LAW 781 Administrative Law (3) Study of the law pertaining to the appropriate functions and purposes of administrative agencies in government; constitutional limitations on agency structure and action; analysis of informal and formal procedures, investigation, rule-making and adjudication with a focus on the Federal Administrative Procedure Act and judicial review. Prerequisites: LAW 551 and 683.

LAW 782 State & Local Government (3) Nature, constitution, powers and liabilities of municipal corporations, and the interrelationships between municipal, county and state governments. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 683.

LAW 783 Conflict of Laws (3) Study of the theories of the application of laws involving domicile and citizenship, bases of jurisdiction, foreign judgments and, in transactions having elements in more than one state, the choice of governing law in such fields as property, contracts, torts and family law. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552, 553 and 683.

LAW 784 International Law (3) Discussion and study of the nature of international law; state jurisdiction; the individual legal system; statehood and recognition of states; diplomatic and consular immunity; international agreements; the use of force; and an overview of various international organizations. Prerequisites: Completion of one semester of law school.

LAW 785 Immigration Law & Procedure (3) Citizenship, acquisition and maintenance of major immigrant and non-immigrant classifications; admission into and exclusion or deportation from the U.S.; and structure and procedures of the Immigration and Naturalization Service, Board of Immigration Appeals, Department of State and Department of Labor. Prerequisites: LAW 551 and 554.

LAW 786 Legislation (3) Legislative process with emphasis on the lawyer's perspective and functions, issues of representative theory, legislative organization and procedure, interaction of the legislature with other branches of government and research and drafting in the legislative context. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 790 National Security Law (3) This seminar provides students an analysis of national security topics. Among the topics which may be covered are national security and the role of law, theoretical approaches to national security and world order, development of the international law of conflict management, the use of force in international relations, the laws of wars and neutrality, war crimes, the international law of intelligence collection, the control of international terrorism, American security doctrine and nuclear weapons. Prerequisite: LAW 683.

LAW 795 Legal Aid/Nonprofit Externship (1-3) Students interested in public interest law may serve as externs with the local legal aid program and nonprofit organizations that have a legal division. For students who enroll in the legal aid externship, there is a classroom component in which lawyering skills such as factual investigation, interviewing, case analysis and litigation strategy are discussed. The legal aid classroom component introduces students to the areas of substantive law in which the legal aid program represents clients, e.g. landlord/tenant law, consumer law and government benefits. Hours spent in the classroom component do not substitute for the hours necessary to fulfill the externship requirement on site at the placement. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 796 ACLJ Externship (5) As part of the ACLJ Supreme Court Semester in Washington, students will assist the ACLJ in its legal research, writing and advocacy activities and participate in observation at the U.S. Supreme Court, other federal courts and Congress, under the supervision of ACLJ attorneys. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 797 ACLJ Externship Classroom Component (1) As part of the ACLJ Supreme Court Semester in Washington, students will participate in a one-hour-per-week externship classroom component to discuss and process their externship experiences and insights.

LAW 811 Biblical Law (3) Exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. Develops the meaning of the laws in context and their appropriate applications, with emphasis on the nature of their applicability to policy issues such as pluralism, penology, lawful oaths, blue laws, church and state jurisdiction, gender roles, marriage, capital punishment and other topics. Prerequisite: LAW 511.

LAW 812 Qur'anic Law (3) A survey of the text of the Arabic Qur'an in English, and the three kinds of commentary on it by Muslims: Islamists, Traditionalists, and Reformists. The students will compare the translation and commentary of three published Qur'ans, respectively those of Hilali & Khan, Abdullah Yusuf Ali, and Maulana Muhammad Ali. Lectures and assignments will seek to understand the Qur'anic basis of these three expressions of Islamic religion, politics, human rights and law, and Christian conceptual strategies to challenge them. Law topics will include the rule of law, an establishment of religion, crime and punishment, and civil law. Prerequisite: LAW 511.

LAW 831 Crime & Punishment (2) Inquiry into the scriptural principles that govern man's role in, and responsibility for, punishing and controlling sinners and for redressing the consequences of sin. Included is a study of the historical foundations of our criminal justice system. Other topics to be discussed are the differences between a sin and a crime, appropriate sanctions and current issues in criminal justice. Prerequisites: LAW 511 and 531.

LAW 862 Entertainment Law (3) Overview of legal problems in film, theatre, television, sound recordings and literary and music publishing. Topics include the role of attorneys, agents and business and personal managers, contractual provisions in different entertainment agreements, protection for ideas and stories, rights of privacy and publicity and related copyright issues. Prerequisites: LAW 561, 562, 521 and 522.

LAW 863 Sports Law (2) Study of the law of sports including intellectual property, rights of privacy and publicity, antitrust, labor, contracts, torts, Olympic and International Rules and sports agency. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 882 School Law (2) Focuses on the legal aspects of public, private and home education, including: 1) the legal framework for public education; 2) First Amendment and other constitutional issues related to the public schools; 3) government regulation of private/parochial schools; and 4) parental rights concerning home education. Prerequisites: LAW 511, 551, 554, 521, 522, 561, 562, 541, 542, 552 and 553.

LAW 883 International & Comparative Human Rights (2) Addresses the questions of the universality of human rights, including the right of life, the right to death, rights of the child, women's rights, religious freedoms, the rights of third-world countries and the export of Western values to Eastern societies. Prerequisites: LAW 511.

Master of Laws (LL.M.) in American Legal Studies

LAW 555 American Legal System, Analysis & Writing (3) The American legal system in the context of developing the perspectives and skills necessary to read cases and other legal materials, analyze legal issues, and research and write basic American legal memoranda. Includes an introduction to the law library and to the use of the full range of source materials available to lawyers and judges in the practice of law.

LAW 800 Christian Foundations of American Law and Lawyering (3) An examination of (1) the importance of a religious and theological understanding of the issues of work, calling, and law; (2) the foundational sources and nature of American law and justice; (3) the role of lawyers in the American justice system; and (4) biblical thinking about what lawyers do, including select substantive legal issues. The course will also highlight the relationship between law and theology, demonstrating how one's view of the nature of law justifies preferred legal regimes and particular legal rules, while encouraging students to think critically about legal issues in light of biblical principles.

LAW 801 American Common Law (3) A survey of selected foundational topics of the American common law of Contracts, Property, and Torts, including consideration and promissory estoppel, the Statute of Frauds, policing the bargain, assignments, excused non-performance, contract remedies, personal and real property, freehold and non-freehold estates, concurrent estates, recording systems, negligence, products liability, and business torts.

LAW 802 American Constitutional Law (3) A survey of the United States Constitution and the United States Supreme Court case law interpreting the Constitution. The course includes an introduction to the Constitution and its interpretation, and a study of the higher law background of American constitutional law, constitutional structure, separation of powers, federalism, and individual rights.

LAW 803 American Business Entities (3) A detailed study of agency, corporations and limited liability companies and a more confined survey of the law of partnerships, including their inherent limitations. The course encompasses close and public corporations, their origins, structure, rights, and liabilities of management and shareholders.

LAW 804 American Commercial Law (3) A study of the law of sales (Article 2 of the Uniform Commercial Code ("UCC")), payment systems (Articles 3, 4, and 4A of the UCC), and secured transactions (Article 9 of the UCC). Sales topics covered will include scope of coverage, parol evidence, the Statute of Frauds, battle of the forms, implied warranties, and bona fide purchase. Payment systems topics covered will include an introduction to negotiable instruments, enforcement, liability, discharge of payment, types of banks, and the relationship between the payor bank and customer. Secured transaction topics covered will include an introduction to comparative secured transactions, attachment, perfection, priority, and remedies. Prerequisite: LAW 801.

LAW 805 American Federal Income Taxation of Individuals and Entities (3) An introduction to basic principles of United States Federal income taxation including the definition of income, appropriate deductions from income, and exclusions from income; an analysis of the theoretical and policy foundations of income taxation; and a study of the types of federal income taxation of business entities. Prerequisites: LAW 801, 803.

LAW 806 American Intellectual Property (3) A survey of the different legal mechanisms for protecting intellectual property in the United States, including patent, trademark, copyright, and related state–law doctrines. Prerequisite: LAW 801.

LAW 807 American Legal System & Writing (3) An introduction to the American legal system and a detailed study of the perspectives and skills necessary to read cases and other legal materials, analyze legal issues, and research selected topics of American law. The course will include an introduction to the full range of source materials available to lawyers and judges in the practice of American law. The course will culminate in a legal research paper (15 page minimum) on a topic of American law selected by the student under the supervision of a faculty member or other expert in the field.

THE FACULTY

Resident Faculty

Regent University School of Law has a diverse and distinguished faculty. Members of the faculty have published extensively and all of them have significant legal experience in private practice, public interest legal work or government service. The school is justly proud of the accomplishments of its faculty members. Collectively, the faculty provides an outstanding and rich legal education for Regent students. Members and their credentials are listed below. (The date in which the faculty member began full-time in the School of Law is listed in parentheses.)

Ashcroft, John D. (2005), A.B., *cum laude*, Yale University; J.D., University of Chicago

Ash, Robert W. (2003), B.S., United States Military Academy; Master of International Public Policy, Johns Hopkins University; J.D., Regent University

Boland, James M. (1999), B.A., Wheaton College; MTS, Gordon-Conwell Theological Seminary; J.D., Regent University

Brauch, Jeffrey A. (1994), B.A., University of Wisconsin—Madison; J.D., with honors, University of Chicago

Brown, Eleanor W., (2002), B.A., University of Virginia, J.D., University of Richmond, LL.M., College of William & Mary

Cameron, Bruce N., (2007), B.A., *cum laude*, Andrews University, J.D., Emory University School of Law

Christiansen, Margaret L. (1994), B.S., William Woods College; J.D., Regent University; M.S.I.S. Florida State University

Cook, Douglas H. (1987), B.A., Miami University; J.D., The Ohio State University

Curtis, Alice (1998), B.A., Howard University; M.A., Antioch University; J.D., Georgetown University Law Center

Davids, James A. (2003), B.A., Calvin College; J.D., Duke University

DeGroff, Eric A. (1994), B.A., *cum laude*, University of Kansas; MPA, University of Southern California; J.D., Regent University

Duane, James J. (1991), A.B., Harvard College; J.D., Harvard University

Elser, Eugene C. (1993), B.A., Robert Wesleyan College; M.A., Ph.D., Ohio State University; J.D., University of Tennessee

Folsom, Thomas C. (2002), B.S., U.S. Air Force Academy; J.D., Georgetown University Law Center

Gantt, II, L.O. Natt (2000), A.B., s*umma cum laude*, Duke University; M.Div., s*umma cum laude*, Gordon-Conwell Theological Seminary; J.D., c*um laude*, Harvard Law School

Hensler, III, Louis W. (1998), B.A., *summa cum laude*, Bob Jones University; J.D., University of Chicago

Hernandez, Michael V. (1992), B.A., with high distinction, J.D., University of Virginia

Jacob, Bradley P. (2001), B.A., *summa cum laude,* University of Delaware; J.D., University of Chicago

Kickasola, Joseph N. (2002), B.A., Houghton College; M.Div., Westminster Theological Seminary; M.A., Ph.D., Brandeis University

Kirkland, Janis L. (2000), B.S., College of William and Mary; J.D., m*agna cum laude,* University of Richmond

Kohm, Lynne Marie (1993), B.A., State University of New York at Albany; MTS, Institute of Biblical Studies; J.D., Syracuse University

Lacey, Jennifer C. (2009), B.A., University of Virginia; J.D., Stanford Law School

Madison, III, Benjamin V. (2003), B.A., Randolph-Macon College; M.A., J.D., College of William and Mary

McKee, Kathleen A. (1996), B.A., State University of New York at Albany; J.D., Catholic University; LL.M., Georgetown University Law Center

Murphy, James E. (1997), B.A. University of Iowa; J.D., University of Oklahoma

Oates, Charles H. (1994), B.A., University of Florida; M.S.L.S, Catholic University of America; J.D., Stetson University

Pryor, C. Scott (1998), B.A., Dordt College; M.A., Reformed Theological Seminary; J.D., with honors, University of Wisconsin

Rehn, Chris (2008), B.A., Franklin and Marshall College; M.B.A., Eastern College; J.D., Cornell Law School

Schutt, Michael P. (1993), B.A., *cum laude*, Stephen F. Austin State University; J.D., with honors, University of Texas

Seto, Robert M. M. (1998), B.S., J.D., St. Louis University; LL.M., George Washington University

Stern, Craig A. (1990), B.A., *cum laude*, Yale University; J.D., University of Virginia

Vanessendelft, Kimberly R. (2006), B.A., University of Virginia; J.D., College of William and Mary

Velloney, David D. (2008), B.S., *distinguished cadet*, United States Military Academy; J.D., Yale Law School; LL.M., *honor graduate*, The Judge Advocate General's School, U.S. Army

Wagner, David M. (1998), B.A., Yale College; M.A., Yale University; J.D., George Mason University

Whittico, Gloria A. (2008), A.B., College of William and Mary; J.D., University of Virginia

Law Library Faculty

Hamm, Marie Summerlin (1999), B.S., Mount Olive College; J.D., Regent University; M.L.S., Syracuse University

Magee, William E. (2000), B.A., Old Dominion University; M.S.L.S., Catholic University of America; J.D., Regent University

Parker-Bellamy, Teresa (1996), B.S., Norfolk State University; M.S.L.S., Catholic University of America

Welsh, Eric (1986), B.A., Westminster College; M.A., Drexel University; J.D., Regent University

BOARD OF VISITORS

George E. Tragos
Chairman, Law School Board of Visitors
The Law Offices of Tragos & Sartes P.L.
Clearwater, Florida

James A. Adrian, Jr.
Financial Representative
Northwestern Mutual
Aurora, Illinois

Robert Friend Boyd
Boyd & Boyd, P.C.
Norfolk, Virginia

Justice Edward Thomas Brady
Supreme Court of North Carolina
Raleigh, North Carolina

Senator Sam Brownback
United States Senate
Washington, D.C.

The Honorable Eric C. Bruggink
United States Court of Federal Claims
Washington, D.C.

Samuel B. Casey
General Counsel
Advocates International
Springfield, Virginia

Samuel G. Casolari, Jr.
Marshall Dennehey Warner Coleman & Goggin
Akron, Ohio

The Honorable Mark S. Davis
United States District Court
Eastern District of Virginia
Norfolk, Virginia

Robert E. Freer, Jr.
President and CEO
Free Enterprise Foundation
Charleston, South Carolina

The Honorable Leroy R. Hassell, Sr.
Chief Justice
Supreme Court of Virginia
Richmond, Virginia

Delegate Terry G. Kilgore
Virginia House of Delegates
1st District
Richmond, Virginia

Fritz Kling
President
Kling Philanthropy Group, LLC
Richmond, Virginia

George Keith Martin
McGuireWoods, LLP
Richmond, Virginia

Robert F. McDonnell
Governor, Commonwealth of Virginia
Richmond, Virginia

Hugh L. Patterson
Willcox & Savage
Norfolk, Virginia

Jay A. Sekulow
Chief Counsel
American Center for Law and Justice
Virginia Beach, Virginia

Randy D. Singer
Attorney-in-Residence, Regent Center for Advocacy
Singer Legal Group
Pastor of Trinity Church
Virginia Beach, Virginia

Virginia Van Valkenburg
U.S. Attorney's Office
Norfolk, Virginia

The Honorable Patricia L. West
Virginia Beach Circuit Court
Virginia Beach, Virginia

Judge Gregory Wilhelm
Ellis County Courthouse
Waxahachie, Texas

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SCHOOL OF PSYCHOLOGY AND COUNSELING

DEAN'S MESSAGE

Our motto in the School of Psychology & Counseling indicates our aspiration to be both "academically excellent" and "distinctively Christian." We believe that these goals are synergistic. Our aim is produce leaders in psychology and counseling who can provide effective services to their clients in a manner richly informed by the best of the academic traditions in these fields and the Christian faith. Our focus has been on preparing professionals and paraprofessionals for practice oriented careers in wide variety settings. Many of our graduates have developed careers in explicitly Christian practices contexts. Many others work in the spectrum of secular mental health contexts such as private practice, school services, medical settings, or military clinics. All are trained to integrate faith and practice in sophisticated and ethical ways regardless of their practice settings. Our academic community consists of faculty, staff and students who share a commitment to provide a redemptive impact on the world their careers.

William L. Hathaway, Ph.D.
Dean

CONTACT INFORMATION

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

Admissions Office – CRB 154
School of Psychology & Counseling
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464-9800
757.352.4498 or 800.681-5906
Fax: 757.352.4839
E-mail: psycoun@regent.edu
Website: www.regent.edu/psychology

MISSION AND PHILOSOPHY

The Regent University School of Psychology & Counseling provides leadership for exemplary educational programs. Its professional programs integrate sound practice skills, disciplinary competence, and biblically-based values to promote human welfare with a focus on service provision to individuals, family, church, and community.

Vision Statement -- Our efforts stem from two central passages of scripture, "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself," (Matthew 22:37-39); and "Love each other as I have loved you," (John 15:12). The methods and purposes of psychology and counseling are always to be held against these biblical standards.

We aim to educate graduates to provide healing and restoration to members of the local and world community through the application of biblical principles and professional excellence.

DISTINCTIVES OF THE SCHOOL

The School of Psychology & Counseling prepares graduates from a Christian worldview, while adhering to the highest standards of each discipline. Our professional programs prepare graduates in a distinctly Christian manner while meeting accreditation, certification and educational requirements for licensure. These programs are designed for individuals to take their knowledge into every corner of the world in order to assist people in the prevention and resolution of the

problems of human living. A strong emphasis is placed on the restoration of relationships: individual to God, individual to individual and restoration within the family, the church and the community. It is our goal that individuals who graduate from our programs will be exemplary, reflecting the character of Christ within their personal and professional lives.

ACCREDITATION

As a school within Regent University, the School of Psychology and Counseling is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

The School of Psychology and Counseling has two additional accreditations: The American Psychological Association (APA), Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, 202-336-5979, www.apa.org/ed/accreditation/, approved to offer the Doctor of Psychology (Psy.D.), www.apa.org/ed/accreditation/clinpsymz.html; and The Council for Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Avenue, Alexandria, VA 22304, 703.823.9800 ext. 301, www.cacrep.org/index.html, for its programs in Community Counseling and School Counseling (www.cacrep.org/CACREPDirectory04142006.pdf).

PROGRAM OVERVIEW

The SPC adheres to a Judeo-Christian worldview. The Judeo-Christian perspective provides a sound basis from which human behavior might be studied, and sets a standard by which counseling methods might most effectively be applied—one that recognizes the individual as a totality of body, soul and spirit. The research and experience of those who have pioneered the field are highly valued, as are biblical resources that contextually define and analyze the motives and patterns of human behavior.

The school designs each student's master plan of study to optimize employability in the various and diverse settings found in the field of counseling and psychology, such as:

- Community mental health agencies.
- Church and parachurch organizations.
- Public and private schools.
- Colleges and universities.
- Business and governmental settings.
- Private practice groups and hospitals.
- Health care organizations.

Joint degrees with other Regent schools are available. See the General Information section of the catalog for the description of the joint degrees program.

All degree programs, except the doctoral internship, require the student to be in residence. In some cases, online courses may be a part of the degree program.

Degrees Offered

- Doctor of Psychology (Psy.D.) in Clinical Psychology
- Doctor of Philosophy (Ph.D.) in Counselor Education & Supervision (Online)
- Master of Arts (M.A.) in Counseling (Community and School Tracks)
- Master of Arts (M.A.) in Clinical Mental Health Counseling (Online) (Clinical Mental Health and School Emphases)
- Master of Arts (M.A.) in Human Services Counseling (Online)
- Certificate of Advanced Counseling Studies (CACS)

FINANCIAL AID

Regent University and the SPC offer various financial aid opportunities for all degree-seeking students. For an application and detailed information about these scholarships contact the Admissions Office or download the financial aid packet www.regent.edu/acad/schcou/admiss/finaid1.html. Students are encouraged to apply for financial aid early in the admissions process, although awards will not be made until the student has been approved for admission. Students whose applications meet admissions deadlines will be given priority consideration for financial aid.

CAREER SERVICES

The objective of career planning services in the SPC is to help students and alumni pursue leadership positions in their chosen fields. Individual job search consultations, résumé assistance and job research strategies are available at www.regent.edu/acad/schcou/alumni/jobs1.html or from the Career and Field Placement Coordinator.

STUDENT PROFILE

Regent psychology and counseling students are diverse in religious, national and ethnic origins, and number approximately 400. The average student age is in the mid 30s, three fourths are women and approximately one third are minorities.

ADMISSIONS REQUIREMENTS

Refer to the "Admission to Regent Graduate Schools" section of this Catalog for additional information regarding admission procedures and requirements.

Psy.D. in Clinical Psychology

See the Admission to Regent University section of the Catalog for admissions requirements. In addition, the SPC expects applicants to:

1. Have a B.A. or B.S. with a minimum of a 3.0 GPA in the major or an M.A. or M.Ed. with at least a 3.5 GPA. Accepted degrees include those in counseling, psychology or related human behavioral fields.
2. Have taken at least 18 completed credit hours in psychology courses. The following courses are recommended: Introduction to Psychology, Psychological Statistics/Research Methods, Personality Theory, Human Development, Abnormal Psychology, Psychological Tests & Measurements, Social Psychology and Physiological Psychology.
3. Submit the official GRE test scores. The GRE cannot be waived and must have been taken within the last three years. A minimum combined score of 1,000 between the verbal and quantitative portions of the GRE exam is desired. The GRE Writing exam is also required. For more information about the various graduate tests contact a local university testing office or the Educational Testing Service, Princeton, NJ 08541, 609.771.7670.
4. Submit a résumé.
5. Submit a writing sample (a maximum of 10 pages of scholarly writing).

Acceptance into the Psy.D. program is based on a competitive consideration of the entire application. No student will be formally admitted to the program in any status until ALL required materials have been received and evaluated by the admissions committee. Applicants are evaluated based on their strength over all of the areas addressed in the application process. This "whole person" approach to applicant evaluation allows students who have relative weaknesses in a domain but also with off-setting strengths in other areas to be considered for admission. However, successful applicants will typically exceed all of the admission expectations noted above.

Ph.D. in Counselor Education & Supervision

See the Admission to Regent University section of the Catalog for admissions requirements. In addition, the SPC requires applicants to:

1. Have a master's degree with a minimum of a 3.5 GPA in counseling or a significantly equivalent field. Accepted degrees include those in counseling, social work or psychology. Having at least one year of experience in the mental health field is strongly desirable.
2. Submit the official GRE scores for the general test. The GRE cannot be waived, but scores more than five years old may be submitted at the applicant's option. On the GRE, a minimum combined score of 1,000 between the verbal and quantitative portions of the exam is preferred. For more information about the GRE, contact a local university testing office or the Educational Testing Service, Princeton, NJ 08541, 609.771.7670.
3. Submit a résumé.
4. Submit a writing sample (a maximum of 10 pages of scholarly writing).
5. Submit a 15-20 minute VHS videotape (that cannot be returned) that demonstrates counseling skills.
6. In response to the Regent Board of Trustees' mandate that all students be proficient in writing, upon beginning the program, all applicants must submit the GRE Writing Exam.

Acceptance into the Ph.D. program is based on a competitive consideration of the entire application. No student will be formally admitted to the program in any status until ALL required materials have been received and evaluated by the

admissions committee. Applicants are evaluated based on their strength over all of the areas addressed in the application process. This "whole person" approach to applicant evaluation allows students who have relative weaknesses in a domain but also with off-setting strengths in other areas to be considered for admission. However, successful applicants will typically exceed all of the admission expectations noted above.

M.A. in Counseling, M.A. in Clinical Mental Health Counseling, M.A. in Human Services Counseling & Certificate of Advanced Counseling Studies (CACS)

See the Admission to Regent University section of the Catalog for admissions requirements. In addition, the SPC requires applicants to:

1. Have completed the equivalent of a minor in psychology or other behavioral science, or must have taken three courses in psychology, with a grade of B or better. Recommended courses include Introduction to Psychology, Abnormal Psychology, Human Development and Personality Theory.
2. Submit the scores for the Graduate Record Exam (GRE). Scores on the general portion of the GRE of the 50th percentile or higher are preferred. The test must have been taken within the last five years. The GRE test requirement may be waived for the master's program. This is decided on a case-by-case basis, but examples include having an earned doctoral degree from an institution whose accreditation we accept, or an earned master's degree from Regent. For the GRE test call 609.771.7670.
3. Submit a résumé.
4. The admissions application fee for the master's programs is good for one year.
5. The CACS program has some additional requirements and specific prerequisites. Please refer to the CACS program section for additional details.

Acceptance into the M.A. programs is based on a competitive consideration of the entire application. No student will be formally admitted to the program in any status until ALL required materials have been received and evaluated by the admissions committee. Applicants are evaluated based on their strength over all of the areas addressed in the application process. This "whole person" approach to applicant evaluation allows students who have relative weaknesses in a domain but also with off-setting strengths in other areas to be considered for admission. However, successful applicants will typically exceed all of the admission expectations noted above.

Admissions Application Deadlines

- **Psy.D. in Clinical Psychology** and **Ph.D. in Counselor Education & Supervision -** The application deadline is January 15th. New students are admitted to the fall term only.
- **M.A. in Counseling, Virginia Beach Campus, and M.A. in Clinical Mental Health Counseling, online** - Applications are considered for the fall term only. Priority application deadline is March 1st. No applications will be considered after July 31st. Application review begins after January 1st each year and continues on a rolling basis through July 31st.
- **M.A. in Human Services Counseling** - The first date given is the priority date for the term. The second date listed is the last date applications will be considered for that term:
    - Fall – April 1 / July 31 (Classes begin in August)
    - Spring – November 1 / December 15 (Classes begin in January)
    - Summer – March 1 / May 1 (Classes begin mid-May)

ACADEMIC POLICIES

Cross-Registration

Those students who elect to take a class in the SPC and are degree-seeking from one of the other Regent degree programs are considered cross-registered students. They must demonstrate that they have met any prerequisites for the course and obtain the signature of the professor teaching the course including advising to course content and relevance to desired degree outcome. Students may cross-register only if space remains available in the class. Degree-seeking students in the SPC have first preference for enrollment in SPC classes.

Cross-registered students may only take up to four courses (12 credit hours) in the SPC. Any exception to this policy can only be granted by the Dean or the Dean's designate, and must be petitioned for in the appropriate manner. An "Approval to Enroll in a Class in Another School" form, found on the web at www.regent.edu/admin/registrar/studentforms.cfm, must be completed by the student and signed by the appropriate professor prior to the student's registration through their home school.

Students who have previously applied for admission to the SPC, either by original degree-seeking application, non-degree application or as a joint degrees applicant, and have been denied admission to our school, will have to submit an Academic Petition to the SPC to be considered for cross-registration

GRE Writing Assessment Required (now part of the GRE General Test)
Students may be denied admittance into a program in the SPC based on a poor evaluation of their writing sample/skills.

Failing Grades (B- or Below)
The general grading policy for each course in the SPC is that any grade below a B is considered not satisfactory for graduate level work. Receiving a grade of B- will result in the student retaking the course.

DEGREE PROGRAMS

PROGRAM CHANGES DISCLAIMER STATEMENT

Programs may choose to add or delete courses and course progressions from time to time; if a student is in a degree program over several years, there may be differences between what is offered and what is in the original catalog. Students will work with their individual advisors to ensure that they have met all requirements for graduation under the following stipulations:

The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement unless the student is in a remedial situation that is clearly documented.

In the case of a student stopping out of a program and being readmitted, the student will be under the catalog of the year of readmission.

Students may, with approval, take more credit hours than required in their catalog. However, financial aid will not be available for courses outside of the approved degree program.

If a student has a required course that is no longer offered, the advisor will help the student find a substitute course at Regent or through the consortium.

Psy.D. in Clinical Psychology (123 credit hours beyond the Bachelor's)
The Psy.D. integrates scholarly and rigorous academic training, clinical practice and research within a Christian worldview. Students are prepared to compete for national internships as well as subsequent licensure in Virginia and other states with similar requirements.

The Psy.D. is a terminal professional degree. The degree is designed to be responsive to society's need for Christian psychologists functioning in a variety of leadership roles. Graduates have the potential to serve in such diverse roles as clinical directors of agencies; hospital staff members; directors of Christian counseling centers and private practices; consultants to business and industry; academic instructors; supervisors of new clinicians; office-holders in local, state and national professional organizations; members of boards of directors of human services agencies; members of licensing boards; consultants to churches and schools; managed care case managers and administrators; and a variety of other roles.

The program is completed full-time in four years, plus one year of internship. Students entering at the master's level may be able to complete the coursework in three years with an additional year of internship for a total of four years. All students enrolled in Psy.D. are required to attend the program on a full-time basis. A fixed curriculum progression has also been established to ensure that students follow a logical and cumulative program of clinical training. While the Psy.D. program is designed to mentor general practitioners of clinical psychology, there is opportunity for each student to pursue more specialized interests through course electives and focused practice. This flexibility allows for students to adapt their training to meet the licensing requirements of many different states and jurisdictions. Before selecting such optional and individualized components of the program, each student should review the specific requirements of the jurisdiction in which they plan to practice.

The program coursework content includes biological, social, behavioral and affective bases of behavior, as well as study of individual differences. These courses provide a foundation for preparation as a clinical psychologist. The program has an integrative approach: integration of clinical work and coursework, integration of faith and practice and integration of multicultural, ethical and diversity issues in both didactics and practice. The program culminates in a 2,000-hour internship and the dissertation project.

The research sequence introduces the student to statistical methods, research design, program evaluation and outcome research in psychotherapy. These experiences prepare the student for completing the dissertation project requirement. The dissertation project may be empirical, theoretical or applied and is normally completed in the fourth year. The goal of the research sequence is to equip students with the knowledge and skills to effectively understand and apply research literature to appropriate clinical areas. The Psy.D. program includes yearly assessments of students, as well as a candidacy exam. A comprehensive examination given in the third year serves to determine admission to doctoral candidacy.

Students are encouraged to apply to a wide variety of internship sites including the military, veteran's hospitals, state psychiatric hospitals and community and private outpatient clinics. The emphasis will be on obtaining the best American Psychological Association (APA) and Association of Psychology Postdoctoral and Internship Centers (APPIC) internships available for each student. The internship application process begins in the students' fourth year. These paid positions are located outside of the Virginia Beach area.

The faculty brings a wealth of experience and a diversity of theoretical background. Among these professionals are both full-time and adjunct faculty members. Despite a diversity of theoretical orientation, the faculty is united by a common commitment to a Christian worldview and to providing quality, professional training.

Required Core Courses:

History & Systems of Psychology
PSY 600 Clinical Psychology 3
PSY 723 History & Systems of Psychology 3

Individual Behavior
PSY 626 Personality Theory 3
PSY 638 Psychopathology 3

Cognitive/Affective Bases of Behavior
PSY 716 Affect, Cognition & Motivation 3

Biological Bases of Behavior
PSY 715 Biological Bases of Behavior 3

Human Development
PSY 640 Life Span Psychology 3

Social Bases of Behavior
PSY 717 Social Psychology 3

Research, Statistics & Design
PSY 617 Research Design 3
PSY 714 Statistics 3

Methods of Assessment
PSY 725 Intelligence Testing & Psychometrics (Lab) 4
PSY 726 Personality Assessment & Psychometrics 3
PSY 728 Advanced Assessment 2
PSY 732 Clinical Assessment & Treatment Planning 2

Clinical Practice
PSY 614 Clinical Child & Pediatric Psychology 3
PSY 621 Clinical Interviewing 2
PSY 627 Psychotherapies I 3
PSY 628 Psychotherapies II 2
PSY 647 Family Therapy 3
PSY 662 Community Psychology 3
PSY 733-738 Clinical Practica Case Consultation 12
PSY 739 Advanced Practica 1
PSY 763 Supervision & Consultation 3

Ethics, Standards & Diversity

PSY 661 Ethics, Professional Orientation & Legal Issues in Psychotherapy 3
PSY 670 Multicultural Psychology 3

Spiritual Formation Sequence

PSY 712 Hermeneutics & Application 2
PSY 776 Psychology of Religion 3
PSY 777 Survey of Christianity 3
PSY 778 Spiritual Direction 3
PSY 779 Applied & Clinical Integration 3
PSY 780 Integration Capstone 1

Psy.D. Dissertation

PSY 700 Dissertation Methodology Seminar 1
PSY 701-703 Dissertation 9
PSY 718 Dissertation Proposal 1

Internship (3 minimum)

PSY 801-803 Clinical Internship (at 1 credit each) 3

Psy.D. Electives (15 credits required)

PSY 635 Addictive Behavior 3
PSY 639 Advanced Psychopathology 3
PSY 648 Human Sexuality 3
PSY 654 Group Therapy 3
PSY 660 Business Issues in Professional Practice 3
PSY 740 Mental Health and Missions Practica 3
PSY 744 Marital Therapy 3
PSY 749 Advanced Marriage & Family Psychotherapy 3
PSY 750 Psychology of Women 3
PSY 751 Adult & Gerontological Psychology 3
PSY 755 Advanced Group Psychotherapy 3
PSY 759 Human Neuropsychology 3
PSY 764 Program Development & Evaluation 3
PSY 768 Forensic Psychology 3
PSY 771 Clinical Psychopharmacology 3
PSY 773 Psychology of Trauma & Crisis 2
PSY 774 Health Psychology 3
PSY 781-786 Research Group 1–6 (at 1 credit each) 1
(Does not count toward the 9 credit-hour elective requirement.)

Ph.D. in Counselor Education & Supervision (66 credit hours beyond the master's degree)

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

The Ph.D. in Counselor Education & Supervision is unique in this country, offering a rigorous biblical worldview curriculum and clinical training program entirely in an e-learning (online) format, with three brief residencies. Students receive the education and training necessary to become leaders who will make a difference in the discipline of counseling as college and university educators, advanced clinical practitioners and counseling professionals in a wide variety of career roles.

The Ph.D. in Counselor Education & Supervision represents the advanced degree in the pursuit of higher education in the discipline of counseling. Regent's doctoral program in Counselor Education & Supervision is both theoretical and experiential and is intended to prepare students to work as counselor educators, counselor supervisors, advanced practitioners in clinical settings and leaders in the field of counseling. The emphasis of the doctoral program is on training educators to teach counseling at the college and university level, with commensurate emphasis on the

development of the advanced clinical skills, which are necessary to teach and supervise counseling effectively, as well as enhance the practice of the professional counselor.

The program requires the master's degree as a prerequisite. Students matriculate on a full-time basis in a lockstep course sequence the first two years of the program. Students may be able to complete the program within three and one-half to four years, including the capstone events of the one-year internship and completion of the dissertation project.

The program is offered entirely online via the Regent Worldwide Campus, with three mandatory brief residencies during which students will be required to come to a designated location, most likely the Virginia Beach Campus, for 10 to 14 days for intensive teaching, orientation and workshop events. The program may be especially appealing to individuals who want or need the flexibility of an online, nonresident program to meet their current commitments to family or job.

The Ph.D. in Counselor Education & Supervision will prepare individuals for a wide variety of counseling leadership positions, including those who want to teach counseling and supervision at the college or university level; practicing professional counselors who want to provide supervision services; licensed professional counselors who want to advance the level of their clinical skills; individuals who want to assume leadership positions in the discipline of counseling (e.g., Director of Mental Health Services for an agency or non-profit organization); school counselors seeking promotion or leadership positions (e.g., Director of Guidance positions for school districts); individuals who want to do research and/or write professionally; and individuals who want to add consultation or program evaluation to their array of existing professional counseling services or develop a practice based on these professional counseling services.

Coursework has been developed along an educator/practitioner paradigm. The precepts underlying the education and training of counseling professionals at Regent University follow the developmental model. Students are trained to understand the individual in terms of where he or she is in the ongoing process of growth, development and passage through life stages, and explore with the individual any aspects of development in social, cognitive, emotional and behavioral spheres that might have been delayed or interrupted. The program integrates and applies Judeo-Christian principles throughout its curriculum, to educate students cognitively, clinically *and* spiritually to work in a diverse society.

The Ph.D. program accepts as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry, and it prepares students to generate new knowledge for the counseling profession through research. Students receive a thorough experience in research via three advanced level courses designed to develop and sharpen their researching and professional writing skills. Candidates for the Ph.D. degree must apply the knowledge gained from their doctoral courses to conceive, plan and present an acceptable dissertation. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. It must add to or modify what was previously known, or present a significant interpretation of the subject based upon original investigation and research.

The program faculty members consist of both full-time and adjunct educators sought after because of their particular experience and expertise in the cognate areas of the doctoral program. All faculty incorporate curricular experiences that address the integration of faith and learning in the pursuit of developing in each individual student the highest level of competence in counseling knowledge and skill, and in the counselor's ethical responsibility to respect each client's spirituality level, always mindful not to impart one's own values and beliefs on others. Because of the multifaceted training available in the program, graduates are able to function as effective and ethical counseling professionals in both secular and Christian settings.

Required courses (Unless otherwise designated, all courses are 3 credit hours)

CES 617 Quantitative Research Methodology
CES 618 Qualitative Research Methodology
CES 626 Advanced Counseling & Career Theories
CES 670 Multicultural Issues in Counseling
CES 700 Proposal Development
CES 701-704 Dissertation research (minimum of 12 credit hours)
CES 714 Statistics
CES 715 Advanced Multivariate Statistics
CES 728 Advanced Assessment
CES 740 Instruction in Counselor Education
CES 749 Advanced Marriage & Family Counseling and Consultation
CES 755 Advanced Theory in Group Counseling
CES 763 Supervision & Consultation
CES 789 CES Capstone: Counseling & Christian Thought
CES 801 Internship I (1)

CES 802 Internship II (1)
CES 803 Internship III (1)

Electives (minimum of 12 credit hours required, 3 of which must come from CES 770-772)
CES 614 Advanced Child & Adolescent Therapy
CES 635 Family Dynamics of Addictions
CES 639 Advanced Psychopathology for Counselors
CES 648 Human Sexuality
CES 660 Business Issues in Professional Practice
CES 680 Teaching Praxis I
CES 681 Teaching Praxis II
CES 745 Teaching on Spirituality in Therapeutic Contexts
CES 750 Counseling of Women
CES 760 Program Evaluation
CES 765 Advanced Consultation Practices
CES 770 Advanced Practicum in Individual Counseling
CES 771 Advanced Practicum in Group Counseling
CES 772 Advanced Practicum in Marriage and Family Counseling
CES 775 Models of Inner Healing & Forgiveness
CES 780 Introduction to Spiritual Formation in Counseling Professionals

M.A. in Counseling

The clinical M.A. is available in two study tracks: school or community counseling. This program and these two tracks are offered on the Virginia Beach campus. Graduates of these clinical programs will be prepared with the educational requirements for licensure in Virginia, and in states with compatible requirements. The school counseling track is state-approved for licensure as a school counselor in Virginia and has reciprocity with 27 other states. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following program areas offered by the School of Psychology & Counseling of Regent University in Virginia Beach: Community Counseling (M.A.) and School Counseling (M.A.).

Students must pass the Counselor Preparation Comprehensive Examination (CPCE) as part of their degree requirements for the M.A. in Counseling (community and school tracks). Students may take the CPCE after they have completed a minimum of 27 credit hours of coursework. It is recommended that full-time students take the exam in the fall term of their second year, or at least one full term prior to their term of expected graduation. Pertinent course work in each of the CPCE subject areas should be taken prior to the exam whenever possible.

Students should complete 30 credit hours of coursework before starting their internship experience. This will allow the 600 hours of internship to count towards licensure.

Competency Assessments

The School of Psychology & Counseling is committed to program effectiveness. As a means of fulfilling this commitment, and to ensure that students obtain mastery level skills, competency assessment probes have been developed throughout the training. These probes have been incorporated into several separate courses to allow students to demonstrate attainment of critical skills crucial to their development as counselors. Adequate performance on each probe is necessary to assure progress through the program. In addition, each student in the community or school program will take, as an exit exam, the Counselor Preparation Comprehensive Examination (CPCE). While all students must take the exam, as of the entering class of 2002, it will be a criterion for receiving the master's degree in counseling for those students.

Professional Development

Each student is expected to mature in several crucial areas that are considered essential to professional development. In each course, professors assess students' progress in each of these areas and help students take steps to remediate deficiencies. The areas are: general knowledge, subject knowledge, application skills, integration, workmanship, self-control/maturity, relationships, ethical practice and communication/expression.

Personal Growth Group

Since we live and grow in community, students will have a focused group experience as a lab component of the group-counseling course. The experience provides an opportunity for personal growth through a directed group experience, as

well as an opportunity to apply concepts learned in the didactic sector of group class. All students are required to participate in this lab for one term.

Community Counseling Emphasis (60 credit hours)

This program provides the academic and applied training necessary for someone seeking employment as a counselor in a private practice, community agency or church counseling center. It also meets the Virginia Board of Counseling academic requirement for licensure of 60 credit hours. For qualified students, it can be structured for pre-doctoral studies. Academic work taken in a post-master's status is not eligible for financial aid.

To enhance students' training experiences, students in the community program will be required to participate in a minimum of four personal growth counseling sessions. Students are responsible for the cost incurred.

Core Content Areas (33)

Human Growth & Development
COUN 540 Human Growth & Development 3

Social & Cultural Foundations
COUN 545 Concepts of Family Systems 3
COUN 570 Multicultural Counseling 3

Helping Relationships
COUN 500 Helping Relationships 3
COUN 521 Counseling Skills & Techniques 3
COUN 526 Theories of Counseling 3

Group Work
COUN 554 Group Counseling 3

Career & Lifestyle Development
COUN 536 Career & Lifestyle Development 3

Appraisal
COUN 532 Assessment Techniques in Counseling 3

Research & Program Evaluation
COUN 517 Research & Statistics 3

Professional Orientation
COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling 3

Community Track Content Areas (9)
COUN 535 Addictive Behaviors 3
COUN 538 Psychopathology 3
COUN 562 Community Counseling 3

Practicum (3)
COUN 523 Practicum 3

Internship (6)
COUN 595 A&B Internship in Community Counseling (3 credits each) 6

Electives
COUN 514 Counseling Children & Adolescents 3
COUN 515 Adult & Gerontological Counseling 3
COUN 534 Models of Inner Healing & Forgiveness 3
COUN 546 Marital Therapy 3
COUN 547 Models of Family Therapy 3
COUN 548 Human Sexuality 3
COUN 549 Issues in Sexual Abuse 3
COUN 550 Counseling of Women 3
COUN 553 Developmental Marriage & Family Counseling 3
COUN 560 Business Issues in Professional Practice 3
COUN 578 Applied Integration in Counseling 3

Cross-listed courses with the Psy.D. program are available for M.A. students with permission of their advisor.

(Choice of electives can lead to a concentration in Child & Adolescent Counseling or Marriage & Family.)

School Counseling Emphasis (60 credit hours)

This program provides the courses necessary for meeting the State of Virginia school counselor requirements for employment as a school counselor, K-12. The program awards the M.A. in Counseling.

As with the community counseling degree plan, this program meets the Virginia Board of Counseling academic requirement for licensure of 60 credit hours. Academic work taken in a post-master's status is not eligible for financial aid.

To enhance students' training experiences, students in the school program will be required to participate in a minimum of four personal growth counseling sessions. Students are responsible for the cost incurred.

Core Content Areas (33)

Human Growth & Development
COUN 540 Human Growth & Development 3

Social & Cultural Foundations
COUN 545 Concepts of Family Systems 3
COUN 570 Multicultural Counseling 3

Helping Relationships
COUN 500 Helping Relationships 3
COUN 521 Counseling Skills & Techniques 3
COUN 526 Theories of Counseling 3

Group Work
COUN 554 Group Counseling 3

Career & Lifestyle Development
COUN 536 Career & Lifestyle Development 3

Appraisal
COUN 532 Assessment Techniques in Counseling 3

Research and Program Evaluation
COUN 517 Research & Statistics 3

Professional Orientation
COUN 561 Ethics, Professional Orientation & Legal Issues in Counseling 3

School Track Content Areas (9)
COUN 514 Counseling Children & Adolescents 3
COUN 516 Principles of School Counseling 3

Practicum (3)
COUN 523 Practicum 3

Internship (6)
COUN 594 A&B Internship in School Counseling (3 credits each) 6

Electives (optional)
COUN 515 Adult & Gerontological Counseling 3
COUN 534 Models of Inner Healing & Forgiveness 3
COUN 535 Addictive Behaviors 3
COUN 538 Psychopathology 3
COUN 546 Marital Therapy 3
COUN 547 Models of Family Therapy 3
COUN 548 Human Sexuality 3
COUN 549 Issues in Sexual Abuse 3

COUN 550 Counseling of Women 3
COUN 553 Developmental Marriage & Family Counseling 3
COUN 560 Business Issues in Professional Practice 3
COUN 562 Community Counseling 3
COUN 578 Applied Integration in Counseling 3
EMTP 503 Character Development & Classroom Management 3
Other electives from the School of Education may be chosen with the approval of the student's advisor.

M.A. in Clinical Mental Health Counseling

The clinical M.A. is available in two study specializations online: school or clinical mental health counseling. The program is offered entirely online via the Regent Worldwide Campus, with three mandatory brief residencies during which students will be required to come to a designated location, most likely the Virginia Beach Campus, for 7 to 14 days for intensive teaching, orientation and workshop events. The program may be especially appealing to individuals who want or need the flexibility of an online, nonresident program to meet their current commitments to family or job.

Graduates of these clinical programs will be prepared with the educational requirements for licensure in Virginia, and in states with compatible requirements. The school counseling specialization is state-approved for licensure as a school counselor in Virginia and has reciprocity with 27 other states. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following program areas offered by the School of Psychology & Counseling of Regent University in Virginia Beach: Community Counseling (M.A.) and School Counseling (M.A.). This program is designed according to the 2009 CACREP standards and will be submitted for accreditation review when appropriate.

Students must pass the Counselor Preparation Comprehensive Examination (CPCE) as part of their degree requirements for the M.A. in Clinical Mental Health Counseling (clinical mental health and school specializations). Students may take the CPCE after they have completed a minimum of 27 credit hours of coursework. It is recommended that full-time students take the exam in the fall term of their second year, or at least one full term prior to their term of expected graduation. Pertinent course work in each of the CPCE subject areas should be taken prior to the exam whenever possible.

Students should complete 30 credit hours of coursework before starting their internship experience. This will allow the 600 hours of internship to count towards licensure.

Competency Assessments

The School of Psychology & Counseling is committed to program effectiveness. As a means of fulfilling this commitment, and to ensure that students obtain mastery level skills, competency assessment probes have been developed throughout the training. These probes have been incorporated into several separate courses to allow students to demonstrate attainment of critical skills crucial to their development as counselors. Adequate performance on each probe is necessary to assure progress through the program. In addition, each student in the clinical mental health or school program will take, as an exit exam, the Counselor Preparation Comprehensive Examination (CPCE). Passing the exam is a required criterion for receiving the master's degree in Clinical Mental Health Counseling for both specializations.

Professional Development

Each student is expected to mature in several crucial areas that are considered essential to professional development. In each course, professors assess students' progress in each of these areas and help students take steps to remediate deficiencies. The areas are: general knowledge, subject knowledge, application skills, integration, workmanship, self-control/maturity, relationships, ethical practice and communication/expression.

Personal Growth Group

Since we live and grow in community, students will have a focused group experience as a lab component of the group-counseling course. The experience provides an opportunity for personal growth through a directed group experience, as well as an opportunity to apply concepts learned in the didactic sector of group class. All students are required to participate in this lab for one term.

Clinical Mental Health Counseling Specialization (60 credit hours)

This program provides the academic and applied training necessary for someone seeking employment as a counselor in a private practice, community agency or church counseling center. It also meets the Virginia Board of Counseling academic requirement for licensure of 60 credit hours. For qualified students, it can be structured for pre-doctoral studies. Academic work taken in a post-master's status is not eligible for financial aid.

To enhance students' training experiences, students in the clinical mental health program will be required to participate in a minimum of four personal growth counseling sessions. Students are responsible for the cost incurred.

Core Content Areas (33)

Human Growth & Development

CMHC 540 Human Growth & Development 3

Social & Cultural Foundations

CMHC 545 Concepts of Family Systems 3
CMHC 570 Multicultural Counseling 3

Helping Relationships

CMHC 500 Helping Relationships 3
CMHC 521 Counseling Skills & Techniques 3
CMHC 526 Theories of Counseling 3

Group Work

CMHC 554 Group Counseling 3

Career & Lifestyle Development

CMHC 536 Career & Lifestyle Development 3

Appraisal

CMHC 532 Assessment Techniques in Counseling 3

Research & Program Evaluation

CMHC 517 Research & Statistics 3

Professional Orientation

CMHC 561 Ethics, Professional Orientation & Legal Issues in Counseling 3

Clinical Mental Health Content Areas (9)

CMHC 535 Addictive Behaviors 3
CMHC 538 Psychopathology 3
CMHC 562 Clinical Mental Health Counseling 3

Practicum (3)

CMHC 523 Practicum 3

Internship (6)

CMHC 595 A&B Internship in Clinical Mental Health Counseling (3 credits each) 6

Residency (0)

CMHC 596 A, B, C, Residency 0

Electives (9)

CMHC 514 Counseling Children & Adolescents 3
CMHC 515 Adult & Gerontological Counseling 3
CMHC 534 Models of Inner Healing & Forgiveness 3
CMHC 546 Marital Therapy 3

CMHC 548 Human Sexuality 3
CMHC 549 Issues in Sexual Abuse 3
CMHC 550 Counseling of Women 3
CMHC 553 Developmental Marriage and Family Counseling 3
CMHC 560 Business Issues in Professional Practice 3
(Choice of electives can lead to a concentration in Child & Adolescent Counseling or Marriage & Family.)

School Counseling Specialization (60 credit hours)

This program provides the courses necessary for meeting the State of Virginia school counselor requirements for employment as a school counselor, K-12. The program awards the M.A. in Clinical Mental Health Counseling.

As with the clinical mental health counseling degree plan, this program meets the Virginia Board of Counseling academic requirement for licensure of 60 credit hours. Academic work taken in a post-master's status is not eligible for financial aid.

To enhance students' training experiences, students in the school program will be required to participate in a minimal of four personal growth counseling sessions. Students are responsible for the cost incurred.

Core Content Areas (33)

Human Growth & Development
CMHC 540 Human Growth & Development 3

Social & Cultural Foundations
CMHC 545 Concepts of Family Systems 3
CMHC 570 Multicultural Counseling 3

Helping Relationships
CMHC 500 Helping Relationships 3
CMHC 521 Counseling Skills & Techniques 3
CMHC 526 Theories of Counseling 3

Group Work
CMHC 554 Group Counseling 3

Career & Lifestyle Development
CMHC 536 Career & Lifestyle Development 3

Appraisal
CMHC 532 Assessment Techniques in Counseling 3

Research and Program Evaluation
CMHC 517 Research & Statistics 3

Professional Orientation
CMHC 561 Ethics, Professional Orientation & Legal Issues in Counseling 3

Clinical Mental Health Content Areas (9)

CMHC 535 Addictive Behaviors 3
CMHC 538 Psychopathology 3
CMHC 562 Clinical Mental Health Counseling 3

Practicum (3)

CMHC 523 Practicum 3

Internship (3)

CMHC 595A Internship in Clinical Mental Health Counseling (3 credits each) 3

Residency (0)
CMHC 596 A, B, C, Residency 0

School Emphasis Content Areas (12)
CMHC 514 Counseling Children & Adolescents 3
CMHC 516 Principles of School Counseling 3
CMHC 594 A&B Internship in School Counseling 6

Electives (optional)
CMHC 515 Adult & Gerontological Counseling 3
CMHC 534 Models of Inner Healing & Forgiveness 3
CMHC 546 Marital Therapy 3
CMHC 548 Human Sexuality 3
CMHC 549 Issues in Sexual Abuse 3
CMHC 550 Counseling of Women 3
CMHC 553 Developmental Marriage and Family Counseling 3
CMHC 560 Business Issues in Professional Practice 3
Other electives from the School of Education may be chosen with the approval of the student's advisor.

M.A. in Human Services Counseling (HSC), (30 Credit Hours)

This program is designed to offer human relations training to clergy and others in Christian ministry and/or organizational settings who desire counseling skills. Graduates of the program will be prepared to work in a variety of settings not requiring licensure. This program is offered online via the Regent Worldwide Campus. Students completing the HSC Program are required to attend a 5-day Residency at the Virginia Beach campus. The focus of the Residency experience will be in further sharpening individual/group counseling skills; addressing legal, ethical, and liability issues; and allowing for the benefit of some clinical supervision and feedback prior to graduation.

The purpose of this track is to provide training and practice in interpersonal skills using a biblical foundation of human nature. Its primary objective is to place into churches, the community, and work place, people who are skillful, caring and can help develop the spiritual and emotional well-being of those with whom they interact. The goal of the program is not to develop clinical professionals, but to train students who seek to help others within church, ministry, and care-giving settings.

For those students not seeking professional licensure, the HSC emphasis fulfills all requirements for joint degrees for all schools in the university. A listing of the courses that comprise the partner component of this joint degrees program may be obtained from the partner school.

Courses (30)
HSC 500 Foundations of Counseling 3
HSC 513 Issues in Counseling 3
HSC 524 Counseling Skills & Techniques I 3
HSC 525 Counseling Skills & Techniques II 3
HSC 544 Marriage & Relationship Counseling 3
HSC 546 Counseling Children & Adolescents 3
HSC 552 Group Counseling 3
HSC 560 Counseling Models & Strategies 3
HSC 561 Community & Crisis Counseling 3
HSC 570 Multicultural Counseling 3
HSC 571 Residency 0

Certificate of Advanced Counseling Studies (CACS) (30 Credit Hours)

Located at the Virginia Beach campus, the CACS is a 30-credit hour continuation program for HSC students or for anyone who has obtained a master's degree in counseling or a related field of study and wishes to pursue additional coursework that will meet current State requirements for School Guidance Counseling or as a Licensed Professional Counselor. ***Due to changes made in the HSC Program (effective for the 2006-2007 academic year) the CACS Program is not available to those HSC students who began their program after the Fall Term 2005. This is because some of the original HSC core courses which are required for the Community/School track, have been removed and either replaced with more ministry-oriented courses or have had only components of the original courses integrated into the updated program.*** Students who are considering the HSC Program but are

ultimately interested in pursuing professional licensure, should plan on applying to and enrolling in the Community/School Counseling Program at the onset of their graduate studies. It is also important to note that if a student is relying upon Federal loan monies for their tuition, these types of loans typically do not cover certificate programs such as CACS.

Students who have already successfully completed the HSC Program or have begun the program during the Fall Term 2005 or earlier, may apply for the CACS Program. The CACS Program is designed to augment the students' basic knowledge and skills that were acquired in the HSC Program and to fill in the necessary academic and experiential "gaps" in order to meet State licensure requirements. Passing CACS 623 Practicum is a prerequisite to be officially accepted into the program.

The following requirements must be satisfied for admissions into the CACS program:

1. All applicants must have successfully completed the HSC Program in either the on-campus or the online format or a degree program at another accredited university that is equivalent to the HSC degree.
2. All applicants must submit an updated Goals Statement to the SPC Admissions Department.
3. All Regent University applicants will submit an Academic Petition to the SPC Admissions Department, which has been signed by their current advisor requesting consideration for admission into the program. Approval of this petition does not mean that the applicant will automatically be admitted into the program. This is not necessary for applicants with equivalent degrees from another university.
4. All applicants will submit an additional letter of recommendation to the SPC Admissions Department from at least one current faculty member with whom they have taken a course in their Counseling Program (other than their advisor).
5. All applicants will submit one of their APA formatted papers from the HSC Program or other equivalent university program to the Admissions Committee.
6. Any applicant who has received lower than a B+ in either HSC 524 (Intro. Counseling Skills & Techniques) or HSC 525 (Advanced Counseling Skills & Techniques) or has taken these classes online, must submit at least two videotapes from each class for review by the Admissions Committee. If the committee feels that a skill deficiency exists, the applicant may be required to take COUN 521 (Counseling Skills & Techniques) as an additional perquisite along with CACS 623 (Practicum). If prior videotapes are unavailable or an applicant has a degree from another accredited university, the applicant will need to submit videotaped examples of their counseling skills at the direction and discretion of the Admissions Committee.
7. Any applicant who takes HSC 552 (Group Dynamics) in the online format will be required to take COUN 554 (Group Counseling) as an additional prerequisite since they will need to have the experience of participating in an actual process group under supervision. Applicants from another accredited university program will need to submit a copy of their Group Counseling course syllabus to the Admissions Committee.
8. Since CACS 623 is currently only offered in the spring term, CACS students who have been accepted into the program may take approved courses in the previous fall term and/or concurrently with CACS 623 by submitting an Academic Petition making the request, and with the understanding that they must successfully pass Practicum (as well as any other identified prerequisites) before they can continue the program. Additionally, if students elect this option, they understand, consent to, and accept the risk of investing their finances and time into other CACS courses without any guarantee that they will be permitted to continue taking courses after the Practicum class. CACS 661 (Ethics) cannot be taken prior to the successful completion of the Practicum.

Students in the CACS Program will complete a required sequence of courses before going out on Internship, as in the MA in Community and School Counseling Programs. Students with counseling degrees from institutions other that Regent University will be handled on a case-by-case basis.

Basic CACS Course Progression for Community and School Tracks

HSC Program (prior to 2006-2007 Academic Year)

HSC 500 Helping Relationships 3
HSC 513 Church-Based Counseling 3
HSC 524 Introductory Counseling Skills & Techniques 3
HSC 525 Advanced Counseling Skills & Techniques 3
HSC 526 Theories of Counseling 3
HSC 534 Models of Inner Healing & Forgiveness 3
HSC 544 Marriage & Family Issues 3
HSC 552 Group Dynamics 3

HSC 562 Community Counseling 3
HSC 570 Multicultural Counseling 3

Total credits 30

Prerequisite for both Tracks: CACS 623 Practicum **3**

Community Track

CACS 617 Research & Statistics 3
CACS 632 Assessment Techniques 3
CACS 635 Addictive Behaviors 3
CACS 636 Career & Lifestyle Development 3
CACS 638 Psychopathology 3
CACS 640 Human Growth & Development 3
CACS 645 Concepts of Family Systems 3
CACS 661 Ethics, Prof. Orientation, & Legal Issues 3
CACS 695 A&B Internship in Community Counseling (3 credits each) 6

Total credits 33

School Track

CACS 614 Counseling Children & Adolescents 3
CACS 616 Principles of School Counseling 3
CACS 617 Research & Statistics 3
CACS 632 Assessment Techniques 3
CACS 636 Career & Lifestyle Development 3
CACS 640 Human Growth & Development 3
CACS 645 Concepts of Family Systems 3
CACS 661 Ethics, Prof. Orientation, & Legal Issues 3
CACS 694 A&B Internship is School Counseling (3 credits each) 6

Total credits 33

Students having master's degrees from other universities may need an individualized program designed to meet professional licensure or school requirements. All students are advised to consult their assigned advisor for an assessment of all prior work to determine if there are classes other than those taken within the CACS that will be needed to meet the requirements for their desired license.

COURSE DESCRIPTIONS

Optional Curricula

The academic programs at Regent University provide opportunities for students to pursue individual study under the guidance of a competent faculty member. Special courses and seminars that are not part of the listed catalog courses are taught periodically to supplement each school's regular course offerings. The following course numbers apply to various schools in the university. Consult with your advisor or dean's office for specific policies and procedures for these courses in your school.

575/675 Special Topics Courses (varies) Special interest courses are normally offered only once unless appropriate action is taken to add them to the regular catalog courses.

585/685 Seminar (varies) In-depth study and discussion of various specific topics related to each school. May include faculty presentations, student presentations, outside speakers and/or a combination of these. Seminars may be scheduled to meet throughout a term or for a shorter concentrated time.

589/689 Workshops (varies) Hands-on experience in a variety of areas. Faculty members combine theory and knowledge of a particular topic with practical application of that theory and knowledge in a classroom setting. May be scheduled to meet throughout a term or for a shorter concentrated time.

590/690 Independent Study (varies) Learning experience to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time and resources permit. May be chosen for one of the following reasons:

- The subject matter or academic activity is not included in regular course offerings and is pertinent to your degree interests.
- The subject matter of academic activity is significantly beyond the scope of scheduled course offerings.
- An independent study shall constitute a contract between student and teacher, and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the study shall be equivalent to that expected in the classroom.
- An independent study course shall be subject to the same academic policies as a regular course except that incomplete work shall be subject to the In Progress (IP) grade policy. The value of the independent study shall vary from one to four semester hours. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements. To register for an independent study, students must submit an approved Individual Study Form to the school registration representative and register for the independent study during the registration period for the term in which the student intends to begin the study.

Ph.D. in Counselor Education & Supervision

CES 614 Advanced Child & Adolescent Therapy (3) Examine theories, techniques, and empirical findings essential to the treatment of children and adolescents. Emphasis is placed on developmental, cultural, and family parameters related to effective therapy with children and adolescents. Particular attention is paid to ethical, developmentally appropriate diagnostic and treatment strategies in therapy tailored to the needs of children and or adolescents.

CES 617 Quantitative Research Methodology (3) Emphasizes advanced examination of quantitative research such as experimental and quasi-experimental designs and the development of advanced level quantitative research skills. Examines ethical issues involved in research and the impact of subject diversity on research design, measurement, implementation and generalization of findings. Covers use of library resources. Critically evaluates research publications vis-à-vis types of research, the range of research designs, research methodology and subject-related study elements.

CES 618 Qualitative Research Methodology (3) Emphasizes advanced examination of qualitative research designs such as grounded theory, ethnographic, and phenomenological methodologies and the development of advanced level qualitative research skill. Includes the development of competencies in qualitative data collection, analysis and oral and written data presentation.

CES 626 Advanced Counseling & Career Theories (3) Study in depth the major theories of personality and career development, including the philosophical and psychological assumptions that underlie them. Explore the relationship of

personality theory and career theory to counseling clinical practice, as well as the biblical perspective in the study of personality and career theories. Emphasis on social change theory and the role of the counselor as advocate.

CES 635 Family Dynamics of Addictions (3) Intergenerational patterns of addiction in the family will be explored, including patterns of functioning, prescribed roles of individual family members and the bio-psycho-social-spiritual model of addictions. Emphasis will be given to the family as a dynamic system and the impact of a variety of addictive behaviors and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective.

CES 639 Advanced Psychopathology for Counselors (3) Examine the history and nature of pathology, current views and approaches to psychopathology, the role of psychopharmacology as a treatment approach, diagnosis using the current revision of the DSM, and the use of diagnostic assessment tools in psychopathology. Emphasis will be placed on review of case studies as supported by current research.

CES 648 Human Sexuality (3) Human sexuality, including assessment and intervention for sexuality related and gender specific issues and what it means to view persons as sexual beings. Diverse views of human sexuality existent in the Christian community and broader society including intimacy, sexual ethics, sexual deviancy, gender identity, gender stereotypes, and sexual disorders especially as applied to the clinical setting.

CES 660 Business Issues in Professional Practice (3) Review business practices, skills needed to plan and organize important elements and biblically based leadership skills relevant to establishing and operating a counseling-related business.

CES 670 Multicultural Issues in Counseling (3) Provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

CES 680 Teaching Praxis I (3) Examine the theoretical and applied aspects of the human learning process related to postsecondary teaching and learning in counselor education, with an emphasis on instructional planning, organization, delivery, management and evaluation related to teaching counselors-in-training. Synthesize and apply knowledge of learning and instructional processes as teaching assistants in graduate counseling courses. Limited to resident students in teaching assistant status.

CES 681 Teaching Praxis II (3) Continuation of the application of theoretical aspects of the human learning process related to postsecondary teaching and learning in counselor education. Assume a developing role in the graduate counseling classroom as teacher rather than observer. Limited to resident students in teaching assistant status. Prerequisite: CES 680 Teaching Praxis I.

CES 700 Proposal Development (3) Synthesize knowledge of research and research methodology and develop a rationally defensible approach to a research topic in counseling that incorporates fidelity to both Christian faith and the scientific process. Complete a review of literature and draft a dissertation proposal that will be evaluated for methodological strengths and weaknesses.

CES 701-704 Dissertation research (3 credits each) All doctoral candidates must complete the dissertation as a capstone experience of the program. Research conducted under the direction of a dissertation committee. Requires a minimum of 12 credit hours. Prerequisite: Permission of instructor.

CES 705 A, B, C Residency (0) A requirement for incoming, second, and third year PhD students**.**

CES 714 Statistics (3) Examine the relationship between research design and statistical methods, and the principles of probability theory in multivariate analysis, including multiple regression analysis, analysis of variance, analysis of covariance and multivariate analysis of variance. Emphasizes skill in the application of advanced statistical techniques to social science research, interpreting results of statistical analyses and data analyses and presentations.

CES 715 Advanced Multivariate Statistics (3) Multivariate statistical techniques and methods of data analysis including mixed methods ANOVA, logistic regression, repeated measures ANOVA, discriminant analysis, factor analysis, principal component analysis, path analysis, meta-analysis, and structural equation modeling. The assumptions for using the tests and how to evaluate the SPSS output from the different statistical analyses. Prerequisite: CES 714

CES 719 Proposal Continuation (1) For those who need additional time to successfully complete their dissertation proposal. Prerequisite: CES 700.

CES 728 Advanced Assessment (3) Understanding of assessment and evaluation theory and techniques in counseling, and of current topics pertinent to assessment. Examine and critique a variety of assessment instruments used in counseling.

CES 740 Instruction in Counselor Education (3) Overview of the history and development of counselor education with an examination of the theoretical orientation and practical skills necessary to function effectively as a counselor educator. Examine current topics pertinent to teaching counselor education and biblically based leadership skills in the profession of counselor education.

CES 745 Teaching on Spirituality in Therapeutic Contexts (3) Focuses on two objectives: (1) to explore the subject of spirituality and its place in therapy; (2) to introduce instructional methods for exploring spirituality in counseling and supervision. Objective one looks at the history, benefits, limitations, and ethical issues surrounding spirituality in clinical settings. Objective two includes designing a brief curriculum for teaching about spirituality to clients and/or colleagues.

CES 749 Advanced Marriage and Family Counseling & **Consultation (3)** Examination of the diversity of approaches to marriage/family counseling, and the dynamics of couples and family counseling. Students receive practical, supervised experience developing and presenting marriage/family-related psychoeducational and consultative products. Emphasizes development of strategies based upon the special needs and characteristics of diverse client populations and ethical considerations when working with couples and families.

CES 750 Counseling of Women (3) Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman.

CES 755 Advanced Theory in Group Counseling (3). Critical analysis of advanced counseling theories, approaches and modalities applicable to working with groups. Examines integration of biblically based leadership skills relevant to group counseling, with an in-depth exploration of the students' personal approach to group leadership. Emphasizes development of group advanced counseling skills and strategies based upon the special needs and characteristics of diverse client groups.

CES 760 Program Evaluation (3) Focused survey of the concepts and processes related to program evaluation and the steps to perform a program evaluation. Emphasis on the application and demonstration of critical thinking skills related to analyzing and evaluating an array of programs.

CES 763 Supervision & Consultation (3) Critique of the literature in counselor supervision with discussion and didactic emphasis on the role of the counselor supervisor in the dynamics of supervisory relationships. Examines current theories and topics related to consultation. Emphasis on ethical issues in supervision and consultation.

CES 765 Advanced Consultation Practices (3) Advanced examination of theories and models of consultation, and identification and selection of appropriate consultation processes. Emphasis will be given to methods of initiating consultative relationships with stakeholders, problem-solving skills, psychometric assessment techniques to define and address stakeholder concerns, and ethical standards which guide consultant behaviors.

CES 770 Advanced Practicum in Individual Counseling (3) Development and refinement of advanced individual counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off campus sites acquiring at least 30 hours of direct contact that includes clinical/counseling services, conducting supervision of other clinicians regarding their clinical work, and teaching therapy skills. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

CES 771 Advanced Practicum in Group Counseling (3) Development and refinement of advanced group counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off campus sites acquiring at least 30 hours of direct contact that includes group leadership, conducting supervision of other clinicians regarding their group work, and teaching group therapy skills. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

CES 772 Advanced Practicum in Marriage and Family Counseling (3) Development and refinement of advanced marriage and family counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off campus sites acquiring at least 30 hours of direct contact that includes marriage and/or family counseling, conducting supervision of other clinicians regarding their marriage and family clinical work, and teaching therapy skills. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

CES 775 Models of Inner Healing & Forgiveness (3) Focuses on two prominent Christian intervention strategies in soul care, inner healing and forgiveness, and examines several recently developed models of inner healing prayer and forgiveness. Explores inner healing models such as the work of Neil Anderson (Freedom in Christ Ministries) and Ed Smith (Theophostic Ministries). Studies forgiveness models, such as the work of Everett Worthington and Robert Enright. Considers research in the areas of inner healing and forgiveness. Course is offered online only.

CES 780 Introduction to Spiritual Formation in Counseling Professionals (3) Introduction to the theory of spiritual formation from the Judeo-Christian perspective. Examine historical traditions of spiritual formation, define and analyze the process of spiritual formation and articulate your own definition and theory of spiritual formation as a counseling professional.

CES 789 CES Capstone: Counseling & Christian Thought (3) The interface between Christian theology and the counseling profession; the examination of historical and current issues affecting faith and profession, applications of spirituality within the profession and reflection on professional identity formation and application as a culmination of the doctoral experience.

CES 795 Doctoral Project Continuation (1) Must register for 1 credit hour per term if the doctoral project is not complete after the 12 credit hours of CES 701-704. Prerequisite: CES 704.

CES 801 Internship I (1) Supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 200 hours of supervised counseling experience during the internship term. May be taken concurrently with CES 802 or 803 or out of sequence.

CES 802 Internship II (1) Continuation of supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 200 hours of supervised counseling experience during the internship term. May be taken concurrently with CES 801 or 803 or out of sequence.

CES 803 Internship III (1) Continuation of supervised professional activities in counseling. Synthesize knowledge and training by demonstrating a consistent and ethical approach to counseling with a variety of clients. Must accrue a minimum of 200 hours of supervised counseling experience during the internship term. May be taken concurrently with CES 801 or 802 or out of sequence.

M.A. in Counseling/Certificate of Advanced Counseling Studies

COUN 500 Helping Relationships (3) Basic therapeutic skills used in the relationship between counselor and client. Focus on listening, observation and exploration skills. Attention to understanding the professional and personal nature of this healing relationship, as well as the resources in the belief system of the client, that may be mobilized as growth-producing agents. Prerequisite: Take concurrently with COUN 521.

COUN 514/CACS 614 Counseling Children & Adolescents (3) An intensive examination of the counseling strategies used with school-aged children. Assessment strategies and diagnosis will be examined. Recognition of the rights of special student populations will be given attention. Problems, concerns and dynamics underlying the behavior of children and adolescents and their treatment in counseling will be examined. Prerequisites: COUN 526 and COUN 540.

COUN 515 Adult & Gerontological Counseling (3) Study of the processes of adult development and aging with a focus toward clinical applications. Explores physical, mental, emotional, social and spiritual aspects of adult development and aging.

COUN 516 / CACS 616 Principles of School Counseling (3) Provides an understanding of comprehensive K-12 counseling programs to include planning, organizing, implementing and evaluating. Learn how to provide preventive and remedial services that meet and enhance developmental needs and the educational program of the school, and how to be flexible in reacting to differing consumer demands and proactive in providing counseling, consulting, coordinating and guidance services within a school counseling program.

COUN 517 /CACS 617 Research & Statistics (3) Provides underlying principles of social science research with an adequate understanding of academic writing, logical thinking and basic research methods. Further knowledge of research methods, as well as be acquainted with the use of various descriptive and inferential statistics in order to develop strategies to assess research literature.

COUN 521 Counseling Skills & Techniques (3) The first of two courses that focuses on the experiential application of the theories courses and practice of basic counseling skills and techniques. Meet weekly in a group to critique video-taped experience of basic counseling skills and techniques. Prerequisite: Take concurrently with COUN 500. (Pass/Fail grading).

COUN 523/CACS 623 Practicum (3) Sequel to COUN 521 to move on to more advanced counseling skills and techniques, which are videotaped. Involves a field experience in a mental health or school setting. On-site experience includes observing professionals as they function, as well as developing primary level mental health service provision skills. Continue to meet in weekly small groups to critique your application of counseling skills. Prerequisites: for counseling students COUN 500, COUN 521, COUN 526/for CACS students HSC 500, HSC 524, HSC 525, HSC 526. (Pass/Fail grading)

COUN 526 Theories of Counseling (3) Introduction to the major personality and psychotherapeutic theories that undergird current counseling practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories.

COUN 532/CACS 632 Assessment Techniques in Counseling (3) Teaches principles of measurement and assessment and counseling use of various assessment instruments: achievement, aptitude, intelligence, interest and personality. Covers supervision in administering, scoring and interpreting individual evaluation methods. Prerequisite: COUN 538/CACS 638.

COUN 534 Models of Inner Healing & Forgiveness (3) Focuses on two prominent Christian intervention strategies in soul care: inner healing and forgiveness. Examines several recently developed models of inner healing prayer and forgiveness. Explores inner healing models such as the work of Neil Anderson (Freedom in Christ Ministries) and Ed Smith (Theophostic Ministries). Studies forgiveness models, such as the work of Everett Worthington and Robert Enright. Considers research in the areas of inner healing and forgiveness.

COUN 535/CACS 635 Addictive Behaviors (3) Investigates addictive processes associated with dependencies. Addresses assessment, diagnosis, treatment planning and interventions throughout the stages of misuse, abuse and dependency. Explores issues related to addictive disorders such as family dynamics, structure and roles. Emphasis on a structural model of therapy.

COUN 536/CACS 636 Career & Lifestyle Development (3) Studies theories of career and lifestyle development, counseling approaches, ethical issues and applications to the diversity of work settings. Addresses lifespan career program planning, changing roles of men and women, dual-career families and decision-making theories. Includes interrelationship of work, family and leisure along with relevant assessment instruments, career counseling resources and information systems, as well as major issues that impact career choices and work settings such as family issues, mobility of people and work settings and other relevant concerns.

COUN 538/CACS 638 Psychopathology (3) Examination of abnormal behavior as defined by DSM IV-TR and includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Focuses on appropriate use of the DSM-IV-TR, differential diagnosing, cultural overrides and emerging technologies in the treatment of individuals and groups.

COUN 540/CACS 640 Human Growth & Development (3) Study of the processes of human growth and developing patterns of behavior throughout the lifespan. Particular emphasis will be placed on the physical, mental, emotional, intellectual and spiritual growth of the individual.

COUN 545/CACS 645 Concepts of Family Systems (3) In-depth analysis of marital and family relationships. Explore topics such as systems theory, family life development, communication processes and conflict resolution from a scriptural and interaction systems perspective. Examine and evaluate various family structures. Prerequisites: for counseling students COUN 523, COUN 526/for CACS students CACS 623, HSC 526.

COUN 546 Marital Therapy (3) Provides an understanding, demonstration and application of various models and techniques for working with marital couples. Prerequisite: COUN 545.

COUN 547 Models of Family Therapy (3) Examines models of family systems therapy and techniques. Helps beginning family therapists develop a model of practice and apply models to clinical cases.

COUN 548 Human Sexuality (3) Introduces issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: COUN 540.

COUN 549 Issues in Sexual Abuse (3) Comprehensive overview of various issues related to sexual abuse. Addresses the diagnosis, assessment and treatment of child and adult victims and of the perpetrator.

COUN 550 Counseling of Women (3) Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman. Course offered online only.

COUN 553/CACS 653 Developmental Marriage and Family Counseling (3) The successful passage through the developmental stages of marriage and family over the lifespan contributes in positive ways to the health and well-being of marriage and family. This advanced course will integrate the student's Christian worldview, with cultural and ethical issues as they affect the variable stages of life within a family. Included for study and discussion are current social topics of marriage and family developmental stages and historical perspectives that are of concern to the clinical process. Prerequisites: COUN 526, COUN 540, COUN 545.

COUN 554 Group Counseling (3) Conceptual and practical overview of group counseling including the role of group leadership; tools for forming a group and orienting members; and catalysts for interaction skills for conducting and evaluating counseling/therapy groups. Emphasis will be given to leadership techniques used at different stages in the life of a group, as well as ethical issues. Participate in a small group to promote self-awareness, interpersonal skills and an understanding of group skills and techniques. Prerequisite: COUN 500, COUN 526 or concurrent.

COUN 560 Business Issues in Professional Practice (3) For those considering opening their own counseling practice. Learning goals include: how to structure a business plan, marketing techniques, staffing, budgeting, time management and managed care issues.

COUN 561/CACS 661 Ethics, Professional Orientation & Legal Issues in Counseling (3) Culminating seminar that presents comprehensive concepts of ethical, legal, moral and spiritual issues in counseling. Relevant case studies form a basis for discussion. Prerequisites: for counseling students COUN 521, COUN 523, COUN 554/for CACS students HSC 524, HSC 525, HSC 552, CACS 623.

COUN 562 Community Counseling (3) Covers the foundations, contextual dimensions and basic knowledge and skills for you to function as a competent counselor in the community. Emphasis on helping the clients in a variety of settings and stages of needs, such as crisis, referral, support and advocacy.

COUN 570 Multicultural Counseling (3) Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Religion is explored as an aspect of diversity.

COUN 578 Applied Integration in Counseling (3) Examines applied integration within a Christian worldview and explores examples of applied integrative theory and practice in counseling.

COUN 579/CACS 679 Seminar in Clinical Training (1) For those who require remediation, additional hours of clinical supervision or for extended circumstances regarding clinical training and application of clinical skills. Prerequisite: Permission of Instructor.

COUN 594 A&B /CACS 694 A&B Internship in School Counseling (3 credits each) Be assigned to work in a school setting, and closely supervised on site by a trained school counselor. Culminating experience to apply the knowledge and experience gained during your counselor training program as a member of a school counseling team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. Prerequisite: Permission of Instructor. (Pass/Fail grading)

COUN 595 A&B/CACS 695 A&B Internship in Community Counseling (3 credits each) Be assigned to work at a professional counseling work setting, closely supervised on site by a trained mental health professional. Culminating experience to apply the knowledge and experience gained during counselor training program as a member of a professional mental health team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. Prerequisite: Permission of Instructor. (Pass/Fail grading)

EMTP 503 Character Development & Classroom Management (3) Integrate character principles into the school environment and curriculum. Discipline and character development are also shown to be one and the same process. Effective intervention strategies will be presented and practiced.

M.A. in Clinical Mental Health Counseling

CMHC 500 Helping Relationships (3) Basic therapeutic skills used in the relationship between counselor and client. Focus on listening, observation and exploration skills. Attention to understanding the professional and personal nature of this healing relationship, as well as the resources in the belief system of the client, that may be mobilized as growth producing agents. Co-requisite: CMHC 521.

CMHC 514 Counseling Children & Adolescents (3) An intensive examination of the counseling strategies used with school-aged children. Assessment strategies and diagnosis will be examined. Recognition of the rights of special student populations will be given attention. Problems, concerns and dynamics underlying the behavior of children and adolescents and their treatment in counseling will be examined. Prerequisites: CMHC 526 and CMHC 540.

CMHC 515 Adult & Gerontological Counseling (3) Study of the processes of adult development and aging with a focus toward clinical applications. Explores physical, mental, emotional, social and spiritual aspects of adult development and aging.

CMHC 516 Principles of School Counseling (3) Provides an understanding of comprehensive K-12 counseling programs to include planning, organizing, implementing and evaluating. Learn how to provide preventive and remedial services that meet and enhance developmental needs and the educational program of the school, and how to be flexible in reacting to differing consumer demands and proactive in providing counseling, consulting, coordinating and guidance services within a school counseling program.

CMHC 517 Research & Statistics (3) Provides underlying principles of social science research with an adequate understanding of academic writing, logical thinking and basic research methods. Further knowledge of research methods, as well as be acquainted with the use of various descriptive and inferential statistics in order to develop strategies to assess research literature.

CMHC 521 Counseling Skills & Techniques (3) The first of two courses that focuses on the experiential application of the theories courses and practice of basic counseling skills and techniques. Meet weekly in a group to critique video-taped experience of basic counseling skills and techniques. Prerequisite: Take concurrently with CMHC 500. (Pass/Fail grading).

CMHC 523 Practicum (3) Sequel to CMHC 521 to move on to more advanced counseling skills and techniques, which are video recorded. Involves a field experience in a mental health or school setting. On-site experience includes observing professionals as they function, as well as developing primary level mental health service provision skills. Continue to meet in weekly small groups to critique your application of counseling skills. Prerequisites: CMHC 500, CMHC 521, CMHC 526. (Pass/Fail grading).

CMHC 526 Theories of Counseling (3) Introduction to the major personality and psychotherapeutic theories that undergird current counseling practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories.

CMHC 532 Assessment Techniques in Counseling (3) Teaches principles of measurement and assessment and counseling use of various assessment instruments: achievement, aptitude, intelligence, interest and personality. Covers supervision in administering, scoring and interpreting individual evaluation methods. Prerequisite: CMHC 538.

CMHC 534 Models of Inner Healing & Forgiveness (3) Focuses on two prominent Christian intervention strategies in soul care: inner healing and forgiveness. Examines several recently developed models of both inner healing prayer and forgiveness. Considers research in the areas of inner healing and forgiveness.

CMHC 535 Addictive Behaviors (3) Investigates addictive processes associated with dependencies. Addresses assessment, diagnosis, treatment planning and interventions throughout the stages of misuse, abuse and dependency. Explores issues related to addictive disorders such as family dynamics, structure and roles. Emphasis on a structural model of therapy.

CMHC 536 Career & Lifestyle Development (3) Studies theories of career and lifestyle development, counseling approaches, ethical issues and applications to the diversity of work settings. Addresses lifespan career program planning, changing roles of men and women, dual-career families and decision-making theories. Includes interrelationship of work, family and leisure along with relevant assessment instruments, career counseling resources and information systems, as well as major issues that impact career choices and work settings such as family issues, mobility of people and work settings and other relevant concerns.

CMHC 538 Psychopathology (3) Examination of abnormal behavior as defined by DSM IV-TR and includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Focuses on appropriate use of the DSM-IV-TR, differential diagnosing, cultural overrides and emerging technologies in the treatment of individuals and groups.

CMHC 540 Human Growth & Development (3) Study of the processes of human growth and developing patterns of behavior throughout the lifespan. Particular emphasis will be placed on the physical, mental, emotional, intellectual and spiritual growth of the individual.

CMHC 545 Concepts of Family Systems (3) In-depth analysis of marital and family relationships. Explore topics such as systems theory, family life development, communication processes and conflict resolution from a scriptural and interaction systems perspective. Examine and evaluate various family structures. Prerequisites: CMHC 523, CMHC 526.

CMHC 546 Marital Therapy (3) Provides an understanding, demonstration and application of various models and techniques for working with marital couples. Prerequisite: CMHC 545.

CMHC 548 Human Sexuality (3) Introduces issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: CMHC 540.

CMHC 549 Issues in Sexual Abuse (3) Comprehensive overview of various issues related to sexual abuse. Addresses the diagnosis, assessment and treatment of child and adult victims and of the perpetrator.

CMHC 550 Counseling of Women (3) Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women, with a focus on the Christian woman.

CMHC 553 Developmental Marriage & Family Counseling (3) The successful passage through the developmental stages of marriage and family over the lifespan contributes in positive ways to the health and well-being of marriage and family. This advanced course will integrate the student's Christian worldview, with cultural and ethical issues as they affect the variable stages of life within a family. Included for study and discussion are current social topics of marriage and family developmental stages and historical perspectives that are of concern to the clinical process. Prerequisites: CMHC 526, CMHC 540, CMHC 545.

CMHC 554 Group Counseling (3) Conceptual and practical overview of group counseling including the role of group leadership; tools for forming a group and orienting members; and catalysts for interaction skills for conducting and evaluating counseling/therapy groups. Emphasis will be given to leadership techniques used at different stages in the life of a group, as well as ethical issues. Participate in a small group to promote self-awareness, interpersonal skills and an understanding of group skills and techniques. Prerequisites: CMHC 500, CMHC 526 or concurrent.

CMHC 560 Business Issues in Professional Practice (3) For those considering opening their own counseling practice. Learning goals include: how to structure a business plan, marketing techniques, staffing, budgeting, time management and managed care issues.

CMHC 561 Ethics, Professional Orientation & Legal Issues in Counseling (3) Culminating seminar that presents comprehensive concepts of ethical, legal, moral and spiritual issues in counseling. Relevant case studies form a basis for discussion. Prerequisites: CMHC 521, CMHC 523, CMHC 554.

CMHC 562 Clinical Mental Health Counseling (3) Covers the foundations, contextual dimensions and basic knowledge and skills for you to function as a competent counselor in clinical mental health. Emphasis on helping the clients in a variety of settings and stages of needs, such as crisis, referral, support and advocacy.

CMHC 570 Multicultural Counseling (3) Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Religion is explored as an aspect of diversity.

CMHC 579 Seminar in Clinical Training (1) For those who require remediation, additional hours of clinical supervision or for extended circumstances regarding clinical training and application of clinical skills. Prerequisite: Permission of Instructor.

CMHC 594 A&B Internship in School Counseling (3 credits each) Be assigned to work in a school setting, and closely supervised on site by a trained school counselor. Culminating experience to apply the knowledge and experience gained during your counselor training program as a member of a school counseling team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. Prerequisite: Permission of Instructor. (Pass/Fail grading)

CMHC 595 A&B Internship in Clinical Mental Health Counseling (3 credits each) Be assigned to work at a professional counseling work setting, closely supervised on site by a trained mental health professional. Culminating experience to apply the knowledge and experience gained during counselor training program as a member of a professional mental health team. In addition to supervision on site, participate in a weekly internship seminar led by a professor on the counseling faculty. Prerequisite: Permission of Instructor. (Pass/Fail grading)

CMHC 596 A, B, C - Residency (0) Required for incoming, second and third year CMHC students.

M.A. in Human Services Counseling

HSC 500 Foundations of Counseling (3) Basic helping/counseling skills and spiritual orientation used in the relationship between a counselor and the person(s) seeking help. Multi-level focus looks at the roles and characteristics of the counselor and counselee, including one's worldview and belief system. Attention given to understanding the ethical and personal nature of the healing relationship as well as the resources available, which may be mobilized as growth producing and change agents. Prerequisite: Take concurrently with HSC 524.

HSC 513 Issues in Counseling (3) Pragmatic and psychospiritual components related to the organization, administration and operation of counseling related services within the context of the local church and other ministry environments. Examines the practical application of ministry oriented counseling for commonly addressed problems. Addresses various legal, ethical and liability issues, and discusses specific treatment issues. Consideration to thorough assessment and referral functions in each of these areas. Examines the impact of small group ministry.

HSC 524 Counseling Skills & Techniques I (3) A comprehensive foundation to the experiential application of significant personality theories and the practice of basic lay counseling skills. Overview of the techniques and practices derived from the major psychotherapeutic systems relevant to these basic skills. Emphasis on the demonstration, modeling, practice, and evaluation of these core skills and techniques.

HSC 525 Counseling Skills & Techniques II (3) Continuing experiential application of significant personality theories and practice of more advanced counseling skills. Overview of the techniques and practices derived from the major psychotherapeutic systems relevant to these more advanced skills. Emphasis on the demonstration, modeling, practice and evaluation of these core skills and techniques. Prerequisite: HSC 524.

HSC 544 Marriage & Relationship Counseling (3) Overview of various marriage and adult relationships. In depth analysis of one's own marriage and/or family of origin will facilitate deeper understanding. Examine topics on systems theory, life span dynamics, and selected issues associated with marriage counseling such as premarital counseling, marriage enrichment, human sexuality, and divorce/remarriage. Presents a multicultural focus as it pertains to marriage, adult relationships and ministry.

HSC 546 Counseling Children & Adolescents (3) Overview of various child, adolescent, and parental relationships and the theological considerations in addressing these relationships. Examines developmentally appropriate approaches and effective strategies for counseling children and adolescents in both individual and group settings as well as topics relating to systems theory, the family life cycle, parenting, blended families, and resources to aid the family. Relevant ethical and legal considerations also discussed. Presents a multicultural focus as it pertains to children adolescents, and ministry.

HSC 552 Group Counseling (3) Conceptual and practical overview of group dynamics including the role of group leadership, tools for forming a group and orientation of members. Emphasis will be given to leadership techniques used at various stages of the group process as well applicable ethical issues. Participate in a small group experience to promote self-awareness, develop interpersonal and facilitator skills and explore biblical principles relevant to group dynamics. Prerequisites: HSC 524, HSC 525.

HSC 560 Counseling Models & Strategies (3) Introduction to basic lay counseling intervention strategies, techniques, and supportive care-giving activities. Examines such topics as conflict resolution, negotiation and mediation, anger management, mentoring, brief counseling, and solution-focused interventions. Presents a multicultural focus as it relates to intervention strategies and ministry.

HSC 561 Community & Crisis Counseling (3) Continuation of Models & Strategies with more advanced lay counseling intervention strategies, techniques, and supportive care-giving activities. Examines such topics as models of inner healing and forgiveness, critical incidents and crisis counseling, community trauma and disaster, chaplaincy issues,

and stress/burnout issues. Presents a multicultural focus as it relates to intervention strategies and ministry. Prerequisite: HSC 560.

HSC 570 Multicultural Counseling (3) Didactic and experiential opportunity that expands personal and professional relationship competencies in working with people in our multicultural, contemporary society. Objectives include assimilating knowledge and the formation of attitudes that help develop a multicultural consciousness and global understanding while maintaining a biblical perspective in the helping relationship.

HSC 571 - Residency (0) Required for incoming HSC students.

Psy.D. in Clinical Psychology

PSY 600 Clinical Psychology (3) Familiarizes the student with field of professional psychology, including its history. Provides a graduate survey of the development of various training models for professional psychology, ethical issues, licensing laws and specialties within clinical psychology. Attention to the application of scientific thinking and research to clinical issues. Provides a survey of diverse approaches to integration of faith and psychology.

PSY 614 Clinical Child & Pediatric Psychology (3) A survey of evidence based procedures for the assessment and treatment of child psychopathology including such disorders as AD/HD and Autism. The course also introduces the student to the field of pediatric psychology with its emphasis on the treatment of children in health settings.

PSY 617 Research Design (3) Learn how to critically evaluate and use research designs such as experimental, quasi-experimental and passive-observational designs. Explores other pertinent issues such as sampling, meta-analysis techniques, ethics of research and qualitative research strategies. Present critiques of published research papers. Prerequisite or concurrent: PSY 714.

PSY 621 Clinical Interviewing (2) Covers training in basic listening skills related to the establishment and maintenance of a therapeutic relationship. Client-centered techniques and interventions are presented to provide a foundational basis for the building of rapport and of a therapeutic alliance.

PSY 626 Personality Theory (3) Introduction to the major personality and psychotherapeutic theories that undergird current therapy practice. Summarizes and evaluates various psychodynamic, humanistic, behavioral, cognitive and family systems theories.

PSY 627 Psychotherapies I (3) Focused survey of two psychotherapy orientations: cognitive-behavioral psychotherapy and behavioral therapy. Learn how to conceptualize a clinical case from each perspective, formulate theoretically consistent treatment goals and move the treatment through each of the phases of therapy using interventions from the approach. Provides an example of an empirically supported treatment protocol utilizing each therapeutic orientation. Presented in a modular fashion, divided into distinct segments focusing on each approach.

PSY 628 Psychotherapies II (2) Intensive introduction to the basic concepts, techniques and strategies associated with psycho-dynamic therapies. Provides an overview of objective relations therapy to enrich appreciation of psycho-analysis. Devoted to the presentation of single cases. Pre-requisite: PSY 627.

PSY 635 Substance Abuse (3) In-depth examination of substances that are abused in society. Considers characteristics, physical and psychological components, spiritual aspects, treatment options and prevention.

PSY 638 Psychopathology (3) Examination of abnormal behavior as defined by DSM IV. Includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Designed to develop clinical skills in the use of the DSM IV.

PSY 639 Advanced Psychopathology (3) Examine etiological factors, diagnostic assessment and treatment issues regarding Axis II pathology, trauma-based disorders and dual diagnosis conditions. Emphasizes an examination of how current research influences the development of theory in psychopathology. Prerequisite: PSY 638.

PSY 640 Life Span Psychology (3) Study of the processes of human growth and developing patterns of behavior throughout the life span. Particular emphasis on the physical, mental, emotional, intellectual and spiritual growth of the individual.

PSY 647 Family Therapy (3) Familiarizes systemic and developmental theories of the family, various family therapy models and the application of theories and models to clinical cases. Emphasizes application of theory to emerging issues

in family therapy (e.g., multiculturalism, gender, special populations). Facilitates awareness of your own family experiences and the impact of those experiences on your professional work.

PSY 648 Human Sexuality (3) Issues in human sexuality across the life span. Considers assessment and treatment of sexual dysfunction, as well as sexuality and Scripture. Prerequisite: PSY 640.

PSY 654 Group Therapy (3) Conceptual and practical overview of group therapy. Consideration of relevant ethical and diversity matters; and to facilitate self-awareness and an experiential understanding of group process through group participation.

PSY 660 Business Issues in Professional Practice (3) Learning goals include: how to structure a business plan, marketing techniques, staffing, budgeting, time management and managed care issues.

PSY 661 Ethics, Professional Orientation & Legal Issues in Psychotherapy (3) In-depth concepts of ethical, legal, moral and spiritual issues in therapy. Case studies often form a basis for discussion. Explores the APA ethics standards.

PSY 662 Community Psychology (3) Introduces community psychology's contribution to assessment, prevention, intervention and evaluation. Emphasizes major concepts in the field that address preventative and promotive strategies targeting underserved populations. Highlights paradigmatic distinctions from traditional clinical practices and community mental health systems of service delivery to expand the vision of Christian mental health professionals.

PSY 670 Multicultural Psychology (3) Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Explores religion as an aspect of diversity.

PSY 700 Dissertation Methodology Seminar (1) Intensive coverage of current topics in the clinical psychology field with emphasis on the appropriate research methodology and design. Evaluates the philosophy and ethics of scientific research. Determine research for doctoral project and to develop a concept paper around the particular topic.

PSY 701-703 Dissertation (9) Credits given for conducting research under the direction of a dissertation committee. Content of the study can be an empirical study, case study or other suitable professional activity/product. Register for three consecutive terms, at 3 credits per term. Prerequisite: PSY 718.

PSY 704 Dissertation Continuation (1) For those who need additional time to complete their dissertation. Prerequisite: PSY 703.

PSY 712 Hermeneutics & Application (2) Analyzes and synthesizes principles of biblical hermeneutics and psychological practice. Teaches basic skills in the inductive method of observing, interpreting and applying the Christian Scriptures. Analyzes, critiques and synthesizes role-play and demonstration of application of skills. Some attention is provided to the contribution of hermeneutics to psychological research methodology.

PSY 714 Statistics (3) Statistical methods and application to psychological research. Surveys the collection, organization and analysis of data utilizing hypothesis testing by either parametric or nonparametric techniques. Evaluates various frequency distributions and measures of central tendency. Emphasizes the application of correlational and factor analysis techniques.

PSY 715 Biological Bases of Behavior (3) Structure and function of the central nervous system is integrated with common neurological disorders such as closed head injury, Parkinson's disease and stroke. Explores seminal work done by early physiological psychologists.

PSY 716 Affect, Cognition & Motivation (3) Topics include animal and human emotions and their interface with biology and social and cultural variation. Specific cognitive activities including attention and perception, consciousness, thinking and reasoning, memory and speech and languages are evaluated within a motivational framework.

PSY 717 Social Psychology (3) Overview of the major theories, issues, data and research methodologies of social psychology. Cover a broad survey of primary research writings in the field.

PSY 718 Dissertation Proposal (1) Develop a proposal for a doctoral project with supervision by a faculty member. Prerequisite: PSY 700.

PSY 719 Proposal Continuation (1) For those who need additional time to successfully complete their dissertation proposal. Prerequisite: PSY 718.

PSY 723 History & Systems of Psychology (3) Traces the emergence of psychology as an independent discipline from its roots in philosophy, theology and the natural sciences.

PSY 725 Intelligence Testing & Psychometrics (Lab) (4) Introduces the diverse area of intelligence testing, with particular emphasis on multicultural dimensions of the topic. Administer, score and evaluate the findings of standard intelligence and achievement tests. Primary emphasis on current versions of the Wechsler scales. Examine brief IQ tests and brief neuropsychiatric screening instruments. Use your experiences with each of the above tests to explore the critical area of psychometrics found in all psychological testing.

PSY 726 Personality Assessment & Psychometrics (3) Covers standard objective and projective tests of personality and psychopathology. Tests covered include the MMPI-II, PAI, MCMI-III, Rorschach (introductory material only), TAT, Foyer Structured Sentence Completion Test and other projective techniques. Learn to integrate findings into a comprehensive, domain focused testing report.

PSY 728 Advanced Assessment (2) Survey of advanced topics in cognitive, psychoemotional and personality assessment. Trains to interpret a variety of testing protocols and process data for complex areas of assessment such as: differentiation of learning disabilities, detection of malingering, evaluation of comorbidities and assessment of individuals with various types of sensory deficits.

PSY 732 Clinical Assessment & Treatment Planning (2) Introduction to psychodiagnostic assessment and treatment planning. Covers a variety of related topics including: diagnostic interviewing/decision making, case conceptualization, mental status exams, standards of practice, establishing appropriate treatment plans and using manualized treatment protocols. Reviews methods of note-taking and report-writing.

PSY 733-738 Clinical Practica Case Consultation (12) (2/term for 2 years) Supervised clinical practicum experience in an appropriate work environment for six terms. Learn how to integrate your Christian worldview and practice with the theory and practice of psychology.

PSY 739 Advanced Practica (1) Incorporates advanced clinical experiences designed, arranged, implemented and conducted by doctoral students under faculty supervision. Prerequisites: PSY 733-738 and PSY 763.

PSY 740 Mental Health and Missions Practica (3) Designed to provide students with an opportunity to integrate concepts of missions/ministry and clinical psychology. Students will participate in a short-term missions trip and provide assessment, psychoeducation, and psychotherapy services on site under the supervision of a mental health professional. The focus will be on learning how to apply clinical skills in a practical and culturally sensitive manner.

PSY 744 Marital Therapy (3) Theories of marital relationships, various models for working with couples and the application of theories and models to clinical cases. Emphasis on application of theory to emerging issues in marital therapy (e.g., multiculturalism, gender, special populations).

PSY 749 Advanced Marriage & Family Psychotherapy (3) Emphasizes an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Emphasizes supervision skills in family and couples' treatment. Prerequisite: PSY 647.

PSY 750 Psychology of Women (3) Seminar-type course that explores issues pertinent to women in therapy. Uses a holistic approach to determine the needs of and strategies for counseling women with a focus on the Christian woman. Course Offered online only.

PSY 751 Adult & Gerontological Psychology (3) Study of the processes of adult development and aging with a focus toward clinical applications. Explores physical, mental, emotional, social and spiritual aspects of adult development and aging.

PSY 755 Advanced Group Psychotherapy (3) Focuses on the development of interpersonal competency through the small, face-to-face group interaction and in the experiential mode. Opportunity for presentations and analysis of significant issues. Requirements: must be presently facilitating a therapy group. Prerequisite: PSY 654.

PSY 759 Human Neuropsychology (3) Develops basic considerations concerning the problem of assessment in neuropsychology. Assesses disturbances in memory, language, constructional abilities, movements, attention and concept formation and forensic issues. Reviews major neuropsychological batteries.

PSY 763 Supervision & Consultation (3) Explores the major models of supervision. Discussion of ethical issues, as well as typical dilemmas for the practicing supervisor. Evaluates consultations with other professionals and organizations. Provides peer supervision and completion of a consultation project.

PSY 764 Program Development & Evaluation (3): Focuses on the field of Consulting Psychology and professional roles and activities associated with this field. Individual, group (team), and organizational levels of intervention and consultation are reviewed. Strategies for program development within mental health, ministries, and other organizations

are reviewed. Program evaluation including research design, innovative data collection methods, and qualitative data analytic methods is discussed, with an emphasis on development of applied competencies (such as content analysis and analogue behavioral observation techniques).

PSY 768 Forensic Psychology (3) Covers basic principles and concepts of forensic psychology. Emphasis given to legal process when danger and competence are at issue. Emphasizes critical review of pertinent literature.

PSY 771 Clinical Psychopharmacology (3) Introduction to psychotropic drugs and their neurochemical bases, model of action and clinical application. Discusses principles of use and current status of psychopharmacology.

PSY 773 Psychology of Trauma & Crisis (**3-L)**: This is a didactic and practical course designed to provide the student with an overview of the theoretical and research knowledge base regarding the pertinent areas of trauma, trauma therapy, disaster mental health and crisis intervention. Additionally, the student will learn the essential components of stress prevention and resiliency programs. A special emphasis will be placed on trauma, crisis response, crisis intervention, stress management and trauma therapy as it relates to emergency service personnel: Fire, EMS and law enforcement. Students will learn about emergency service workers helping seeking behaviors and the common barriers psychologists encounter when working with this population.

PSY 774 Health Psychology (3) Covers the settings in which health psychology are practiced, and health promotion and epidemiology. Introduces the relationship between psychological factors and medical illnesses, stress management and coping strategies and methods of consultation in health settings.

PSY 775 Models of Inner Healing & Forgiveness (3) Focuses on two prominent Christian intervention strategies in soul care, inner healing and forgiveness, and examines several recently developed models of inner healing prayer and forgiveness. Explores inner healing models such as the work of Neil Anderson (Freedom in Christ Ministries) and Ed Smith (Theophostic Ministries). Studies forgiveness models, such as the work of Everett Worthington and Robert Enright. Considers research in the areas of inner healing and forgiveness.

PSY 776 Psychology of Religion (3) Analyzes and evaluates the contributions of psychology to the understanding of religious experience. Surveys the theory and research of the field of psychology of religion, and reviews the spectrum of major world religions.

PSY 777 Survey of Christianity (3) Overview of several key aspects of the Christian faith that are highly pertinent to the task of integration. Pursues a broad survey of Christianity that is trans-sectarian but evangelical in perspective. Provides a panoramic survey of the Bible, church history, theology and Christian movements, and a more focused discussion of the statement of faith ascribed to by Regent University faculty and staff. Two broad themes underlie the course: 1) providing an apologetic understanding of Christianity; and 2) facilitating a Christian understanding of human nature that can inform psychology.

PSY 778 Spiritual Direction (3) Experiential, formational approach to exploring the Christian pilgrimage of faith by analyzing the developing traditions of spiritual direction and the classic spiritual disciplines, and how the synthesis of spiritual direction and disciplines may be appropriately integrated into therapeutic processes, holistic healing and spiritual maturation of both practitioners and clients.

PSY 779 Applied & Clinical Integration (3) Examines clinical integration within a Christian worldview and explores examples of applied integrative theory and practice in assessment and treatment.

PSY 780 Integration Capstone (1) Intensive seminar that provides a culminating review of the student's developing strategies, experiences and understandings related to the integration of Christianity and psychology. Occurs during the last term of coursework prior to the internship.

PSY 781-786 Research Group 1-6 (1) For those who participate in a faculty member's research team. Actively contribute to faculty research projects in a manner negotiated with a specific faculty member. Wide ranges of research activities are possible, such as: literature reviews, development of questionnaires, data collection, statistical analysis, writing and presentation. Prerequisite: Instructor approval. (Note: Only a total of three credits from this sequence may count towards satisfaction of the elective requirement.)

PSY 801-803 Clinical Internship (1 each, 3 minimum) Two thousand hours of supervised psychological activities in an APA-approved internship. Prerequisite: permission of clinical training director.

THE FACULTY

Regent University School of Psychology & Counseling has an active, distinguished faculty of published scholars and members of state and local boards on issues of counseling, substance abuse, and other relevant subjects.

Arveson, Kathleen R. (1999), Ph.D., Loyola College; M.A., B.A., University of Maryland. Associate Professor

Baum, Linda J. (2008), Ph.D., M.A., Kent State University; B.S., University of Pittsburgh. Assistant Professor

Brown, Arlene L. (2003), Psy.D., M.A., Regent University; M.A., B.S., Norfolk State University. Assistant Professor

Dominguez, Amy W. (2006), Psy.D., M.A., M.A., Wheaton College; B.A, Arizona State University. HSC Program Director/Associate Professor

Dy-Liacco, Gabriel S. (2005), Ph.D., M.S., Loyola College in Maryland, A.B., Ateneo de Manila University. Assistant Professor.

Francis, Joseph P. (2007), Psy.D., Florida Tech; M.A., Indiana University of Pennsylvania; B.A., Gannon University. Assistant Professor

Hathaway, William L. (1997), Ph.D., M.A., Bowling Green State University; B.A., Taylor University. Dean /Professor

Jackson, LaTrelle D. (2003), Ph.D., M.A., B.A., University of Georgia. Associate Professor

Jefferson, George L., Jr. (1984), Ph.D., University of Georgia; M.A., University of Chicago; B.A., Lewis and Clark College. Associate Professor

Johnson, Judith L. (2001), Ph.D., Loyola University; M.A., George Mason University; B.S. James Madison University. Psy.D. Program Director/Professor

Keyes, Benjamin (2006), Ed.D., University of Sarasota/Argosy; Ph.D., International College; M.A., University of South Florida. MA Counseling Program Director/Professor

Maclin, Vickey L. (2007), Psy.D., Wheaton College, M.A., Reformed Theological Seminary; B.S., University of Missouri-Columbia. Assistant Professor

Meyer, Dixie (2008), Ph.D., M.Ed., University of Missouri-St. Louis; B.S., B.S., Missouri State University. Assistant Professor

Moriarty, Glendon L. (2002), Psy.D., M.A., Forest Institute of Professional Psychology, B.A., Valley Forge Christian College. Associate Professor

Olson, Lynn A. (2004), Ph.D., University of South Carolina; M.A., Mankato State University; B.A., Augustana College. Assistant Professor

Parker, Stephen E. (1993), Ph.D., Emory University; Th.M., Princeton Theological Seminary; M.Div., Eastern Baptist Theological Seminary; M.A., Middle Tennessee State University; B.A., University of Tennessee. Professor

Reese, Merrill (2007), Ph.D., M.A., Regent University; B.S., Virginia Commonwealth University. Assistant Professor

Rehfuss, Mark C. (2004), Ph.D., Kent State University; M.A., M.Div., Ashland Theological Seminary; B.A., Miami University (OH). Associate Dean for Academics/Associate Professor

Ripley, Jennifer S. (1999), Ph.D., M.S., Virginia Commonwealth University; B.A., Nyack College. Professor

Sells, James N. (2005), Ph.D., University of Southern California; Ms.Ed., Northern Illinois University, M.A. Wheaton Graduate School; B.A. Biola University. Ph.D. Program Director/Professor

Suarez, Elisabeth C. (2008), Ph.D., University of Northern Colorado; M.A., Denver Seminary; M.S.T., University of New Hampshire; B.S., Rensselaer Polytechnic Institute. Associate Professor

Thompson, Rosemary (2006), Ed.D., M.Ed., The College of William and Mary; B.S., Radford University. CMHC Program Coordinator/ Associate Professor

Underwood, Lee A. (1999), Psy.D., Wright State University; M.A., Regent University; B.S., Fort Wayne Bible College. Professor

Williams, Cyrus R., III (2009), Ph.D., Ed.S., University of Florida; M.S., University of Hartford; B.A., Eastern Connecticut State University. Assistant Professor

Wykes, Scott D. (2008), Ph.D. University of Northern Colorado; M.A., Ashland Theological Seminary; B.S., Valley Forge Christian College. Assistant Professor

Yarhouse, Mark A. (1998), Psy.D., M.A., Wheaton College; B.A., Calvin College. Professor

Visiting Faculty

Black, Robert B. (1985), Faculty Emeritus, Ph.D., Ohio University, M.Ed., Kent State University, B.S., Baldwin Wallace College

Collins, Gary (2007), Ph.D., Purdue University; M.A., University of Toronto; B.A., McMaster University. (Distinguished Visiting Faculty)