



# THE REGENT UNDERGRADUATE CATALOG

## 2007-2008

(FALL 2007 – SUMMER 2008)

**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 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.

### **Nondiscrimination Policy**

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

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

## TABLE OF CONTENTS

<b>PREFACE</b> .....	ii
<b>TABLE OF CONTENTS</b> .....	iii
<b>THE UNIVERSITY</b> .....	1
<b>MESSAGE FROM OUR PRESIDENT</b> .....	1
Mission Statement .....	2
Philosophy of Education .....	2
History of the University .....	2
Statement of Academic Freedom .....	2
Freedom of Expression .....	3
Standard of Personal Conduct .....	3
Campus Facilities .....	3
The University Library .....	4
Library Faculty .....	4
<b>SCHOOL OF UNDERGRADUATE STUDIES</b> .....	5
<b>DEAN'S MESSAGE</b> .....	5
Mission and Philosophy .....	5
Distinctives .....	5
Program Overview (degrees offered) .....	5
Goals of the School of Undergraduate Studies .....	6
Calendars .....	7
<b>ADMISSION</b> .....	8
Standards .....	8
Applying for Admission .....	9
Admissions Processes .....	12
Transfer of Undergraduate Credit .....	13
Additional Opportunities for Gaining College Credit .....	14
Enrollment Status Classification .....	14
Nondiscriminatory Policy .....	15
<b>TUITION AND FEES</b> .....	15
Tuition Installment Plan .....	16

Refund Policy .....	16
Payments and Late Fees.....	16
<b>FINANCIAL AID</b> .....	16
Important Financial Facts .....	16
Federal Financial Aid .....	16
Employer Reimbursement .....	18
School-Based Scholarships and Grants .....	19
<b>COMPUTER REQUIREMENTS</b> .....	21
<b>ACADEMIC POLICIES</b> .....	22
Academic Advising.....	22
Academic Appeals .....	22
Academic Dismissal.....	23
Academic Integrity .....	22
Academic Probation.....	23
Attendance and Participation Policy .....	23
Centers and Institutes.....	24
Cornerstone and Capstone Requirement .....	24
Dean's List .....	24
Declaring a Major .....	24
Faculty/Course Evaluations.....	24
Financial Holds on Academic Records .....	24
Grade Change Appeals.....	25
Graduation and the Commencement Ceremony .....	26
“Incomplete” Grades .....	26
Independent Learning Opportunities .....	26
“In-Progress” Grades .....	26
Minimum and Maximum Load.....	27
Outcomes Assessment Requirement.....	27
Registration Processes .....	27
Student Records Confidentiality.....	28
Transcripts and Verification of Enrollment .....	28
Withdrawal from the School of Undergraduate Studies.....	28
Withdrawals and Returning from a Withdrawal .....	28
Writing Expectations.....	29
<b>ACADEMIC PROGRAMS</b> .....	29
Graduation Requirements for the Baccalaureate Degree.....	29
The General Education Core Curriculum.....	30
Areas of Specialization: Certificates of Study, Minors, Emphases, and Majors .....	32
<b>ACADEMIC DEPARTMENTS</b> .....	33
<b>Business &amp; Leadership</b> .....	33
Global Business courses.....	35
Information Technology courses.....	36
Organizational Leadership & Management courses .....	37
<b>Communication</b> .....	39
Professional Communication courses.....	41
Communication courses.....	41

<b>General Education</b> .....	43
Art courses.....	43
Economics courses .....	46
General Education courses .....	43
Geography courses .....	43
History courses.....	44
Music courses.....	44
Philosophy courses.....	44
<b>Government</b> .....	44
Government courses .....	46
<b>Interdisciplinary Studies, PreK-6</b> .....	48
Professional Studies courses .....	51
Major Content courses.....	52
<b>Languages and Literature</b> .....	53
English courses .....	56
French courses.....	58
Mandarin courses.....	58
Spanish courses.....	59
<b>Natural Sciences &amp; Mathematics</b> .....	60
Biology courses.....	60
Earth Science courses .....	60
Mathematics courses.....	60
<b>Psychology</b> .....	60
Psychology courses.....	62
<b>Religious Studies</b> .....	64
Religious Studies courses.....	65
<b>OFF-CAMPUS STUDY OPPORTUNITIES</b> .....	68
<b>THE FACULTY &amp; STAFF OF THE SCHOOL OF UNDERGRADUATE STUDIES</b> .....	70
<b>SCHOOL OF COMMUNICATION &amp; THE ARTS UNDERGRADUATE MAJORS</b> .....	73
Animation & Cinema Television courses.....	76
Journalism courses.....	79
Theatre .....	80
<b>THE FACULTY OF THE SCHOOL OF COMMUNICATION &amp; THE ARTS</b> .....	83
<b>ACADEMIC SUPPORT, STUDENT LIFE, AND CAMPUS SERVICES</b> .....	84
Academic Support .....	84
Student Services.....	85
Information Technology .....	88
Psychological Services Center .....	88
Graduation Procedure.....	89
Commencement .....	89

# THE UNIVERSITY

## MESSAGE FROM OUR PRESIDENT

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

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

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

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

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

Dr. M. G. “Pat” Robertson  
President and Chancellor

## 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 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.

### Vision

Our vision, through our graduates and scholarly activities, is to provide Christian leadership in transforming 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.*

## 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 discipling 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 4,000 students earning bachelor’s degrees, master’s degrees, or doctoral degrees at our Virginia Beach Campus, Washington D.C. Campus in Alexandria, Virginia (through the academic year 2007-08), or online via the worldwide web.

## STATEMENT OF ACADEMIC FREEDOM

Academic freedom at Regent University is framed by the context of the university's mission statement and statement of faith and is consistent with the standards and norms stated in the academic freedom policy. Each faculty member is free to pursue truth within his or her discipline by research, discussion, and other forms of inquiry. This freedom carries a responsibility to truth, to scholarly integrity, and to one's students. The full policy is published in the *Faculty and Academic Policy Handbook*.

## 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*).

## STANDARD OF PERSONAL CONDUCT

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

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

## CAMPUS FACILITIES

The Virginia Beach Campus is comprised of six stately Georgian buildings. 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. Guests can also visit a 360° virtual campus tour at [www.regent.edu/admin/media/virtual.html](http://www.regent.edu/admin/media/virtual.html). Beyond the main campus, others are earning Regent degrees through



Regent's online Worldwide Campus and at Regent's Washington, D.C., campus in Alexandria, Virginia (through the academic year 2007-08).

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, including classrooms and a large multipurpose classroom/assembly hall.

Built in 1986, the **Classroom Building** contains the School of Undergraduate Studies (admissions and advising as well as faculty offices), the School of Business, 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 1984, the **University Library** is a four-story building that contains the School of Undergraduate Studies (academic affairs and faculty offices), library collections, an electronic reference center, listening rooms, curricular laboratories, a special collections area, a Psychology and Counseling training lab, 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.

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 Leadership Studies, and the School of Divinity. The building also contains a 376-seat moot court/city council chamber, various student organizations and the offices for the American Center for Law and Justice (ACLJ).

Opened in the summer of 2002, the new 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, Central Enrollment Management, and the university Registrar. In addition, the newly expanded University Bookstore, Writing Center, Council of Graduate Students offices, student lounge, and new dining facility are housed on the building's first floor.

In January 2001, Regent opened **Regent University -Washington, D.C.**, a five-story building located across from the King Street Metro stop in Old Town Alexandria. Regent University - Washington D.C. is northern Virginia's only center for conservative Christian higher education; it offers students an opportunity to study just minutes from the nation's capital.

## 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 270,000 printed volumes, 120 online journal databases, 70,000 electronic books, nearly 15,000 audiovisual items including DVDs, films, CDs, laser discs, audio and videocassettes, etc. and thousands of microfilms. Over 35,000 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 Premier, WorldCat, ABI/Inform, NetLibrary, ATLA Religion Database, LexisNexis, CQ databases, Business Source Complete, ERIC Full text, 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, Digital Dissertations, Factiva, Humanities Full-Text and many others.

Over 700,000 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 students. 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 large screen computer monitor, special keyboard and Zoomtext, an Apollo enlarger, Aladdin Ambassador reader, wide aisles, ramps, low water fountains, elevators and accessible restrooms.

The University Library is open approximately 95 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.

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

**Ritterbush, Jon** (2006), B.A., Albion College, M.L.I.S., University of Illinois at Urbana-Champaign.

**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.

## SCHOOL OF UNDERGRADUATE STUDIES

### DEAN'S MESSAGE

Welcome to Regent University and the School of Undergraduate Studies. For many years Regent has been considered "America's premier Christian graduate university." From a humble start, the school has grown to a dynamic learning community that includes more than 5,000 students. Regent students can be found taking online classes or on the picturesque campus in Virginia Beach, VA. Some do both!

Today Regent is embarking on an even greater journey with comprehensive undergraduate programs in several key disciplines. Regent's program is characterized by high quality academics infused with a Christian worldview that truly prepares our students to be "Christian leaders that will change the world." Regent accomplishes this mission with a progressive curriculum, beautiful facilities, and state-of-the-art technology. However, at the core of any great institution stands a talented and gifted faculty. Regent has faculty members that come with world-class educations, experiences, and talent that they are eager to share with students.

The 21st century is going to be one of rapid technological advancement and dynamic social change. College graduates will have to contend with accelerating change and globalization as no generation before them. A Regent education, both rigorous and grounded in timeless biblical principles, will prepare students to take their place as Christian leaders. We pray that your experience at Regent University will help you to find God's direction for your life in this new world.

James R. Downey, Ph.D.

Dean, School of Undergraduate Studies

### MISSION AND PHILOSOPHY

The mission of Undergraduate Studies is to provide Christ-centered and relevant baccalaureate education that is both rigorous and accessible, with the goal of preparing spiritually alive graduates who emerge as leaders in their communities and professions.

### DISTINCTIVES

The School of Undergraduate Studies distinguishes itself from other undergraduate-level programs in the following ways:

- **Academic excellence.** Regent offers an outstanding faculty; they are professionals with long-standing, distinguished careers in higher education. The professors hold degrees from some of the most prestigious universities in the nation, such as the University of California, Berkeley; Case Western Reserve University; University of Notre Dame; and the University of Oxford. They choose Regent because they believe in the transformative power of combining a first-rate education with Christian principles.
- **Christian worldview.** Regent's mission is "Training Christian Leaders to Change the World." With every program of study, Regent is committed to delivering an unparalleled academic education, integrated with Christian values that will prepare ethical leaders for the professional world.
- **Accredited.** Regent University is accredited by the Commission on Colleges of the Southern Association of 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 the accreditation of Regent University.
- **Distinctive degrees.** The curriculum is both stimulating and relevant. The degree programs prepare students to enter influential industries in the new millennium.
- **Financial assistance.** Nearly 95% of undergrad students receive assistance of some kind.
- **Proven delivery** in online learning. Regent has been a pioneer in online learning since 1989.

- **Bricks and mortar.** Regent has two beautiful campuses, one in Virginia Beach, Virginia, and the second in Washington, D.C. (through the academic year 2007-08). The campuses create environments that captivate the eye and stimulate the mind.

## PROGRAM OVERVIEW

The School of Undergraduate Studies offers several undergraduate degree programs, both online and on campus. The curriculum is both stimulating and relevant, preparing students to enter influential industries in the new millennium. Faculty members, who are practitioners, consultants, ministers, and educators, set the agenda for a learning experience that yields results right from the start. The curriculum links theory to practice to enable students to implement their studies immediately.

### Bachelor's Degrees

Regent University offers undergraduate programs leading to the bachelor of arts and the bachelor of science. Thirteen major fields of study are available. Through the School of Undergraduate Studies, the bachelor of arts degree is conferred with a major in

- Communication,
- English
- Religious Studies, and
- Government (emphasis in either American government and politics, international relations and foreign policy, or pre-law).

The bachelor of science degree is conferred with a major in

- Global Business (emphasis in either international management or management information systems),
- Interdisciplinary Studies PreK-6 (for teacher education),
- Organizational Leadership and Management,
- Political Science (emphasis in either humanitarian affairs or public policy and administration), and
- Psychology (optional emphasis in substance abuse treatment).

The School of Communication and the Arts offers undergraduate programs leading to the bachelor of arts degree with a major in

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

### Certificates of Study

The Regent University School of Undergraduate Studies also offers number of special certificate programs. Certificates may be earned in the following academic areas by completing a specific sequence of six courses, for a total of eighteen credit hours:

Biblical Studies  
 Christian Counseling for Laypeople  
 English  
 French  
 Leadership

Mandarin  
 Practical Ministry  
 Professional Communication  
 Spanish  
 Youth Ministry

## GOALS OF THE SCHOOL OF UNDERGRADUATE STUDIES

The School of Undergraduate Studies actively involves students in experiential education that emphasizes applied theory and skill development so that students can become effective members and leaders in their chosen field. In endeavoring to achieve its mission, the School of Undergraduate Studies at Regent University seeks to develop in students:

1. A Christian worldview grounded in an understanding of the Old and New Testament scriptures and motivating Christ-centered service, living, learning, and leadership.
2. A capacity for personal growth through individual assessment, reflection, and discovery.
3. An ability to think critically and creatively, drawing on information retrieval and analysis to solve problems.
4. An ability to bring an understanding of ethics, culture, and worldviews to bear on awareness of self and others in community.
5. Skill in communicating ideas and information accurately, logically, and effectively in written and oral form.
6. A broad understanding of the methods and content of the natural and social sciences and their role in today's world.
7. A valuing of beauty and the human imagination.
8. The ability to contribute to a caring community that embraces the value of all of its members.
9. Mastery at the undergraduate level of at least one academic field in significant depth.

The courses stress skill development in the areas of interdisciplinary leadership, decision-making, communication, and research through problem solving. Research projects integrated throughout the programs draw on concepts and skills students develop in the programs, leading to students' professional competence in their chosen field or vocation.

## UNDERGRADUATE ACADEMIC CALENDAR FALL 2007 – SUMMER 2008

UNDERGRADUATE ACADEMIC CALENDAR FALL 2007 – SUMMER 2008

### Fall 2007 (200810) Session A and B

Advance Registration for Sessions A & B	Friday, June 8 – Wednesday, July 25
Late Registration for Session A	Monday, Aug. 6 – Tuesday, Aug. 21
Payment Deadline (for A and B registrations)	Wednesday, August 22
Last day to register for Session A	Tuesday, Aug. 21
Term Start – Session A Starts	Wednesday, Aug. 22
Session A Add/Drop Period – 100% Refund	Wednesday, Aug. 22 – Tuesday, Aug. 28
Labor Day – Schools Closed	Monday, Sep. 3
Withdrawal – 50% refund	Wednesday, Aug. 29 – Tuesday, Sep. 4
Registration for Session B	Wednesday, Sept. 26 – Tuesday, October 23
Spring Schedules Due to Registrar	Friday, Sep. 28
Spring Textbook Adoptions Due to Bookstore	Friday, Oct. 12
Session A Ends	Tuesday, Oct. 16
Grades due to Registrar	Tuesday, Oct. 23
Undergraduate Fall Break	Thursday, Oct. 18 – Tuesday, Oct. 23
Payment Deadline (for B only registration)	Wednesday, October 24
Last day to register for Session B	Tuesday, Oct. 23
Term Start – Session B Starts	Wednesday, Oct. 24

Session B Add/Drop Period – 100%	Wednesday, Oct. 24 – Tuesday, Oct. 30
Withdrawal – 50% Refund Period	Wednesday, Oct. 31 – Tuesday, Nov. 6
Spring Registration Begins	Tuesday, Nov. 6
Thanksgiving Break/Undergraduate Fall break	Thursday, Nov. 22 – Sunday, Nov. 25
Session B Ends	Tuesday, Dec. 18
Christmas Holidays – Schools Closed	Saturday, Dec. 22 – Wednesday, Jan. 2, 2008
Grades Due to Registrar	Thursday, Jan. 3, 2008

### Spring 2008 (200840) Session C and D

Advance Registration for Sessions C & D	Tuesday, Nov. 13 – Thursday, Dec. 13
Late Registration for Session C	Monday, Dec. 24 – Friday, Jan. 4, 2008
Payment Deadline (for C and D registrations)	Monday, January 7
Last Day to Register for Session C	Friday, Jan. 4
Term Start – Session C Starts	Monday, Jan. 7
Session C Add/Drop Period – 100% Refund	Monday, Jan. 7 – Sunday, Jan. 13
Withdrawal – 50% Refund Period	Monday, Jan. 14 – Sunday, Jan. 20
Martin Luther King, Jr. Day – Schools Closed	Monday, Jan. 21
Summer Schedules Due to Registrar	Friday, Feb. 1
Summer Textbook Adoptions Due to Bookstore	Friday, Feb. 15
Session C Ends	Friday, Feb. 29
Grades due to Registrar	Friday, Mar. 7
Undergraduate Spring Break	Monday, Mar. 3 – Sunday, Mar. 9
Registration for Session D	Monday, Feb. 4 – Friday, Mar. 7
Payment Deadline (D only registration)	Monday, March 10
Last Day to Register for Session D	Friday, Mar. 7
Term Start – Session D Starts	Monday, Mar. 10
Session D Add/Drop Period – 100% Refund	Monday, Mar. 10 – Sunday, Mar. 16
Session D Withdrawal – 50% Refund Period	Monday, Mar. 17 – Sunday, Mar. 23
Good Friday – Schools Closed	Friday, Mar. 21
Fall Schedules Due to Registrar	Friday, Mar. 28
Fall Textbook Adoptions Due to Bookstore	Friday, Apr. 11
Session D Ends	Friday, May. 2
Grades Due to Registrar	Thursday, May 15
Commencement	Saturday, May 10

### Summer 2008 (200870) Session E ONLY

Advance Registration for Session E	Thursday, Mar. 20 – Monday, Apr. 21
Late Registration for Session E	Monday, Apr. 28 – Friday, May 9
Payment Deadline (for E registration)	Monday, May 12
Last day to Register for Session E	Friday, May 9
Term Start – Session E Starts	Monday, May 12
Add/Drop Period – 100% Refund	Monday, May 12 – Sunday, May 18
Withdrawal – 50% Refund Period	Monday, May 19 – Sunday, May 25
Memorial Day – Schools Closed	Monday, May 26
Fall Registration Begins	Tuesday, June 10
Session E Ends	Thursday, July 3
Independence Day – Schools Closed	Friday, July 4
Grades Due to Registrar (undergraduate only)	Friday, July 11

Please note the following 2007-2008 holidays and check the Human Resources web site <http://www.regent.edu/admin/prsnel/holiday.html> for additional information.

- September 3, 2007 (Mon) Labor Day
- November 22-25, 2006 (Thur-Sun) Thanksgiving
- December 24, 2007 (Mon) through January 1, 2008 (Tue) Christmas
- January 21, 2008 (Mon) Martin Luther King, Jr. Day
- March 21, 2008 (Fri) Good Friday
- May 26, 2008 (Mon) Memorial Day
- July 4, 2008 (Fri) Independence Day

## ADMISSION

### Contact Information

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

Regent University  
 Central Enrollment Management  
 1000 Regent University Drive  
 Virginia Beach, VA 23464-9800  
 800.373.5504 or 757.226.4127  
 E-mail: [admissions@regent.edu](mailto:admissions@regent.edu)  
 Website: [www.regent.edu/undergrad](http://www.regent.edu/undergrad)

### Standards

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

Admission decisions for the School of Undergraduate Studies programs are based on an assessment of academic transcripts, writing assessment, and SAT or ACT scores. Regent University seeks academically qualified students who are mature, highly motivated, and who have personal goals consistent with the program’s mission and goals. Applicants accepted for Fall 2006 had an average SAT score of 1045 and a cumulative high school GPA of 3.01.

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

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

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

- Successful achievement of a high school diploma;
- Passing grade on the General Equivalency Diploma (GED) test;
- Completion of an academic course offered by one of the schools which have been approved for use by parents who choose Option (iii) of Section 22.1-254.1 of the Code of Virginia (1950), as amended, pertaining to home

education as an alternative to compulsory attendance (list available online at <http://www.pen.k12.va.us/VDOE/Parents/corrcour.pdf>)

## Applying for Admission

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

- A completed and signed Application for Admission
- A \$50 non-refundable application fee
- An official transcript from the current high school or the high school from which the individual graduated. A median cumulative high school GPA of 3.0 on a 4.0 scale is expected.\* Home school students must submit an official transcript of all high school and college work along with a copy of the Declaration of Intent to Home School as filed with the student's local school board.
- An official transcript from any and all colleges attended previous to Regent. A median cumulative college GPA of 2.5 is expected.
- Official SAT scores (Critical Reading and Math/ACT Composite scores if the applicant is under 23 years old (not required for ages 23 and older)
- For applicants ages 23 and older, a professional resume or two letters of recommendation from a non-relative who can attest to the applicant's ability to perform college level work (normally a supervisor and a teacher/counselor).
- Signed Community Life Form
- Online writing sample

*Transfer students* (students with 16 or more hours of college credit) need to submit the following:

- A completed and signed Application for Admission
- A \$50 non-refundable application fee
- An official transcript from the current high school or the high school from which the individual graduated, to verify advanced placement credit if applicable. Home school students must submit an official transcript of all high school and college work along with a copy of the Declaration of Intent to Home School as filed with the student's local school board.
- An official transcript from any and all colleges attended previous to Regent. A median cumulative college GPA of 2.5 is expected.
- Official SAT scores ( Critical Reading and Math/ACT Composite scores if the applicant is under 23 years old (not required for ages 23 and older)
- Signed Community Life Form
- Online writing sample is required only if applicant is seeking Merit Scholarship.

*Transfer students with an A.A., A.S., or A.A. and S. from the Virginia Community College System need to submit the following:*

- An official transcript for, the VCCS colleges attended. Student must have a cumulative GPA of 2.5 and be in good standing with all VCCS colleges attended.
- Online writing sample is required only if applicant is seeking Merit Scholarship.

## 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. All other visa types 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. Initial enrollment should occur during the fall term whenever possible; both for undergraduate and graduate students, due to the extensive mandatory SEVIS Orientation offered each fall semester. The school's director of admissions is responsible for obtaining necessary approvals from the school's dean for any exceptions to policy.

## 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 six 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.
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 from an accredited U.S. post-secondary institution or the equivalent degree from a foreign institution (16 years of formal education).
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. Transcripts from all previously attended educational institutions are a necessary part of every application. Transcripts should be sent directly to Central Enrollment Management from previous educational institutions. Regent University requires *official* transcripts, which is defined as being received by the university in a sealed envelope directly from the previous educational institution or the evaluating agency. Transcripts from foreign institutions must include an English translation (if necessary) with a course-by-course evaluation from an official, U.S.-based evaluation service, and be converted to the American Grade Point Average System. The translation and evaluation fees must be paid directly to the agency performing the service. Please see the International Admissions website for a list of recommended evaluators ([www.regent.edu/admissions/international](http://www.regent.edu/admissions/international)).
6. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL®) and score a 577 (paper), 233 (computer), or 90 (iBT) or higher to be considered for admission. Those who have taken the TOEFL® and scored a 577 (paper), 233 (computer), or 90 (iBT) or higher need not take the test again. Applicants who have previously taken the TOEFL® and scored less than 577 (paper), 233 (computer), or 90 (iBT) may and should retake the test to achieve the required score. The test should include the Test of Written English (TWE).

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;
- non-native speakers who have successfully pursued postsecondary academic work at schools where English was the language of instruction in an English-speaking country for specified period, generally two years.

Please see [www.toefl.org](http://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 Certification of Financial Responsibility 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 necessary. If the applicant has one or multiple sponsors, all must complete the Sponsor Financial Support Affidavit, 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.
13. Ordinarily international students may not be admitted "provisionally" or "conditionally."

### **International Transfer Students**

1. According to USCIS definitions, the following applicants are considered Transfer students:
  - a. If currently attending a school in the U. S. on an F or J visa, and changing schools.

- b. If changing degree levels: for instance moving from Masters' program in one school to Ph.D. level/program in another school.
  - c. If changing degrees: for instance finishing one doctoral degree and beginning another at a new institution.
2. The applicant's current institution's Designated School Official (for F-1) or Responsible Officer (for J-1) should fill out a *DSO Release Form for International Transfer Students* and mail it to the Regent University DSO in Central Enrollment Management. Because of federal deadlines with immigration transfer procedures, this form should be submitted to Regent's CEM office within 30 days after the student completes his/her studies at his/her latest U.S. institution.
  3. The applicant should include copies of the current immigration documents with their application materials: I-20 form or DS-2019 form, U. S. Visa history, I-94 card, work permit, etc.

### **Visa and Passport Information for Citizens of Canada, Bermuda, and Mexico**

According to USCIS regulations, these citizens are no longer allowed to enter the United States to study as a tourist in the B-1/B-2 immigration status. To apply for (F-1) or (J-1) student immigration status, citizens of Canada, Bermuda, and Mexico must meet all international student requirements in order to receive a SEVIS I-20 or DS-2019 from Regent.

Please note that a visa is not needed for Canadian or Bermudan citizens to enter the United States. The SEVIS I-20 or DS-2019 form will be sufficient, unless the student is coming into the United States from outside the Western Hemisphere. As of 1/23/07 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 early as January, 2008, the passport requirement may also be extended to the same citizens who are entering the U.S. by land or sea as well. Those arriving by land/sea prior to January, 2008 who do not have a passport should have a driver's license and/or birth certificate available.

### **International Students and Residency**

Residency is a term that Regent University uses to describe the portion of an on-line academic program that meets on campus for 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. For each residency, financial support is required for the amount of time spent at the Regent University campus.

If an international student is traveling to Regent University from his or her home country or from outside the U.S. for residency, an F-1 visa is required for that time period. In order to obtain the visa for a program's first 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. For each residency thereafter, returning residency students are responsible for making sure their I-20s are still valid and are up-to-date. In addition, the I-20 must have a valid travel signature for "reentry" purposes from Regent's Designated School Official at the bottom of Page 3. This signature cannot be more than 12 months old by the date the student will return to the U.S. If the student's finances have changed, the student will need to submit a Request for an F-1 SEVIS I-20 along with a Financial Affidavit Form and proof of finances. For returning residency students, these documents must be submitted to the Office of International Student Services at least 45 days prior to the start of the next residency. All SEVIS related forms are available on the OISS website ([www.regent.edu/oiss](http://www.regent.edu/oiss)).

### **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 should NOT enter the U.S. in the B-1/B-2 tourist status to attend classes at Regent because you will not be able to enroll at the University in the tourist status.

--Due to immigration rules, students who are in F-1 immigration status cannot remain in the U.S. for on-line programs which do not meet on campus during the fall and spring terms. These students must depart the country for those semesters.

### **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 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). 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 semester of enrollment. Only “regular” acceptance can be considered. “Provisional” or “conditional” acceptance may not be permissible.
2. Regent must receive Personal Certification of Financial Responsibility and, if applicable, the Sponsor Financial Support Affidavit documents, verifying that the applicant’s financial resources meet the financial needs for their first year of study.
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. 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 a full tuition from any Regent school, then the enrollment deposit will be \$2,000 from which \$1,500 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.

The following DEADLINES apply for submission of all required items before an I-20 may be issued:

1. For initial attendance students: May 15 for fall term enrollment; October 15 for spring term; and February 15 for summer term.
2. For transfer or continuing students: June 15 for fall term enrollment; November 15 for spring term; and March 15 for summer term.
3. For change of visa status: May 15 for fall term enrollment; September 15 for spring term; and February 15 for summer term.

### **Mandatory International Student Orientation**

At the beginning of each fall and spring semester, the Office of International Student Services (OISS) offers a mandatory international student orientation, which all new and transfer F-1 and J-1 students are expected to attend. F-1 and J-1 students should not book their flights to the U.S. until they have checked the dates of the International Student Orientation program for the semester they were admitted to Regent. Students who are admitted to Regent for the summer term must attend the fall orientation in August. Details regarding the International Student Orientation can be found on the OISS website at: [www.regent.edu/iss](http://www.regent.edu/iss)

### **Admissions Processes**

#### *Processing and Notification*

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

#### *Readmission*

Former students who have not been enrolled for one calendar year or more and who desire to re-enroll in the same degree program to which they were originally admitted should apply for readmission through the Admissions Office. Such students should submit a readmission application. 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 new school of interest.

### *Reactivation*

Students who have been inactive for less than one (1) calendar year and who wish to re-enroll in the same degree program must submit a reactivation application prior to being permitted to register.

## **Transfer of Undergraduate Credit**

Regent University welcomes and accepts college-level transfer credits awarded through other colleges and universities holding regional accreditation status via MSA, NWCC, NWACS, NEASC, SACS, and WASC accrediting bodies. Regent also reserves the right to accept college-level transfer credits awarded by CHEA (Council for Higher Education Accreditation) accredited institutions, approved entrance level examinations (i.e., CLEP/DANTES), military credit, and credits from other institutions of higher learning that meet Regent University standards or with whom Regent has an articulation agreement. Such institutions include those accredited via TRACS, DETC, ACICS, ACE, ABHE and ATS. The following standards and processes apply:

1. The total transfer credits to complete the degree may not exceed ninety (90), and students must complete at least thirty (30) credits at Regent in order to earn a baccalaureate degree. At least twenty-four (24) semester hours must be completed in the major field of study at Regent University.
2. Except for schools and/or accrediting agencies that have been specifically identified by Regent for transferability, only work from a regionally accredited school with a grade of C (2.0 on a 4 point scale) will be accepted in transfer. Regent University reserves the right to accept credits for a lower number of credits than the number given at the original institution.
3. Verification of all transfer credits and grades is done using only official transcripts sent directly by the institution or testing agency, without exception. If a student has earned credits at a regionally accredited institution through successful completion of courses that are significantly similar to courses at Regent University, the courses will be reviewed on a course-by-course basis by Regent University to determine eligibility for transfer.
4. Transfer credits may be counted only once toward credit requirements at Regent University.
5. Courses that do not apply to a student's degree program (either as electives or as specific degree requirements) will not be accepted, nor will courses typically labeled "student development," "career," or similar orientation courses. Regent University also does not accept transfer credit for remedial or sub-introductory (below 100-level) courses nor credits granted for varsity sports participation. Credits from regionally accredited institutions will be considered for transfer when Regent does not offer an equivalent course, provided that the transferred course is within the general framework of the liberal arts curriculum. Courses that are academic in nature, not specifically vocational training courses, will be accepted. Some vocational courses that have academic content, such as anatomy and physiology, as well as approved military training, may be considered, up to twenty-one (21) credit hours.
6. When transfer courses are approved, the name of the institution where the credits were earned and the credit category are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative GPA. Courses transferred as "P" or "S" will be considered as earned credit but will not affect the grade point average or graduation honors.
7. If transfer credit is received in lieu of a Regent University course and the student subsequently registers at Regent University for the same course, the credit originally awarded is void.
8. At least seventy-five percent of a student's coursework for the major must be completed through Regent University. Students wishing to complete a minor at Regent University must complete all of the required credits for the minor at Regent. Fifteen (15) credits of the minor must be unique to that minor program. In addition, for students wishing to complete a second undergraduate major at Regent University, at least seventy-five percent of the coursework required for the second major must be unique to that major program.

9. Transfer students who have earned the Associate in Arts or Associate of Science degree and who meet the minimum requirements for admission to Regent University will receive transfer credit for all eligible courses taken from regionally accredited colleges and those institutions specifically identified by Regent University for transferability, recognized as direct transfer programs, subject to normal transfer credit policy. Students holding the A.A. or A.S. degree are required to take GENE 101 Contemporary Problems for Christian Leaders as well as RELS 107 Christian Worldviews, which are courses specific to the mission of Regent University. Regardless of whether the student holds an associate's degree, no more than ninety (90) semester hours may be transferred from other colleges and universities.
10. A minimum of sixty (60) semester hours of transferable credit with a minimum grade of "C" (2.0 on a 4.0 scale) will permit a student to enter with junior classification; a minimum of ninety (90) semester hours of transferable credit following these standards allows a student to enter with senior status. Students transferring with senior status from another institution must successfully complete at least twenty-four (24) hours in the major at Regent. All students seeking degrees must meet the requirements outlined under "Graduation Requirements" regardless of total credit accepted in transfer.
11. Transfer students must be in good standing academically, socially, and financially, with all institutions previously attended. A student transferring from another institution and who has been placed on academic probation/warning for the previous semester will be automatically placed on academic probation at Regent University. Regent reserves the right to place transfer students automatically on academic probation if they were on academic probation for the previous semester at another institution.
12. Regent University reserves the exclusive right to determine the acceptability and applicability of all transfer credits. The university reserves the right to deny credit for coursework taken by the student prior to admission if it is identified and presented after transfer. Regent University reserves the right to refuse acceptance of course credits when those credits were earned more than ten years prior to the date on which the student applies for transfer and when, in the judgment of the academic dean or department chair(s), the knowledge and skills gained in the course are deemed to be out of date or in need of verification. Students are invited to demonstrate competencies gained through such courses through CLEP or other approved examinations and thereby gain course credit.

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

### **Additional Opportunities for Gaining College Credit**

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

#### *Early College*

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

#### *Credit by Examination*

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

1. **Advanced Placement Program (AP):** Sponsored by the College Entrance Examination Board, the Advanced Placement Program enables students who earn a score of 4 or 5 to earn college credit applicable to the Regent University baccalaureate degree. The university awards credit equivalent to Regent courses, as determined by the academic departments. The tests are offered each spring to students who have taken high school courses equivalent to college courses. Official test results must be sent to Regent University. Inquiry concerning the tests should be directed to the high school guidance counselor or to the Advanced Placement Program, [www.collegeboard.com](http://www.collegeboard.com).
2. **College-Level Examination Program (CLEP):** The College-Level Examination Program (CLEP) enables students to demonstrate proficiency in specific subject areas. Students who earn scores equivalent to grades of "C" or better may have credit applied towards graduation requirements. Students should make arrangements by August 1 to take any CLEP subject area examination at a CLEP testing site before the school year begins.

For more information, contact the Undergraduate Admissions Office.

## Enrollment Status Classification

### *Regular*

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

### *Provisional*

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

Students admitted provisionally must register for no less than 3 and no more than 6 credit hours during each of the first two sessions of enrollment. Provisional students may be eligible for some forms of financial aid and some School of Undergraduate Studies scholarships and grants.

A student's provisional enrollment status will be evaluated after the first semester of enrollment. If the student achieves a cumulative GPA of 2.0 during the first semester of enrollment, the provisional status will be removed, and the student's enrollment classification will be changed to regular status. If the provisional student does not achieve a cumulative GPA of 2.0 during the first semester of enrollment, the student will be subject to academic dismissal.

### *Conditional*

Applicants who have not submitted all official, required documents for admission, or who have submitted one or more unofficial documents, may be admitted with a conditional enrollment status. Conditional students may be eligible for some forms of financial aid and some School of Undergraduate Studies scholarships and grants.

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

*Non-Degree or Professional Development Status*

Students may enroll in the School of Undergraduate Studies on a non-degree basis for the purpose of professional or personal growth. Professional Development applicants are not considered for admission as regular degree-seeking students but rather, they are classified as non-degree Professional Development students and may take a maximum of 18 credits. Professional Development students are not eligible to receive financial aid. Courses for Professional Development students are posted on a non-degree transcript. Should a Professional Development student wish to take more than eighteen (18) credits outlined below, he or she must first apply and be accepted as a degree-seeking student. If a Professional Development student is accepted to an undergraduate degree program in the School of Undergraduate Studies, the student must petition in writing to have those credits count toward the bachelor’s degree.

Individuals seeking Professional Development status need to submit the following:

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

**Nondiscriminatory Policy**

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

**TUITION AND FEES**

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

- Tuition: \$420\*/credit hour.
- Nonrefundable application fee: \$50.
- Parking Fee: \$25/term
- Late payment fee/late registration fee: \$100 (applied if registration occurs after official start of the term or to all unpaid accounts after the term payment deadline).
- Graduation Fee: \$60.00
- Tuition Installment Plan (TIP): One-time setup fee (\$60 for fall, \$45 for spring and \$30 for summer).

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

**Tuition Installment Plan (TIP)**

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

**Refund Policy**

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

Before course starts through end of first week	100%
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Start of second week through end of second week	50%
After start of third week	No refund

## Payments and Late Fees

Payments can be made in cash, by check, or with VISA, MasterCard, or Discover credit card. An automatic tuition installment plan (TIP) is also available (see below).

A student is not permitted to register and/or continue for a new term until the account balance is paid or satisfactory arrangements are made with the Business Office.

Transcripts and diplomas will not be furnished until the student's account balance is paid in full.

Fees are charged to students who register late or who pay tuition past the published term payment deadline:

- A \$100 late fee will be charged to any returning student who registers for a course after the term start date of the University's published start of term.
- A \$100 late fee will be assessed to all student accounts with a balance after the payment deadline unless:
  - A signed TIP contract and the first payment have been received by the Business Office
  - Federal financial aid funds have been certified by the term payment deadline AND the certified funds will cover all tuition charges

## 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 (TAGP); the university-wide endowed scholarships; and the Federal Pell Grant Program (undergraduate students only) and PLUS Program. Students should apply and/or re-apply annually for these financial aid programs.

## Important Financial Facts

- It is the responsibility of each student to make sure he or she has sufficient funds to cover all tuition and other fees by the payment deadline of each term. Federal financial aid is not available to students taking fewer than 6 semester hours in any given term.
- All federal monies received will be automatically applied to the student's account. A refund check will be issued for all monies over and above the current term balance.
- Students can request in writing to the Business Office that all refunds from federal funds be left on their account for future term payments.

## Federal Financial Aid

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

To have eligibility determined for a Stafford 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).

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

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

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

1. Subsidized Stafford Loans

The subsidized Stafford loan is a low-cost loan to help pay education costs. Undergraduate juniors or seniors may be eligible for up to \$5,500 per academic year. Students classified as sophomores may receive \$4,500 and those classified as freshman \$3,500. The amount is based on need. The federal government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. The interest rate for the 2007 - 2008 academic year is 6.8 percent while in school and 6.8 percent upon entering repayment. The interest rate is fixed at 6.8 percent. The student has a six-month grace period after graduation or dropping below half-time status, before entering the 10-year repayment period.

(Amounts effective Fall 2007, See note below.)

2. Unsubsidized Stafford Loans

An independent undergraduate junior or senior may be eligible for up to \$10,500 per academic year with the Unsubsidized Stafford Loan. Independent students classified as freshman may receive a combined \$7,500 while sophomores may receive up to \$8,500. If the student is eligible for the maximum subsidized loan (example: \$5,500), the maximum unsubsidized loan is \$5,000, 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. Students classified as dependent for federal financial aid purposes are not eligible for the unsubsidized Stafford loan program.

(Amounts effective Fall 2007, See note below.)

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

***Federal PLUS Loans***

There are two types of PLUS Loans: Graduate Plus and Parent PLUS.

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

### ***Federal Pell Grant***

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

- Minimum amount for a full award year = \$400
- Maximum amount for a full award year = \$4,310

Amounts effective Fall 2007, actual amount will vary depending upon each student's application information and enrollment status, etc.

### **Employer Reimbursement**

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

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

#### ***The Employer Reimbursement Deferment Plan***

Most employers who provide tuition reimbursement reimburse their employees after they have completed their courses and received their grades for a given semester. As a service to employer-reimbursed students, Regent University allows such students to defer payment for a given semester until the 4th Friday of the following semester. Students choosing to defer any part of their tuition payment under this plan are required to submit the online employer reimbursement deferment form (see below) to the Business Office prior to the start of each semester and are charged a \$45.00 fee to set up their deferment. A valid credit card number will be required at this time and will be kept on file with the Business Office for one semester. If payment has not been made by the 4th Friday of the following semester, the student's credit card will be drafted at that time for the full amount of their tuition.

The university recommends that students maintain a separate credit card specifically for this tuition deferment plan with a minimum credit line equal to or greater than their expected tuition each semester. Regent University maintains the right to revoke a student's tuition deferment privileges if the credit card is declined at the time the card is drafted. In this situation, students will be immediately withdrawn from their classes for non-payment and will be charged a \$100 late payment fee. As a matter of honesty and integrity, students whose credit card does not carry the minimum credit line to cover the tuition balance are urged **not** to use this plan. Students whose companies reimburse *less* than 100% of tuition can defer payment only on the portion of their tuition that will be covered by their company. The student is responsible to set up other satisfactory payment arrangements for the remainder of the tuition balance by the payment deadline (e.g., full payment, TIP, loans).

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

1. E-mail a copy of the employer's tuition reimbursement policy to the School of Undergraduate Studies **Office of Admissions and Advising**.

2. Submit the secure online **Employer Reimbursement Deferment Form** prior to the payment deadline of **each** semester in which the student desires to participate in the plan.
3. Provide to the Business Office the following information at the time of submitting the Employer Reimbursement Deferment Form:
  - Personal contact information.
  - A credit card number and expiration date. Regent University accepts Visa, MasterCard and Discover (not American Express).
  - An authorization of the amount to be drafted from the credit card. Students need to be sure to include all fees, including the \$45 deferment fee, in the total.
4. In the “Comments” section of the form, the student should request a copy of the tuition invoice from the Business Office. The students is advised to keep this invoice on file until the time the employer requests it for reimbursement
5. Fax an **Authorization to Release Student Records Form** to the Registrar's Office (fax: 757-226-4033).
6. Contact the Business Office if the student’s credit card information changes over the course of the semester.

Any questions regarding the employer reimbursement deferment should be directed to the cashiers (Toll Free: 877-850-8434, Phone: 757-226-4059, International Phone: 877-386-9525, Fax: 757-226-4342).

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

### School-Based Scholarships and Grants

The School of Undergraduate Studies offers the following scholarship programs. These awards are highly selective, and the number of awards is limited and varies each year. Any student who meets the qualifications for the award may apply. Applicants for each award are reviewed on the basis of academic record, need, and scholarship-specific criteria listed below.

#### *Scholarship and Grant Policy*

1. Merit-based and need-based scholarships and grants are available for all accepted students. Students who are accepted provisionally are eligible only for need-based and affinity scholarships.
2. Students may apply for all scholarships and grants for which they feel qualified.
3. Scholarship and grant applications are reviewed after admissions decisions have been made and announced in writing.
4. Students will be awarded only one School of Undergraduate Studies scholarship or grant. If a student qualifies for more than one scholarship or grant, the student will be awarded the one scholarship or grant of the highest amount, contingent upon available funds and the date of application.
5. Students may apply only once to the School of Undergraduate Studies for scholarships and grants given by the school. They may request these scholarships and grants only within their first twelve credits of enrollment.
6. Students must maintain the required GPA to retain their scholarship or grant. Students who fall below the required GPA may have their scholarship or grant terminated.
7. Students whose scholarship or grant is terminated or reduced for academic reasons may reapply after one full term of inactivation. Receipt of any scholarship previously awarded is not guaranteed.
8. If employees of Regent, CBN, or Founders Inn, or the spouses or dependents of these employees, receive tuition remission, no School of Undergraduate Studies scholarships or grants will be awarded.
9. School of Undergraduate Studies scholarships and grants will be awarded for the duration of the student’s tenure at Regent, as long as the student maintains the required academic standards.
10. Students receiving a scholarship or grant who withdraw from Regent for more than one full semester must reapply for any further scholarships or grants.
11. Filing and completion of the FAFSA is required for all students who wish to be considered for need-based grants.

A list of all School of Undergraduate Studies scholarships and grants, along with an application, is available online at [http://www.regent.edu/acad/undergrad/financial\\_aid/financial\\_aid\\_home.cfm](http://www.regent.edu/acad/undergrad/financial_aid/financial_aid_home.cfm).

## Private Grants and Scholarships

Students are strongly encouraged to research other sources of private grants and scholarships. Visit the Central Financial Aid Office website for more information. Another service is the free "fastWEB Scholarship Search" currently accessible at [www.fastweb.com](http://www.fastweb.com). Research of, and application for, private sources of assistance should be done as early as possible to meet deadlines. More information on private scholarships is available at [www.regent.edu/admin/finaid/privschol.cfm](http://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 undergraduate program transcript levels which require a 2.00 minimum).
- Successful completion\* of 67% of all credits attempted at the undergraduate programs transcript level.  
\* "Successful completion" is defined as credits finished with grades other than an "F," "I," "IP," "W," "WF," "WX," "FX," "NP," "NG," or "AU" at the time grades are posted for the term being reviewed and/or when the satisfactory academic progress review for the prior term is made.
- For students enrolled in an undergraduate degree program the timeframe cannot exceed 150% of the published length of the program, which is measured in attempted credit hours, based upon the number of credits offered at Regent for the program. Therefore, the maximum duration of financial aid eligibility for students in this program is 180 attempted credit hours at Regent counted from the term/period the student originally begins the program, not to exceed five calendar years from the beginning of the initial term/period (including period of non-enrollment).
- Student must be in otherwise good academic standing with the university (as defined by the university's academic policies). A student placed on academic probation is automatically on financial aid probation.

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

### *Appeal Procedures*

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

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

### *Reinstatement*

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

### *Repeated Courses*

When a course is repeated, the last grade points and credit hours earned replace the previous grade points and credit hours in computing the grade point average. Please refer to the university catalog for the method by 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.

### **Veterans Benefits**

For information concerning veterans benefits, contact the Registrar's Office at 757-226-4094 or [www.regent.edu/admin/registrar/veteranbenefits.cfm](http://www.regent.edu/admin/registrar/veteranbenefits.cfm). Allow 45 days for paperwork to be processed by the Veterans Administration.

### **Student Employment**

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

### **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](http://www.regent.edu/admin/finaid/stateags.cfm).

### **More Information**

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

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

### **E-mail Notification and GENISYS®**

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

Students must access the online GENISYS® system 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 to

frequently check 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.

## COMPUTER REQUIREMENTS

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

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

Community colleges, public libraries, or computer training centers can provide valuable courses on basic Internet and personal computer use or other topics. Although the School of Undergraduate Studies offers students some practice with computer skills through the GENE 101 course, "Contemporary Problems for Christian Leaders" (required of all degree-seeking students) and through ITEC 101, "Fundamentals of Computer Applications" (offered periodically), successful completion of a preparatory course will build students' confidence and help facilitate successful completion of the degree program. Technical questions concerning personal hardware, software, or telecommunication support should be directed to the appropriate vendor(s). Regent University does not teach or train students in basic computer use outside of specific undergraduate courses.

### E-Mail Account

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

## ACADEMIC POLICIES

### Academic Advising

Professional academic advisors, faculty, and student services personnel are available to provide academic, career, and personal guidance during the student's program and to help each student with administrative needs and concerns. It is the student's responsibility to meet the requirements of the degree as defined in the student's approved degree plan (ADP). Advisors assist students with the ADP and in planning, term by term, how they will complete graduation requirements. In addition, advisors remain available throughout the year to help students regarding academic concerns and with the registration process, such as selecting courses, adding or dropping courses, and selecting a major or minor. More information is available from the Enrollment Services Office and the Student Handbook. Students can download academic forms at <http://www.regent.edu/admin/registrar/onlineforms.cfm>.

### Academic Appeals

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

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

## Academic Dismissal

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

## Academic Integrity

### *Foundation and Student Responsibility*

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

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

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

### *Definitions*

Conduct that violates the Academic Honor Code includes the following:

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

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

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

Because of the importance of ensuring academic integrity, the University has subscribed to Turnitin.com®. For a full discussion of this program please refer to <http://www.regent.edu/it/helpdesk/document/turnitin/>. The University has asked its instructors to submit student papers to the scrutiny of the Turnitin.com® software or other academic integrity software at their discretion including when they suspect the presence of plagiarism in a student's paper. Note that these submissions of assignments to Turnitin.com® or other software do not necessarily constitute an accusation or suspicion of plagiarism.

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

### **Academic Probation**

Undergraduate students with less than a 2.00 cumulative GPA at the end of any semester will be placed on academic probation. Students must receive a passing grade for all courses in the following semester of enrollment, and they must raise the cumulative GPA to 2.0 or higher by the end of that subsequent semester of enrollment. Students not meeting this requirement will be academically dismissed from the School of Undergraduate Studies.

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

### **Attendance and Participation Policy**

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

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Attendance is tracked weekly. For any week (7 days from Monday to Sunday) in which a student does not attend class time or, for online classes, log into the course in Blackboard, the student will be marked absent in the Blackboard grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online student logs into the course in Blackboard or the on campus attends the on-campus class for a course, whichever is more recent. Students should be aware that this date could affect their financial aid and financial obligations.

Normally, expectations for participation—such as those for quality work in the group discussions (including those in Blackboard)—differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is present or absent might lose participation points. Instructors determine whether students may gain back lost participation



points (for example, through additional work). Students should be aware that instructors follow their posted policy for receiving late work from students; work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including students' participation. Students are responsible to attend and participate in class and to follow campus policies.

## 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*

University-wide centers include The Center for Teaching and Learning and the Center for Latino Leadership.

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

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 University Writing Center.

## Cornerstone and Capstone Requirement

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

## Dean's List

Each semester, students demonstrating academic excellence are recognized through inclusion in the undergraduate Dean's List. Students completing at least nine credits during the semester are eligible for the Dean's List. Eligible students who earn a cumulative grade point average of 3.85 for the semester are included on the Dean's List for that semester.

## Declaring a Major

In order to facilitate planning and advising, students normally declare a major when they enter the School of Undergraduate Studies. However, students may enroll in a degree program in the School of Undergraduate Studies without declaring a major upon entry. Students who have not declared a major are considered "Undeclared" and may be eligible for all forms of scholarships and financial aid, provided other eligibility criteria are met. Students may earn a maximum of 45 credit hours before declaring a major (thus declaring the major the second semester of the sophomore year).

## Faculty/Course Evaluations

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

## Financial Holds on Academic Records

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

## Grade Change Appeals

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

## Grading System

To remain in good academic standing in the undergraduate programs, students must maintain a 2.0 GPA. Grades are posted by each instructor in all School of Undergraduate Studies programs within 14 calendar days of the completion of each course.

The following grading system is followed:

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

Letter grades indicate the following:

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

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

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

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

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

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

### **"Incomplete" Grades ("I")**

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

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

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

### **Independent Learning Opportunities**

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

1. *Independent Study courses:*

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

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

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

### *2. Internships:*

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

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

### **“In-Progress” Grades (“IP”)**

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

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

### **Minimum and Maximum Loads**

Students are required to enroll in a minimum of 12 credit hours each semester (thus 6 semester hours each session) to be considered a full-time student. Students may enroll in up to 9 credit hours each **session**, with provisionally accepted students limited to 12 credit hours per **semester**. In order to ensure academic success, all students are advised to take no more than three courses (9 credit hours) per session. Students need approval from the Registrar to register for an overload of more than 9 credits each session. Only students who have at least a 3.0 cumulative grade point average will be considered for this overload approval.

### **Outcomes Assessment Requirement**

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

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

## Registration Processes

### 1. *Adding a Course*

Students may add a class only during the first week of classes without penalty. Students are to use the “Add/Drop” form to make this request, available online on the Registrar’s webpage as well as in hard copy in the Registrar’s office and the Office of Advising and Student Services.

### 2. *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. Audited courses appear on the transcript but do not have associated credits. 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 will not be applied to audited courses.

### 3. *Change of Schedule: adding and dropping courses*

Students may add or drop courses to their schedule during the first week of the course without penalty. After the last day of the first week, academic or financial penalties apply. **If a student does not attend or participate in a course for which the student is registered and does not officially drop the course through the Registrar’s Office, the student will receive a failing grade for the course.**

### 4. *Repeating a Course*

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

### 5. *Withdrawal from a Course*

Students may add or withdraw from a class during the first week of classes without a permanent notation to their records. After the first week and through the end of the fourth week of classes, students will receive a grade of “W” if they officially withdraw with the Registrar’s office. In this case, students need to complete the “Add/Drop” request form, sign it, have the instructor sign it, and return the form to the Registrar’s office before the end of the last business day in the fourth week of class. The “Add/Drop” form used in the School of Undergraduate Studies is available online on the Registrar’s webpage as well as in hard copy in the Registrar’s office and the Office of Advising and Student Services.

After the fourth week and up to the end of the seventh week, students who discontinue class but who complete the proper form requesting withdrawal from class, following the procedure described above, will receive a grade of “WF.” Withdrawals are not permitted the last week of class. Students who discontinue the class but who fail to withdraw properly receive a grade of “F” for the class.

Students who have not attended classes, or distance students who have not participated in instructional events, may, by the end of the drop/add period (the end of the first week of the session)—in accordance with university practice—be assumed to have unofficially withdrawn from the university and will be administratively withdrawn. However, any participation in the class, including logging on to Blackboard, constitutes class attendance. Students participating and/or attending need to follow the procedures stated above regarding “W” and “WF” grades; they will not be administratively withdrawn.

**Financial penalties apply** for grades of “W” and “WF,” as described under the refund policy. **Students need to verify with the Business Office how the withdrawal and grade of “W” or “WF” will affect their account balance before they initiate a withdrawal process.** Courses carrying a grade of “WF” receive no credit but are counted towards hours attempted and may negatively affect the students’ GPA. The issuance of a “W” or “WF” grade may have a

direct impact on students' receipt of a grade for tuition reimbursement purposes and may directly affect his or her eligibility for and receipt of financial aid. It is imperative that students contact the Financial Aid Office at Regent University before receiving a "W" or "WF."

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

### **Transcripts and Verification of Enrollment**

All requests for official copies of transcripts from Regent University must be made in writing to the Registrar's Office. Three copies of a transcript will be given to students upon completion of graduation requirements. Current students and alumni will be charged a fee for transcript orders of two or more per semester. Transcripts will not be released for current or former students who have unresolved financial accounts with the university. Requests by students for copies of their transcripts from other educational institutions are not honored. Requests of letters verifying enrollment at Regent should be made directly to the Registrar's Office.

### **Withdrawal from the School of Undergraduate Studies**

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

1. A voluntary withdrawal will be granted if students request it in writing from their advisor. In addition, students must meet with the Director of Student Services for approval to be granted.
2. Students who have not attended classes, or distance students who have not participated in instructional events, may, by the end of the drop/add period (the end of the first week of the session)—in accordance with university practice—be assumed to have unofficially withdrawn from the university and will be administratively withdrawn. Students who leave the university during a term without officially withdrawing will be administratively withdrawn and will forfeit fees or deposits paid to the university.
3. The school's policies and deadlines for grades of "W" (Withdraw) and "WF" (Withdraw Failing) apply to students wishing to withdraw from the university (see the information under "Academic Information"). The regular refund policy applies for a student suspended for disciplinary reasons.
4. When students have been absent for one year, the university will assume that students have permanently withdrawn from the School of Undergraduate Studies. Students wishing to be readmitted must submit an Application for Readmission.

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

### **Withdrawals and Returning from a Withdrawal in the School of Undergraduate Studies**

Returns from a withdrawal have the following stipulations:

1. Financial clearance must be granted from the Business Office before the return.

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

## Writing Expectations

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

## ACADEMIC PROGRAMS

The two foundational parts of the academic program in the School of Undergraduate Studies are the general education core curriculum and the academic major. All students are required to complete the general education requirements, at least one major course of study, and enough electives to total 120 semester hours of credit. Students may choose to minor in one or more disciplines or to complete the requirements for a second major.

### Graduation Requirements for the Baccalaureate Degree

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

- Earn a minimum of 120 semester hours of credit, including satisfactory completion of all course requirements of the School of Undergraduate Studies.
- Complete at least 30 credit hours of instruction at Regent University for the bachelor's degree, including Religious Studies (RELS) 107, "Worldviews," and General Education (GENE) 101, "Contemporary Problems for Christian Leaders."
- Meet all general education requirements as listed in the general education section of this catalog.
- Meet all requirements for an academic major as specified in this catalog.
- Earn a minimum cumulative GPA of 2.00 (A = 4.0) in all coursework attempted and in the major, and a minimum of C- (C for IDS majors) in each course that will be applied to the major.
- Complete all required examinations and surveys related to the university's learning assessment program.
- Pay all university financial obligations.

The following requirements apply to the major and minor:

- Students who receive a grade below "C-" in any course applied to the major must repeat that course in order to graduate.

- For a second major at Regent University, at least seventy-five percent of the required coursework for the second major must be unique to that major program.
- For undergraduate academic minors, fifteen (15) credits of the minor must be unique to that minor program. Fifteen (15) credits of the minor must be completed at Regent University. Courses applied to the minor must carry a minimum of a C-.
- Students may not apply the same credits to two programs (i.e., a major, minor, or certificate). Students who complete a certificate or a minor may later choose to apply those credits to a major, but they will not also earn the certificate (or the minor).
- Students may double-count credits applied to general education requirements (for example, between a general education requirement and a major), but they may not triple-count any credits (for example, they may not apply the same credits to a general education requirement, a major, and a minor.)

Although the academic advisor participates actively in the student's planning and helps to monitor the student's progress towards graduation, responsibility for fulfilling all graduation requirements rests upon the individual student. Students should acquaint themselves with the requirements described in this catalog and plan their course of study carefully so as to fulfill graduation requirements. Students are subject to the academic requirements set forth in the catalog in use during the year they entered the university. When a student declares or changes a major, minor, or certificate, the requirements of the major, minor, or certificate that are in effect at that time apply, as defined by the *Catalog*.

## The General Education Core Curriculum

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

### Requirements

The general education core requirements include 49 credit hours of courses in specific areas:

#### Key to codes used below:

- ‡ denotes required courses for those in the IDS (elementary education) program.
- ± denotes required courses for those in the Psychology program.

1. Students are required to take the Regent cornerstone course:

Subject Area	Credit Requirement	Available Courses	Credits Offered
<b>Regent cornerstone</b>	<b>3 credits</b>		
Required:		GENE 101 Contemporary Problems for Christian Leaders	3

2. Students are required to take 12 credits of coursework intended to increase their abilities in writing, oral communication, and mathematics, as specified:

Writing	6 credits		
		ENGL 101 English Composition	3
		ENGL 102 Research and Academic Writing	3



<b>Communication</b>	<b>3 credits</b>		
		CMVV 110 Public Speaking	3
<b>Mathematics</b>	<b>3 credits</b>		
Choose 1 course:		MATH 101 Mathematics for Liberal Arts	3
		MATH 102 College Algebra † ±	3
		MATH 201 Statistics † ±	3

† IDS students complete 6 credits in mathematics, as specified here.

± Psychology majors may choose either Math 102 or 201.

3. Students are required to take 12 credits of coursework in Christian Foundations, consisting of RELS 107 Worldviews; one course in Old or New Testament; a New Testament or other biblical studies course; and one course in spiritual formation, as specified:

Subject Area	Credits Required	Applicable Courses	Credits Offered
<b>Christian Foundations</b>	<b>12 credits total</b>		
Required:	3 credits	RELS 107 Worldviews	3
Choose 2 courses:	6 credits	RELS 103 Old Testament Studies	3
		RELS 104 New Testament Studies	3
		RELS 250 Mission and Message of Jesus	3
Required:	3 credits	RELS 206 Spiritual Formation	3

4. Students are required to take 6 credits of coursework in history, consisting of survey courses in either western or world civilization, or U.S. history:

History	6 credits total		
Choose 2 courses:		HIST 101 Western Civilization I †	3
		HIST 102 Western Civilization II	3
		HIST 201 U.S. History I (to 1877) †	3
		HIST 202 U.S. History II (from 1877) †	3

† IDS students complete 9 credits in history, as specified here.

5. Students are required to take 3 credits of coursework in philosophy:

Philosophy	3 credits		
Choose 1 course:		PHIL 101 Introduction to Philosophy	3
		PHIL 102 Logic and Critical Thinking	3

6. Students are required to take 4 credits of coursework in the earth or natural sciences (not the behavioral sciences), consisting of a course with a laboratory component: \*

Natural Sciences	4 credits		
Choose 4 credits:		BIOL 101 Introduction to Biology with Lab †	4
		BIOL 102 Human Biology with Lab ±	4
		EASC 101 Introduction to Earth Science with Lab	4

† IDS students complete 7 credits in the natural sciences, including at least one course with a laboratory; they must complete courses in at least two different sciences.

± Psychology majors must complete BIOL 102

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

7. Students are required to take 3 credits of coursework chosen from the social sciences, including communications, economics, geography, sociology, government, and psychology:

<b>Social Sciences</b>	<b>3 credits</b>		
Choose 1 course:		ECON 101 Introduction to Economics ‡	3
		GEOG 101 World Geography ‡	3
		GOVT 196 Introduction to the Study of Government	3
		PSYC 102 Intro to Psych & Christian Thought	3

8. Students are required to take 3 credits of coursework chosen from the humanities:

Humanities	3 credits total	
Choose 1 course:	ENGL 202 Literature of the United States: Beginnings to Civil War	3
	ENGL 203 Literature of the United States: Civil War through the 21 <sup>st</sup> Century	3
	ENGL 211 British Literature: Middle Ages through the 18 <sup>th</sup> Century	3
	ENGL 212 British Literature: 19 <sup>th</sup> Century through the 21 <sup>st</sup> Century	3
	ENGL 215 African American Literature	3
	ENGL 275 Shakespearean Literature	3

‡ IDS students may choose to take ENGL 202, 203, 211, 212, or UIS 410, Classical Literature for Children, to satisfy the literature content area. They also complete 6 additional credits in the arts and humanities.

10. Students are required to take 3 credits of coursework chosen from the arts:

Arts	3 credits total	
Choose 1 course:	ARTA 101 Engaging the Visual Arts	3
	MUSI 101 Music, Creativity, and Culture	3

**Total required general education core credits: 49**

9. Students are required to demonstrate competency in writing, reading, mathematics, oral expression, and computer skills. Such proficiency must be demonstrated as follows:

*Proficiency in writing.* A grade of C- or better in ENGL 101, English Composition.

*Proficiency in reading.* A grade of C- or better in a 200-level survey of literature course: ENGL 202 Literature of the United States: Beginnings to Civil War; ENGL 203 Literature of the United States: Civil War through the 21<sup>st</sup> Century; ENGL 211 British Literature: Middle Ages through the 18<sup>th</sup> Century; ENGL 212 British Literature: 19<sup>th</sup> Century through the 21<sup>st</sup> Century; ENGL 215, African American Literature; or ENGL 275, Shakespeare.

*Proficiency in oral communication.* A grade of C- or better in CMVV 110, Public Speaking.

*Proficiency in mathematics.* A grade of C- or better in MATH 101, 102, or 201.

*Proficiency in computer skills.* A grade of C- or better in GENE 101, Contemporary Problems for Christian Leaders.

Students who do not earn a C- or better in each of these areas must re-take the course until at least a C- is obtained.

Equivalent scores on College Level Examination Program (CLEP) exams or Advanced Placement (AP) exams may be substituted for any of these demonstrations of competency.

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

### *Certificates of Study*

The Regent University School of Undergraduate Studies also offers a number of special, optional certificate programs. A certificate of study represents study in an academic area through a carefully selected group of courses, consisting of RELS 107, "Worldviews," plus fifteen credits of courses specified by the academic department, for a total of eighteen credit hours. Students may pursue a certificate of study either as a degree or non-degree seeking student. Certificate courses are designed so that the entire certificate may be completed in one calendar year if completed in the standard sequence and are typically

offered in both face-to-face and online formats. They are fully applicable to Regent University bachelor-level academic programs and are noted on the student's transcript and certificate.

The following standards apply for certificates of study:

- A certificate from The School of Undergraduate Studies at Regent University requires the successful completion of a sequence of six courses for eighteen credit hours.
- All eighteen hours of coursework must be completed through Regent University.
- A grade of C (2.0) or better must be earned in each course to receive a certificate.
- Only the RELS 107 Worldviews course may be utilized to earn more than one Regent undergraduate certificate. This course is required for all Regent undergraduate certificates of study.

Certificates may be earned in the following academic areas. Course requirements for Regent's certificates can be found in the "Academic Programs" section of this catalog, in the information given for the department listed below:

Biblical Studies – Religious Studies Department

Christian Counseling for Laypeople – Psychology Department

English – Language and Literature Department

French – Language and Literature Department

Leadership – Business and Leadership Department

Mandarin – Language and Literature Department

Practical Ministry – Religious Studies Department

Professional Communication – Communication Department

Spanish – Language and Literature Department

Youth Ministry – Religious Studies Department

### *Minors*

A minor is a prescribed group of related courses (15 credits) taken outside of one's academic major. Minors present optional study opportunities to students who wish to supplement their major field of study with coursework in another academic area. Students choosing to complete a minor will be required to complete 15 credits of specified courses in the subject area in which the minor is selected. The minor must be listed on the student's "Approved Degree Program" form, with the required courses documented. A listing of the required courses for each minor is listed under each undergraduate program.

### *Emphases*

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

### *Majors*

Students choose at least one major program of study in order to graduate with the baccalaureate degree. The baccalaureate degrees offered at Regent University are found under "Program Overview" of this catalog.

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

## ACADEMIC DEPARTMENTS AND DEGREE REQUIREMENTS

## Business and Leadership

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*Department Chair:* J. Thomas Whetstone, D.Phil.

Christian leadership is needed to change the world. The Department of Business and Leadership equips students with the technical competence, communication skills, and the confidence in critical thinking and decision making to meet the global leadership challenges of the twenty-first century. The members of the faculty draw on an extensive amount of experience as leaders in business, education, government, military, and other organizations. The department offers two majors, each with two emphases. The Organizational Leadership and Management major gives students the choice of either a non-quantitative Leadership emphasis or a pre-MBA Management emphasis. The Global Business major allows students to choose between an International Business emphasis or a Management Information Systems emphasis.

### *The Major in Global Business*

Students majoring in Global Business at Regent University develop the basic technical competencies and cross-cultural sensitivities required to succeed as Christian leaders in the global economic community. The courses stress the essential importance of ethical integrity for students as they learn to apply marketing, economics, accounting and finance, and strategic planning to the design, communication, and implementation of effective global decisions and business plans. Students are equipped and challenged to think deeply while they are offered practical hands-on experience and interaction with global business leaders.

Students majoring in Global Business complete eight (8) required courses. They choose one of two emphases: International Management or Management Information Systems, each consisting of six courses, for a total of 14 courses (42 credit hours) in the major.

#### **Required Courses for the Major in Global Business (42 hours):**

- GBUS 345 Electronic Commerce (3)
- CMVV 240 Cross-Cultural Communication (3)
- OLAM 330 Ethics (3)
- OLAM 420 Economic Environment of Organizations (3)
- OLAM 430 Leadership: Creating Shared Vision (3)
- OLAM 435 Strategic Planning (3)
- OLAM 450 Managerial Accounting and Finance (3)
- OLAM 460 Marketing Environment of Organizations (3)

*Plus one of the following emphases:*

#### ***International Management Emphasis*** (18 credit hours):

- GBUS 305** Innovation and Entrepreneurship (3)
- GBUS 335 Principles of Design (3)
- GBUS 470 International Market Research (3)
- GBUS 482 International Trade (3)
- GBUS 492 International Logistics Management (3)
- GBUS 496 Business Plan (3)

#### ***Management Information Systems Emphasis*** (18 credit hours):

- ITEC 352 Survey of Information Systems (3)
- ITEC 353 Survey of Programming (3)
- ITEC 355 Network Design and Administration (3)
- ITEC 360 Project Management (3)
- ITEC 450 Information Systems Security (3)
- ITEC 460 Database Systems (3)

### ***The Major in Organizational Leadership and Management***

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

Students majoring in Organizational Leadership and Management complete ten (10) required courses. They choose one of two emphases: Leadership or Management. The Leadership emphasis is non-quantitative, allowing students to engage in in-depth study of how they can develop as successful organizational leaders. The Management emphasis offers students a strong preparation for future MBA studies or for responsible new positions in global organizations.

#### **Required Courses for the Major in Organizational Leadership and Management (42-48 credit hours):**

- OLAM 201 Survey of Leadership (3)
- OLAM 310 Systems Thinking (3)
- OLAM 315 Knowledge Management (3)
- OLAM 330 Ethics (3)
- OLAM 340 Organizational Behavior (3)
- OLAM 420 Economic Environment of Organizations (3)
- OLAM 428 Moral Character of Leaders (3)
- OLAM 430 Leadership: Creating a Shared Vision (3)
- OLAM 460 Marketing Environment of Organizations (3)
- OLAM 486 Senior Research Project (3)

*Plus one of the following emphases:*

#### **Leadership Emphasis (12 credit hours)**

- GBUS 305 Innovation and Entrepreneurship (3)
- OLAM 325 Teams and Virtual Teams (3)
- OLAM 350 Leadership: A Communication Perspective (3)
- OLAM 410 Human Resource Leadership (3)

#### **Management Emphasis (18 credit hours)**

- OLAM 280 Principles of Management (3)
- OLAM 309 Accounting (3)
- OLAM 320 Research Methods (3)
- OLAM 415 Organizational Development (3)
- OLAM 435 Strategic Planning (3)
- OLAM 450 Managerial Accounting and Finance (3)

Students majoring in other disciplines may choose to minor in Organizational Leadership and Management:

#### **Minor in Organizational Leadership and Management (15 credit hours):**

- OLAM 201 Survey of Leadership (3)
- OLAM 310 Systems Thinking (3)
- OLAM 330 Ethics (3)

- OLAM 350 Leadership: A Communication Perspective (3)  
 OLAM 430 Leadership: Creating Shared Vision (3)

Students may choose to complete the following certificate:

**Certificate in Leadership** (18 credit hours):

- RELS 107 Worldviews (3)  
 OLAM 201 Survey of Leadership (3)  
 OLAM 310 Systems Thinking (3)  
 OLAM 330 Ethics (3)  
 OLAM 350 Leadership: A Communication Perspective (3)  
 OLAM 430 Leadership: Creating Shared Vision (3)

## Courses

### Global Business

**GBUS 305 Innovation and Entrepreneurship** (3 credits)

Students identify and describe leadership behaviors that cultivate innovation. As part of the life-long learning process, students begin to develop the skill of environmental scanning to identify trends and opportunities in the same way that leaders apply this technique to anticipate and respond external and internal change in organizations. As a result, students learn how leaders can bring about change in organizations by successfully introducing and presenting new ideas and processes.

**GBUS 335 Principles of Design** (3 credits)

An exploration of new ways of seeing and the use of design thinking to solve problems. Students learn radical collaboration by working in multidisciplinary teams as they consider client constraints and requirements, develop rapid prototypes, and successfully overcome intractable problems. Through the completion of a significant hands-on corporate identity project, students engage all elements of design thinking as they reach out to previously unknown possibilities. Must be completed in the first semester.

**GBUS 345 Electronic Commerce** (3 credits)

A study of World Wide Web design techniques using CGI scripts, Javascripts, and Perl 5 to develop Web sites utilized in eCommerce. Emphasis on consumer behavior, marketing strategy, data security, and ethical considerations.

**GBUS 390 Independent Study** (3 credits)

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

**GBUS 470 International Market Research** (3 credits)

A study of consumer behavior analysis and how it can be used to develop effective marketing techniques and strategies. Students learn methods by which primary and secondary data are collected (including use of the Internet) and multiple techniques for analyzing relevant data. Emphasis on persuasion strategies, enhancing brand memory, consumer profiling and trends, and relationship management.

**GBUS 482 International Trade** (3 credits)

Investigation of the dynamics of the current global business environment. Topics include geography, hard and soft currency concepts, regionally focused trade blocks, intermodal transportation practices, exchange mechanisms and rates, duties and duty-free zones, quotas, and U.S. government trade practices. Students consider investment flows and foreign exchange concerns as they relate to the firm. The impact of legal, political, and cultural forces on the multinational enterprise are also examined in the context of the strategic management process.

**GBUS 485 Special Topics in Global Business** (3 credits)

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

**GBUS 490 Independent Study** (3 credits)

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

**GBUS 492 International Logistics Management (3 credits)**

A survey of the critical logistical problems relative to imports and exports, including documentary credit, insurance, statistical quality control, ISO 9000, international transportation, sales and distribution team management, and benchmarking.

**GBUS 496 Business Plan (3 credits)**

The capstone course for the B.S. in Global Business. Individual students will complete a significant business plan for a marketable product, service, or idea, and formally present the plan for scrutiny to a panel of working venture capitalists, bankers, and technical specialists, who will assign the final grade for the course. The product, service, or idea must utilize internationally sourced components or involve sales in a country other than the United States. Prerequisite: Senior standing (students must be in the last semester of the Global Business program) and permission of the department chair.

**Information Technology**

**ITEC 101 Fundamentals of PC Applications (3 credits)**

Students develop computer skills using the Windows Operating System software. Students gain practice in Internet searches, word processing, and managing Windows files and folders as well as with spreadsheet, database, and presentation software.

**ITEC 352 Survey of Information Systems (3 credits)**

Students gain significant insight into the breadth of hardware and software components of computer-based information systems. In addition, students will learn computer theory as it relates to applying solutions to business cases. Additional topics include networking, relational databases, and telecommunications. ITEC 352 serves as the cornerstone course for the MIS emphasis.

**ITEC 353 Survey of Programming (3 credits)**

Students are introduced to application programming and logic by using C++/Java/Perl/C. Students will become familiar with data types, control structures, conditional expression, functions, arrays, pointers, and data structures. The students will enhance these new skills by developing applications that relate to their business requirements. Prerequisite: ITEC 352.

**ITEC 355 Network Design and Administration (3 credits)**

Students develop an understanding of network theory as applied in a protocol suite. Topics include the principles of network architecture, WAN infrastructure and support, clients, domains, user accounts, layering, multiplexing, address mapping, routing, and naming. Students design and write network software, install appropriate hardware, and use network security firewalls and virus remediation.

**ITEC 360 Project Management (3 credits)**

An investigation of skills crucial to the effective management of development projects, including facilities, airports, and computer networks.

**ITEC 450 Information Systems Security (3 credits)**

Business and government are facing a rapidly expanding need for information assurance professionals. This course surveys important skills in information protection program design, internetworking and application security, the development of information security safeguards and information security auditing, disaster recovery, policy development, identity management, and effective threat assessment.

**ITEC 460 Database Systems (3 credits)**

An introduction to the analysis, design, implementation, and effective utilization of relational databases. Topics include data modeling techniques, data model to logical schema conversion techniques, relational algebra, SQL, database file organizations, query evaluation, transaction management, and client-server application architectures. Prerequisite: ITEC 353.



**Organizational Leadership and Management**

**OLAM 101 Relationships and Leadership** (3 credits)

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

**OLAM 201 Survey of Leadership** (3 credits)

*Prerequisite for OLAM courses for OLAM majors.* An exploration of expectancy, leader-member exchange (LMX), transactional, transformational, servant leadership and other theories affords students an opportunity to apply theory to organizations and leaders of today.

**OLAM 280 Principles of Management** (3 credits)

An introduction to management language, concepts, models, and basic principles is gained through reading, discussion, case studies, presentations, and experiential exercises. Students explore the interrelated functions (planning, controlling, organizing, leading) of the management process and develop an understanding of who a manager is, what a manager does, and what a manager is responsible for achieving in the 21<sup>st</sup> Century organization.

**OLAM 309 Accounting** (3 credits)

An introduction to financial accounting principles and statements. Students develop a working understanding of the accounting treatment of the accounting cycle, financial statements, asset valuation, liabilities, and equity, according to generally accepted accounting principles. Focus is placed on each student's appreciating, as a future leader, the organizational purpose, nature, language, basic principles, and benefits of proper financial reporting, controls and audits.

**OLAM 310 Systems Thinking** (3 credits)

An introduction to the vocabulary and methodologies associated with the discipline of systems thinking. Students will apply the tools, processes and principles that aid in understanding the relationship between the parts of any system, particularly human systems. Students greatly enhance their ability to understand how organizations operate and how various leadership styles and decisions can affect those operations. Prerequisite: OLAM 201.

**OLAM 315 Knowledge Management** (3 credits)

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

**OLAM 320 Research Methods** (3 credits)

Students identify where statistics are used to solve real world problems including how to analyze organizational situations through the application of appropriate research methodologies, techniques and fundamental concepts. By constructing hypotheses, students explain or predict results and justify the hypotheses with data. Students learn to operate SPSS to perform basic statistical functions and apply and present descriptive and inferential statistics. Students also conduct statistical tests and analyses, including chi-square, correlation, and regression. Prerequisite: OLAM 201.

**OLAM 325 Teams and Virtual Teams** (3 credits)

Students explore how virtual teams influence leadership effectiveness. They examine the various mediums of sharing information when working in any team environment and develop the skill of environmental scanning to identify communication issues and formulate solutions. Students learn the importance of developing interactive and dynamic groups, working in the virtual or face-to-face environment. Prerequisite: OLAM 201.

**OLAM 330 Ethics (3 credits)**

Students explore the nature of ethical leadership by discerning the ethical foundations of leadership principles evident in the lives of great leaders. They learn how the leader's values and beliefs affect decision-making by identifying key factors involved in ethical decision-making. Finally, students assess and apply the concepts of organizational and social responsibility by looking at real world problems. Prerequisite: OLAM 201.

**OLAM 340 Organizational Behavior (3 credits)**

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

**OLAM 350 Leadership: A Communication Perspective (3 credits)**

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

**OLAM 370 Decision-Making Techniques (3 credits)**

Students explore the analytical and process skills that enable them to make effective decisions. They learn how to assess key factors in the change process and examine how proper planning can increase the value of proposed solutions. Students learn how leaders can bring about change in organizations by successfully introducing and presenting new ideas and processes. Prerequisite: OLAM 201.

**OLAM 390 Independent Study (3 credits)**

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

**OLAM 400 Diversity (3 credits)**

In this course, students learn to identify and evaluate ways that effective leadership can leverage a diverse organization for adaptive change and competitive advantage. They learn how to approach diversity from a management perspective in the workplace. Students define various ways that individuals can use differences to empower others in the work force.

**OLAM 410 Human Resource Leadership (3 credits)**

Students learn how Human Resource Leadership is a vehicle for creating and implementing organizational mission and vision. They develop strategies for recruiting, interviewing, selecting, and training employees. Students explore potential areas of employee disputes, how to prevent them, and how to handle them. They examine various legal concepts such as Equal Employment Opportunity, Worker's Compensation, OSHA, the Family Leave Act, Affirmative Action, Sexual Harassment, and ADA with existing legislation.

**OLAM 415 Organizational Development (3 credits)**

Students explore the concepts of organization theory and design, including the major organization forms, the idea of culture as structure, and the impact of environment on structure and leadership. Students gain understanding of how organizations work and how best to approach an organizational assessment.

**OLAM 420 Economic Environment of Organizations (3 credits)**

Students apply the principles and tools of microeconomics (production, buying, and selling of a particular good or service and the study of supply and demand), macroeconomics (unemployment, inflation, interest rates, money supply, national economic policy, and GDP – national output), and the impact of international trade in organizational decision making. From this perspective, students analyze the impact of economic factors on organizations and the influence of organizations on economic conditions. Equips students to use economic understanding as a resource for responding to and implementing change in organizations.

**OLAM 428 Moral Character of Leaders (3 credits)**

Differing views as to the competitive and ethical importance of moral character for the leader of a contemporary organization are explored through extensive reading, discussion, and case studies. Leader styles and behavioral approaches, organizational culture and identity, and the mission of the organization in the market economy, and their interrelationships, are all examined from the perspective of leader character. Students are challenged to consider how moral character can be applied most effectively and developed in the organizational context. Prerequisite: OLAM 201.

**OLAM 430 Leadership: Creating a Shared Vision (3 credits)**

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

**OLAM 435 Strategic Planning (3 credits)**

Students evaluate the constraints and opportunities leaders face in strategic planning. From this perspective, students examine the leader's task in accommodating these limitations and in developing ways to minimize them as well as the impact of these constraints on strategic choices.

**OLAM 450 Managerial Accounting and Finance (3 credits)**

An introductory course in managerial accounting. The use of managerial accounting is unique in that it equips the leader with specific information to make decisions on prices, resource allocation, and capital investment. Students learn how the functional areas of a business (marketing, production, purchasing and finance) must work interdependently to achieve profit goals and the leader's decision-making role in this process.

**OLAM 455 Servant Leadership (3 credits)**

Students examine what it means to be an effective and ethical servant leader by reading, discussing, and analyzing the writings of Christian and secular authors such as Robert Greenleaf. Comparisons to other leadership approaches (including Great Man, behavioral, situational, contingency, transformational, and postmodern) are made, contrasting the respective strengths and weaknesses of each versus servant leadership. Based on personal reflection, discussion, and experiential exercises, students are challenged to refine their own personal leadership style and approach.

**OLAM 460 Marketing Environment of Organizations (3 credits)**

Students apply the major concepts, principles, and theories of marketing (product, price, distribution, promotion and E-commerce) and ethical behavior (truthful advertising, non-harmful products), and understand the impact of international trade in product development and market segmentation decisions. From this perspective, students develop a vocabulary of terms that facilitates effective comprehension of the art and science of marketing. Students demonstrate understanding of fundamental e-commerce business models and apply marketing concepts to analyze case studies and real marketplace situations to formulate and write a marketing mix. They also analyze the feasibility of a business opportunity for an organization and the influence of marketing. This course enables students to use an understanding of marketing as a resource for responding to, and implementing change in, organizations.

**OLAM 485 Special Topics in Leadership (1-3 credits)**

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

**OLAM 486 Senior Research Project (3 credits)**

Students synthesize the knowledge and skills learned throughout the OLAM program. This experience may be, but is not limited to, a guided project, (i.e., designing a new organization, analyzing an existing organizational problem and recommending solutions, etc.), or a major research paper. Prerequisite: OLAM 320, 415, 435, 440, and senior standing.

**OLAM 490 Advanced Independent Study (3 credits)**

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

## Communication

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*Department Chair:* William J. Ventura, Ph.D.

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

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

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

### *The Major in Communication*

The Communication major at Regent University emphasizes and enhances analytical, critical, and creative thinking, listening, speaking, and writing. Students in the professional communication emphasis learn how to communicate effectively in the legal, political, and business arenas. Graduates often pursue careers in information design, corporate communications, publishing, public relations, training and development, and advertising.

Students may also choose to minor in Professional Communication. Additionally, the Communication Department offers a certificate program in Professional Communication.

### **Required Courses for the Major in Communication, Emphasis in Professional Communication (45 credits):**

- CMZZ 217 Communication Studies (3)
  - CMVV 220 Interpersonal Communication (3)
  - CMVV 240 Cross-Cultural Communication (3)
  - CMPR 255 Persuasive Communication (3)
  - CMZZ 326 Argumentation and Critical Thinking (3)
  - CMPR 336 (Small) Group Communication for Professionals (3)
  - CMPR 345 Organizational Communication for Professionals (3)
  - CMPR 415 Professional Communication (3)
  - CMPR 416 Communication Ethics (3)
  - CMPR 425 Oral Communication (3)
  - CMPR 426 Nonverbal Communication (3)
  - CMZZ 436 Rhetorical Communication (3)
  - CMZZ 445 Communication Theory (3)
  - CMZZ 446 Capstone Seminar (3)
- Choice of three (3) additional credits offered by the communication department.

Students may complete the following minor:

#### **Minor in Professional Communication (15 credits):**

- CMZZ 217 Communication Studies (3)
- CMZZ 326 Argumentation and Critical Thinking (3)

*Plus a choice of any 3 courses listed below:*

CMZZ 436 Rhetorical Communication (3)  
 CMZZ 445 Communication Theory (3)  
 CMYY 112 Introduction to Communication Arts (3)  
 CMYY 365 Visual Communication (3)  
 CMYY 420 Communication Criticism (3)  
 CMVV 250 History of Communication (3)  
 CMPR 416 Communication Ethics (3)  
 CMPR 425 Oral Communication (3)  
 CMPR 426 Nonverbal Communication (3)

Students may choose to complete the following certificate:

**Certificate in Professional Communication:** (18 credits):

RELS 107 Worldviews (3)  
 CMZZ 217 Communication Studies (3)  
 CMZZ 326 Argumentation and Critical Thinking (3)  
 CMVV 220 Interpersonal Communication (3)  
 CMZZ 345 Organizational Communication for Professionals (3)  
 CMYY 356 Public Relations and Communication (3)

## Courses

### Professional Communication

#### **CMPR 345 Organizational Communication for Professionals** (3 credits)

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

#### **CMPR 415 Professional Communication** (3 credits)

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

#### **CMPR 416 Communication Ethics** (3 credits)

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

#### **CMPR 425 Oral Communication** (3 credits)

Study of and practice in effective oral communication. Through formal and informal speaking activities, students develop skills at framing and articulating ideas through speech. Students learn strategies for speaking extemporaneously, preparing and delivering presentations, formulating persuasive arguments, refining critical clarity of thought, and enhancing general facility and confidence at oral expression. Students gain practice with various speech types with specific focus placed on learning the persuasive form as used in professional contexts.

#### **CMPR 426 Nonverbal Communication** (3 credits)

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

### Communication

**CMVV 110 Public Speaking** (3 credits)

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

**CMVV 210 Introduction to Theatre** (3 credits)

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

**CMVV 220 Interpersonal Communication** (3 credits)

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

**CMVV 240 Cross-Cultural Communication** (3 credits)

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

**CMVV 250 History of Communication** (3 credits)

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

**CMYY 112 Introduction to Communication Arts** (3 credits)

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

**CMYY 356 Public Relations and Communication** (3 credits)

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

**CMYY 365 Visual Communication** (3 credits)

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

**CMYY 390 Independent Study** (1 – 3 credits)

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

**CMYY 420 Communication Criticism** (3 credits)

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

**CMYY 485 Special Topics** (3 credits)

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

**CMYY 490 Advanced Independent Study** (1 - 3 credits)

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

**CMYY 497 Internship** (1 -3 credits)

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

**CMZZ 211 Workshop in Communication** (3 credits)

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

**CMZZ 217 Communication Studies** (3 credits)

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

**CMZZ 326 Argumentation and Critical Thinking** (3 credits)

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

**CMZZ 410 Communication Research Methods** (3 credits)

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

**CMZZ 436 Rhetorical Communication** (3 credits)

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

**CMZZ 445 Communication Theory** (3 credits)

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

**CMZZ 446 Capstone Seminar** (3 credits)

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

## General Education

*Department Chair:* Ruth-Anne Wideman, Ed.D.

The General Education Department offers courses across several disciplines: art, economics, geography, history, music, and philosophy. The department does not offer a major; rather, it provides courses that support the foundational curriculum for Regent University, the general education core. In teaching courses across the fine arts, humanities, and social sciences, faculty help students to understand and practice a variety of ways of thinking and problem-solving, all grounded in a Christian perspective. Students learn to seek and analyze information, to consider important historical contexts, to ask philosophical questions, to value beauty and the imagination, to communicate, and to apply many other abilities, knowledge, and values. In fostering these, faculty strive to help students to deepen their Christian faith through honest

inquiry and intellectual challenge guided by the Holy Spirit. Abilities and knowledge gained through the General Education Department contribute in important ways to students' personal, spiritual, and academic growth as Christian leaders who can change the world.

## Courses

### Art

#### **ARTA 101 Engaging the Visual Arts (3 credits)**

This course features three main areas: the language of art, the media of art, and a survey of the history of art. Students will learn to describe art, to understand the purpose of a work, and to recognize the broad historical and cultural context of art. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods and media.

### Economics

#### **ECON 101 Introduction to Economics (3 credits)**

A survey of economic concepts and systems, including both micro- and macro-economics. Students examine the American economic system while exploring the impact of the international market. Topics include markets and competition, price, supply and demand, aggregate performance, fiscal policy, and international trade and finance.

### General Education

#### **GENE 101 Contemporary Problems for Christian Leaders (3 credits)**

Students explore problems which challenge leaders today while developing foundational skills and knowledge crucial to success in the university environment. Students work individually and in teams to solve real-world challenges. They explore responses of leaders, both Christian and non-Christian to these problems, including the formation, values, and mission of Regent University as one such response to the challenge of creating Christian leaders for today's world. In so doing, students will learn, practice, and master essential academic skills and knowledge which will provide a strong foundation for the student's success in the university and beyond. These skills and knowledge include basic computer competency, practice with Blackboard, research and documentation, and the exercise of critical thinking skills.

### Geography

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

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

### History

#### **HIST 101 Western Civilization I (3 credits)**

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

#### **HIST 102 Western Civilization II (3 credits)**

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



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

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

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

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

***Music*****MUSI 101 Music, Creativity, and Culture** (3 credits)

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

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

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

**PHIL 102 Logic and Critical Thinking** (3 credits)

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

**Government**


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*Department Chair:* Gerson Moreno-Riaño, Ph.D.

The Department of Government in the School of Undergraduate Studies sets forth as its purpose the provision of an academically excellent education that equips students to be effective servant-leaders in government (and its related areas of interaction) or to pursue further education at the post-baccalaureate level.

***The Major in Government***

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

The Department of Government in Regent University's School of Undergraduate Studies is founded upon the principle that government and political life are moral enterprises that demand moral excellence and careful attention. Based on this principle, the Department of Government has structured a program that emphasizes the moral and philosophical foundations of government and politics. The Government program is composed of an unique synthesis of liberal arts

education and apprenticeship training whereby students are educated to be high-level critical thinkers, excellent professionals, and ultimately, well-rounded human beings. This is accomplished through engaging the minds of students with a curriculum that emphasizes reading the great political and moral classics, the integration of the Christian faith and learning, advanced research and writing skills, adequate competency in a foreign language, a cutting-edge internship program, and the successful writing and defense of a senior thesis. These requirements lead to the acquisition of a Bachelor of Arts in Government.

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

The Department of Government offers a major composed of a core curriculum of 36 hours that provides students with an understanding of the various fields within and approaches to the study of government. In addition, students may choose a 12-hour government emphasis that provides further in-depth study of an area of interest. Students not selecting an emphasis can take 12 hours of government electives. Students majoring in Government are also required to demonstrate proficiency in a foreign language.

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

- GOVT 196 Introduction to the Study of Government (3)
- GOVT 220 Comparative Politics (3)
- GOVT 240 American Government and Politics I (3)
- GOVT 245 American Government and Politics II (3)
- GOVT 296 Research Methods (3)
- GOVT 297 Data Analysis (3)
- GOVT 304 International Relations (3)
- GOVT 327 Ancient Political Philosophy (3)
- GOVT 329 Modern Political Philosophy (3)
- GOVT 330 Political Ideologies (3)
- GOVT 491 Senior Seminar in Government and Politics (3)
- GOVT 492 Senior Research in Government and Politics (3)
- Demonstrated proficiency in a foreign language (*see below*)

*Students also choose one of the following emphases:*

***American Government and Politics Emphasis*** (12 credit hours)

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

***International Relations and Foreign Policy Emphasis*** (12 credit hours)

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

***Pre-Law Emphasis*** (12 credit hours)

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

## Foreign Language Proficiency Requirement

To achieve senior status within the Department of Government, majors are required to demonstrate adequate competency in foreign language. Currently the school offers training in French, Spanish, or Mandarin. Adequate competency in a foreign language is determined through the successful completion of an oral, auditory, and written examination. The content of this examination represents at least 3 years of college level language training.

Students with either no or limited language training can acquire adequate competency through the selection of language courses for the foreign languages listed above. These courses are listed within the General Education courses section of this catalog. Students desiring or demonstrating proficiency in other languages than those listed above must receive special permission from the Department for their chosen language to be accepted as satisfactory of the proficiency requirement.

Students majoring in other disciplines may choose either or both of the following minors:

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

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

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

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

## Courses

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

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

### **GOVT 200 Contemporary Global Problems** (3 credits)

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

### **GOVT 210 Introduction to Public Policy and Administration** (3 credits)

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

### **GOVT 220 Comparative Politics** (3 credits)

Offers a systematic exploration and comparison of the world's political systems. Investigates key trends, patterns, and relationships that may offer explanations regarding the similarities and differences of those systems. As such, emphasis is

placed on such topics as political economy, ethnic conflict, democratization, political corruption, and state and nation building.

**GOVT 240 American Government and Politics I (3 credits)**

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

**GOVT 245 American Government and Politics II (3 credits)**

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

**GOVT 290 Economic Development and Political Economy (3 credits)**

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

**GOVT 296 Research Methods (3 credits)**

Considers the systematic process by which to conduct research as well as the various research methods that can be used to acquire and advance knowledge. Students are introduced to the formal steps of the scientific method, to different research processes, and to various quantitative and qualitative methods of investigation.

**GOVT 297 Data Analysis (3 credits)**

Introduces the process of data acquisition and analysis using SPSS. Students analyze data sets and critique the data acquisition, presentation, and conclusions of various studies. *Pre-requisite GOVT 296.*

**GOVT 300 The Legislative Process (3 credits)**

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

**GOVT 301 The American Presidency (3 credits)**

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

**GOVT 302 The American Judicial System (3 credits)**

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

**GOVT 304 International Relations (3 credits)**

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

**GOVT 327 Ancient Political Philosophy (3 credits)**

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

**GOVT 329 Modern Political Philosophy** (3 credits)

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

**GOVT 330 Political Ideologies** (3 credits)

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

**GOVT 340 Foreign Policy and Administration** (3 credits)

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

**GOVT 345 Comparative Foreign Policy** (3 credits)

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

**GOVT 382 Constitutional Law** (3 credits)

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

**GOVT 390 Independent Study** (3 credits)

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

**GOVT 490 Advanced Independent Study** (3 credits)

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

**GOVT 491 Senior Seminar in Government and Politics** (3 credits)

Involves the preparation of a research prospectus and annotated bibliography outlining and defending a particular research question and problem. Course emphasizes integration of faith and disciplinary interest. *Prerequisite: Senior Standing.*

**GOVT 492 Senior Research in Government and Politics** (3 credits)

Involves the writing and defense of an undergraduate thesis based on the research prospectus completed in GOVT 490. *Prerequisite: GOVT 490.*

**GOVT 495 Internship** (6 credits)

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

## Interdisciplinary Studies

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*Department Chair:* Judith A. Ink, Ed.D.

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

### *The Major in Interdisciplinary Studies*

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

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

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

### **Admission to Teacher Education**

Because the Interdisciplinary Studies major is a program leading to professional licensure, students must both declare the major and be formally accepted into the program. Upon declaring the major, students are identified as *non-licensure track*. After completing the majority of general education requirements at the end of the sophomore year, students are permitted and encouraged to apply for formal admission into the Interdisciplinary Studies major. After admission into the major, students are identified as *licensure track*.

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

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

Students are advised to consult the *Teacher Education Handbook* for details regarding program matriculation and completion. The handbook is available at [http://www.regent.edu/acad/schedu/pdfs/elem\\_handbook\\_1-15.pdf](http://www.regent.edu/acad/schedu/pdfs/elem_handbook_1-15.pdf).

## Criteria for Admission to the Teacher Education Program, Licensure Track

1. Completed application for Teacher Education
2. A minimum cumulative, major, & professional education course work GPA of 2.5.
3. Completing a minimum of 45 semester hours
4. Demonstrated proficiency in English, math, and writing (passing scores on Praxis I (or qualifying scores on the ACT/SAT) Praxis Registration Bulletins are available online @ [www.ets.org](http://www.ets.org).)
5. Submission of a letter of recommendation from faculty or documentation of academic major related experience.
6. Successful interview with the Program Academic Advisor

## Eligibility for Student Teaching (Internship)

Teacher candidates must meet all admission criteria for Teacher Education and the following requirements before internship (student teaching) eligibility is determined (one semester prior to student teaching). It is the teacher candidate's responsibility to secure the forms and materials necessary to apply for admission to the internship. The application is available in the appendix of the Teacher Education Handbook and must be returned by the established deadlines. The handbook may be accessed at [http://www.regent.edu/acad/schedu/pdfs/elementary\\_handbook\\_1-15.pdf](http://www.regent.edu/acad/schedu/pdfs/elementary_handbook_1-15.pdf).

The application deadlines for placements are **August 6** to intern in the spring semester and **February 15** to interns in the fall.

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

- field placement final evaluations
- internship application submitted by the required deadline
- passing test scores for the Virginia Communication and Literacy Assessment (VCLA)
- passing test score for the Virginia Reading Assessment Test (VRA -- [www.vra.nesinc.com](http://www.vra.nesinc.com))
- official documentation of passing test scores for Praxis I 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.vatrooper.org](http://www.vatrooper.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
  - successful completion of all professional education course work with a C or better.
- an Approved Degree Plan (ADP) signed by the current academic advisor, indicating that all coursework except UIS 350 will be completed the semester before starting the internship.
- a copy of the Child Abuse Training Certificate (provided to students upon completion of the website training at [www.vcu.edu/vissta/training/va\\_teachers/](http://www.vcu.edu/vissta/training/va_teachers/))

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

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

For more information on the licensure regulations governing Elementary/Interdisciplinary Studies Education PreK-6, students are encouraged to visit the Virginia Department of Education's website ([www.pen.k12.va.us](http://www.pen.k12.va.us)).

**Required Courses for the Major in Interdisciplinary Studies (52 credit hours):**

*Professional Studies Requirements (27 credit hours):*

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

*Major Content Requirements (25 credit hours):*

- UIS 200 Orientation to Teaching (1)
- UIS 304 Character Education (3) (*cross-listed with EFND 504*)
- UIS 310 Fundamentals of Grammar (3)
- UIS 330 Topics in Geometry (3)
- UIS 350 Technology in Education (3)
- UIS 360 Introduction to Integrated Science (3)
- UIS 410 Classical Literature for Children (3)
- UIS 412 Topics in Advanced Math (3)
- UIS 414 Advanced Integrated Science (3)

*Additional Licensure Requirements:*

To fulfill state licensure requirements, **in addition** to the general education core requirements for all students, IDS majors must also successfully complete the following:

Mathematics	3 credits
Natural sciences*	4 credits
Social sciences	3 credits
History**	3 credits
Humanities and arts***	6 credits

See available options for course in the General Education Core Requirements listings of this catalog.

\*Student must complete a total of 7 credits in the natural sciences (to include the 4 credits of a natural sciences course with laboratory required of all students) and show two **different** sciences among these credits.

\*\*Student must complete both HIST 201 and 202 as well as either HIST 101 or 102, to fulfill both general education and IDS requirements.

\*\*\*To meet state licensure requirements, IDS students must complete 3 credits in literature as well as 6 additional credits in the humanities and arts. The credits in literature may be used (i.e. double counted) to fulfill the general education requirements for the arts and humanities, a requirement for graduation from Regent.

*The following courses are available as electives:*

- UIS 305 Serving English Language Learners in K-12 Classrooms (3)
- UIS 306 Probability and Statistics for Teachers (3) (*cross-listed with EDUC 506*)
- UIS 390 Independent Study (3)
- UIS 401 Teaching Math and Science in Elementary Schools (3) (*cross-listed with EFND 501*)
- UIS 440 Multicultural Education (3) (*cross-listed with ETSL 540*)
- UIS 460 First and Second Language Acquisition (3) (*cross-listed with ETSL 560*)



## Courses

### Professional Studies courses:

#### **UED 400 Curriculum Design and Assessment Techniques (3 credits)**

Provides learners with research-based knowledge and skills necessary to identify exemplary curricula, appropriate assessment practices including familiarity with the Virginia Standards of Learning, and informative feedback mechanisms. Furthermore, students are challenged to modify and/or design units for the enhancement of a pre-existing curriculum. Students explore proper selection and use of materials including media and computers while assessing the process of school-based curriculum design. A 15-hour practicum experience competency is required.

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

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

#### **UED 406 Classroom Management & Instructional Strategies (3 credits)**

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

#### **UED 408 Teaching Reading in the Elementary Grades (3 credits)**

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

#### **UED 441 Child and Adolescent Growth and Development (3 credits)**

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

#### **UED 442 Foundations of Education (3 credits)**

Provides a basic understanding of the foundations of education in the United States. Covers the historical, philosophical, and sociological development and organization of American education. A portion 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 present various worldviews that affect education today. Students explore contemporary issues in education and their own educational philosophies, attitudes, and aptitudes for teaching. A 15-hour classroom observation experience competency is required.

**UED 451 Characteristics of Students with Disabilities** (3 credits)

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

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

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

**Major Content courses:****UIS 200 Orientation to Teaching** (1 credit)

An introduction to current issues in education and various facets of the Elementary educator's role. The course includes an observation of PreK-6 classes to assist students in evaluating their qualifications and motivation for teaching. A 10-hour practicum and observation experience competency is required. P/NP.

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

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

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

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

**UIS 306 Probability and Statistics for Teachers [cross-listed as EDUC 506]** (3 credits)

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

**UIS 310 Fundamentals of Grammar** (3 credits)

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

**UIS 330 Topics in Geometry for Teachers** (3 credits)

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

**UIS 350 Technology in Education** (3 credits)

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

**UIS 360 Introduction to Integrated Science** (3 credits)

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

**UIS 390 Independent Study** (3 credits)

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

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

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

**UIS 410 Classical Literature for Children** (3 credits)

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

**UIS 412 Topics in Advanced Math for Teachers** (3 credits)

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

**UIS 414 Advanced Integrated Sciences** (3 credits)

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

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

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

**UIS 460 First & Second Language Acquisition [cross-listed as ETSL 560]** (3 credits)

Review of research findings regarding first and second language acquisition with emphasis on the second-language learner and TESOL curriculum development.

**UIS 490 Advanced Independent Study** (3 credits)

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

## Language and Literature

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

The Department of Language and Literature offers the major in English as well as courses (and minors) in French, Mandarin, and Spanish. The department's purpose is to offer a range of study in the English language and literature

(primarily British and American texts but also literature in translation) as well as opportunities for students to study specific languages outside of English, from a foundational level through the beginning of an advanced level. The Department of Language and Literature seeks to equip non-majors with fundamental skills in composition and practice in reading literary texts while challenging students majoring in English to high levels of thought and skill as Christian readers and writers.

### *The Major in English*

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

Students majoring in English at Regent University develop a strong foundation in literature and composition while gaining some expertise in a related field, called a cognate. Students hone their skills in reading, writing, interpretation, and critical analysis—key abilities for fields such as law, communication, journalism, divinity, and the arts—and are prepared to do graduate work in English if they so choose. Through their chosen cognate, Regent English majors are also prepared for immediate entry into professions such as writing for publication, public relations, international affairs, business, grant writing, and many more. Totalling 45 credits, the major consists of 18 credits of core courses plus 15 credits of specialty literature courses chosen by the student, in addition to a cognate of the student’s own choosing, consisting of 12 credits.

#### **Required Courses for the Major in English** (33 credit hours in ENGL plus a cognate, to total 45 credits for the major):

ENGL 202 Literature of the United States: Beginnings to the Civil War (3)  
 ENGL 203 Literature of the United States: Civil War through the 21<sup>st</sup> Century (3)  
 ENGL 211 British Literature: Middle Ages through the 18<sup>th</sup> Century (3)  
 ENGL 212 British Literature: 19<sup>th</sup> Century through the 21<sup>st</sup> Century (3)  
 ENGL 275 Shakespearean Literature (3)  
 ENGL 305 The Art of the Essay (3)

*Plus 15 credits chosen from the following:*

ENGL 215 African American Literature (3)  
 ENGL 330 Studies in World Literature (3)  
 ENGL 344 Seventeenth-Century British Literature (3)  
 ENGL 345 Milton (3)  
 ENGL 350 Victorian Literature (3)  
 ENGL 368 Contemporary American Literature (3)  
 ENGL 370 The Religious Imagination in American Literature (3)  
 ENGL 490 Advanced Independent Study (1-3 cr.)  
 ENGL 495 Internship (3)

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

Students must complete 12 credits within one cognate.

Communication and Speech (choose any 4 courses)

CMPR 255 Persuasive Communication (3)  
 CMPR 425 Oral Communication (3)  
 CMZZ 217 Communication Studies (3)  
 CMZZ 326 Argumentation and Critical Thinking (3)  
 CMZZ 436 Rhetorical Communication (3)

Multimedia Communication (choose all 4 courses)

CMYY 112 Introduction to Communication Arts (3)  
 CMYY 356 Public Relations and Communication (3)  
 CMYY 365 Visual Communication (3)  
 CMVV 250 History of Communication (3)

Organizational Communication (choose any 4 courses)

CMVV120 Interpersonal Communication (3)  
 CMPR 336 (Small) Group Communication for Professionals (3)  
 CMPR 345 Organizational Communication for Professionals (3)  
 CMPR 415 Professional Communication (3)  
 CMZZ 416 Communication Ethics (3)

Government (choose any 4 courses)

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

Creative Writing (choose all 4 courses)

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

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

**Minor in English** (15 credit hours):

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

*Plus two courses chosen from the following:*

ENGL 215 African American Literature (3)  
 ENGL 330 Studies in World Literature (3)  
 ENGL 344 Seventeenth-Century British Literature (3)  
 ENGL 345 Milton (3)  
 ENGL 350 Victorian Literature (3)  
 ENGL 368 Contemporary American Literature (3)  
 ENGL 370 The Religious Imagination in American Literature (3)

Student may choose to complete the following certificate:

**Certificate in English** (18 credit hours):

RELS 107 Worldviews (3)

ENGL 202 Literature of the United States: Beginnings to the Civil War (3) *or* 203 Literature of the United States: Civil War through the 21<sup>st</sup> Century (3);ENGL 211 British Literature: Middle Ages through the 18<sup>th</sup> Century (3) *or* 212 British Literature: 19<sup>th</sup> Century through the 21<sup>st</sup> Century (3);

ENGL 305 The Art of the Essay (3)

*Plus two courses chosen from the following:*

ENGL 215 African American Literature (3)

ENGL 330 Studies in World Literature (3)

ENGL 344 Seventeenth-Century British Literature (3)

ENGL 345 Milton (3)

ENGL 350 Victorian Literature (3)

ENGL 368 Contemporary American Literature (3)

ENGL 370 The Religious Imagination in American Literature (3)

**Minors and Certificates in Foreign Languages**

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

**Minor in French**

FREN 201 French Conversation I (3)

FREN 202 French Composition I (3)

FREN 301 French Conversation II (3)

FREN 302 French Composition II (3)

FREN 303 French Literature Survey (3)

**Minor in Mandarin**

MAND 201 Mandarin Conversation I (3)

MAND 202 Mandarin Composition I (3)

MAND 301 Mandarin Conversation II (3)

MAND 302 Mandarin Composition II (3)

MAND 303 Mandarin Literature Survey (3)

**Minor in Spanish**

SPAN 201 Spanish Conversation I (3)

SPAN 202 Spanish Composition I (3)

SPAN 301 Spanish Conversation II (3)

SPAN 302 Spanish Composition II (3)

SPAN 303 Spanish Literature Survey (3)

Students may choose to complete any of the following certificates of study:

**Certificate in French**

RELS 107 Worldviews (3)

FREN 201 French Conversation I (3)

FREN 202 French Composition I (3)

FREN 301 French Conversation II (3)

FREN 302 French Composition II (3)

FREN 303 French Literature Survey (3)

**Certificate in Mandarin**

RELS 107 Worldviews (3)

MAND 201 Mandarin Conversation I (3)

MAND 202 Mandarin Composition I (3)  
 MAND 301 Mandarin Conversation II (3)  
 MAND 302 Mandarin Composition II (3)  
 MAND 303 Mandarin Literature Survey (3)

**Certificate in Spanish**

RELS 107 Worldviews (3)  
 SPAN 201 Spanish Conversation I (3)  
 SPAN 202 Spanish Composition I (3)  
 SPAN 301 Spanish Conversation II (3)  
 SPAN 302 Spanish Composition II (3)  
 SPAN 303 Spanish Literature Survey (3)

## Courses

### English

**ENGL 101 English Composition (3 credits)**

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

**ENGL 102 Research and Academic Writing (3 credits)**

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

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

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

**ENGL 203 Literature of the United States: Civil War through the 21<sup>st</sup> Century (3 credits)**

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

**ENGL 211 British Literature: Middle Ages through the 18<sup>th</sup> Century (3 credits)**

A survey of English literature from the Middle Ages through the eighteenth century (450-1798). Primary emphasis is placed upon the works of major writers, with general references to the historical, social and biographical backgrounds as necessary information for an understanding of the literature. Parallel reading and reports are required. Prerequisite: Grade of "C-" or better in ENGL 102.

**ENGL 212 British Literature: 19<sup>th</sup> Century through the 21<sup>st</sup> Century (3 credits)**

A survey of English literature beginning with the romantic period (1798) and continuing through the modern period. Brief consideration is given to outstanding writers and prominent trends in recent literature. Prerequisite: Grade of "C-" or better in ENGL 102.

**ENGL 215 African American Literature (3 credits)**

A survey of the African American literary tradition with critical reading of and writing about various genres of literature, including essays, poetry, drama, and fiction, by representative African-American authors.

**ENGL 240 Introduction to Creative Writing (3 credits)**

Study of and practice in the composition of imaginative literature, with emphasis on the short story and poetry. Students engage in the close reading of texts, both those written by established writers and those of classmates, practicing and presenting their own creative writing. Prerequisite: ENGL 101.

**ENGL 275 Shakespearean Literature** (3 credits)

Critical reading of and writing about selected tragedies, comedies, and histories of William Shakespeare.

**ENGL 305 The Art of the Essay** (3 credits)

A study of the genre of the essay. Students read some of the best contemporary, American non-fiction writing across fields such as the arts, religion, politics, and natural sciences, practicing the techniques found in these models as they develop their own essay style. Prerequisite: ENGL 102 and sophomore standing.

**ENGL 320 Creative Writing: Poetry** (3 credits)

A workshop course in which students study and practice the principles of writing poetry. Students read and discuss each other's writings as well as those of established poets. Prerequisite: ENGL 240 and sophomore standing.

**ENGL 321 Creative Writing: The Short Story** (3 credits)

A workshop course in which students study and practice the principles of writing short fiction. Students read and discuss each other's writings as well as those of established writers. Prerequisite: ENGL 240 and sophomore standing.

**ENGL 330 Studies in World Literature** (3 credits)

A study of literature written by authors from around the world, as read in translation. Students study texts chosen primarily from the nineteenth and twentieth centuries and read the literature through a comparative approach, considering historical, intellectual, religious, social, and aesthetic contexts. Prerequisite: At least one of the following: ENGL 202, 203, 211, or 212.

**ENGL 344 Seventeenth-Century British Literature** (3 credits)

A study of poetry and prose in England from 1600 to 1660 with emphasis on Ben Jonson, John Donne, and George Herbert. Prerequisite: ENGL 102.

**ENGL 345 Milton** (3 credits)

A study of the poetry and prose of John Milton. Prerequisite: ENGL 102.

**ENGL 350 Victorian Literature** (3 credits)

A study of the Victorian writers of England in both poetry and prose, considered in their relation to the intellectual, religious, social, and aesthetic currents of the age. Prerequisite: ENGL 102.

**ENGL 368 Contemporary American Literature** (3 credits)

A study of the works of select American writers published after 1945. Prerequisite: ENGL 102.

**ENGL 370 The Religious Imagination in American Literature** (3 credits)

A study of select American texts as religious expressions that give voice to writers' foundational beliefs, such as their understandings of God, nature, humanity, and salvation. Students consider the breadth of the diverse American religious imagination as they read the texts of writers such as Emily Dickinson, Ernest Hemingway, Flannery O'Connor, and other contemporary authors. Prerequisites: ENGL 215, 275, or at least one course numbered ENGL 330-350.

**ENGL 390 Independent Study** (1 - 3 credits)

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

**ENGL 410 Seminar in Creative Writing** (3 credits)



Study of advanced techniques in writing fiction and/or poetry. Writing exercises, critique, study of professionals' strategies, and workshop discussion all contribute to students' development of their creative writing skills. Prerequisite: ENGL 320 or ENGL 321.

**ENGL 490 Advanced Independent Study (3 credits)**

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

**ENGL 495 Internship (1 - 3 credits)**

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

**French**

**FREN 101 Introductory French I (3 credits)**

Introduction to French grammar and pronunciation, with emphasis on phonetic pronunciation and on the principles of grammar. Included are basic question-and-answer drills for real-life situations.

**FREN 102 Introductory French II (3 credits)**

Continuation of skills learned in FREN 101. In addition, reading selections are introduced. Course emphasizes oral comprehension and interacting in real-life situations. Prerequisite: FREN 101 or placement test.

**FREN 201 French Conversation I (3 credits)**

Intensive practice in speaking French. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral skills. Prerequisite: FREN 102, or a CLEP score for French Language, Level 2, of at least 50.

**FREN 202 French Composition I (3 credits)**

Intensive practice in the development of writing skills in French. Course focuses on the improvement of all language skills and knowledge of grammar. Prerequisite: FREN 102, or a CLEP score for French Language, Level 2, of at least 50.

**FREN 301 French Conversation II (3 credits)**

Continuation of skill development in speaking French. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral expression reflecting French language patterns. Prerequisite: FREN 201.

**FREN 302 French Composition II (3 credits)**

Continuation of the development of writing skills in French. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of written expression reflecting French language patterns. Prerequisite: FREN 202.

**FREN 303 French Literature Survey (3 credits)**

An introduction to the study of French literature, with concentration on principal authors and their works from the Middle Ages to the present. Students read selections in French and respond to them in French both orally and in writing. Prerequisite: FREN 301.

**Mandarin**

**MAND 101 Introductory Mandarin I (4 credits)**

Introduction to modern Mandarin pronunciation, grammar, vocabulary, and writing in Chinese characters and Romanization. Approximately 400 characters and half of the basic grammar are introduced. Pinyin Romanization and simplified characters are used. Not intended for students who have studied Chinese previously.

**MAND 102 Introductory Mandarin II (4 credits)**

A continuation of MAND 101. Speaking, listening, reading, and writing skills are emphasized through introduction of additional vocabulary and grammar patterns. Students entering the course should know Pinyin Romanization and a minimum of 200 characters. Prerequisite: MAND 101 or equivalent.

**MAND 201 Mandarin Conversation I (3 credits)**

Intensive practice in speaking Mandarin. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral skills. Prerequisite: MAND 102.

**MAND 202 Mandarin Composition I (3 credits)**

Intensive practice in the development of writing skills in Mandarin. Course focuses on the improvement of all language skills and knowledge of grammar. Prerequisite: MAND 102.

**MAND 301 Mandarin Conversation II (3 credits)**

Continuation of skill development in speaking Mandarin. The course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral expression reflecting Mandarin language patterns. Prerequisite MAND 201.

**MAND 302 Mandarin Composition II (3 credits)**

Continuation of the development of writing skills in Mandarin. The course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on the development of written expression reflecting Mandarin language patterns. Prerequisite MAND 202.

**MAND 303 Mandarin Literature Survey (3 credits)**

An introduction to the study of Mandarin literature, with concentration on principal authors and their works from the Middle Ages to the present. Students read selections in Mandarin and respond to them in Mandarin both orally and in writing. Prerequisite: MAND 301.

**Spanish****SPAN 101 Introductory Spanish I (3 credits)**

Introduction to Spanish grammar and pronunciation, with emphasis on phonetic pronunciation and on the principles of grammar. Included are basic question-and-answer drills for real-life situations.

**SPAN 102 Introductory Spanish II (3 credits)**

Continuation of skills learned in SPAN 101. In addition, reading selections are introduced. Course emphasizes oral comprehension and interacting in real-life situations. Prerequisite: SPAN 101 or placement test.

**SPAN 201 Spanish Conversation I (3 credits)**

Intensive practice in speaking Spanish. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral skills. Prerequisite: SPAN 102, or a CLEP score for Spanish Language, Level 2, of at least 50.

**SPAN 202 Spanish Composition I (3 credits)**

Intensive practice in the development of writing skills in Spanish. Course focuses on the improvement of all language skills and knowledge of grammar. Prerequisite: SPAN 102, or a CLEP score for Spanish Language, Level 2, of at least 50.

**SPAN 301 Spanish Conversation II (3 credits)**

Continuation of skill development in speaking Spanish. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of oral expression reflecting French language patterns. Prerequisite: SPAN 201.

**SPAN 302 Spanish Composition II (3 credits)**

Continuation of the development of writing skills in Spanish. Course focuses on the improvement of all language skills and knowledge of grammar, with special emphasis on students' development of written expression reflecting Spanish language patterns. Prerequisite: SPAN 202.

**SPAN 303 Spanish Literature Survey (3 credits)**

An introduction to the study of Spanish literature, with concentration on principal authors and their works from the Middle Ages to the present. Students read selections in Spanish and respond to them in Spanish both orally and in writing. Prerequisite: SPAN 301.

## Natural Sciences and Mathematics

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*Department Chair:* John Munday, Ph.D.

The Department of Natural Sciences and Mathematics offers courses in biology, earth science, and mathematics. Although a major is not offered, the courses serve as foundational learning experiences for other majors as well as for the general education program leading to the baccalaureate degree. Department faculty strive to enable students to develop skills in and understanding of important scientific and mathematic concepts and reasoning while challenging students to consider these in a larger context of faithfulness to Christ.

### Courses

#### Biology

**BIOL 101 Introduction to Biology with Laboratory (4 credits)**

An introduction to the scientific method, cell structure and function, DNA and RNA, heredity, cell division diversity, organ systems, nutrition, reproduction, and the environment. The relationship between Christianity and science will be examined. A virtual lab component facilitates experiments and data collection to illustrate biological concepts.

**BIOL 102 Human Biology with Laboratory (4 credits)**

A study of the structure and functioning of the human body including cell structure, cell function and the physiology of digestion, circulation, excretion, reproduction, and coordination in normal and disease states. The course emphasizes the interrelationships among the systems of the human body. Each topic will be considered from a Christian perspective. An online lab component is included in this course.

#### Earth Science

**EASC 101 Introduction to Earth Science with Laboratory (4 credits)**

Students will encounter an introduction to earth science, including the sciences that explore earth and its space environment. Units within the course will include earth structure, tectonics, rocks and minerals, geologic history, water resources, oceans, climate and weather, and astronomy. Specifically, our planet as an integrated system, with emphasis on dynamic processes, including earthquakes, volcanism, glaciations, air and water flow, erosion, and coastal dynamics. Earth in its solar system and cosmic context will also be presented. Students will engage in field exercises and simulated trips via guided analysis of imagery of natural phenomena, and self-guided field observational data collection and analysis. Laboratory exercises will involve the hands-on use of maps, identification of rocks and minerals, recognition of geologic structures, and weather prediction, as well as work in coastal protection, global warming, and air and ground water pollution. Specifically, labs include local field exercises, a lab kit, and media materials. A lab fee in addition to tuition is required.

#### Mathematics

**MATH 101 Mathematics for Liberal Arts (3 credits)**

A study of several different fields of mathematics and their applications for liberal arts students. Through the process of discovery with everyday applications, students consider the beauty and elegance of mathematics as they improve their critical thinking and analysis skills. Topics include set theory, inductive and deductive reasoning, basic probability and statistics, number theory, algebraic modeling, triangle trigonometry, and finance applications.

**MATH 102 College Algebra** (3 credits)

A study of linear equations, systems of equations, inequalities, polynomials, rational expressions, quadratic functions, exponential and logarithmic functions, and conic sections. Emphasis on understanding and applying concepts in real-life settings.

**MATH 201 Statistics** (3 credits)

An introductory study of basic descriptive and inferential statistics with an emphasis on real-world applications and the use of current technology. Topics include probability, random variables, probability distributions, measures of central tendency and variation, and testing of hypotheses.

## Psychology

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*Department Chair:* Cassandra J. Ferreira, Ph.D.

The Psychology Department offers courses of study to students interested in the study of human behavior and the discipline of psychological science, by offering a major in Psychology, a minor in Psychology, and a certificate in Christian Counseling for Laypeople. An optional emphasis in substance abuse is available. The Department of Psychology seeks to equip non-majors with a broad understanding of the assessment of human behavior while challenging students majoring in Psychology to the comprehensive integration of biological, psychological, social, environmental, developmental and spiritual components in their understanding of human behavior, all grounded in a Christian worldview.

The certificate program in Christian Counseling for Laypeople is designed to enhance the lay counselors' skills. Through this curriculum, the department seeks to provide students an in-depth understanding about general psychology and counseling techniques so that individuals can be effective in lay settings.

***The Major in Psychology***

The major in psychology leads to the Bachelor of Science degree while giving students the option of an emphasis in substance abuse. The major seeks to engage students in an in-depth understanding of psychological theory and methodology and to promote critical thinking about the integration between psychological theory and practice within a Biblical worldview. The substance abuse emphasis is designed to help prepare students to be an addictions counselor; it includes an internship that provides practical experience in addictions counseling. Students who complete this emphasis successfully are prepared to sit for a certified addictions counseling license upon graduation. The Psychology major from Regent University affords students many professional opportunities, such as high-level management, substance abuse counseling, social work, human services, personnel training, marketing and sales, and medical related fields, as well as further study at the graduate level.

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

- RELS 206 Spiritual Formation (3)
  - PSYC 300 Advanced Survey of Psychology (3)
  - PSYC 303 Theories of Personality (3)
  - PSYC 311 Developmental Psychology (3)
  - PSYC 313 Introduction to Statistics, Research, and Writing for Psychology (3)
  - PSYC 321 Methods of Research and Statistics for Psychology (3)
  - PSYC 400 Abnormal Psychology (3)
  - PSYC 410 Physiological Psychology (3)
  - PSYC 411 Cognitive Psychology (3)
  - PSYC 412 Cultural Diversity (3)
  - PSYC 421 Introduction to Social Psychology (3)
  - PSYC 422 Capstone Seminar in Ethics and Professional Identity (3)
- Choice of nine (9) additional credits in Psychology numbered 300 or above

Students may choose the following *optional* emphasis to add to the major:

**Substance Abuse Treatment Emphasis (optional, for Psychology majors only; 15 credit hours):**

*In addition to the Psychology core curriculum, students must successfully complete:*

- PSYC 306 Introduction to Addictive Disorders (3 credits)
- PSYC 316 Case Management, Treatment Planning, and Crisis Intervention (3)
- PSYC 406 Group Facilitation (3)
- PSYC 418 Introduction to Counseling Skills (3)
- PSYC 495 Internship (3)

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

**Minor in Psychology (15 credit hours):**

- PSYC 300 Advanced Survey of Psychology (3)
- PSYC 303 Theories of Personality (3)
- PSYC 313 Introduction to Statistics, Research, and Writing for Psychology (3)

*Plus a choice of any 2 courses listed below:*

- PSYC 311 Developmental Psychology (3)
- PSYC 400 Abnormal Psychology (3)
- PSYC 410 Physiological Psychology (3)
- PSYC 421 Introduction to Social Psychology (3)
- PSYC 428 Survey of Psychological Assessments (3)

Students may choose to complete a certificate of study:

**Certificate in Christian Counseling for Laypeople**

- RELS 107 Worldviews (3)
- PSYC 300 Advanced Survey of Psychology (3)
- PSYC 306 Addictive Disorders (3)
- PSYC 317 Marriage and Family (3)
- PSYC 406 Group Facilitation (3)
- PSYC 418 Counseling Skills (3)

## Courses

**PSYC 101 Psychology of Adjustment (3 credits)**

A study of psychological principles with respect to students' lives. Students (1) develop greater self-understanding and self-help skills; (2) increase understanding of other people and sensitivity to those who may be different from the student; and (3) become familiar with relevant theories and research findings. Topics include coping with stress, the self, forming impressions of others, prejudice, conformity, interpersonal communication, relationships, gender, sexuality, and career issues.

**PSYC 102 Introduction to Psychology and Christian Thought (3 credits)**

Examines the application of Christian thought to the study and practice of psychology. Students explore major themes in psychology such as human nature, motivation, change and development, spiritual struggles, as well as applied psychological knowledge for everyday life. The course examines issues in psychology related to Christians and how Christians function in the field of psychology.

**PSYC 250 Human Sexuality (3 credits)**

An exploration of the psychology of human sexuality from the standpoint of a Christian worldview. Examines theories, perspectives, concepts, and data from the scientific study of sexuality. Students examine practical information useful for daily living and decision-making about many aspects of sexuality.

**PSYC 260 Psychology of Women (3 credits)**

A study of the psychological theories, myths, and stereotypes related to the development of women. Topics are organized around critical issues and events in women's experience from infancy through adulthood, such as biological and sexual differentiation, identity and personality development, careers, parenting, and mental health.

**PSYC 300 Advanced Survey of Psychology (3 credits)**

A survey of the various subfields of psychology including biopsychology, cognition and learning, sensation and perception, motivation and emotion, personality and assessment, health psychology, developmental psychology, history and systems, abnormal psychology, and social psychology. These areas are examined from various worldviews as well as from a multicultural perspective. Prerequisite: ENGL 102 or equivalent.

**PSYC 303 Theories of Personality (3 credits)**

Examines the major schools within personality theory with a focus on contributions and usefulness in understanding human behavior, the principal theorists from each school, the limitations of each theory, and comparisons between theoretical perspectives.

**PSYC 306 Addictive Disorders (3 credits)**

An overview of contemporary psychological models of addiction and treatment including the theories that drive various approaches to treatment, specialized assessments, prevention, stages of change and recovery, policy issues, and relapse prevention.

**PSYC 311 Developmental Psychology (3 credits)**

An examination of the major theoretical perspectives related to physical, cognitive, language, emotional, spiritual, and social development in people over the life span.

**PSYC 313 Statistics, Research, and Writing for Psychology (3 credits)**

Introduction to methodological concepts in psychological investigation including developing hypotheses, experimental design, procedure, application of statistical principles, and developing research reports. Prerequisite: PSYC 300; GENE 101; and MATH 102, 201, or equivalent.

**PSYC 316 Case Management, Treatment Planning, and Crisis Intervention (3 credits)**

Examines case management principles and techniques, treatment planning, effective referral methods, and crisis intervention skills used in human services and addiction treatment.

**PSYC 317 Marriage and Family (3 credits)**

A study of marriage and family from various perspectives, including the theories of and methods used to research marriage and the family, the diversity of families, contemporary gender roles, love and commitment, systems, communication and conflict resolution, sexual relationships and problems, pregnancy, childbirth, parenthood, care-giving and spiritual concerns.

**PSYC 321 Methods of Research and Statistics (3 credits)** Continuation of PSYC 313. Students examine research topics and complete research projects according to American Psychological Association requirements. Students apply research and statistical principles including the use of SPSS. Prerequisite: PSYC 313.

**PSYC 327 Psychology of Religion (3 credits)**

Examines the theory and research in psychology of religion, including topics such as psychological methods and measures used to study religion as well as objective and subjective approaches to the study of religion as related to prayer, meditation, spiritual healing, dreams, tongue-speaking, social attitudes and behavior, mental health, mysticism, religious orientation, and personal development.

**PSYC 390 Independent Study (3 credits)**

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

**PSYC 400 Abnormal Psychology (3 credits)**

A survey of various categories of abnormal or deviant behavior such as developmental, personality, mood, psychophysiological, psychotic, anxiety, somatoform, chemical dependency, and dissociative disorders. Prerequisite: PSYC 300 or equivalent.

**PSYC 406 Group Facilitation (3 credits)**

Explores the key aspects of the group process including communication patterns, both verbal and nonverbal, as well as leadership, trust, cohesion, risk-taking, group membership skills, facilitation skills, group problem-solving, decision-making, conflict resolution, interviewing techniques, and summary session report-writing. Provides both a group experience and a theoretical analysis of group process.

**PSYC 410 Physiological Psychology (3 credits)**

A study of the biological bases of behavior with an emphasis on the role of the nervous and endocrine systems. Topics include: attention, learning and memory, sensation and perception, sleep, language, reproduction, emotions, aggressive behavior, addictions, and behavioral disorders. Prerequisite: PSYC 300 and BIOL 102 or equivalent.

**PSYC 411 Cognitive Psychology (3 credits)**

Study of recent research and theory in cognitive processes concerning the representation, storage, retrieval, forgetting, conditioning, learning, concept formation, problem solving, and memory.

**PSYC 412 Cultural Diversity (3 credits)**

Examines theories and research in the study of psychosocial issues of racial, ethnic, and cultural groups as well as an exploration of the relationship of race, culture, and social class in psychological development.

**PSYC 416 Gerontology (3 credits)**

Explores the specific age-stages of adult development and aging emphasizing psychosocial, psychopathological, biological, intellectual, and personality processes from a theoretical and research-oriented perspective.

**PSYC 417 Industrial and Organizational Psychology (3 credits)**

Introduction to the field of Industrial-Organizational (I-O) Psychology. Topics include the foundations of industrial-organizational psychology, values and ethics, work performance, problem solving, motivation, managing stress, relationships and communication in the work place, decision making, teamwork, leading and influencing others, productivity, and achieving a satisfying career.

**PSYC 418 Counseling Skills (3 credits)**

Introduces the development of the communication skills used in interviewing and counseling with an emphasis on the necessity of understanding the interpersonal dynamics between the human service worker/counselor and the individual client.

**PSYC 421 Social Psychology (3 credits)**

Survey of theories and research in the major areas of social psychology including perception, attitude change, attraction, aggression, altruism, conformity, prejudice, values, and group dynamics. Prerequisite: PSYC 313 or permission of the instructor.

**PSYC 422 Capstone Seminar (3 credits)**

Examines ethical issues, professional orientation, and role identity for those working in the helping professions. Topics include the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and other professional issues. Prerequisite: for Psychology majors only who have completed a minimum of 6 of their upper-level psychology courses (18 credits).

**PSYC 427 History of Psychology (3 credits)**

Survey of the origin and development of psychology with a special emphasis placed on contemporary schools and systems of psychological thought.

**PSYC 428 Survey of Psychological Assessments (3 credits)**

Theory and techniques of psychological assessment including the statistical foundations of testing and assessment, principles of psychological measurement, and the most common domains of testing such as cognitive ability, achievement, interests, and personality.

**PSYC 429 Sensation and Perception** (3 credits)

Explores the five major human sensory systems (i.e., vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as occurring in the human brain. Examines the anatomical structures, the physiological mechanisms and neural pathways that form a substrate for the sensory experience for each sensory system. Prerequisite: PSYC 410.

**PSYC 490 Advanced Independent Study** (3 credits)

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

**PSYC 495 Internship** (3 credits)

Approved internship in a field of the student's specialty. This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field. Prerequisite: Senior status as a Psychology major and permission of the department chair.

## Religious Studies

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*Chair:* Dr. Matthew E. Gordley

The Religious Studies Department seeks to deepen students' devotion to Christ by emphasizing the importance of building a strong foundation in the Word of God and a dependence upon the Holy Spirit. The department also strives to equip all students, majors and non-majors, to be able to live and express biblical truth effectively in our postmodern world.

### *The Major in Religious Studies*

The major in Religious Studies is intended to help students move to a new level of spiritual vitality and to give them a broad understanding of a variety of aspects of Christian ministry. The Bachelor of Arts in Religious Studies enables students to develop practical ministry skills and methods in discipleship, Christian philosophy and ethics, practical missions, evangelism strategies, and teaching methods. The degree thus provides a strong foundation for students who want to go into professional ministry or who desire to move on to the master's level work that may be required for licensing and ordination. The degree also provides an excellent foundation for students interested in pursuing graduate studies in Bible, religious studies, or related fields.

### **Required Courses for the Major in Religious Studies** (45 credit hours):

- RELS 201 Principles of Theology (3)
- RELS 206 Spiritual Formation (3)
- RELS 310 Biblical Background and Interpretation (3)
- RELS 313 Study of the Prophets (3)
- RELS 314 Pauline Literature (3)
- RELS 320 Ministry Communication Skills (3)
- RELS 330 Theological Writing and Research (3)
- RELS 340 World Religions and Cultures (3)
- RELS 401 Christian Ministry (3)
- RELS 410 Christian Discipleship (3)
- RELS 420 Systematic Theology (3)
- RELS 430 Christian Ethics (3)
- RELS 440 Christian Missions (3)
- RELS 450 Philosophy of Religion (3)
- RELS 467 American Church History (3)



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

**Minor in Youth Ministry** (15 credit hours)

All students will take the following 4 courses:

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

Students choose 1 of the following courses:

- PSYC 250 Human Sexuality (3)
- PSYC 306 Addictive Disorders (3)
- PSYC 311 Developmental Psychology (3)

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

**Minor in Religious Studies** (15 credit hours):

- RELS 104 New Testament Studies (3)
- RELS 210 Principles of Theology (3)
- RELS 310 Biblical Background and Interpretation (3)
- RELS 401 Christian Ministry (3)
- RELS 430 Christian Ethics (3)

Students may choose to complete any of the following certificates of study:

**Certificate in Biblical Studies** (18 credit hours):

- RELS 103 Old Testament Studies (3)
- RELS 104 New Testament Studies (3)
- RELS 107 Worldviews (3)
- RELS 210 Principles of Theology (3)
- RELS 310 Biblical Background and Interpretation (3)
- RELS 350 Biblical Languages (3)

**Certificate in Practical Ministry** (18 credit hours):

- RELS 107 Worldviews (3)
- RELS 210 Principles of Theology (3)
- RELS 310 Biblical Background and Interpretation (3)
- RELS 320 Ministry Communication Skills (3)
- RELS 401 Christian Ministry (3)
- RELS 410 Christian Discipleship (3)

**Certificate in Youth Ministry** (18 credit hours):

All students will take the following 5 courses:

- RELS 107 Worldviews (3)
- RELS 120 Principles of Youth Ministry (3)
- RELS 240 Studying and Teaching the Bible (3)
- RELS 321 Youth Evangelism and Discipleship (3)
- PSYC 317 Marriage and Family (3)

Students choose 1 of the following courses:

- PSYC 250 Human Sexuality (3)
- PSYC 306 Addictive Disorders (3)
- PSYC 311 Developmental Psychology (3)

## Courses

### **RELS 103 Old Testament Studies (3 credits)**

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

### **RELS 104 New Testament Studies (3 credits)**

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

### **RELS 107 Worldviews (3 credits)**

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

### **RELS 120 Principles of Youth Ministry (3 credits)**

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

### **RELS 201 Principles of Theology (3 credits)**

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

### **RELS 206 Spiritual Formation (3 credits)**

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

### **RELS 240 Studying and Teaching the Bible (3 credits)**

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

### **RELS 250 Mission and Message of Jesus (3 credits)**

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

### **RELS 301 Apologetics (3 credits)**

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

### **RELS 310 Biblical Background and Interpretation (3 credits)**

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

**RELS 311 Biblical Archeology (3 credits)**

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

**RELS 313 Study of the Prophets (3 credits)**

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

**RELS 314 Pauline Literature (3 credits)**

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

**RELS 320 Ministry Communication Skills (3 credits)**

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

**RELS 321 Youth Evangelism and Discipleship (3 credits)**

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

**RELS 330 Theological Writing and Research (3 credits)**

Study and application of skills in research and writing as related to the field of theology, in order to prepare students for professional/educational ministry. Formal writing in typical style formats (Turabian, MLA, APA) are applied to the writing of research papers and thesis work. Students also learn basic writing skills for publishing their professional work in journals and other scholarly publications

**RELS 340 World Religions and Cultures (3 credits)**

Students examine ten major world religions and their belief systems while investigating the impact on the cultures associated with them. While this course identifies the origins, history, and impact of major world religions, it also presents practical penetration strategies for the presentation of the Gospel in each context.

**RELS 350 Biblical Languages (3 credits)**

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

**RELS 360 Contemporary Issues in the Church (3 credits)**

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

**RELS 370 Contemporary American Cults and Sects (3 credits)**

Students engage in a survey of the leading pseudo-Christian and non-Christian cults that exist today as well as relevant major divisions or sects in the Church that vary from accepted orthodoxy. The course emphasizes the belief systems of the cults and sects, how they differ from orthodox Christianity, and penetration strategies for the presentation of the Gospel to those in a cult setting.

**RELS 390 Independent Study (3 credits)**

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

**RELS 396 Portfolio - Guided Learning (3 credits)**

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

**RELS 401 Christian Ministry (3 credits)**

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

**RELS 410 Christian Discipleship (3 credits)**

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

**RELS 420 Systematic Theology (3 credits)**

An examination of systematic/constructive doctrines drawn from the scriptures. Students consider questions concerning God, Christ, humankind, salvation, the church, and the Holy Spirit in the context of renewal theology. Students also learn to assess such questions from the standpoint of relevant scriptures as well as from postmodern and other theological viewpoints such as feminist and liberation theologies. Pre-requisite: RELS 201.

**RELS 430 Christian Ethics (3 credits)**

An exploration of contemporary moral issues in the light of biblical teachings. Students consider ethics, worldview issues, and ethical decision-making as they intersect with ministry-related topics and situations.

**RELS 440 Christian Missions (3 credits)**

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

**RELS 450 Philosophy of Religion (3 credits)**

Students examine philosophical questions arising from religious belief, especially as these inform hermeneutics, language-based exegesis, ethics, Christian doctrine, and theology.

**RELS 460 Practical Evangelism (3 credits)**

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

**RELS 467 American Church History (3 credits)**

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

**RELS 470 Coaching and Mentoring (3 credits)**

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

**RELS 490 Advanced Independent Study (3 credits)**

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

**RELS 496 Portfolio - Guided Learning** (3 credits)

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

**OFF-CAMPUS STUDY OPPORTUNITIES****Summer Study Abroad at Oxford University**

Regent's Summer Study Abroad Program at Oxford University enables students to study at Hertford College of Oxford University while taught by Regent faculty from across Regent University as well as by Oxford tutors. Founded in the thirteenth century, Hertford College is regarded as one of the most beautiful campuses at Oxford. It offers students an ambience of history and academe while they engage in a multi-disciplinary study of politics, business, religion, history, art, and other areas. Topics and courses vary by year; see <http://www.regent.edu/acad/undergrad/studyabroad/home.cfm> for more information.

**Off-Campus Study Programs through the Council for Christian Colleges and Universities**

Because Regent University is an affiliate member of the Council for Christian Colleges and Universities (CCCU; [www.cccu.org](http://www.cccu.org))—an association of over one hundred Christian, liberal arts colleges and universities—a number of travel-abroad or off-campus domestic study opportunities are available for undergraduate students. These programs have been developed by deans and faculty of other Christ-centered, accredited institutions worldwide and offer students either culture-crossing opportunities, through an experience of living and studying abroad, or culture-shaping opportunities, through engaging culture via U.S.-based programs. All of the CCCU programs are taught and led by Christian faculty members who seek both to support and challenge students in their Christian faith and their personal and academic growth. Complete details can be found through [www.bestsemester.com](http://www.bestsemester.com). The CCCU study-abroad programs include the following:

- **The Australian Studies Centre** is a cultural studies program with an arts emphasis, based in Sydney, Australia. This opportunity is intended to provide undergraduates of all majors and career interests with opportunities to integrate the firsthand observation and study of Australian culture, history, religion, and politics with experiential service learning and formal instruction in the arts. The program also educates students in indigenous affairs and Australia's involvement in world issues. The Australian school year is divided into two semesters, Semester 1 (Feb.-June) and Semester 2 (July-Nov.) The program is comprised of two culture classes designed especially for ASC students and three or four discipline classes chosen from Wesley Institute's list of courses. Students earn 16-17 semester hours of credit.
- **The China Studies Program** enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business concentration including an internship in an international business in Shanghai. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an, and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16-17 semester hours of credit.
- **Latin America Studies Program**, based in San Jose, Costa Rica, introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business: Management and Marketing (offered only in fall terms); and

Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.

- **Middle East Studies Program**, based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Lebanon, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. Courses include “Introduction to Arabic Language,” “Islamist Thought and Practice in the Middle East,” “Conflict and Change in the Middle East,” and “Peoples and Culture of the Middle East.” At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ centered manner. Students earn 16 semester hours of credit.
- **Programmes in Oxford** include two opportunities for students:
  - **Scholars Semester in Oxford** is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university’s historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the course *Christianity and Cultures*. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.
  - **The Oxford Summer Programme** is a joint program of the Council for Christian Colleges and Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The Programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.
- **Russian Studies Program** students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses entitled “History and Sociology of Religion in Russia,” “Russian Peoples, Culture, and Literature,” and “Russia in Transition,” students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language coursework. For those choosing 4 hours of Russian, a seminar course, “International Relations and Business in Russia,” is available. RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students participate in a service opportunity in Nizhni Novgorod. The program also includes time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students earn 16 semester hours of credit.
- **Uganda Studies Program** All students take the USP Seminar (Faith & Action in the Ugandan Context) taught by USP staff. This course includes multiple components of experiential learning including home stays, service projects, and educational travel. Throughout the semester students explore issues of cross-cultural life and use the unique perspective of living in Uganda to take a fresh look at American Christianity. In addition to the USP Seminar, students choose at least 2 of the core courses, which deal with different aspects of African culture including history, politics, religions, and literature. These courses are designed specifically for USP students and taught by Uganda Christian University professors. Students earn 16 semester hours of credit.

The CCCU off-campus programs conducted within the United States include the following:

- The **American Studies Program** is an interdisciplinary, issue-oriented program that explores the meaning of the gospel for contemporary American life as understood through the public policy dynamics at work in the nation's capital. Students consider policy related to breaking events while also drawing on readings and concepts from a

variety of fields, including political science, economics, history, sociology, ethics, theology, and the policy sciences. The program provides internship opportunities for the diverse majors and career interests of university juniors and seniors. Students live together in the ASP campus apartments, work as voluntary interns, and participate in a seminar program for which they receive full academic credit. Students earn 16 semester hours of credit.

- The **Contemporary Music Center** provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The Executive Track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. Both Artist and Executive track students receive instruction and experience a uniquely Christian perspective on creativity and the marketplace while working together to create and market a recording of original music. Both tracks include course work, labs, directed study, and a practicum. Students earn 16 semester hours of credit.
- The **Los Angeles Film Studies Center** is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars, “Hollywood Production Workshop” and “Theology in Hollywood,” focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.
- The **Washington Journalism Center** is a semester-long study program in Washington, D.C., created for students interested in the field of journalism. It is an advanced, experiential semester on Capitol Hill intended to cultivate professional news skills and encourage students to think through the implications of being a Christian working in the news media in a city that is home to the powerful and the powerless. While in Washington, students take classes focusing on the history and future of the media and how the media relate to the public as they also hone their writing skills. These classes – “Foundations for Media Involvement,” “Reporting in Washington,” and “Washington: News and Public Discourse” – combined with an internship at a top news publication enable students to consider the relationship between the Christian faith and a journalism career. Students also participate in service learning opportunities and live with families in home stays as part of the WJC experience.

### Virginia Tidewater Consortium Exchange Program

Regent University is a member of the Virginia Tidewater Consortium (VTC) Exchange Program. This membership enables Regent students to enrich their programs by taking courses at another VTC institution. On-campus, credit courses offered by participating VTC institutions are permitted in the exchange program.(therefore, the program does not accommodate online distance education students). Contact the Registrar’s Office for details.

## SCHOOL OF UNDERGRADUATE STUDIES

### THE FACULTY

- Sandra R. Bryant** (2006), B.A. and M.U.S., Old Dominion University; Ph.D., Regent University; *Assistant Professor, Organizational Leadership and Management*
- Susannah N. Clements** (2007), B.A., Belhaven College; M.A. and Ph.D., University of South Carolina; *Associate Professor, English; Chair of the Language and Literature Department*
- April L. Cunion** (2006), B.A., Cedarville College; M.A. and Psy.D., Regent University; *Assistant Professor, Psychology*

- Catherine M. Cutcher** (2006), B.S., University of Nevada-Reno; M.S., University of Florida; Ph.D., Capella University; *Assistant Professor, Mathematics and Natural Sciences*
- Beth M. Doriani** (2005), B.A., Calvin College; M.A., Kent State University; Ph.D., University of Notre Dame; *Professor, English Associate Dean of Academics*
- James R. Downey** (2007), B.S., Grove City College; M.S., Air Force Institute of Technology; Ph.D., University of Illinois-Urbana-Champaign; *Professor, Natural Sciences and Mathematics; Dean of the School of Undergraduate Studies*
- Cassandra J. Ferreira** (2006), B.A., Virginia Intermont College; M.A. and Ph.D., Regent University; *Assistant Professor, Psychology; Chair of the Psychology Department*
- Mark O. Gatlin** (2006), B.A., M.S., and M.F.A., Old Dominion University; *Assistant Professor, English*
- Marti J. Glass** (2007), B.A., Northeast Louisiana University; M.A., Louisiana Tech University; *Instructor, Psychology*
- Matthew E. Gordley** (2005), B.A., Wheaton College; M.Div., Alliance Theological Seminary; Ph.D., University of Notre Dame; *Assistant Professor, Religious Studies; Chair of the Religious Studies Department*
- Beverly M. Hedberg** (2007), B.A., Florida Southern College; M.A., Regent University; M.U.S. and Ph.D., Old Dominion University; *Associate Professor, Government; Assistant Dean of Instruction*
- James M. Henderson** (2004), B.A. Life Pacific College; M.A. Fuller Theological Seminary; *Instructor, Religious Studies*
- Judith A. Ink** (2007), B.A., University of Michigan; M.A., Old Dominion University; Ed.D., Virginia Polytechnic Institute and State University; *Associate Professor, Interdisciplinary Studies; Chair of the Interdisciplinary Studies Department*
- William L. Lyons** (2007), B.A. and M.A., Oral Roberts University; M.A., University of Wisconsin-Madison; Ph.D., Florida State University; *Assistant Professor, Religious Studies*
- Mark L. Menga** (2004), B.S., Philadelphia Biblical University; M.A. and Ph.D., Regent University; *Assistant Professor, Communication*
- Lisa S. Moore** (2006), B.S., James Madison University; M.S.Ed., and Ph.D., Old Dominion University; *Assistant Professor, Interdisciplinary Studies (On leave, 2007-2008)*
- Gerson Moreno-Riano** (2006), B.A., Cedarville College; M.A. and Ph.D., University of Cincinnati; *Associate Professor, Government; Chair of the Government Department*
- John C. Munday, Jr.** (2006), B.A., Cornell University; Ph.D., University of Illinois-Urbana; *Professor, Natural Sciences and Mathematics; Chair of the Natural Sciences and Mathematics Department*
- Almarie E. Munley** (2004), B.A., Universidad Del Valle de Guatemala; M.A. and Ph.D., Regent University; *Assistant Professor, Organizational Leadership*
- William J. Ventura II** (2007), B.A., University of the Nations (HI); M.A. and Ph.D., Regent University; *Assistant Professor, Communication; Chair of the Communication Department*
- J. Thomas Whetstone** (2006), B.S., Washington and Lee University; M.S., Massachusetts Institute of Technology; M.Div., Reformed Theological Seminary; Th.M., Reformed Theological Seminary; D.Phil., University of Oxford (U.K.); *Associate Professor, Organizational Leadership and Management; Chair of the Business and Leadership Department*
- Ruth-Anne E. Wideman** (2005), B.A., Messiah College; B.Ed., University of Toronto; M.T.S., Ontario Theological Seminary; Ed.D., Regent University; *Associate Professor, Religious Studies; Chair of the General Education Department*

## ADMINISTRATION AND STAFF



*Dean*

**James R. Downey, Ph. D., Dean**

*Academics*

**Rachel Blisson, M.A., E-Learning Specialist**

**Donna Curtis, M.Ed., Faculty Recruitment & Assessment Coordinator**

**Beth M. Doriani, Ph.D., Assoc. Dean for Academics**

**Beverly M. Hedberg, Ph.D., Assistant Dean of Instruction**

**Leteria Scott, B.S., Administrative Assistant to the Associate Dean of Academics**

*Admissions and Administration*

**Kenneth Baker, M.B.A., Director of Admissions**

**Lisa Callahan, Admissions Coordinator**

**Joseph Cicero, B.A., Admissions counselor**

**Donna Holcomb, M.A., Director of Operations**

**Brett Johnson, M.A., Recruiter**

**C. Greg Morris, M.A., Associate Dean of Enrollment & Administration**

**Hayley Rother, B.A., Special Events/PR Coordinator**

**Bohdan Smaha, M.B.A., E-Marketing & Service Manager**

**Jamie Stewart, B.A., Recruiter**

**Sharon Stoddard, M.B.A., Admissions Counselor**

**Erin Weldon, Admissions Counselor**

*Advising and Student Services*

**Keya Bhagirath, B.S., Academic Advisor**

**Rachael Boucher, M.A., Academic Advisor**

**Paulette Cece, M. Ed., Academic Advisor**

**Dwight Dunning**, M.A., Academic Advisor

**Kyle Graham**, B.S., Student Services Coordinator

**Pamela C. Lee**, Ph.D., Associate Dean of Students

**James McNally**, M.A., Director of Advising

**Kathleen Minter**, M.S., Academic Advisor

**Daniel Tormey**, B.A., Academic Advisor

**Joline Vanderwal**, M.A., Academic Advisor

**Bonnie Willis**, M.A., Director of Student Services

## **UNDERGRADUATE MAJORS OFFERED BY THE SCHOOL OF COMMUNICATION & THE ARTS**

The School of Communication & the Arts offers the Bachelor of Arts (B.A.) with majors in Animation, Cinema-Television, Journalism, and Theatre.

## SCHOOL OF COMMUNICATION AND THE ARTS

### UNDERGRADUATE MAJORS

The School of Communication and the Arts offers degree programs at both the undergraduate and graduate levels. At the undergraduate level, the school offers the Bachelor of Arts (B.A.) with majors in:

- Animation
- Cinema-Television
- Journalism
- Theatre

### MISSION AND PHILOSOPHY

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

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

For a listing of the graduate degrees offered in the School of Communication and the Arts, please see the *Regent Graduate Catalog*.

### ADMISSION

Admission to Regent's School of Communication and the Arts is by formal application. Before being considered for admission to the School of Communication and the Arts, the applicant must first have been admitted to Regent University through the School of Undergraduate Studies.

Minimum requirements for admission to the School of Communication and the Arts include:

- 1) the completion of forty-five (45) credits at the 100- and/or 200-level
- 2) an overall grade point average of 2.50 (A = 4.00) in all coursework attempted;

Students should not enroll in upper-level courses in the Communication school until they have been accepted into the School of Communication and the Arts or approved to declare a minor in a Communication undergraduate program. Students desiring to take their major course of study within the School of Communication and the Arts may apply according to the following procedures:

- 1) Students must submit a Transfer Form, which can be obtained from the Student Services Office in the School of Communication and the Arts or the Office of Advising and Student Services in the School of Undergraduate Studies.
- 2) New students who desire to declare one of the four undergraduate majors within the School of Communication and the Arts—Animation, Cinema-Television, Journalism, or Theater—are admitted to the School of Undergraduate Studies in a Preliminary acceptance status. These students may submit the transfer application requesting acceptance to the School of Communication and the Arts during the semester in which they will complete 45 credits. The transfer application must be submitted with an unofficial copy of the student's Regent University transcript.
- 3) Current Regent students may apply to transfer from their current major in the School of Undergraduate Studies to one of the four undergraduate majors within the School of Communication and the Arts; they may submit the

transfer application during the semester in which they will complete 45 credits. The transfer application must be submitted with an unofficial copy of the student's Regent University transcript.

- 4) Transfer students who desire to declare one of the four undergraduate majors in the School of Communication and the Arts are first admitted to the School of Undergraduate Studies and then are immediately considered for transfer to the School of Communication and the Arts according to the above criteria.

## TUITION AND FEES

- Tuition: \$420/credit hour for 100/200 level classes
- Tuition: \$600/credit hour for 300/400 level classes
- Technical Support Fee: \$15

## GRADUATION REQUIREMENTS

The graduation requirements for all baccalaureate degrees conferred by Regent University follow the standards described in detail in the "School of Undergraduate Studies" section of this catalog (see "Graduation Requirements" under "Academic Programs"). Students pursuing a major through the School of Communication and the Arts are notified by the Communication school if they are not making satisfactory progress. The Communication school ultimately decides if the student may continue as a major in the School.

Although the academic advisor participates in students' planning and helps to monitor students' progress towards graduation, responsibility for fulfilling all graduation requirements rests upon the individual student. Students should acquaint themselves with the requirements described in this catalog and plan their course of study carefully so as to fulfill graduation requirements. Students are subject to the academic requirements set forth in the catalog in use during the year they entered the university.

### *The Major in Animation*

The Animation undergraduate major, along with the Cinema and Television major, is offered in the department of Cinema-Television within the School of Communication & the Arts.

The Department of Cinema-Television (CTV), chaired by Lorene M. Wales, Ph.D., is comprised of a community of artists, professionals, and scholars committed to educating and equipping students as Christian leaders to change the world. The mission of the department is to develop students who inspire, motivate, and communicate effectively through film, television, animation and other media. Course work emphasizes and enhances creativity, critical thinking, and professionalism. The CTV Department also offers masters of arts and masters of fine arts degrees (see Regent Graduate Catalog).

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

Students majoring in Animation complete fifty one (51) credits through the School of Communication and the Arts, as follows. The major must be completed on campus.

Required Courses for the Major in Animation (51 hours):

COMU 100	The Christian Role in the Arts Today (3)
CTVU 102	Cinema-Television Equipment Workshop (1)
CTVU 210	Storytelling and Scriptwriting (3)
CTVU 258	Audio Production (3)
CTVU270	Editing Theory (3)
CTVU 356	Non-linear Video Editing (3)

ANIM 103	Introduction to Digital Art (2)
ANIM 112	Web-Based Graphics and Animation (3)
ANIM 202	Art Studio 1: Life Drawing (3)
ANIM 212	Art Studio 2: Drawing for Animation (3)
ANIM 343	History of Animation (3)
ANIM 303	3-D Animation in Maya (3)
ANIM 310	The Business of Animation (3)
ANIM 313	Character Design, Rigging, and Animation (3)
ANIM 403	Advanced 3D Animation Techniques (3)
ANIM 413	Graphics for Television (3)
ANIM 416	Culminating Project (3)
ANIM 450	Special Effects for Film and Television (3)

### ***The Major in Cinema-Television***

The Cinema and Television major is also offered in the department of Cinema-Television, chaired by Lorene M. Wales, Ph.D., within the School of Communication & the Arts.

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

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

Students majoring in Cinema-Television complete forty-four (44) credits through the School of Communication and the Arts, as follows. The major must be completed on campus.

Required Courses for the Major in Cinema-Television (44 credits)	
COMU 100	The Christian Role in the Arts Today (3)
COMU 200	Survey of Communication and Popular Culture (3)
CTVU 102	Cinema-Television Equipment Workshop (1)
CTVU 101	Introduction to Aesthetics of Film and Television (3)
CTVU 105	Survey of the History of Film and Television (3)
CTVU 210	Storytelling and Scriptwriting (3)
CTVU 258	Audio Production (3)
CTVU 270	Editing Theory (3)
CTVU 327	The Producer's Unit (3)
CTVU 345	Lighting Aesthetics and Design for Cinema-Television (3)
CTVU 360	Directing and Actors (3)
CTVU 356	Non-Linear Video Editing (3)
CTVU 446	Cinematography (3)
CTVU 450	Studio Production (3)
CTVU 480	Production Practicum (1)
CTVU 496	Senior Project (3)

### **Course Descriptions for the Animation and Cinema-Television Majors**

#### **ANIM 103 Introduction to Digital Art (3)**

An introduction to the creation of digital art using Adobe Photoshop and Illustrator. Students explore the medium of digital photography and its application to individual expression. Students are required to have an approved laptop with Illustrator and Photoshop and access to a digital camera.

#### **ANIM 112 Web Based Graphics and Animation (3)**

Students explore web-based animation techniques using *Toon-Boom* and other web-related software packages. Prerequisite or concurrent registration: ANIM 103.

**ANIM 202 Art Studio 1: Life Drawing (3)**

Students gain an understanding of the skills needed to draw human forms. Assignments facilitate skill development with application to the creation of animated characters.

**ANIM 212 Art Studio 2: Drawing for Animation (3)**

Students develop an understanding of the skills needed to create animation with attention to storyboarding.

**ANIM 303 3D Animation in Maya (3)**

A study of 3D animation principles using Autodesk's Maya. Students are required to have an approved laptop with Autodesk's Maya software. Prerequisite: ANIM 103.

**ANIM 310 The Business of Animation (3)**

Explores the roles of the various people and positions involved in the production of animation. Pitching, budgeting, and business plans are studied. Each student submits a budget and business plan for a project. Students also present a pitch for their final project.

**ANIM 313 Character Design, Rigging, and Animation (3)**

Gives the student the skills to rig and animate characters in Maya. A fully planned, animated, rendered, and edited 10-second animation with sound will be the outcome of this course. Students are required to have an approved laptop with Autodesk Maya software, Adobe Photoshop, Premiere, and After Effects. Prerequisite: ANIM 303.

ANIM 343 History of Animation (3) A critical look at the styles of animation, both the American and International. Students view animation and analyze the social and technical factors that shaped the evolution of this art form.

**ANIM 403 Advanced 3D Animation Techniques (3)**

Texture mapping, lighting, cameras, dynamics, rendering techniques, and MEL are addressed. Prerequisite: ANIM 313.

**ANIM 413 Graphics for Television (3)**

Students learn graphics needed for television news, sports, promotion, and advertising. The course examines the needs of each area, issues of typography, and how to design for the Chyron Duet and other systems currently used in postproduction and live production. Prerequisites: ANIM 303, CTVU 371.

**ANIM 450/CTV 650 Special Effects for Film and Television (3)**

A study of the history of special effects in film and television as well as hands-on projects that demonstrate the techniques needed to work with green screen, miniatures, CGI, lighting techniques, cloud tanks/liquids, glass mattes, editing tricks, shooting tricks, and color correction. Motion capture, motion control, stunts, and wire tricks are also discussed. Prerequisites: ANIM 303, CTVU 371.

**ANIM 480 Production Practicum (1 - 3)**

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

**ANIM 490 Independent Study (3)**

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

**ANIM 496 Culminating Project (3)**

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

**COMU 100 The Christian Role in the Arts Today (3)**

A critical study, through lectures, readings, viewings and discussion, of the ways in which Christian principles can be applied to the arts. Course also gives students an introduction to the methodologies and language of the arts.

**COMU 200 Survey of Communication and Popular Culture (3)**

Historical development of news, information, entertainment, popular culture, and the arts, with emerging trends in society, and mediated communication.

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

Concepts of film aesthetics and analysis; exposure to classical Hollywood, documentary and European art cinema.

Emphasis on describing and analyzing film style.

**CTVU 102 Cinema-Television Equipment Workshop (1)**

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

**CTVU 105 Survey of History of Film and Television (3)**

Development of cinema as a communication medium and art form. Attention given to contributions of various national cinemas and international film trends.

**CTVU 210 Storytelling and Scriptwriting (3)**

Study of the way meaning is structured and perceived in the screen image of both film and video; introduction to basic narrative and screenwriting techniques. Includes viewing and analysis of narrative examples. Class includes three lecture hours and one two-hour film screening each week.

**CTVU 258/CTV 658 Audio Production (3)**

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

**CTVU 270 Editing Theory (3)**

Theory and practice of editing and post-production for both film and video. Aesthetics of narrative and documentary editing stressed, for both picture and sound.

**CTVU 327/CTV 527 The Producer's Unit (3)**

Provides a survey of the organizational core of production crew, including the unit production manager, the first and second assistant directors, the production office coordinator, and the production auditor. Students learn how a film is managed from development to post-production.

**CTVU 345/CTV 545 Lighting Aesthetics and Design for Cinema-Television (3)**

Provides a study of the aesthetic and technical aspects of lighting in television and film. Students become familiar with various lighting styles and types of equipment as well as with the grip and electrical areas of motion picture production. Recommended for aspiring cinematographers.

**CTVU 356/CTV 556 Non-Linear Video Editing (3)**

A study of non-linear editing technologies used in the television and video industries. Primarily concerned with the editing process as it affects projects, which regardless of the origination format, will be finished on a videotape format. Pre-requisite or concurrent registration: CTVU 270.

**CTVU 360 Directing and Actors (3)**

Students examine the techniques employed in directing actors. Explores a wide range of techniques for proper casting, rehearsal and on-set directing. Student will learn to elicit nuanced behavior and achieve performances with proper pitch.

**CTVU 446/CTV 546 Cinematography (3)**

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

**CTVU 450 Studio Production (3)**



Educates students about the process of studio production and the various jobs associated with a studio project including, but not limited to, camera operation, sound recording, technical directing, and lighting for a three-camera production.

**CTVU 480 Production Practicum (1)**

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

**CTVU 496 Senior Project (3)**

Student directed project in cinema-television. Students write, produce, direct, and edit a project, demonstrating proficiency in these areas.

***The Major in Journalism***

The Journalism undergraduate major is offered in the department of Journalism within the School of Communication & the Arts.

The goals of the Department of Journalism (JRNU), chaired by Harry W. Sova, Ph.D., are:

1. To prepare students for the interactive world of journalism in all of its forms and functions.
2. To prepare students in traditional journalistic media such as print and broadcast fields.
3. To prepare students in web-based technologies for news, information and public relations.
4. To prepare students to be managers of interactive communication systems.
5. To enable students to integrate their faith within the processes of mediated communication.

The faculty and staff of the Department of Journalism are committed to preparing individuals for journalistic roles in news, information and public relations through the channels of traditional mass media, web-based applications, and global interactive communication. With a strong emphasis on the integration of faith and education, our program explores the creative tool skills and techniques involved with reporting, research, analysis, editing, presentation and feedback mechanisms that are paramount to a successful career as a journalist.

Students within our program will work with traditional forms of print and broadcast media, including layout design, publication management, broadcast field and studio production. Web courses explore the varied possibilities of Internet journalism including design, graphics, web construction, podcasting and streamed media. Coursework examines the symbiotic relationship between producer and consumer within social networks and feedback mechanisms so prevalent in today's global communication marketplace. The Journalism Department also offers masters degree (see Regent Graduate Catalog).

Students majoring in Journalism complete thirty-eight (38) credits through the School of Communication and the Arts, as follows. The major must be completed on campus.

Required courses for the Major in Journalism (38 credits):

COMU 100	The Christian Role in the Arts Today (3)
COMU 200	Survey of Communication and Popular Culture (3)
CTVU 100	Cinema-Television Workshop (1)
CTVU 270	Editing Theory (3)
CTVU 371	Non-Linear Video Editing (3)
JRNU 210	Foundations of Journalism (3)
JRNU 320	Digital Media Applications 1 (3)
JRNU 330	Exploring Interactive Communication (3)
JRNU 340	Creating News, Information, Entertainment (3)
JRNU 350	Digital Media Applications 2 (3)
JRNU 380	Practicum (1)
JRNU 403	Media Law and Ethics (3)
JRNU 440	Media Management and Presentation (3)
JRNU 496	Senior Project (3)

**Course Descriptions**

## for the Journalism Major

### **JRNU 210 Foundations of Journalism (3)**

Survey of past and contemporary journalism as literature, with emphasis on essays, prose, and features; outstanding concepts transferred to effective instruments of communication, including the basics of writing, editing, and revising.

### **JRNU 320 Digital Media Applications 1 (3)**

Skills and technologies employed in transferring content from the conceptual stage to interactive web platforms. Students will acquire basic web software skills and transfer creative content into various electronic forms.

### **JRNU 330 Exploring Interactive Communication (3)**

Presents basis and operation of interactive communication, including creating content, trends, audience, revenue, databases, and consumer participation.

### **JRNU 340 Creating News, Information, Entertainment (3)**

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

### **JRNU 350 Digital Media Applications 2 (3)**

Advanced skills and technologies employed in transferring content from conceptual stage to advanced web platforms.

### **JRNU 380 Practicum (1)**

An opportunity for hands-on applications in interactive media.

### **JRNU 403/JRN 603 Media Law and Ethics (3)**

Examination of the legal and ethical issues involved in creating mediated content for public consumption. Explores traditional and interactive media.

### **JRNU 440 Media Management and Presentation (3)**

An exploration of the process necessary to bring journalistic content to fruition through publication, public relations, distribution, promotion, and use of various feedback mechanisms.

### **JRNU 496 Senior Project (3)**

Student directed project in interactive journalism, designed from concept to continuing consumer relationship.

## ***The Major in Theater Arts***

The Theater Arts undergraduate major is offered in the department of Theater Arts within the School of Communication & the Arts.

It is the primary mission of the Department of Theatre Arts, chaired by Michael Kirkland, Ph.D., to educate and train undergraduate and graduate students to incisively examine and effectively communicate, through intellectual analysis and the realization of live theatrical performance, the great truths of the human condition as perceived through the lens of a Christian worldview.

The study of theatre has had a prominent position in the grand tradition of the liberal arts education since the early years of the twentieth century. Shortly after human beings began to tell stories, they began to impersonate the characters that inhabit those stories. The study of theatre is the study of world history, culture, art, literature, religion, politics—indeed, the human condition. The theatre places humanity under the microscope in real time and in front of a live audience. The great philosophical questions of the ages have been and continue to be explored in dramatic literature and then interpreted in the living crucible of the theatre: “Who are we?” “Why are we here?” “What is our relationship to the cosmos and each other?” “Where do we go after we die?” “Is there a God?” And if so, “What is our relationship with that God?” On a more practical level, an undergraduate course of study in theatre can prepare the student for the more rigorous and focused demands of a graduate degree program, leading to a career in the professional theatre or the academy. Even if an undergraduate theatre major does not go on to a career in theatre, the side benefits are multitudinous in and of themselves: students develop skills in public speaking and vocal production along with physical awareness, grace, agility, poise, the ability to read human behavior, and many skills relevant to careers in public relations, education, law, communication, or

sales—just to name a few. All of these skills and abilities, whether the student completes a major or a minor in theatre, are relevant to a wide variety of professions and will serve the student well over a career, indeed, over an entire life span. The Theater Arts Department also offers masters of arts and masters of fine arts degrees (see Regent Graduate Catalog).

Required Courses for the Major in Theatre (48 hours)	
THEU 101	Analyzing and Appreciating Theatre (3)
THEU 105	Stagecraft (3)
THEU 132	Basic Acting 1 (3)
THEU 227	Makeup for the Theatre (3)
THEU 232	Basic Acting 2 (3)
THEU 251	Improvisation (3)
THEU 313	Textual Analysis for Production (3)
THEU 325	Theatrical Design Process 1 (3)
THEU 326	Theatrical Design Process 2 (3)
THEU 333	Theories and Concepts in Directing (3)
THEU 334	Vocal Production for the Actor 1 (3)
THEU 400	Contemporary Trends in Theatre (3)
THEU 405	History of the Theatre 1 (3)
THEU 406	History of the Theatre 2 (3)
THEU 481	Practicum in Theatre Production (1) *

\* THEU 481 must be taken a minimum of six (6) times. The student must register for THEU 481 their first six (6) semesters in residence. Transfer majors may transfer in as many as two (2) credits of any equivalent of THEU 481 approved by the Production Manager.

Theatre Minor: 15 credits

All fifteen (15) credits of the minor must be completed at Regent University. Students may not apply the same credits to two (2) programs (i.e., a major, minor or certificate). Students who complete a certificate or a minor may later choose to apply those credits to a major, but they will not also earn the certificate or minor.

Theatre Minor students must take the following four (4) courses:

THEU 101	Analyzing and Appreciating Theatre (3)
THEU 105	Stagecraft (3)
THEU 132	Basic Acting 1 (3)
THEU 481	Practicum in Theatre Production (1)*

Theatre Minor students must take at least one (1) of the following courses:

THEU 227	Makeup for the Stage (3)
THEU 251	Improvisation (3)
THEU 313	Text Analysis for Production (3)
THEU 232	Basic Acting 2 (3)
THEU 333	Theories and Concepts in Directing (3)
THEU 325	Theatrical Design Process 1 (3)
THEU 326	Theatrical Design Process 2 (3)
THEU 334	Vocal Production for the Actor 1 (3)
THEU 405	History of the Theatre 1 (3)
THEU 406	History of the Theatre 2 (3)

\*THEU 481 must be taken a minimum of three (3) times.

## for the Theater Arts Major

### **THEU 101 Analyzing and Appreciating Theatre (3)**

Examination of the history of the theatre, its literature, and various genres and styles of performance, as well as the artists who collaborate in realizing it on the stage. This course facilitates the appreciation and understanding of the theatre as an entertainment medium, a commercial entity, and an art form. Basic Christian aesthetic principles are introduced as a precursor to experiencing and producing theatre through the prism of a biblical world view. This course serves as the cornerstone course for the major in Theatre.

### **THEU 105 Stagecraft (3)**

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

### **THEU 132 Basic Acting 1 (3)**

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

### **THEU 227 Makeup for the Theatre (3)**

Affords the student the opportunity to gain expertise in designing and applying a variety of stage make-ups including: corrective, fantasy, animal, special effects, and old age. The course includes the introduction of latex prosthetic pieces. Student are required to purchase a personal makeup kit. Prerequisite: THEU 101 or instructor approval.

### **THEU 232 Basic Acting 2(3)**

Continuation of the techniques and exercises developed by Constantine Stanislavski (and variations developed by prominent instructors who succeeded him) in order to prepare the student for the creative and practical demands of stage acting. In this second of a two-course sequence, emphasis is placed on exercise work focusing on the use of transitive verbs as actions, physical characterization, active listening, inner monologue, subtext; and all of the aforementioned applied to monologue and multi-purpose scene work. Prerequisites: THEU 101 and THEU 132.

### **THEU 251 Improvisation (3)**

Provides an overview of modern improvisation techniques as taught by Viola Spolin, The Second City, The Groundlings, and The Improv Olympics. These core skills are useful to the performer, the director, and the teacher. Special emphasis is placed on techniques used to build an ensemble, the use of improvisation as a tool to boost creativity, and the spiritual parallels between faith and this unique art form. It is recommended the student take THEU 101 and THEU 232 before taking this course.

### **THEU 312 Unarmed Combat for the Stage (3)**

Explores a variety of aesthetic guidelines, safety principles, and practical techniques utilized in the staging of unarmed sequences of staged combat. Students examine such principles as: distance and measure, partnering, cue-reaction-action, masking, reversal of energy, the pyramid of safety, and victim-controlled techniques. Techniques explored include: rolls, falls, lifts, carries, throws, punches, blocks, kicks, and specialty moves. Instructor approval required.

### **THEU 313/THE 713 Textual Analysis for Production (3)**

In-depth examination of the principles, methods, and procedures involved in the analysis of written dramatic texts intended for film, television, or theatrical production. This course also 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. This course focuses on the examination and analysis of dramatic texts for the purpose of script, character, and artistic interpretation. Prerequisite: THEU 101.

### **THEU 324 Stage Management (3)**

Examines the duties and responsibilities of a production stage manager. Emphasis is placed on students' honing their organizational and communication skills with all members of a production team. Working with and adapting to Actors' Equity Association equity regulations are included. Students are expected to create a prompt book as well as participate in departmental productions. Instructor approval required.

**THEU 325/THE 725 Theatrical Design Process 1 (3)**

Provides study of the practical and emotional factors necessary to create scenic, costume, lighting, and audio designs. 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. Prerequisite: THEU 101.

**THEU 326/THE 726 Theatrical Design Process 2 (3)**

Examines 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. Prerequisite: THEU 101.

**THEU 330 Screen Acting 1 (3)**

Explores the techniques and methods of screen acting for single-camera productions (although multiple-camera productions are also addressed). Students prepare and perform scenes for presentation in class, participate in classroom exercises and discussions, and perform as on-camera talent for student productions. Instructor approval required.

**THEU 333 Theories and Concepts in Directing (3)**

In-depth examination of a variety of theories and techniques for directing live performances for the stage. Emphasis is on various principles, techniques, and approaches to directing drama presentations. Students participate in classroom exercises designed to prepare them for various types and styles of performances. The course focuses on script analysis, principles of staging, and collaborating with actors. Prerequisites: THEU 101 and THEU 232.

**THEU 334 Vocal Production for the Actor 1 (3)**

Students develop their speaking voice to facilitate a full range of vocal expression. Instruction includes a variety of exercises based on the work of Kristin Linklater. These exercises are designed to reconnect speaking with the actor's impulsive center and remove habits of vocal misuse. Emphasis is on freedom and release rather than control, in that the actor's focus should be on the integrity of his or her role and that the voice should be free to follow the actor's intuition and imagination. While this course is not designed to be a singing class, better singing may be a by-product of the work. Prerequisites: THEU 101 and THEU 132.

**THEU 335/THE 635 Theatre in Ministry (3)**

In-depth examination of various strategies and techniques for integrating various forms and types of theatre into Christian church settings. Examples include, but are not limited to: children's theatre, puppetry, masks, sketch drama, drama in counseling, drama for seniors, prison ministry, and Christmas and Easter cantatas. Instructor approval required.

**THEU 337 Vocal Production for the Actor 2 (3)**

Continuation of the study and application of vocal skills based on the Linklater Technique first introduced in Vocal Production. Course content is expanded upon and further applied to scripted text. The International Phonetic Alphabet is introduced as a tool in the correction of individual speech problems and as a basis for the study of major performance dialects. The latter part of the course is devoted exclusively to dialect study. Instructor approval required.

**THEU 357 Writing and Producing Children's Theatre (3)**

Explores adapting children's literature into drama, critical examination of children's programming, and creating an original play or film script. Story structure, characterization, motifs in children's literature and the developmental stages in children are examined as effective tools in writing and producing for children. Students participate in a variety of capacities required to produce theatre for children. Instructor approval required.

**THEU 375/THE 775 Special Topics in Theatre (1 - 3)**

An intensive examination of a selected area of study in the field of theatre. Topics vary and are announced in advance. This course may be repeated for credit. Lecture, seminar, and/or team study. Instructor approval may be required.

**THEU 400 Contemporary Trends in Theatre (3)**

An intensive examination of selected major creative and interpretive artists of the contemporary theatre including dramatists, directors, designers, performers, theorists, critics, organizations, notable productions, and innovative teachers. This seminar-oriented course requires the student to produce either a major paper or a performance-related project in a capstone project that integrates the knowledge and skills the student has acquired over the course of study. Prerequisites: THEU 101, THEU 232, and THEU 313, or instructor approval.

**THEU 405 Theatre History 1 (3)**

Historical examination of significant developments in world theatre and drama from its origins through the European Renaissance. Prerequisite: THEU 101 or instructor approval.

**THEU 406 Theatre History 2 (3)**

Historical examination of significant developments in world theatre and drama from the 18<sup>th</sup> century through the 20<sup>th</sup> century. Prerequisite: THEU 101 or instructor approval.

**THEU 480 Practicum in Theatre Performance (1)**

Students gain hands-on understanding of the theatre by performing on stage at Regent University. Repeatable up to a total of six (6) credit hours.

**THEU 481 Practicum in Theatre Production (1)**

Students gain hands-on experience by working on a technical crew assigned to a Regent theatre production. Crew assignments may be drawn from a variety of production opportunities in the areas of scenery, costume, makeup, sound, lights, and props. Majors must register for this course a minimum of six (6) times. Minors must register for THEU 481 a minimum of three (3) times. Repeatable up to a total of nine (9) credit hours.

**THEU 490 Independent Study (1 – 3)**

An approved independent study option, supervised by faculty, in a directed area of scholarship. Study is administered according to a learning contract between a designated faculty member and the student. An independent study cannot be offered for a course that is already designated and listed. Repeatable up to six (6) credit hours.

**THEU 495 Theatre Internship (1 – 3)**

Approved internship in a field of the student's specialty. This guided learning experience is a culminating experience in which the student applies the principles and skills learned, demonstrating competency under the guidance of a specialist in the field. The number of credits available to the student is contingent upon the student's contracted responsibilities, but no more than three (3) credits per academic term may be earned. Prerequisites: THEU 101, THEU 105, THEU 232.

## THE FACULTY

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.

**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.

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

**Keeler, John D.** (1978), B.A., Allegheny School; 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.

**McDonald, Olivia** (2007), B.A., M.P.A., Indiana University; Ph.D., Purdue 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.

**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.

**Shuhy, David** (2005), B.A. Salisbury State University; M.A., University of Maine; Ph.D. Union Institute and 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.

#### **ADJUNCT FACULTY**

**Armstrong, Kevin**, B.J., University of Missouri.

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

**Wilson, Kathi-Lee**, B.A., University of Montavello; B.S., Old Dominion University

#### **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.

## ACADEMIC SUPPORT, STUDENT LIFE, AND CAMPUS SERVICES

### ACADEMIC SUPPORT

#### **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](http://www.regent.edu/csd).

#### **Math Tutoring**

The Center for Student Development offers free math tutoring for all Undergraduate Math classes, serving Virginia Beach, Alexandria, and distance learners.

- Tutoring sessions can be arranged for appointments lasting up to 40 minutes. All sessions are scheduled via phone by calling **757-226-4927**. When setting an appointment, the student needs to provide the name of the course and the assignment for which he/she wants to be tutored.
- Students from the Alexandria campus and online courses will be tutored via phone. The student will leave his/her phone number when setting the appointment and the tutor will call the student at the appointment time. Virginia Beach campus students may participate in face-to-face tutoring at the tutoring center located at SC (Student Center) 201.

More information about math support, including the hours of operation of the Center for Student Development, can be found at [www.regent.edu/csd](http://www.regent.edu/csd).

#### **Students with Documented Disabilities**

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

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

Students with disabilities are encouraged to contact the Asst. Dir. of Student Services 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](http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf).

#### **The University Writing Center**

The University Writing Center 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.

#### ***Coaching Sessions***

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

- Selecting a topic.
- Making sure a paper is on the right track to fulfill an assignment.
- Establishing a clear thesis sentence.
- Organizing ideas and clarify thoughts.
- Drafting and revising the paper.



- Creating effective and varied sentences.
- Evaluating the logical flow of ideas.
- Discovering effective proofreading strategies.

### ***Academic Writing Courses***

The University Writing Center also offers several writing classes to help students navigate through academic writing assignments. Each course is a semester long, goes on the transcript as Pass/Fail, and costs \$250. Students can register for these courses via *Genisys* or through their advisors.

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

*The Academic Writing – ESL course* is the same Academic Writing course as above, but course assignments emphasize many of the specific needs of ESL students. Any student who has English as a second language should consider taking this semester-long course instead of the traditional Academic Writing course noted above.

*The Advanced Academic Writing course* is designed for students who have already passed the Basic Academic Writing course 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 PhD 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 to avoid several of the most common errors in writing, to learn how to write papers in the different styles required by the schools at Regent, and to improve the overall structure and presentation of their papers.

The University Writing Center hours and contact information is available at our website [www.regent.edu/writing](http://www.regent.edu/writing).

## **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, 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
- International Student Services
- Regent Bookstore
- Regent Ordinary/Food Service
- Student Housing
- Student Life
- University Shuttle Service
- University Writing Center

To contact Student Services, e-mail [stuserv@regent.edu](mailto:stuserv@regent.edu) or telephone 757.226.4103.

### **Campus Ministry: Chapel and Spiritual Life**

While spiritual life is ultimately each student's personal responsibility in relation to his or her local church, the university encourages student fellowships 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](http://www.regent.edu/csd).

## 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 Agape Luncheons, 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, school supplies, supplemental books, Bibles and reference materials to meet students' personal & 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, discounted movie tickets, and much more. Both On-Campus & Distance/online course materials (textbooks, lecture tapes, etc.) are available through the bookstore, and may be ordered using their secure online catalog,, [www.regentbookstore.net](http://www.regentbookstore.net). Regent Bookstore accepts returns as follows:

1. New and Used Textbooks may be returned for a full refund when postmarked or returned in store within the first 15 days at the beginning of each semester (the end of the 100% drop/add period). At all other times, except at the end of a semester or session, refunds will only be given on textbooks returned within 3 days of the purchase date. No refunds will be given for textbooks purchased 14 days prior to the last day of the semester/session for your school or during exams.
2. Gifts, Clothing, Non-Textbooks, and Music may be returned within 30 days of purchase, as long as they are in the same condition as purchased. Law study aids are NOT RETURNABLE if purchased 14 days prior to the last day of classes or during exams.
3. No returns on computer software, photocopied materials or audio/visual media.
4. All returns must be in new condition.

You can SHOP ONLINE 24 HOURS A DAY AT [WWW.REGENTBOOKSTORE.NET](http://WWW.REGENTBOOKSTORE.NET).

## Students with Documented Disabilities

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

Students with disabilities are encouraged to contact the Director of Student Life to discuss required documentation and appropriate accommodations. Documentation should be no more than three years old. Diagnosis by an appropriately trained professional is also required. For more information on our Disabilities Anti-discrimination and Accommodation Policy, refer to the *Student Handbook* at [http://www.regent.edu/admin/stusrv/student/Student\\_Handbook.pdf](http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf).

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

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- Evaluating the logical flow of ideas.
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### ***Academic Writing Seminars***

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### ***Workshops***

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The University Writing Center's hours and contact information is available at our website [www.regent.edu/writing](http://www.regent.edu/writing).

## **Student Housing**

### ***On-campus Living***

Student Housing is dedicated to providing housing to full-time (9 credits per term), graduate and undergraduate, on-campus students. Two housing facilities are available to serve the housing needs of the Regent student community. Apartments in Regent Village are reserved for graduate students with families. Housing for single and married students without children is available in Regent Commons. Students enrolled in on-line programs or taking the majority of their courses on-line do not qualify to live in student housing.

The largest number of openings in Student Housing usually occurs in late May to early June. In order to secure housing for the Fall term, it is not uncommon for students to take financial responsibility for an apartment during this time. The heaviest demand for apartments usually occurs in August, though 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 apartments. The kitchens include refrigerator, stove, garbage disposal, dishwasher (in Phase II there are electric washer/dryer hook-ups). There are laundry facilities, a grilling area, playground,

and basketball court on the premises. Activities for students and their family members are planned by the Village management staff and the Resident Council. The Village also sponsors the Village Youth Sports program which is open to children of the Regent University community. Children participate in soccer, t-ball, and flag football and learn the spirit of teamwork.

- All apartments are unfurnished
- Utilities included in rental rates are water, sewer and garbage. Electricity, phone and cable television are the responsibility of the lessee.
- Pets are not allowed (except birds and fresh water fish)
- Families with children under 10 must live downstairs
- Virginia Law prohibits more than two persons per room
- Children of different genders cannot share a room

**Regent Commons** units are available to single students and married couples without children. The two four-story buildings with elevators are comprised of 206 fully-furnished 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.

Apartment amenities include: fully-furnished apartments, all utilities (electricity and water), basic cable television and wireless internet service are also included in the monthly rental rate. 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, stove/oven, dishwasher, and microwave oven.

### ***Off-Campus Housing***

The Student Housing office provides information on a number of apartment complexes which are close to the University and offer discounts to Regent students. Please refer to the Student Housing website for this information. For those students who prefer other living alternatives, our office provides an off-campus referral service. This includes listings of rooms, apartments, townhouses, and houses for rent.

For more information on Student Housing visit the website at [www.regent.edu/housing](http://www.regent.edu/housing). For additional information contact the housing office by emailing [studenthousing@regent.edu](mailto:studenthousing@regent.edu) or by telephone at 757- 226-4890

### **Shuttle Service**

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

## **INFORMATION TECHNOLOGY**

The Information Technology (IT) Department secures and manages technology to support the university's academic and administrative mission. Computer users enjoy the benefits of a completely wired campus with a high-speed connection to the Internet. There are computer labs in five of our six buildings on the Virginia Beach campus and one computer lab at the DC Campus (through the academic year 2007-08). 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 at the Virginia Beach campus and on all floors at the DC Campus. The IT Department also maintains all university servers and web-enabled services, which enable students to register for classes online, check financial accounts, access electronic information from the University Library, and engage in distance education via the Internet.

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

## **Personal Web Pages**

Upon registration, students are given 10MB of web space and are permitted to have a personal web page housed on Regent's server. Students may create a web page, use a file transfer process to upload the site to our server, and have access through any Internet connection. Instructions for creating and saving web pages are located at <http://www.regent.edu/it/web/sdrive.cfm>. The URL for student web pages follows this format: <http://home.regent.edu/username>. For example, if a student's name is Jane Smith and her Regent username is janesmi, then her personal home page URL is <http://home.regent.edu/janesmi>. Technical assistance relating to personal home pages is not available from Information Technology. Personal home pages must conform to the University's web-publishing policy at <http://www.regent.edu/it/web/policies.cfm>.

## **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 226.4488 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 December graduation; and December 15 May or August 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.
4. The Registrar's Office issues diplomas and posts degrees on transcripts 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 Individualized Degree Plan must satisfy all course and credit requirements of that plan prior to graduating.
  - b. A minimum cumulative GPA of 2.00.
  - c. Payment of graduation fee (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.