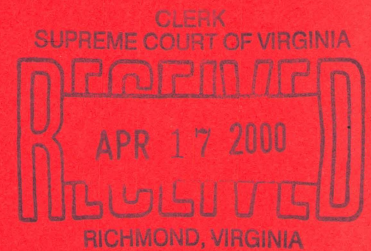


260 Va. 608

---

IN THE  
**Supreme Court of Virginia**  
AT RICHMOND

---



Record No. 992099

---

**VIRGINIA COLLEGE BUILDING AUTHORITY,**

*Appellant,*

v.

**BARRY LYNN, ET AL.,**

*Appellees.*

---

**JOINT APPENDIX  
VOLUME TWO**

---

William G. Broaddus  
Lloyd M. Richardson  
James A. Sonne  
McGuire, Woods, Battle & Boothe LLP  
One James Center  
901 East Cary Street  
Richmond, VA 23219

*Counsel for Appellant*

Rebecca K. Glenberg  
Richard W. Ferris  
American Civil Liberties Union  
of Virginia Foundation  
6 North 6<sup>th</sup> Street, Suite 400  
Richmond, VA 23219

*Counsel for Appellees*  
*Frank Feibelman, Mary Bauer*  
*and Bernard H. Levin*

Steven K. Green  
Ayesha Khan  
Americans United for  
Separation of Church and State  
1816 Jefferson Place, NW  
Washington, DC 20036

Steve Bricker  
Steve Bricker & Associates  
700 East Main St., Suite 1212  
Richmond, VA 23219

*Counsel for Appellees*  
*Barry Lynn and Other Virginia*  
*Members of Americans United*  
*for Separation of Church and State*



## TABLE OF CONTENTS

### VOLUME ONE

### Appendix Page

<i>Motion for Judgment, filed June 29, 1999</i> .....	<i>1</i>
---	----------

<i>Final Order, entered August 19, 1999</i> .....	<i>13</i>
---	-----------

### Transcripts

<i>Transcript of Proceedings Before the Honorable R. G. Johnson on July 30, 1999</i> .....	<i>16</i>
--	-----------

<i>Opening Statement of William G. Broaddus</i> .....	<i>31</i>
---	-----------

<i>Opening Statement of Ayesha Khan</i> .....	<i>34</i>
---	-----------

<i>Opening Statement of Rebecca Glenberg</i> .....	<i>37</i>
--	-----------

<i>Testimony of W. George Selig</i> .....	<i>38</i>
---	-----------

<i>Testimony of Stephen Gulyas</i> .....	<i>103</i>
--	------------

<i>Transcript of Proceedings Before the Honorable R. G. Johnson on August 23, 1999</i> .....	<i>185</i>
--	------------

<i>Exhibits present at Trial Before the Honorable R. G. Johnson on July 30, 1999</i>	
--	--

#### *Plaintiff's No.:*

<i>1</i> .....	<i>197</i>
----------------	------------

<i>A</i> .....	<i>320</i>
----------------	------------

<i>D</i> .....	<i>324</i>
----------------	------------

<i>E</i> .....	<i>331</i>
----------------	------------

<i>F</i> .....	<i>342</i>
----------------	------------

<i>H</i> .....	<i>347</i>
----------------	------------

<i>I</i> .....	<i>370</i>
----------------	------------

## TABLE OF CONTENTS

### VOLUME TWO

### Appendix Page

#### *Defendants' No:*

3 .....	373
4 .....	479
5 .....	480
6 .....	500
7 .....	509
8 .....	547
9 .....	602
10 .....	627
11 .....	628
12 .....	634
13 .....	665
15 .....	678
16 .....	685
17 .....	688
19 .....	694
20 .....	696
21 .....	700
22 .....	703
23 .....	705
25 .....	707

<i>Decree, City of Va. Beach Dev. Auth. v. Taxpayers, et al., Law No. 879-A, Cir. Ct. for City of Va. Beach, Va. (July 31, 1984)</i> .....	716
--	-----

<i>Assignments of Error</i> .....	719
-----------------------------------	-----

Faculty and Academic Policy Handbook  
August 1998





## Preface

The Faculty and Academic Policy Handbook is not a contract but only a statement of university policy regarding such things as employment of faculty and administrators, faculty rights and responsibilities, faculty development, university organizational structure, student admission and registration and other academic policies. This handbook represents the official position of the university on any policy or procedure that it addresses. No person at the university now has, or in the past has had, the authority to make any binding promises, assurances or representations regarding employment status or security different from those defined in this handbook.

Policies and procedures in this 1998 Faculty and Academic Policy Handbook are effective immediately. They are under continuous review and subject to modification upon reasonable notice. If you have questions regarding current academic and administrative policies, contact your dean. For a statement of current personnel policies and employee benefits, consult Human Resources and the Employee Handbook.

In some instances, the handbook contains summaries of official policies that are set forth verbatim in other documents. Therefore, you should not use these policy statements to substitute for the official statements. In any case of conflict or with respect to any issue of interpretation, the official source should be consulted. Where such official documents are available, that fact is noted at the end of each policy.

In advising students, you may refer to this handbook for academic policies relating to students. All academic policies relating to students also appear in either or both the Catalog and the Student Handbook. You may point students to these documents when they need answers to specific policies.

The Office of the Provost prepared this handbook. We welcome your input and suggestions for improvement.

Office of the Provost  
ADM 160

## Table of Contents

The University .....	5
History .....	5
Mission Statement.....	5
Statement of Faith.....	5
Standard of Personal Conduct.....	6
Articles of Incorporation.....	6
Board of Trustees.....	6
Administrative Officers .....	7
Administrative Bodies .....	8
Faculty .....	9
Faculty Council.....	9
School Governance.....	10
Faculty Employment.....	10
Academic Freedom (1:02:01).....	10
Job Description for Teaching Faculty (1:02:02A) .....	11
Job Description for Library Faculty (1:02:02B) .....	12
Worldview and Hermeneutics Understanding (1:02:10) .....	13
Recruitment (1:01:01).....	14
Appointment and Promotion in Rank (1:01:02) .....	14
Contract (1:01:03).....	18
Administrative Faculty (1:01:07).....	19
Nontenured-track Faculty (1:01:10) .....	20
Scholar-at-Large (1:01:11) .....	22
Performance Planning, Review and Development (1:01:05).....	23
Faculty Performance Planning, Review and Development Guide.....	31
Tenure and Promotion (1:01:06).....	33
Outline for Faculty Tenure and Promotion Dossier.....	36
Sabbatical Leave (1:02:06) .....	38
Sabbatical Request Form .....	40
Salary Increases (1:01:09) .....	42
Contract Termination (1:01:04).....	42
Retirement (1:02:07).....	44
Emeritus Status (1:02:08) .....	44
Faculty Operations.....	45
Office Hours (1:02:04).....	45
Consulting and External Work (1:02:09).....	45
Consulting or External Work Request and Approval Form.....	46
Course Syllabi (4:01:02).....	47
Curriculum Development (2:01:02).....	47
Outline for Proposals for New Programs .....	50
Grievance (1:02:05).....	53
Sponsored Faculty Research (6:01:09) .....	54
Protection of Human Subjects in Research (2:01:04) .....	56
Human Subjects Review Board Proposal Approval Form.....	59
Student Admission and Registration.....	60
Admission Criteria and Procedures for On-Campus Programs (2:02:01) .....	60
Admission for Distance Education (2:02:05).....	63
Admission for International Students (2:02:04).....	65
Auditing Courses (3:01:04) .....	66

Course Changes (Adds/Drops) and Refunds (3:01:02)	67
Enrollment Status Classification (2:02:02)	67
Full Time Classification (5:01:05)	68
Independent Study (4:01:05)	68
Internship (4:01:06)	69
Joint Degrees Programs (2:01:05)	70
Practicum (4:01:07)	70
Registration and Payment (3:01:01)	71
Repeating a Course (4:02:05)	71
Withdrawal from the University (3:01:10)	72
<b>Student Operations</b>	<b>72</b>
Academic Appeals (5:01:06)	72
Academic Integrity (4:02:01)	73
Academic Probation and Dismissal (4:02:08)	73
Advising (5:01:01)	74
Class Attendance (4:01:03)	75
Degree Program Audit (5:01:02)	75
Financial Holds on Academic Records (3:02:04)	75
Grade Change Appeals (4:02:04)	75
Grading System (4:02:03)	76
Graduation Requirements (5:01:08)	78
Student Course Feedback (4:01:04)	79
Student Discipline (4:02:09)	79
Student Evaluation (4:02:02)	80
Student Records Confidentiality (3:02:01)	81
Thesis Manuscript Guidelines (4:01:10)	82
Thesis/Professional Portfolio (4:01:09)	83
Transcripts (3:02:02)	84
Transfer of Graduate Credit (5:01:03)	85
Virginia Tidewater Consortium Exchange Program (5:01:04)	85
<b>General Academic and University Policies</b>	<b>86</b>
Academic Council (2:01:03)	86
Academic Program Structure (2:01:01)	86
Archives (6:01:03)	87
Commencement Participation of Staff (6:01:04)	88
Conferences, Seminars and Workshops (4:01:08)	88
Copyright (6:01:01)	89
Course and Classroom Scheduling (4:01:01)	92
Graduate Assistantships (2:01:06)	92
Honorary Degrees (6:01:06)	95
Sexual Harassment (6:01:07)	97
Speakers on Campus (6:01:05)	98
Student Records Retention (3:02:05)	99
Textbook Ordering (6:01:02)	102
World Wide Web Page Publishing (6:01:08)	103



# The University

## History

Dr. M. G. (Pat) Robertson, founder and president of the Christian Broadcasting Network, 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 dream 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 College 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, with the blessing of the Christian Broadcasting Network, unanimously voted to change the name of CBNU 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.

By 1997, the university had grown to over 1,600 students on campus, offering both masters and doctoral degrees via on campus programs and through distance education.

## Mission Statement

**Preamble** - Regent University is a graduate institution 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 an exemplary graduate education from biblical perspectives to aspiring servant leaders in pivotal professions and to be a leading center of Christian thought and action.

**Vision** - Our vision, through our graduates and other 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.* (Board of Trustees, Resolution #406, February 12, 1994)

## Statement of Faith

Regent University is a Christ-centered institution. The Board of Trustees, along with the faculty and staff of the university, are 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, fruit and ministries of the Holy Spirit. It is expected that all trustees, officers, administrators and faculty will subscribe to this statement in writing:

1. That the Holy Bible is the inspired, infallible and authoritative source of Christian doctrine and precept.
2. That there is one God, eternally existent in three persons: Father, Son, and Holy Ghost.
3. That man was created in the image of God but, as a result of sin, is lost and powerless to save himself.
4. 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.
5. That Jesus Christ will personally return to earth in power and glory.
6. That the Holy Spirit indwells those who receive Christ for the purpose of enabling them to live righteous and holy lives.
7. 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. (Board of Trustees, Resolution #3, September 25, 1977)

## 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 Christlike and professional manner and maintain an exemplary and involved lifestyle including regular church attendance, participation in activities of the Regent community and its founding organization.

Regent University requires that members of the Regent community—faculty, staff and students—refrain from the illegal use of drugs and the abuse of addictive substances controlled by law.

Regent also forbids the use of alcohol and tobacco on campus and prohibits the abuse of these substances. 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 and tobacco. (Board of Trustees, Resolution #502, April 26, 1997)

## Articles of Incorporation

Regent University, a nonstock, nonprofit corporation formed on July 21, 1977 in Virginia Beach, Virginia under the provisions of Title 13.1 of the Code of Virginia, exists to bring glory to God and His son, Jesus Christ. The Corporation provides an institution of learning in which those who are mature in the knowledge of God and His ways can assist and guide, in a spirit of free investigation and scholarly excellence, those who would learn of His creation while together studying ways to glorify God.

The Corporation shall provide and maintain, under the auspices of the Christian Broadcasting Network, Inc., schools or colleges devoted to the study of communications, theology, business, education, government, law, fine arts, and other appropriate fields of spiritual, professional and intellectual inquiry. Likewise, upon satisfactory completion of prescribed courses of study, the institution shall grant such graduate or undergraduate degrees, certificates or diplomas as are appropriate to the level of instruction offered, as well as honorary degrees to persons distinguished for ability, learning and character in their respective fields. (Articles of Incorporation, Article 2)

## Board of Trustees

The entire voting power, except as provided within the Articles of Incorporation, is vested in the Board of Trustees of Regent University. The Executive Committee, comprised of from two to five trustees, exercises the power of the Board in the management of the business and affairs of the university between Board meetings, to the extent permitted by law. (Articles of Incorporation, Article 6)

The chancellor is the principal liaison between the Christian Broadcasting Network and Regent University. As such, he consults with the president and the Board of Trustees on such matters as the mission of the university, its scope and its direction. He gives guidance on fiscal expenditures, general resource development and coordinates such matters with the parent Christian Broadcasting Network. His primary responsibility, however, shall be to work with the president to assure that the university faithfully adheres to the founding purposes delineated in the Articles of Incorporation. He is a member of the Board of Trustees and the Executive Committee thereof. (Bylaws, Article 6)

The Board of Trustees consists of not less than 12 and not more than 48 members, the number of which is determined by the Board, to be nominated and elected in accordance with the provisions of the Articles of Incorporation. The term of office for the trustees is four years. (Bylaws, Article 2)

The Board is governed by the following officers elected solely from among their membership: a chairman, one or two vice chairmen, a secretary, and other officers as the Board may, from time to time, deem necessary. All officers except for the chairman are elected at the annual meeting with each serving for one year or until his successor is elected and qualified. (Bylaws, Article 3)

The Board of Trustees meets two times annually, with other meetings held during the calendar year as deemed necessary. A majority of the members constitutes a quorum for the purpose of transacting business. As a matter of practice, business is not conducted except by unanimous vote of the Board.

The Executive Committee retains all power of the Board in the intervals between meetings except in the election of the members of the Executive Committee, the power to amend the university Bylaws, and the power to rescind or alter previous actions of the Board. The membership of the Executive Committee includes the chairman, vice chairman and secretary of the Board of Trustees, and the chancellor and president of the university. (Bylaws, Article 4)

As recommended by the chairman and elected by the Board, the following standing committees are currently operative: Finance and Investment Committee, Building and Grounds Committee, and Education Policies and Faculty/Student Affairs Committee.

## Administrative Officers

### President

The president is the chief executive officer of Regent University. His main duty is to provide focus and direction for the institution and to recommend appropriate policies to the Board of Trustees. He serves as a member of both the Board and its Executive Committee and submits an annual report to the Board concerning the work, condition and needs of the university and any other matters pertinent to the institution or to the cause of higher education.

Further, the president recruits and develops a first-rate administrative team with whom he works to establish a strong, cohesive community within the university. He represents the institution and interprets its mission and purposes to its various constituencies, as well as provides leadership in developing the resources and assuring the fiscal viability of the university.

In his relationship with the faculty, the president calls and presides at meetings of the faculty except as otherwise provided in the Bylaws of the university and makes sure that the regulations and policies of the trustees affecting the administration and work of the university are observed. He recommends the appointment of all members of the faculty to the board and, except as otherwise provided for in the Bylaws, appoints all committees thereof, maintaining veto power of any action of any faculty, or committee, or agency of the faculty.

### Provost

The provost is the chief academic officer of the university and acts in place of the president in his absence. He is a member of the faculty of each school. He promotes and leads in the development of academic programs and schools and maintains primary responsibility for the development of academic and related administrative policy. He oversees international operations; chairs the Academic Council; and supervises the deans, the director of institutional effectiveness, the director of student services and the registrar.

### Executive Director for Operations and Finance

The executive director for operations and finance acts as the university treasurer and oversees all primary financial responsibilities related to the institution. He develops universitywide administrative policies and procedures, maintains all personnel functions, develops institutional budgets and retains overall responsibility for the physical properties of the institution. He serves as the university's representative to federal and state governments and universitywide associations, and acts as liaison to the Board of Trustees for fiscal, administrative and physical plant matters. He supervises the controller, the director of administrative services, and the director of human resources. He coordinates institutional activities through the other vice presidents and deans.



## Vice President for Distance Education and Dean of the Library and Media Services

The vice president for distance education is responsible for the implementation and support of the distance education programs of the university and deans. The dean of the library and media services is responsible for the overall management of all library and computer operations, personnel and facilities. He plans for and authorizes the acquisition of all materials, equipment and supplies, and recommends policies that facilitate their use.

### Academic Deans

The dean of a school or college serves as its chief administrative officer. The dean is appointed by the trustees upon the recommendation of the president. As the academic leader of a school or college, the dean is charged to maintain academic standards in teaching, research and other services performed by his or her faculty, and to conduct academic relations with other schools and colleges. All the deans are members of the Academic Council.

### Director of Student Services

The director of student services is responsible for the total student affairs operation, working within a long-range plan that integrates the spiritual, academic and personal development goals indicated by the university's mission statement. As well as developing and maintaining an environment that fosters ministry to the needs of students, both individually and collectively, he also designs and implements policies that protect the rights of both the students and the university in matters related to counseling, student records and student discipline. He formulates student programs for personal, professional and spiritual development, enlisting the assistance of the faculty, administration, Council of Graduate Students (COGS), international students and other student organizations.

## Administrative Bodies

### President's Cabinet

The President's Cabinet is composed of the president, provost, vice presidents and deans. The Cabinet usually meets semimonthly or as determined by the president, who serves as chairman. The Cabinet provides counsel to the president on the affairs of the university and serves as the primary planning committee for the university.

### Academic Council

Academic Council exercises overall supervision of the academic affairs of the university. They recommend to the president the adoption of the academic policies that govern the university. Academic Council is composed of the provost, academic deans, dean of the university libraries and media services, director of the law library, associate deans, the registrar, the director of institutional effectiveness, the administrative assistant to the provost, the director of student services, and a representative from Faculty Council. The provost shall serve as chairman and the administrative assistant to the provost shall serve as secretary. The Council shall meet at least twice during each semester of the academic year and as often as deemed necessary by the chairman.

### Administrative Council

The Administrative Council is chaired by the executive director for operations and finance. The Council is composed of the assistant or associate deans of administration, the director of institutional effectiveness, the director of student services and various other staff as requested by the executive director. The Council shall implement the policies and carry out the directives of the President's Cabinet.

They shall also review and present supportive documentation on any issue or actions the Cabinet deems necessary.

## Faculty

The faculty of each school is composed of the provost, the dean of the school or college, such officers designated by the president to be primarily responsible for instruction and research, all full-time individuals of the rank of full instructor or above who are engaged in work from which recognized college degrees are awarded, and faculty emeriti.

In cooperation with the president, the provost, and officers of the university, the faculty of each school is responsible for the conduct of instruction and research in that school. Each school faculty, with the consent of the deans and the provost, recommends such regulations to the president as it deems necessary to carry on instruction and research, promote faculty and student welfare, advance the standard of work, and otherwise further the aims of each academic unit within the university. It also recommends such persons as it determines fit to receive degrees or other marks of distinction as well as recommends new degrees or diplomas.

Each school faculty may request information relating to the affairs of the university which is found necessary for the exercise of its functions. Subject to the power of the trustees and the president, any school faculty may recommend policies to which the faculty of any school and all committees and councils thereof are expected to conform. In extraordinary circumstances, when normal channels of communications are unavailable, the faculty may by formal action request conferences between its representatives and the Board of Trustees. The provost is normally the liaison between the faculty and the Board of Trustees or its committees. Each school faculty has as its chairman the respective dean of the school or college and has a secretary, who is elected by the faculty.

Regular meetings of the university faculty shall be scheduled in October and February and before the May commencement. The provost may call any other meeting as deemed necessary. At the first meeting of each year the university faculty receives from the president the report on the state of the university. The university faculty may exercise its functions through such committees as approved and appointed by the president. (Bylaws, Article 8)

## Faculty Council

The Faculty Council is a representative university faculty body and is composed of two full-time faculty members from each school or college and from the university libraries. The faculty of each school or college and the university library elects its own representatives who hold office for two years. Representatives are limited to those faculty holding faculty appointments only. The officers of the Faculty Council include a chairman, a vice chairman and a secretary who are elected by the Council annually. The chairman represents the Council to the president and to the Faculty Assembly.

The Faculty Council has the primary responsibility and authority on behalf of the faculty to advise the president on faculty affairs, and on all matters affecting the university community except as they pertain to the educational program that is within the jurisdiction of the individual schools and colleges. The Faculty Council, in fulfilling its responsibilities, observes the integrity of the individual schools and colleges as separate and distinct academic authorities. It in no manner displaces the authority and jurisdiction over matters originating from and pertaining solely to a particular school or college and its faculty.

The Faculty Council's functions are governed by and receive their purpose, privilege and authority from the charter of the university and from the stated goals and purposes of its Board of Trustees. The Faculty Council meets regularly, at least once per semester, during the academic year. One member from each school or college and from the university library constitutes a quorum. The Faculty Council also meets regularly with the president.

## School Governance

Each college or school faculty participates with the dean in the governance of that unit. The dean shall organize the faculty as a committee of the whole, or as necessary, into standing or ad hoc committees. The faculty shall be actively involved in the academic and student affairs of each school or college.

In coordination with the Office of Student Services and the Council of Graduate Students, each graduate school or college sponsors at least one town meeting during each semester. Participants include the dean, the faculty and all currently enrolled students. The purpose of the town meeting is to facilitate dialogue regarding degree plans, course offerings, graduation requirements and academic life in general, and to establish and promote community life within each school.

## Faculty Employment

### Academic Freedom (1:02:01)

We regard academic freedom as a sacred trust and God-given responsibility that encourages the scholarly pursuit of truth in each academic discipline to which God has called us. The foundation of academic freedom is the belief that God is the author of all truth. All faculty are encouraged to seek wisdom and understanding, acquire knowledge, and teach others. Therefore, faculty need not fear where their pursuit of knowledge and wisdom may lead, but rather are to be guided by the fear of the Lord.

Academic freedom is entrusted to every full-time and part-time faculty member, teacher and researcher at Regent University. Academic freedom is always found within a context of standards or norms. Therefore, Regent University defines academic freedom within the following context of standards or norms for its faculty members:

1. God is the source of all truth. The Scriptures are the written expression of truth and the revealed will of God. There is also natural revelation. Both types of revelation contribute to our understanding of truth.
2. Academic freedom functions within Regent University's mission statement and its statement of faith. Specifically, within the mission statement, the faculty member takes the role of being a Christian leader in order to model Christian leadership to students. Academic freedom serves to make the university a "leading center of Christian thought and action." Regent's vision, "... to transform society by affirming and teaching principles of truth, justice and love, as described in the Holy Scriptures, embodied in the person of Jesus Christ, and enabled through the power of the Holy Spirit," can be achieved only if faculty demonstrate these principles in the classroom.
3. "The teacher is a citizen, a member of a learned profession, and an officer of an educational institution" ("Academic Freedom and Tenure, 1940 Statement of Principles and Interpretive Comments," American Association of University Professors). What faculty say or do as private citizens outside their own area of professional competence cannot be justified on the grounds of academic freedom. The public will judge the university by the faculty's utterances. Consequently, accuracy, proper restraint, and respect for the rights of others to express their opinions shall be exercised by faculty speaking in public as private citizens. These considerations are not meant to restrict the faculty's ability to make public utterances on topics outside of their discipline, but to encourage faculty to speak the truth in love in accordance with scriptural principles.
4. The university shall not restrict faculty from speaking out politically, or from addressing the wrongs in society, as private citizens. Faculty are free to hold public office so long as holding that office does not interfere with fulfillment of contractual duties.
5. Exercising academic freedom requires responsibility and propriety in the pursuit of truth, as well as complete honesty and loyalty to the mission statement and statement of faith of the university.
6. 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. The 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.

Faculty members may not use their position or classroom as a platform to demand adherence by students to a personal theological viewpoint, political preference or social agenda.

If an individual believes that a faculty member has violated the university's mission statement and/or statement of faith, he or she should confront that individual with the charges. If the issue is not resolved, these two individuals should meet with the faculty member's dean. At this point documentary evidence must be presented.

If the dean is unable to resolve the issue satisfactorily to all parties involved, any party may then take the issue to the provost. The provost may dismiss the matter or refer it to the standing Hearing Committee if he or she determines that there may be a violation of academic freedom. The committee shall conduct their hearing consistent with policies outlined in the Contract Termination policy and shall make a recommendation regarding the disposition of the matter to the president. The president shall make a final decision. (Academic Council, Approved April 1994)

### Job Description for Teaching Faculty (1:02:02A)

The professor, associate professor, assistant professor, and instructor faculty positions include the following professional requirements: teach assigned courses; advise students; conduct research; direct students' academic activities; participate in student development activities; serve on college and university committees; and participate in university, community, and professional service. As the rank increases, an increasing degree of quality is expected. All activities are to be consistent with the institution's mission and purpose statements.

#### Responsibilities\*

Implicit to each of the basic criteria should be evidence of an ongoing and growing spiritual vitality both personally and professionally as demonstrated by the integration of Christian principles and behavior in every aspect of the academic process as well as personal lifestyle.

Faculty members report directly to the dean. Faculty appointments are made at the school or college level. Joint appointments may be made.

#### Teaching and Mentoring

Teach assigned courses, developing standardized course syllabi and course materials, communicating relevant content, setting clear course outcomes, and fostering student learning. Continually evaluate effectiveness of teaching style, content and student learning, making appropriate modifications to maximize instructional effectiveness. Provide to students appropriate academic, spiritual and personal advising. Supervise students' culminating experiences to successful and timely completion.

#### Research, Scholarship and/or Creative Works

Conduct research that advances the mission of the university, reflects commitment to a biblical worldview, and expands knowledge base in the faculty member's field of endeavor. Communicate research findings in professionally relevant media forms. Participate actively in professional organizations which promote scholarly activity. Engage in professional development activities which will enhance scholarly and professional competence.

---

\*Priority of responsibilities may vary depending on the gifts of the faculty member and the need of the school or college.

## University Administration and Community and Professional Service

Serve the university body through committee assignments, recruiting activities, public relations events, and other extracurricular activities. Initiate activities that enhance institutional goals and promote institutional unity. Demonstrate a willingness to be of service and to work cooperatively with others in the university. Apply professional and personal talents to the community outside of the university.

### Qualifications

**Education** - Generally, an earned doctorate or its equivalent from an accredited university or evidence of outstanding accomplishments in the field related to teaching assignments.

**Experience** - Several years of professional experience, preferably mixing teaching and nonteaching leadership roles and experience in directing theses and dissertations.

**Scholarship** - Demonstrated scholarly productivity in publications and participation on scholarly programs at appropriate professional meetings.

**Personal** - A lifestyle consistent with the standards of Regent University; personal appearance and dress appropriate for the role of a faculty member at a Christian university. (Academic Council, Approved April 1994)

## Job Description for Library Faculty (1:02:02B)

The librarian, associate librarian, and assistant librarian faculty positions include the following professional requirements: provide accessible academic resources, interpret these collections, provide guidance and teaching in the use of research materials, conduct research, serve on library and university committees, and participate in university, community, and professional service. As the rank increases, an increasing degree of quality is expected. All activities are to be consistent with the institution's mission and purpose statements.

Librarians report directly to the dean of the library and media services or the director of the law library.

### Responsibilities \*

Implicit to each of the basic criteria should be evidence of an ongoing and growing spiritual vitality both personally and professionally as demonstrated by the integration of Christian principles and behavior in every aspect of the academic process as well as personal lifestyle.

#### Professional Librarianship

Assist patrons with specific reference questions, provide guidance in the use of the collections, and teach electronic resources. Develop collections and collection policies in specific disciplines and serve as a liaison to a school, or manage the library support functions. Teach required research courses and workshops; provide specialized seminars and demonstrations. Advise students and teaching faculty regarding specific research project resources.

#### Research, Scholarship and/or Creative Works

Conduct research and scholarly or creative activity that advances the mission of the university, reflects commitment to a biblical worldview, and expands the knowledge base in librarianship. Communicate research findings in professionally relevant media forms. Participate actively in professional organizations that promote scholarly activity. Engage in professional development activities that will enhance scholarly and professional competence.

---

\*Priority of responsibilities may vary depending on the gifts of the faculty member and the need of the school or college.

## University Administration and Community and Professional Service

Serve the university body through committee assignments, public relations events, and other extracurricular activities. Initiate activities that enhance institutional goals and promote institutional unity. Demonstrate a willingness to be of service and to work cooperatively with others in the university. Apply professional and personal talents in the community outside of the university.

### Qualifications

**Education** - A master's degree in library science from an ALA-accredited school. A second graduate degree is recommended.

**Experience** - Several years of appropriate academic library experience or equivalent with demonstrated competence in reference or collection services.

**Scholarship** - Demonstrated scholarly productivity and/or creative activity and participation on scholarly programs at appropriate professional meetings.

**Personal** - A lifestyle consistent with the standards of Regent University; personal appearance and dress appropriate for the role of a faculty member at a Christian university. (Academic Council, Approved April 1994)

## Worldview and Hermeneutics Understanding (1:02:10)

### Prospective Faculty

It is desirable that all prospective faculty be proficient in effectively integrating their faith and learning. However, because of the nature of academic training, it is often true that while a faculty member is eminently qualified in his or her chosen field, he or she is not as well qualified in terms of hermeneutics and worldview understanding. Regent University recognizes this and has established a process by which faculty can achieve such proficiency.

Each dean shall determine if new faculty are proficient in the integration of faith and learning. A representative from the School of Divinity may be consulted in this process. Faculty who are not proficient shall include in their professional development plan, a plan to achieve proficiency within a three-year period. The plan should have appropriate timelines and expectations and shall include one or more of the following activities:

1. Attend a basic course in Christian doctrine and/or hermeneutics offered by the School of Divinity.
2. Complete a prescribed reading list on doctrine, hermeneutics and integration.
3. Attend a lecture and discussion series offered jointly by the School of Divinity and other schools within the university.

No later than by the end of the third year of appointment, these faculty shall submit-as part of their annual performance review-documentation that demonstrates proficiency. Faculty may demonstrate proficiency by submitting a paper of an integrative nature or developing course materials that demonstrate appropriate integrative skills and understanding. The dean will review these materials and may consult with a member of the School of Divinity.

### Currently Employed Faculty

As part of the annual performance review, it is the dean's responsibility to insure that currently employed faculty continue to demonstrate-through their teaching and writing-an ability to effectively integrate their faith and practice at a level of sophistication that reflects a graduate program.

Deans should periodically select examples of quality integration papers or classroom materials that should be placed in a special section of the library to be used by new and current faculty. (Academic Council, Approved April 1994)



## Recruitment (1:01:01)

Upon the approval of a new faculty position, or in the event of a vacancy on the faculty, the university official who has direct administrative responsibility for that position, (or in the case of administrative officers who hold faculty rank, the president) shall initiate efforts to recruit candidates to fill the new position or vacancy. Advertisements in the appropriate media may be utilized.

Upon receipt of an inquiry concerning employment for a position currently available, the initiating university official shall afford all apparently qualified prospective employees an opportunity to submit a written resume (including appropriate references) and a written statement of Christian faith or a formal Application for Employment.

After review of the resume and the Statement of Faith, and of any other pertinent information (including references), the initiating university official shall determine if an on-campus interview is appropriate. If so, then prior to that interview, the candidate for employment shall submit a completed formal Application for Employment, if one has not already been submitted.

As part of the interview process, all candidates for a faculty position shall be expected to make a scholarly presentation which will allow selected faculty, students and administrators the opportunity to evaluate the candidate's teaching and presentation skills.

All candidates for employment shall be interviewed by the president; provost; the dean of the representative school or college; and a representative member of faculty of the school or college in which the candidate is being considered for employment. A copy of the formal Application for Employment shall be made available to each interviewer prior to the scheduled interview.

After the interviews, the university official who initiated the on-campus interview shall obtain a report from each interviewer and shall assimilate relevant information for submission to the president through the provost.

Upon the recommendation of the university official who initiated the on-campus interview and in consultation with the provost, the president shall determine whether to appoint the interviewed candidate in accordance with the university bylaws and the policies of the Board of Trustees. (Academic Council, Approved February 1994)

## Appointment and Promotion in Rank (1:01:02)

The dean of each school or college and library has sole authority to make initial recommendations concerning initial appointment in academic rank. Ordinarily, considerations for promotion are initiated by the dean. However, such considerations may also be initiated by the eligible employee or the provost.

Academic ranks for teaching faculty are: professor, associate professor, assistant professor and instructor. Equivalent academic ranks for library professional staff are: librarian, associate librarian, assistant librarian and affiliate librarian.

Initial appointment or promotion in rank is based on the following criteria: professional experience; teaching and advising; research and scholarly or creative achievement; and university, community and professional service. Once an appointment has been made and a contract signed, the faculty member should receive from the dean's office the most recent copy of the Faculty and Academic Policy Handbook.

### Teaching Faculty

Implicit to each of the basic criteria should be evidence of an integration of Christian principles in personal behavior and professional scholarship.

### Professor

**Professional Experience:** Faculty should have a minimum of six years of full-time teaching experience at the college level or an equivalent outstanding professional record. They should demonstrate a significant degree of leadership qualities (professional maturity) by being role models to

students, staff, and other faculty and actively participating in professional organizations in an effort to keep abreast of current practices and to influence the way individuals in the organization think (i.e., presenting at meetings, holding office, etc.).

**Teaching and Mentoring:** Faculty should demonstrate a significant degree of excellence in teaching effectiveness and advising. Evidence of this may include: consistently receiving high overall ratings by their students and by peer review; updating their course syllabi as changes in their discipline and/or increased understanding of a biblical perspective warrant; updating their teaching skills (i.e., keeping abreast of current best practices in teaching in their disciplines); developing supplementary material for class; developing curricula; stimulating students toward scholarly activities through academic advising; and demonstrating an exemplary Christian witness while teaching and advising.

**Research, Scholarship and/or Creative Works:** Faculty should have an earned doctorate degree or its academic equivalent or evidence of outstanding contributions in their discipline. They should demonstrate significant productivity in research and scholarly or creative activity that reflects the university's mission or goals. Evidence of productivity may include: submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

**University Administration and Community and Professional Service:** Faculty should make significant contributions to the university by: serving actively and effectively on school, college and university committees; seeking opportunities to represent the university in community service based on their expertise; and assuming leadership roles in professional organizations.

#### Associate Professor

**Professional Experience:** Faculty should have a minimum of three years of full-time teaching experience at the college level or an equivalent outstanding professional record. They should demonstrate leadership qualities by being role models to students, staff, and other faculty and by participating in professional organizations (i.e., attending meetings in an effort to keep abreast of current practices in their disciplines).

**Teaching and Mentoring:** Faculty should demonstrate excellence in teaching effectiveness and advising. Evidence of this may include: consistently receiving moderate to high overall ratings by their students and by peer review; updating their course syllabi as changes in their discipline and/or increased understanding of a biblical perspective warrant; updating their teaching skills (i.e. keeping abreast of current best practices in teaching in their disciplines); developing supplementary material for class; developing curricula; stimulating students toward scholarly activities through academic advising; and demonstrating an exemplary Christian witness while teaching and advising.

**Research, Scholarship and/or Creative Works:** Faculty should have an earned doctorate or its academic equivalent or evidence of outstanding contributions in their discipline. They should demonstrate productivity in research and scholarly or creative activity that reflects the university's mission or goals. Evidence of productivity may include: submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

**University Administration and Community and Professional Service:** Faculty should make contributions to the university by: serving actively and effectively on school, college and university committees; seeking opportunities to represent the university in community service based on their expertise; and assuming leadership roles in professional organizations.

#### Assistant Professor

**Professional Experience:** Faculty should have potential success as a teacher and/or researcher. They should demonstrate growing leadership qualities by being role models to students and staff and by belonging to professional organizations in an effort to keep abreast of current practices in their disciplines.

**Teaching and Mentoring:** Faculty should demonstrate growing excellence in teaching effectiveness. Evidence of this may include: consistently receiving at least moderate overall ratings by their students and by peer reviews; updating their course syllabi as changes in their discipline and/or increased understanding of a biblical perspective warrant; updating their teaching skills (i.e., keeping abreast of current best practices in teaching in their disciplines); developing supplementary materials for class; developing curricula; and stimulating students toward scholarly activities through academic advising.

**Research, Scholarship and/or Creative Works:** Faculty should have an earned doctorate or its academic equivalent or evidence of outstanding contributions in their discipline. They should demonstrate growing productivity in research and scholarly or creative activity that reflects the university's mission or goals. Evidence of growing productivity may include: submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

**University Administration and Community and Professional Service:** Faculty should begin to contribute to the university by: serving actively and effectively on school, college and university committees; seeking opportunities to represent the university in community service based on their expertise; and assuming leadership roles in professional organizations.

### Instructor

**Professional Experience:** Faculty should demonstrate potential for professional success.

**Teaching and Mentoring:** Faculty should demonstrate a significant aptitude for teaching.

**Research, Scholarship and/or Creative Works:** Faculty should have an earned master's degree and promise of scholarship in their discipline.

**University Administration and Community and Professional Service:** Faculty should contribute to the university by: serving actively and effectively on school, college and university committees; seeking opportunities to represent the university in community service based on their expertise; and assuming leadership roles in professional organizations.

### Library Faculty

Implicit to each of the basic criteria should be evidence of an integration of Christian principles in personal behavior and professional scholarship.

### Librarian

**Professional Experience:** Library professionals should have a minimum of six years of full-time library experience at the college level or an equivalent outstanding professional record. They should demonstrate a significant degree of leadership qualities by being role models to students and staff and by actively participating in professional organizations in an effort to keep abreast of current practices and to influence the way individuals in the organization think (i.e., presenting at meetings, holding office, etc.).

**Professional Librarianship:** Library professionals should demonstrate a significant degree of excellence in the performance of their duties. Evidence of this will be consistently high overall ratings on an evaluation instrument determined by the dean of libraries and information services.

**Research, Scholarship and/or Creative Works:** Library professionals should have an earned doctorate degree or a master's degree in librarianship and a second master's degree in an approved subject field, or the master's degree in librarianship and evidence of library contributions of unusual merit. They should demonstrate significant productivity in research and scholarly or creative activity, evidence of which may include: submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

**University Administration and Community and Professional Service:** Library professionals should significantly contribute to the university by: serving actively and effectively on library and

university committees; seeking opportunities to represent the university in community service based on their expertise; and assuming leadership roles in professional organizations.

#### Associate Librarian

**Professional Experience:** Library professionals should have a minimum of three years of full-time library experience at the college level or its equivalent. They should demonstrate maturity by being role models to students and staff and by participating in professional organizations in an effort to keep abreast of current practices in their discipline.

**Professional Librarianship:** Library professionals should demonstrate excellence in the performance of their duties. Evidence of this will be consistently moderate to high overall ratings on an evaluation instrument determined by the dean of the libraries and information services.

**Research, Scholarship and/or Creative Works:** Library professionals should have an earned master's degree in librarianship. They should demonstrate productivity in research and scholarly or creative activity, evidence of which may include: submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

**University Administration and Community and Professional Service:** Library professionals should contribute to the university by: serving actively and effectively on library and university committees; seeking opportunities to represent the university in community service based on their expertise; and assuming leadership roles in professional organizations.

#### Assistant Librarian

**Professional Experience:** Library professionals should have two years of successful library experience at the college level or its equivalent. They should demonstrate growing maturity in their profession by being role models to students and staff and by belonging to professional organizations in an effort to keep abreast of current practices in their discipline.

**Professional Librarianship:** Library professionals should demonstrate growing excellence in the performance of their duties. Evidence of this will be consistently moderate ratings on an evaluation instrument determined by the dean of libraries and information services.

**Research, Scholarship and/or Creative Works:** Library professionals should have an earned master's degree in librarianship. They should demonstrate growing productivity in research and scholarly or creative activity, evidence of which may include: submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

**University Administration and Community and Professional Service:** Library professionals should increasingly contribute to the university by: serving actively and effectively on library and university committees; seeking opportunities to represent the university in community service based on their expertise; and assuming leadership roles in professional organizations.

#### Affiliate Librarian

**Professional Experience:** Library professionals should demonstrate potential for professional success.

**Professional Librarianship:** Library professionals should demonstrate increasing skill in assuming librarian responsibilities.

**Research, Scholarship and/or Creative Works:** Library professionals should have an earned master's degree in librarianship and promise of scholarship in their discipline.

**University Administration and Community and Professional Service:** Library professionals should increasingly contribute to the university by: serving actively and effectively on library and university committees; seeking opportunities to represent the university in community service based on

their expertise; and assuming leadership roles in professional organizations. (Academic Council, Approved April 1994)

## Contract (1:01:03)

### Nature of Appointment

Unless tenure has been awarded by the Board of Trustees, all appointments of full-time faculty are on an annual contract, renewable at the discretion of the university. The new contract supersedes the previous contract. In some cases, appointments for a period of less than one academic year may be made as in the case of initial appointments at midyear or emergency one-semester appointments.

### Reappointment of Tenure-track Faculty

Each school or college and the library will conduct an annual review of the tenure-track faculty. This review is based on the performance of the individual faculty member and the needs of the unit. Based on the review, the dean recommends to the provost one of the following actions:

1. Consider the faculty member for tenure through normal channels if sufficient period has elapsed.
2. Offer the faculty member an additional annual contract without tenure.
3. Recommend that the faculty member be given a nontenured appointment, renewable annually subject to the recommendation of the dean and the approval of the provost acting under the direction of the president.
4. Do not reappoint the faculty member, i.e., do not offer an additional contract.

Notice of the administrative decision concerning reappointment of tenure-track faculty members shall be made no later than March 15 of the academic year prior to the next appointment. Length of service will continue to accrue during an approved leave of absence and any subsequent approved extensions.

### Dismissal and Termination

Any faculty member is subject to immediate suspension by the Executive Committee of the university and then eventual dismissal and termination of the university's contract obligation upon a finding of breach of the contract in accordance with due process under the university policy governing faculty contract termination.

Breach of contract means violation of professional ethics, insubordination, failure to perform reasonable assigned duties, immoral behavior contrary to biblical standards, incompetence, failure to perform at a level commensurate with the rank held as specified in the school or college standards or action inimical to the best interests of the university as determined by the university's governing board.

### Tenure

#### Annual Entitlement

Faculty who have received a tenure appointment are entitled annually to a new contract unless: they are found, in accordance with due process procedures established in the Faculty Contract Termination policy, to have breached their contract; the program/school/college in which they are employed is reduced or discontinued due to severe financial exigencies; or the program/school/college is discontinued for other reasons.

#### Probationary Status

Faculty are subject to immediate suspension by the Executive Committee of the university and then eventual dismissal and termination of the university's contract obligation or to be placed on

probationary status upon a finding of breach of the tenure contract in accordance with due process under the university policy governing faculty contract termination.

#### Removal from Probationary Status

Faculty who have been placed on probationary status for breach of contract shall be afforded an opportunity to be reinstated to tenured contract status upon satisfactory completion of the terms of their probation. (Academic Council, Approved April 1994)

### **Administrative Faculty (1:01:07)**

Faculty with administrative responsibilities are classified as faculty. Deans and executive administrators who hold faculty rank are classified as administrative faculty. In addition to their faculty status, administrative faculty shall be offered three-year contracts renewable annually. Salary and benefits packages shall be considered annually.

Upon initial appointment, administrative faculty who do not already hold academic rank at Regent University may be awarded rank in a school upon recommendation of the dean of the school in which rank is to be awarded and upon the recommendation of the provost and approval of the president.

Administrative faculty must be considered for promotion under the same procedures as those governing promotion in the school in which rank is held. In the evaluation process, it is appropriate that the dean or provost if the dean is the candidate take into consideration the fact that administrative faculty cannot have performed the quantity of teaching, research, and service that would be expected of a full-time member of the teaching faculty of the school. On the other hand, it should be expected that administrative faculty would hold credentials such that if they were being appointed initially to an administrative post, the dean would be willing to grant the rank to which promotion is proposed.

#### Tenure for Administrative Faculty Members

No administrative faculty member holds tenure or other rights of continuance in an administrative post. Tenured faculty members who accept administrative posts retain tenure in their school. Administrative faculty may request tenure under the same procedures that govern promotion.

Administrative faculty may be appointed to the rank of full professor with school designation and may be considered for tenure without a probationary period in accordance with university policy and procedures governing the appointment of full-time faculty members appointed to the rank of full professor.

#### Notice of Termination of Administrative Faculty Members

Administrative faculty may be terminated at any time during their contract period provided the conditions of the contract are met. Administrative faculty who do not hold tenure and are on terminal notice may be reassigned to college or school as a teaching faculty member during their contract period. Administrative faculty who hold tenure shall return to a tenured teaching position of their school if they leave their administrative post for any reason. Dismissal from the university can only occur under the policies and procedures for dismissal of tenured faculty members.

Administrative faculty returning to a teaching position will receive their faculty salary plus the administrative stipend they had been receiving until the end of their administrative contract period after which time they will receive their faculty salary minus the administrative stipend. No administrator has the right of continuance in any specific administrative assignment and any persons holding an administrative assignment may be reassigned to different responsibilities at any time provided the conditions of the contract are met.



## Development Leave

The need to retool and catch up with one's discipline is recognized by providing leave to the administrative faculty member who is returning to a teaching position. The leave is fully paid and may be for a period of one semester and not for more than one year. The Board of Trustees will determine the need for such leave and the duration. (Academic Council, Approved January 1996)

## Nontenured-track Faculty (1:01:10)

### Classification

Adjunct faculty members are employed to teach one or more specific courses. They should be available a minimum of one hour per course per week outside of class time for course-related advising. Adjuncts should receive compensation for each course contingent upon achieving the target enrollment for that course. If fewer than the targeted number of students is enrolled, compensation may be prorated on the basis of a specific amount per student credit hour or the adjunct faculty member may choose to be relieved of his or her obligation to teach the course.

Part-time faculty members are those employed to function as faculty members for a percentage of a permanent full-time faculty member load (usually not to exceed 75%). They may be asked to teach courses, advise students, plan curriculum, or perform other faculty-type responsibilities.

Full-time faculty members are those employed full time for at least one academic year and are expected to assume and maintain a workload equal to that of a tenured or tenure-track full-time faculty member, who is on a provisional or tenure contract.

### Qualification

To be eligible for employment, all nontenured-track faculty—whether full-part, part-time or adjunct—must meet the same requirements for professional experience and scholarly preparation as tenure-track or tenured faculty employed in the same discipline.

### Terms of Employment for Full-time Faculty

Nontenured, full-time faculty members are normally employed for one or more of the following reasons:

1. They teach in a specialty such as a clinical or legal writing area that focuses on practical instruction, application and supervision which does not require the same degree of emphasis on producing research as does the normal tenure-track appointment.
2. They work in a professional academic support area such as the libraries and do not have primary teaching or research responsibilities.
3. They may be outstanding teachers or researchers and it meets the needs of the school and the mission of the university to allow them to put their efforts solely into one or more of those areas.

Full-time faculty members may be employed for one, two or three years depending on their rank, experience, years of service and quality of performance. Initial appointment should be considered probationary and should be for a period of one year. Following the initial appointment, a one-, two- or three-year contract may be offered if performance is satisfactory. The length of a contract following the probationary year is solely at the discretion of the dean in consultation with the provost.

Each school that desires to employ nontenured, full-time faculty members will be expected to establish specific criteria to judge performance and to establish standards by which they will be given promotion. These criteria must be approved by the provost and the president. The promotion process should follow the promotion timetable and review process found in the Tenure and Promotion policy.

Nontenured, full-time faculty members will be evaluated annually by the dean consistent with the Performance Planning, Review and Development policy, adapted as necessary to take into account the unique nature of the appointment or the special professional responsibilities of the faculty member's role.

Nontenured, full-time faculty members are subject to all applicable conditions of the Faculty and Academic Policy Handbook and may only be dismissed for cause during their contract period. However, the university reserves the right, at its discretion, to not renew the contract at the end of the contract period.

### Rank

Nontenured, full-time faculty members may be given rank consistent with those faculty members on tenure or tenure-track contract if they have comparable training and experience. Others may receive designation in one of the following categories:

#### Lecturer

Lecturers are usually employed for one semester at a time depending on academic program requirements. They may teach one course for the entire semester or may teach as little as one meeting of a course. They will most often be employed as adjuncts and will generally meet the criteria cited in the Appointment and Promotion in Rank policy.

#### Scholar/Artist/Professional in Residence

Persons of unusual accomplishment and distinction in their discipline may be unavailable to the university for a tenure-track appointment. Under this category, such persons may be appointed for a year, a semester or less. Such appointees may or may not meet the criteria governing the employment of tenured or tenure-track faculty members. Because of their demonstrated competence in a discipline, such faculty are expected to greatly enhance the educational program.

#### Visiting Professor

Visiting professor is the title for faculty members who are not eligible or not available for tenured employment, but who generally meet the criteria cited in the Appointment and Promotion in Rank policy. This employment classification accords honor to the temporary faculty member who is well-qualified in his or her academic discipline or profession. A visiting professor may be employed for a year, a semester, or even a day.

#### Distinguished Visiting Professor

Visiting professor is the title of distinction for faculty members who are not eligible or not available for tenured employment, but who generally meet the criteria cited in the Appointment and Promotion in Rank policy. This employment classification accords honor to the temporary faculty member who has made a significant contribution in his or her academic discipline or profession. A visiting professor may be employed for a year, a semester, or even a day.

#### Clinical Faculty

The title clinical is used for appointments that provide practical instruction and application of practical knowledge. The duties, terms of appointment and salary (if any) of such persons are specified in the letter of appointment. A variety of titles are used to designate such positions including: clinical instructor, clinical assistant professor, clinical associate professor, clinical professor.

#### Research Faculty

Research appointments are offered to scholars who are invited to work with university faculty members principally for the purpose of research. Persons holding such appointments are not eligible for tenure. All research titles-except for research fellow-are reserved for those researchers who are supported primarily by external grants and contracts. Research faculty are encouraged to give seminars

and teach occasional courses in their specialty. Teaching responsibilities are at the discretion of the school or college. Categories of appointment are:

Research Assistant: For inexperienced or predoctoral researchers who are supported by university faculty research grants. This category requires only the dean's approval.

Research Associate: For experienced researchers typically with a doctoral degree. This appointment will usually be given to scholars at the beginning of their academic careers.

Senior Research Associate: For researchers who have three to five years of postdoctoral research experience.

Research Assistant Professor: For researchers with research qualifications equivalent to those of assistant professors hired in their discipline.

Research Associate Professor: For researchers with research qualifications equivalent to those of associate professors hired in their discipline.

Research Professor: For researchers with research qualifications equivalent to those of professors hired in their discipline.

Research Fellow: Academic units may propose research appointments for current full-time faculty in order to formalize a relationship between the faculty member and the program. Such internal, unfunded appointments should carry the title research fellow and should specify timeframes of appointment.

### Procedure for Employment

The dean makes a recommendation to the provost regarding the appointment and salary of the individual. The appointment category should depend heavily upon the number of graduate credit hours the individual has taken in the given field to be taught. To determine consistent and equitable compensation for nontenured faculty, individual differences in education and experience should be recognized. If possible, educational and experiential qualifications should be judged according to the rank they are assigned consistent with faculty on a tenure-track contract. Compensation for nontenured faculty who do not meet the academic rank criteria will be determined on a case-by-case basis.

The provost approves the appointment and authorizes the dean to prepare the contract and provide the faculty member with a copy of the most recent Faculty and Academic Policy Handbook. Contracts should be issued at the beginning of the contracted period and shall include the terms and conditions of the appointment. Any special understandings or conditions incumbent on either party should be explicitly stated. Contracts for part-time or adjunct faculty members are signed by the dean, provost and faculty member. Contracts for full-time faculty members are signed by the dean, president and faculty member.

Part-time or adjunct faculty members are not eligible for promotion or tenure. However, they may be eligible for fringe benefits depending on the conditions of the contract. Nontenured, full-time faculty members are not eligible for tenure but they are eligible for promotion and the other benefits afforded to tenure-track faculty members.

Nontenured full-time faculty members may transfer to a tenure track with the approval of the dean and provost. However, time as a nontenured faculty member may not necessarily count toward tenure. Part-time or adjunct faculty members should receive appropriate performance reviews from the dean. Nontenured, full-time faculty members should receive an annual performance review. All faculty are under the direct supervision of the dean and should receive appropriate in-service training. (Academic Council, Approved March 1998)

### Scholar-at-Large (1:01:11)

Persons of prominence and distinction in a particular field who are not available to be on campus, but who are able to make significant contributions to the university such as teaching a course or a seminar on the internet, writing articles or books under Regent's imprimatur or other activities of significance, may receive the title of scholar-at-large. Such persons may be appointed for a year, a semester or even

less. They may or may not meet the criteria governing the employment of tenured or tenure-track members.

The designation scholar-in-residence is given to individuals of particular ability, who are associated with the school and who participate in its activities, but who are not necessarily members of the permanent faculty. In a practical sense, it is similar to the position of "of counsel" in a law firm, denoting a more than transient affiliation outside the regular faculty administrative structure. It goes further, however, in suggesting an active and continuous presence at the school; it is difficult to be "in-residence" where you have no connections, and doubly difficult to be a scholar-in-residence at more than one location.

A scholar-at-large would differ from a scholar-in-residence in not requiring an exclusive presence on campus. With this expansion in the concept of associated scholars, individuals could be shared with other schools and centers. This would have the dual advantage of increasing our resources and of spreading Regent's own values and outlook throughout the professional and academic communities.

The program would be particularly attractive, as it requires no monetary investment; the designation would be bestowed without remuneration although perhaps accompanied by an appropriate certificate. (A token award could always be added subsequently if and when finances warranted.) In return, those so designated would be available to be tapped by the university for assistance as their other commitments allowed, and would file an annual report with the dean, summarizing their scholarly endeavors and achievements. (These, in turn, could be included in publicity about the university and its activities.)

Regent would have the option to host an annual or biennial lunch or reception allowing scholars-at-large, who could be present, to meet each other, the faculty, and school supporters and to interact with the student body. Designations will be made by the dean and be renewed annually. This designation, as approved by the provost and president, would enhance the university's ability to perform its mission by multiplying its resources and, at the same time, creating a fertile climate to influence other institutions.

The Recruitment policy should be followed when preparing to seek for a scholar-at-large position. (Academic Council, Approved May 1997)

## Performance Planning, Review and Development (1:01:05)

One of Regent University's goals is to develop and maintain a faculty of distinction. The three-part process of performance planning, performance review and performance development assures that end. It also provides an opportunity for faculty to receive full credit and reward for their contributions to the university and their discipline.

### Performance Planning, Review and Development

The dean is responsible for leading the faculty performance planning, review and development process. This is conducted according to the following timeframe:

1. April - August - The dean and faculty member conduct faculty performance planning and write a Faculty Performance Plan.
2. September - March - Deans conduct ongoing faculty performance reviews. Nontenured faculty who will not be considered for reappointment and who must be notified by March 15 of this decision, should have their performance review completed by March 1.
3. April - August - The dean and faculty member write a Faculty Development Plan.
4. August 15 - The dean submits the Faculty Performance and Development Plans to the provost for his or her review.

Performance and Development Plans must be written annually for nontenured faculty. Performance and Development Plans for tenured faculty may be done every two years based on the discretion of the dean or director.

Tenured faculty receive a comprehensive review every five years to help them assess their accomplishments in relation to the expectations of their rank and to help them set appropriate goals for the future. (See Tenure and Promotion policy.) Tenure-track faculty receive a comprehensive, in-depth performance review by their sixth year of service to determine whether tenure will be granted.

### Performance Planning

Based on the Strategic Plan and other planning documents, the dean shall establish specific duties and responsibilities for full-time faculty members for the coming year. The dean, in consultation with the faculty member, shall also formulate unit criteria and standards to be used in the faculty review process. These criteria should be clearly communicated to the faculty and be both qualitative and quantitative.

For the entire university, a normal workload is presumed to be 8 work units per academic year, equitably distributed among the three basic activity areas of: 1) teaching and mentoring, professional librarianship; 2) research, scholarship and/or creative works; 3) university administration and community and professional service. A maximum workload is presumed to be 10 work units per academic year.

For purposes of determining faculty load, an acceptable measure for a work unit would be equivalent to one individual teaching one three-semester hour on-campus course with an enrollment consistent with the average class sizes of that discipline.

Each academic unit is responsible for determining when an overload situation exists and when overload pay should be considered. If a person exceeds the normal workload in one semester, their load should be adjusted the following semester. However, the dean may exercise his or her professional judgment in determining when overload exists and when extra pay is appropriate. As a general rule, an overload occurs when a person exceeds the maximum of work units. Adjustment as described below may create exceptions to the general rule.

Courses taught for extra pay should not be included in workload calculations.

Workloads may vary among the units, as well as among individuals and programs, as long as the needs of the unit are being met. In determining workload, each unit may choose to include concise adjustments (i.e., weighted credit hours per FTE course loads) for appropriate institutional activities such as: studio and performance courses; development of new instructional methods; development of new courses; clinical courses and services; special tutorial activities; supervision of master's theses and doctoral dissertations; training and supervision of teaching assistants; instructional teaming; doctoral programs; and internship supervision

Between April and August, the dean and each faculty member agree upon, write and sign a Faculty Performance Plan. The Performance Plan formalizes the proportional workload distribution, provides for goal-setting and outcome planning and becomes the reference point for performance expectations for the year. During the year the dean is expected to discuss progress and development. In general terms, a year comprises the academic year.

Following are guidelines for writing the Faculty Performance Plan:

1. The focus of each faculty member's workload is to be directed by the Strategic Plan.
2. It should take into account the workload requirements of the academic unit and include workload distribution amongst the following three traditional activity areas for full-time teaching faculty and library faculty: Teaching and Mentoring, Professional Librarianship; Research, Scholarship and/or Creative Works; and University Administration and Community and Professional Service. All full-time faculty members are expected to devote time and energy in fulfilling duties in each of these three areas. It is expected that most faculty will seek to excel in at least one of these areas. Thus, workloads will not be equal across the three areas. However, none of these areas should be ignored.
3. It should be written in terms of outcomes and the measurements that will be used to evaluate performance.

4. It should show a commitment to and link between instructional quality, faculty workloads and productivity in the context of the mission of the university and the academic unit.

### Performance Development

After the performance review, the dean and faculty member shall write a Faculty Development Plan for the next academic year, taking into account the past year's performance. The Plan should identify areas for improvement and development and should include, but not be limited to, the following:

1. Specific actions and timelines to enhance and develop the faculty member's competence and remedy any areas of weakness. (That is: attend professional meetings; attend instructional seminars and workshops, both on and off campus; develop self-study programs approved by the dean; and/or participate in any activities that will enhance his or her professional expertise and bring the faculty member to the highest level of distinction possible.)
2. Specific actions and timelines to advance the school toward the achievement of its mission.

### Performance Review Criteria for Faculty

Each college or school must establish standard criteria for faculty performance for each rank. These criteria should be explicit, permitting fair and consistent evaluation, and must be approved by the provost. While the dean holds primary responsibility for the performance review, he or she should utilize peers as part of the process. The school is also encouraged to include self-evaluation among the evaluation components.

The school criteria should cover three basic areas: 1) teaching and mentoring; 2) research, scholarship and/or creative works; and 3) university administration and community and professional service. It is expected that each performance review will include a general review of all areas as well as an in-depth evaluation of at least one of the three basic areas.

In addition—because of the unique mission of Regent University—it is expected that faculty members will exhibit spiritual vitality through their Christian witness, both personally and professionally.

### Teaching and Mentoring

The teaching process is at the heart of the university's mission. We expect all our professors to be excellent teachers. Since teaching and advising are multifaceted activities, both quality and quantity should be evaluated.

1. **Teaching Materials**  
While the specifics may vary from discipline to discipline, all reviews must include: course content; course objectives; grading policies; course examinations; course organization; quality of student achievement; and innovative teaching methods or materials.
2. **Classroom Visits from Evaluators**  
Before visiting a class, the evaluator(s) should gather the following information from the faculty member: course objectives and objectives for the day of the visit.  
During the visit to a class, the evaluator(s) should assess:
  - a) Structure and goals for the course-mode of presentation (lecture, discussion, etc.), visual aids, instructional technology, utilization of class time.
  - b) Presentation skills-eye contact, speaking rate and intensity, use of language, distracting mannerisms, etc.
  - c) Rapport with students-equitableness, student receptiveness, respectful.
  - d) Mastery of content-adequate, current, content sequencing, etc.



- e) Strengths and weaknesses in teaching performance.
- f) Proficiency in integrating faith and practice.
- g) Achievement of day's objectives.

After visiting a class, the evaluator(s) must:

- a) Meet with the faculty member to report on his or her observations.
- b) Give the faculty member an opportunity to comment on the observations and other aspects of the visit that might reasonably have impacted the instruction that day.
- c) Prepare a written report summarizing the observation in the context of the instructor's objectives, comments made at the meeting following the observation, and any other relevant material.
- d) Distribute copies of his or her report to the others participating in the peer review after they have conducted their classroom visit.

### 3. Student Evaluations of Instruction and Advising

Student comments are to be included as part of the student evaluation submitted. At least 75% of the students in each class must complete the form in order for it to be used. Student ratings over several semesters/years are used from a range of courses. Performance in the area of advising is to be evaluated with respect to responsibilities such as demonstration of an exemplary Christian witness, timeliness, accuracy, availability, monitoring advisee's progress, reviewing academic interests with advisee, examining career interests with the advisee, etc.

## Research, Scholarship and/or Creative Works

Both the quality and quantity of a faculty member's achievement should be examined but quality will be primary. Quality is defined largely in terms of the work's importance in redefining or making progress in a field or discipline, establishing relationships among disciplines, improving practitioner performance or in terms of creativity of the thought and methods behind it. Original achievements in conceptual frameworks, conclusions, etc., should be regarded more highly than minor varieties in familiar themes.

There are many ways to demonstrate satisfaction consistent with the expectations of the professional rank. General categories of activity in this area are identified in this section. School guidelines must outline what types of activities are appropriate as well as the level of importance assigned to each type.

### 1. Research and Publication in the Faculty Member's Discipline

Items may include (but are not limited to): published articles and books, grant proposals and reports, monographs, musical scores, films, videos, interactive communication and other creative works. Projects may also include those that are accepted following a competitive peer review process, those that are not accepted following a competitive peer review process, and those that are not submitted for competitive peer review.

Normally, projects that are accepted following a competitive peer review process should not require significant additional scrutiny from peers.

Projects that are not accepted following a competitive peer review process warrant scrutiny from the faculty member's colleagues when they are submitted by the faculty member as part of the file. For the purpose of making a decision, a project that is rejected for funding should be judged on its merits (according to criteria agreed to by the school or college) and not simply on the fact that it was not accepted in the competitive process. Of course, critiques from reviewers shall also be available for examination by the peer reviewers.

Projects included in the materials presented by the faculty member that have not been submitted for peer review in a competitive process must be examined by the faculty member's colleagues,

using the approved criteria, and be found to make a contribution to the field in order for them to be used as evidence contributing to a positive decision. In instances where colleagues believe they do not have the expertise to evaluate a faculty member's project, arrangements should be made to have colleagues from another school or college or institution conduct a review of the project while making clear the purpose of the review.

**2. Professional Participation and Performance in the Faculty Member's Discipline**

- a) Presenting papers at professional meetings.
- b) Serving as editor or referee of submitted articles/presentations.
- c) Having a creative work included in a refereed show.
- d) Serving as a referee of submitted creative work.
- e) Serving as an invited site visitor for evaluating a professional program or service.
- f) Having a public performance of a created work or an existing classical work in the field of performing arts.
- g) Serving on a regional or national committee involved directly with the discipline (e.g., serving on a committee to set professional standards is professional participation).

As with the area of research and publication, professional participation and performance is refereed in some cases and not in others. Involvement in such refereed activities is evidence which normally contributes to a positive decision. It is the faculty member's nonrefereed involvement in this area that requires critical review (according to the approved criteria) by the individual's peers. The purpose of that review is to assure that the activity makes a worthy contribution to the individual's discipline. It is reasonable to assume that the criteria for evaluating these nonrefereed activities will be similar to those that are used by referees in the faculty member's discipline.

**3. Education Attainment and Continuous Study in One's Field**

- a) Earning professionally appropriate credits.
- b) Earning professionally appropriate continuing education units.
- c) Attending professional meetings.
- d) Participating in professional improvement workshops both on and off campus.
- e) Giving a report to colleagues after being a participant in professional improvement activities both on and off campus.
- f) Providing evidence of how the information learned has been effective in their professional growth.
- g) Publishing in refereed journals.

**University Administration and Community and Professional Service**

**1. University Administration**

University administration cover a wide range of activities. It should be evaluated by colleagues familiar with the faculty member's performance in the given activity over a period that normally spans at least one semester.

Activities include, but are not limited to, the following:

- a) Serving on university committees. Special committee responsibilities such as serving as committee or subcommittee chair should be given added significance beyond committee membership.
- b) Participating in student recruitment activities.
- c) Serving in the Faculty Senate.
- d) Conducting student Bible study/fellowship groups and regularly attending chapel.

2. Community Service

When possible, the faculty member's performance in this area should also be evaluated by those familiar with his or her performance. This area is normally evaluated by examining the faculty member's vita. Performance is displayed in a variety of ways including speaking to community groups and applying professional expertise to community concerns.

3. Professional Service

Faculty are expected to make their professional knowledge and skills broadly available to society. They should develop skillful, knowledgeable and practical applications and extensions of their academic fields and specialties, and then use these skills to make a positive impact on society. Public service should be grounded firmly in university programs.

Professional responsibilities outside the classroom may also include involvement in a professional organization within the faculty member's discipline in ways that are not directly related to the knowledge base of the discipline. Examples include: holding a major office or participating in a professional organization, chairing or serving as a member of a committee, consulting, etc. In order for activities like these to be considered in a personnel review, there must be some system for documenting performance. For retention, tenure and promotion considerations, the documentation of these activities may take a variety of forms including letters of recommendation from informed colleagues or a list of accomplishments while serving in a given capacity.

### Performance Review Criteria for Librarians

Regent University Library faculty who hold rank as assistant librarian, associate librarian or full librarian will be considered for promotion and tenure consistent with the Tenure and Promotion policy. This policy provides for faculty to be judged on the basis of 1) professional librarianship; 2) research, scholarship and/or creative works; and 3) university administration and community and professional service. Librarianship replaces the teaching and advising criterion in the evaluation of library faculty as a more inclusive term of the unique responsibilities professional librarians have in the academic endeavor.

The performance review criteria for librarians is a modification of the criteria for faculty and it reflects the Model Statement of Criteria and Procedures for Faculty Status adopted by the Association of College and Research Libraries of the American Library Association. In accordance with these national standards, the Library recognizes the master's degree in library science from a program accredited by the American Library Association as the terminal degree.

Regent University Library evaluates its faculty by the following criteria. In addition, because of the unique mission of the university and library, it is expected that librarians will exhibit spiritual vitality through their Christian witness, both personally and professionally.

### Professional Librarianship

Librarianship is concerned with facilitating access to information to further university programs of instruction, research, and service. Librarians are responsible for planning, implementing, and evaluating programs for the acquisition, organization and retrieval of recorded information. In order to carry out these responsibilities, librarians must have knowledge of the structure and nature of scholarly information, of the means by which information is stored and retrieved, and of the programs and priorities of Regent University.

Excellence in librarianship is expected of each library faculty member; it is the primary criterion. Excellence in research or service alone is not an acceptable substitute for excellence in librarianship as a performance requirement. Within the assigned areas of responsibility, the librarian develops his or her unique contribution to the library and the campus. Most responsibilities fall within the categories of

collection development, management, teaching, and information services, bibliographic organization and control, and automated systems activities. One subject bibliographer is assigned as liaison to each school or college, working closely with its faculty in collection development and teaching library research skills to all new students.

Librarians who serve in an administrative role will be evaluated on their administrative effectiveness as part of the consideration for the granting of promotion and tenure.

1. **Collection Development and Management**

Librarians who develop the collections decide which books, journals and other materials should be made part of the library's collections, which should not, and which should be weeded. They design effective programs of acquisitions, and they carefully plan and monitor expenditure of the acquisition budget. They demonstrate competence in establishing and maintaining organization and control of library resources. They regularly evaluate the collections to ensure that the library has materials which support and further campus programs.

2. **Teaching**

Teaching information literacy has become a critical part of librarianship, particularly at the graduate level. Both the quality and quantity of the teaching process are evaluated. All reviews include course content and objectives, course organization and materials and teaching methods. Classroom visits and student evaluations are used.

3. **Information Services**

Librarians providing information services mediate between individuals with information needs and the sources which can satisfy those needs. To do so they must understand the process of information seeking and user needs, interpret information requests, formulate appropriate search strategies, and locate and evaluate information sources. They must determine when they should teach users strategies for independent information seeking or when they should directly provide information. They remain current in their knowledge of automated systems and resources and their use in supporting the principal activities and services of libraries.

**Research, Scholarship and/or Creative Works**

Research in librarianship is scholarly investigation conducted to expand the knowledge base of library and information science. Areas subject to investigation include the study of library methods for the acquisition, control, retrieval and dissemination of information as well as the broader processes by which information is created, stored and communicated. Evidence of a coherent research design demonstrated by concentration on one aspect or related aspects of librarianship will be expected. Research and scholarly activities may include but are not limited to items on this list.

1. Publication, or acceptance for publication, of the following: articles, preferably in refereed journals; monographs or chapters in books; book reviews; and other publications (e.g., annotated bibliographies, bibliographic essays, indexes, technical reports, electronic databases, automated reference guides). Publications that are not disseminated beyond the campus are to be evaluated as components of librarianship.
2. Professional participation and performance in the library faculty member's areas of expertise: presenting papers at professional meetings; serving as referee of submitted articles/presentations; and serving on a regional or national committee involved directly with librarianship (e.g., serving on a committee to set professional standards is professional participation).

3. Education attainment and continuous study in one's field of librarianship.  
Examples include the following: earning professionally appropriate credits; earning professionally appropriate continuing education units; attending professional meetings. Participating in professional improvement workshops both on and off campus; giving a report to colleagues after being a participant in professional improvement activities both on and off campus; and providing evidence of how the information learned has been effective in their professional growth.
3. Grant to support research, preferably as project director or principal investigator.
5. Peer recognition exemplified by awards or other honors.

#### University Administration and Community and Professional Service

Service is involvement in university, professional and community activities related to the mission and public services objectives of Regent University, the University Library, and the library profession. Quality of performance and substance of contributions must be demonstrated and verifiable.

1. University Administration  
This includes: serving on library and university committees; serving on Faculty Senate; conducting student Bible study/fellowship groups and regularly attending chapel; conducting on-campus advisory or consulting activities; and conducting on-campus speaking engagements.
2. Community Service  
When possible, the library faculty member's performance in this area should apply professional expertise to some community concern such as: membership, participation, office or committees in organizations; invited presentations; workshop or conference participation; and radio and television appearances.
3. Professional Service  
Examples include: membership, participation, office or committees in relevant professional organizations; editorships; and consulting for libraries and organizations.

This policy shall not be read to abridge the requirements of a school's accrediting agency guidelines. (Academic Council, Approved October 1997)

# Faculty Performance Planning, Review and Development Guide

---

College/School

---

Faculty Member

Date

---

Dean

Date

This document is designed to guide deans and faculty in writing the Faculty Performance and Development Plan. It is divided into three parts, which comprise the performance planning, review and development process. For further instruction on this process, see the policy on Faculty Performance Planning, Review and Development found in the Faculty and Academic Policy Handbook.

## Part I: Performance Planning

The dean and faculty member prepare and agree upon a performance plan containing clear objectives and performance expectations in the three areas of: teaching and mentoring or professional librarianship; research, scholarship and/or creative works; and university administration and community and professional service. The plan is used as the basis for expectations of performance and attainment as appropriate.

One work unit is equivalent to one individual teaching one three-semester hour on-campus course with an enrollment consistent with the average class size of that discipline. The normal workload is presumed to be eight work units per academic year equitably distributed among the three basic areas. A maximum workload is considered to be 10 work units per year.

Summarize below, in work units and in narrative form, your workload for the academic year for each of the three areas of faculty workload:

- Teaching and Mentoring or Professional Librarianship \_\_\_\_\_
- Research, Scholarship and/or Creative Works \_\_\_\_\_
- University Administration and Community and Professional Service \_\_\_\_\_
- Total \_\_\_\_\_

Please add additional sheets as necessary.

Contribution to Teaching and Mentoring or Professional Librarianship (Objectives and Specific Expectations)

Contribution to Research, Scholarship and/or Creative Works

Contribution to University Administration and Community and Professional Service

---

Faculty Member

Date

---

Dean

Date



## Part II: Performance Review

This part is intended to be used in the review of the faculty member's performance during the academic year. It should correspond to the objectives and expectations in each area as outlined Part I: Performance Planning.

Contribution to Teaching and Mentoring or Professional Librarianship (Objectives and Specific Expectations)

Contribution to Research, Scholarship and/or Creative Works

Contribution to University Administration and Community and Professional Service

_____ Faculty	_____ Date	_____ Dean	_____ Date
------------------	---------------	---------------	---------------

For the dean to answer:

Is the performance of this individual commensurate with the level of performance and proficiency required for the rank that the faculty member holds in terms of scholarship, service and teaching? Yes  
No

If the individual is not already a full professor, is he or she developing an exemplary or potentially exemplary record that would likely place him or her under consideration for promotion? Yes No  
For tenure? Yes No

If the faculty member continues at his or her present level of performance, is it likely that he or she would be under consideration for another tenure-track or nontenure contract this coming year? Yes No

If you answered no to any of these questions, include in the Faculty Development Plan appropriate recommendations and a plan of action, along with specific timelines.

_____ Dean	_____ Date
---------------	---------------

## Part III: Performance Development

This part is the faculty member's development plan. This plan should identify areas for improvement and development of the individual faculty member, taking into account the review from the last year as articulated in the review section.

Contribution to Teaching and Mentoring or Professional Librarianship (Objectives and Specific Expectations)

Contribution to Research, Scholarship and/or Creative Works

Contribution to University Administration and Community and Professional Service

_____ Faculty Member	_____ Date	_____ Dean	_____ Date
-------------------------	---------------	---------------	---------------

## Tenure and Promotion (1:01:06)

The Board of Trustees, in approving this statement of tenure policy, does so in good faith with the intent to comply fully with it. It must, however, reserve the right to deviate from these terms if conditions beyond its control-such as abrupt declines in enrollment, drastic loss of income or conditions that result in drastic curtailment or abandonment of programs or activities-make it necessary to do so.

The purpose of tenure is to assure the university staff academic freedom and security and to protect the best interests of the university. Tenure shall not be considered to protect any person from the loss of his or her position as a result of gross misconduct such as violation of professional ethics, insubordination, refusal to perform reasonable assigned duties, immoral behavior contrary to biblical standards, incompetence, or failure to perform at a level commensurate with the rank held as specified in school standards or actions that are inimical to the best interests of the university, as determined by the governing board of the university.

Therefore, tenure is awarded only after a suitable probationary period. The decision to award tenure is based on the merit of the individual faculty member and the long-term needs and mission of the school and the university. The university reserves the significant majority of tenure slots for those professors who are or can be expected to be truly nationally distinguished scholars and teachers. Tenure shall be selectively considered for professors who are superior teachers and are considered by the university to be instructional leaders and excellent scholars, also for others who are nationally distinguished and considered to be excellent teachers. Those professors who have valuable skills and talents essential to the university, but who would not meet the criteria of being nationally distinguished or excellent teachers, may be considered for multiyear nontenured contracts.

### Tenure Eligibility

Faculty holding a tenure-track probationary appointment-including those with prior service at other institutions of higher education-will be considered for tenure no later than their sixth year of service at Regent University.

By mutual agreement among the faculty member, the dean and the provost, a faculty member may be given a tenure review earlier than in the sixth year if he or she has prior full-time service at Regent or at other institutions of higher education or if the faculty member has demonstrated unusual excellence and productivity.

Only faculty members who hold the rank of assistant professor, associate professor or full professor are eligible to be considered for tenure. Assistant professors may be considered for tenure only if they are simultaneously being considered for promotion to the rank of associate professor.

Since tenure is granted to faculty members in an academic program, the award of tenure does not imply continuation in any full-time or part-time administrative position nor does it imply continuation of any specific work assignment within or outside the school in which tenure is granted.

If tenure is not awarded following a tenure review, the faculty member will be appointed to a terminal year, unless there are extenuating circumstances that provide a compelling case for a one-year probationary extension or transfer to a nontenured contract as approved by the president.

Only those semesters spent in full-time service to the university will be counted toward the date for mandatory tenure service.

### Criteria for Granting Tenure

Each school must establish specific written criteria it will employ in recommending tenure. These criteria must be approved by the president and provost and must conform to the guidelines found in this policy. The school criteria should clearly state the expected standards of performance for each rank and should be designed to achieve and maintain a university of distinction.

These criteria shall assure that the granting of tenure and promotion is based on convincing evidence of: 1) teaching excellence; 2) an exemplary or potentially exemplary record of research and publication and/or other appropriate professional creativity; and 3) continued meaningful service to the university, the community, and to the faculty member's profession. Implicit in each of these three criteria

is an ongoing demonstration of the faculty member's Christian witness and excellence in the integration of faith and practice.

#### Tenure or Promotion Review Timetable and Process

- In the case of an ordinary tenure or promotion review, the general timetable is as follows:
1. By the beginning of the semester preceding the academic year in which the faculty member is to be reviewed for tenure or promotion, the dean will give the faculty member guidelines for compiling his or her section of the dossier and a complete timetable for the review process.
  2. By November 1, the tenure candidate submits his or her dossier to the dean.
  3. The tenured faculty of the school shall select a tenure review committee. The committee:
    - a. Examines the candidate's dossier.
    - b. Meets to discuss the candidate's qualifications and contribution in relation to the mission of the school.
    - c. Determines whether the candidate demonstrates the level of distinction and potential expected by the university.
    - d. May solicit additional evaluations from individuals outside the university who are acknowledged authorities in the field relevant to the candidate's academic specialty.
    - e. By December 15, makes a recommendation to the dean on whether or not to award tenure or promotion. The recommendation contains the substance of their discussions and the reasons for the recommendation.
  4. In the case of tenure (not promotion), the dean reviews the recommendation based on the candidate's merit and the long-term needs of the school. This includes:
    - a. The long-term enrollment.
    - b. The need for an additional specialist in the faculty member's area of specialization, particularly in light of the school's mission.
    - c. The tenure structure of the school. (While no maximum percentage of faculty is established, the dean must take into account the need for flexibility in course offerings and the desirability of a tenure structure that will allow openings for new tenured faculty in the ensuing decades so that new areas of specialization and new needs can be met.)By February 1, the dean makes a recommendation to the provost regarding the award of tenure or promotion, including a summary report of his or her deliberations and the reasons for the recommendation, as well as the recommendation of the Tenure Review Committee.
  5. By February 15, the provost reviews the recommendations of the dean and the Tenure Review Committee and makes a recommendation to the president regarding the award of tenure or promotion.
  6. By March 1, the president notifies the candidate of his or her recommendation. If the recommendation is positive, it is forwarded to the Board of Trustees. If the recommendation is negative, the reasons must be stated in a written letter to the candidate. The candidate may request a meeting with the president to review the decision to deny tenure.
  7. Generally by April 30, the Board of Trustees makes a decision on the matter at their spring meeting. Their decision is final.
- The candidate may withdraw his or her tenure or promotion application at any stage of the process.

#### Unusual Circumstances

On occasion, the university may wish to attract an eminent individual from outside the university who will only accept an appointment to the faculty with immediate tenure, or there may be extraordinary circumstances in which the university deems it necessary to accelerate the tenure process.

In such circumstances, the provost may make a tenure recommendation to the president after consultation with the dean. The president may then determine to make a recommendation to the Executive Committee of the Board of Trustees for an early tenure decision.

### Tenured Faculty Review and Faculty Development Procedure

1. Every five years, each tenured faculty member will be evaluated for the purpose of general review, development, recognition and merit. This will include evaluating how past individual-based and school-based performance objectives have been met, as well as how the faculty member has maintained a level of overall performance consistent with the level and proficiency required for the rank that faculty member holds.
2. The tenured faculty of the school shall select a Review Committee.
3. The Review Committee shall conduct the review and shall make a written recommendation to the dean regarding strengths and weaknesses and make an assessment of the faculty member's performance in relation to the expectations for the rank held and their assessment of the faculty member's performance review over the past five years. The report shall include suggestions for improvement as appropriate.
4. The dean reviews the recommendations of the Review Committee and, combined with his or her own assessment, meets with the faculty member to discuss the findings and to create a faculty development plan, including specific action plans and timelines consistent with plans required in the performance review and professional development policy.
5. The dean shall provide the faculty development plan to the provost and shall continue to communicate with the provost regarding the faculty member's progress in accomplishing his or her development plan. (Academic Council, Approved May 1996)

## Outline for Faculty Tenure and Promotion Dossier

When applying for tenure or promotion, please complete your dossier using the outline below. This outline was prepared using the Performance Planning, Review and Development policy, which explains in detail the three basic areas of : Teaching and Mentoring, Professional Librarianship; Research, Scholarship and/or Creative Works; and University Administration and Community and Professional Services. Supplementary material may be included as it relates to meeting university and college/school-specific criteria.

### I. Introduction

- A. Current vita.
- B. Copy of university criteria for promotion.
- C. Copy of college/school-specific criteria for promotion.
- D. Tenure Committee's recommendation.
- E. Dean's recommendation.

### II. Teaching and Mentoring, Professional Librarianship

- A. Teaching materials.
- B. Classroom visits from evaluators.
- C. Student evaluations of instruction and advising
- D. Summary of performance - courses taught, programs or courses developed, student advising, dean's evaluation, peer reviews, summary of course evaluations for previous two years, summary of subsequent course modifications, etc.).
- E. Description of innovative practices or procedures related to area of responsibility.
- F. Significant evidence that courses are presented from biblical perspectives.
- G. Summary of ongoing professional development activities, which have led to direct improvement of scholarship and teaching and other evidence of professional development.

#### For Librarians

- A. Collection development and management.
- B. Teaching.
- C. Information services.

### III Research, Scholarship and/or Creative Works

- A. Research and publication in the individual's discipline.

- B. Professional participation and performance in the individual's discipline.
- C. Education attainment and continuous study in the individual's field.
- D. Grant to support research, preferably as project director or principal investigator.
- E. Peer recognition exemplified by awards or other honors.

### **III. University Administration and Community and Professional Service**

- A. University administration.
- B. Community service.
- C. Professional service.
- D. Consulting activities.
- E. Commendations by colleagues and other appropriate individuals.

### **IV. Conclusion**

- A. A statement of about 1,000 words that describes your philosophy and practice in creating a unity of faith and learning.
- B. Summary of Christian activities/spiritual vitality, which includes such things as frequency of chapel attendance, participation in staff devotions, home Bible studies, church activity and involvement in other areas where there has been a demonstration of spiritual vitality.
- C. A description of activities or events in which a significant degree of leadership was demonstrated including moral leadership and activities where there was substantive initiative shown.



## Sabbatical Leave (1:02:06)

Sabbatical leave is available for full-time faculty and administrators holding faculty rank. A sabbatical is for research, study, writing or other creative work contributing to the upgrading of degree status, or to the professional development and effectiveness of the recipient. Sabbaticals are not for reasons of health, rest or general travel, except as these may serve the main purpose.

A sabbatical shall not be granted primarily for the purpose of augmenting income. Ordinarily, the faculty member or administrator may not accept a salaried position while on sabbatical. However, approval of a salaried position may be granted if such an experience is expected to contribute significantly to professional growth and development.

### Eligibility and Approval

Any leave of absence with pay, including a sabbatical, is considered a privilege. To be eligible for a sabbatical, a faculty member or administrator shall meet the following requirements:

1. A minimum of six full years service as a faculty member and/or administrator of Regent University for each leave requested; however, the six years need not be consecutive.
2. If the administration requests a faculty member or administrator to postpone his sabbatical, the accrual of time toward his next leave shall follow the same schedule as if he had taken leave when eligible.
3. If a faculty member or administrator elects to postpone his sabbatical for personal reasons, the accrual of time toward his next leave shall begin with his return from the leave.
4. The faculty applicant shall submit his application to the dean by March 1 of the year preceding the academic year for which the leave is requested, stipulating how he will use the leave. The request shall be approved by the dean, the provost, and the president.
5. The administrator shall submit his application to the provost and, when appropriate, to the dean prior to the beginning of the academic year for which the leave is requested. The application shall stipulate how he will use the leave and how the execution of his responsibilities will be achieved during his absence. The request shall be approved by the provost and the president, and by the dean where applicable.

### Compensation

Compensation for a sabbatical is not delayed salary for services already rendered, but is an investment in the future improvement of the university. A faculty member who is granted leave shall receive one of the following salary arrangements:

1. For one semester of leave, the salary will be 100% of the contractual salary.
  2. For two semesters of leave, the salary will be 50% to 100% of the full contractual salary.
- For a two semester faculty sabbatical, the determination of percent of salary (50% - 100%) will follow these guidelines:

1. A faculty member will receive full salary if he provides evidence in the proposal that he and the university will receive maximum benefits from the outcomes of the experience. Outcomes could include reasonable promise of receiving grants, publishing books and articles, or major presentations. The greater the benefit of these outcomes to all concerned, the greater the salary percentage.
  2. The provost must approve the salary decision.
- Sabbatical compensation for administrators will be individually negotiated and paid at a level commensurate with the amount of leave.

During a sabbatical, the university and the employee shall continue their portions of payments toward insurance and retirement. Health and life insurance coverage shall remain at a level based on the full nine-month contractual salary for faculty members and the full yearly salary for administrators.

When leave is granted, it is expected that the university will be benefited; therefore, the faculty member or administrator is expected to return to the university for one regular academic year following the sabbatical. Failure to do so obligates him to refund the portion of the compensation received from the university while on leave, unless otherwise provided.

### Reporting

A faculty member returning from a sabbatical shall submit a full written report of his sabbatical activities to his dean and to the provost within 30 days of his return. An administrator returning from a sabbatical shall submit a full written report of his sabbatical activities to the dean where applicable, and to the provost and the president within 30 days of his return.

The sabbatical report should include both a summary and evidence of the leave accomplishments in relation to the sabbatical application. The appropriate administrator shall review the report as part of the prescribed evaluation process. The summary report and administrative assessment shall be placed in the school or college's file and shall be used as an evaluation tool for promotion and sabbatical request leaves in the future. (Academic Council, Approved December 1993)

## Sabbatical Request Form

This form should be completed by faculty when requesting a sabbatical and should accompany the dean's letter of recommendation to the provost.

Name: \_\_\_\_\_ College/School: \_\_\_\_\_

Address (local): \_\_\_\_\_

\_\_\_\_\_ Telephone: \_\_\_\_\_

Address while on leave (if applicable): \_\_\_\_\_

\_\_\_\_\_ Telephone: \_\_\_\_\_

Date employed by Regent: \_\_\_\_\_

Years employed at Regent when sabbatical commences: \_\_\_\_\_

Duration of sabbatical (one or two semesters): Which semester(s) \_\_\_\_\_

Sabbatical to commence on \_\_\_\_\_ (first day of semester) and terminate on \_\_\_\_\_ (last day of semester).

Is salary or compensation other than from Regent to be received? Yes \_\_\_ No \_\_\_

If yes, amount expected: \_\_\_\_\_

Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Purpose of sabbatical: Research \_\_\_\_\_, Study \_\_\_\_\_, Writing \_\_\_\_\_, Other \_\_\_\_\_

What is the specific nature of the work or activity of this leave and the topic of study/work?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are the specific expected results of your sabbatical and how will they benefit you and advance the mission of the school and the university?

---

---

---

---

---

---

---

**Following Section is to be Completed by Dean**

How will this faculty member's responsibilities (teaching, advising, committee work, etc.) be handled while he or she is on sabbatical and have you made plans for this in your budget?

---

---

---

---

How specifically will this sabbatical contribute to the faculty member's performance and the school's mission in terms of scholarship, teaching or service?

---

---

---

---

---

## Salary Increases (1:01:09)

### Criteria

Salary increments for faculty members are determined primarily by the individual criteria established for the evaluation of performance in teaching, research and service and to maintain a competitive salary level with comparable institutions. The dean or director of each academic unit determines, subject to the final approval of the president, the salary for each faculty member in the unit within the total salary budget assigned to the unit by the university administration.

### Procedure

Based on the operating budget of the university, the president allocates funds for returning faculty salaries. The president allocates a specific dollar amount and/or percentage to each dean/director for salary increments within their academic unit.

The dean/director, on the basis of faculty evaluations, allocates specific dollar amounts for each faculty member in the unit. In this allocation, the dean/director should consider not only the percentage increment being granted, but also the correction of inequities. The dean/director forwards to the president a list of all returning faculty members in their unit with their recommended salaries for the coming year. The president approves the raises and the dean/director develops the contracts for all the returning faculty members specifying the approved salary.

A faculty member may request, through the dean and provost, no later than 14 working days after the issuing of the faculty contract, that his or her salary decision be reviewed by the president. The president's decision is final. (Academic Council, Approved May 1998)

## Contract Termination (1:01:04)

### Predismissal Procedure

Normally, dismissal procedures should only be instigated as a last resort-after all appropriate measures for reconciliation and/or correction have been attempted. When reason arises to consider dismissal of a faculty member, the dean of the area in which that faculty member is assigned shall arrange a personal conference or conferences. The dean will invite the faculty member and any other appropriate individuals to discuss the reason(s) for considering the dismissal of the faculty member. At this point, the matter may be resolved by mutual consent.

### Reasons for Dismissal

The dismissal of a faculty member shall only be for just cause. Such cause must be related to the faculty member's performance of professional duties or responsibilities. Just cause means gross misconduct such as: violation of professional ethics, insubordination, refusal to perform reasonable assigned duties, immoral behavior contrary to biblical standards, incompetence, failure to perform at a level commensurate with the rank held as specified in the school or college standards, or actions inimical to the best interests of the university as determined by the university governing board. Dismissal shall not be used to restrain faculty members in the exercise of academic freedom.

### Definition of Dismissal

Only the president, operating under the authority of the Board of Trustees, has the authority to dismiss a faculty member. Dismissal, as used in this policy, means the termination of a tenured faculty member or the termination of a nontenured faculty member prior to the end of a term appointment to which that faculty member would otherwise be entitled, based on the policies of the university, but does

not include the termination of faculty due to universitywide financial exigency or extensive curtailment in or discontinuance of a program of study or department of instruction.

#### Procedure for Dismissal

1. The dean shall consult with the provost to determine those cases in which proceedings to dismiss a faculty member might be appropriate. In deciding whether to initiate such proceedings, the provost may act upon the recommendation of the dean or upon his own initiative.
2. The faculty member may be immediately relieved from any and all academic duties at the discretion of the provost when reason arises to consider dismissal of the faculty member. Such suspension of duties shall be without loss of compensation.
3. If the matter has not been resolved after the predissmissal conference(s) with the faculty member, the dean may recommend to the provost that formal proceedings to dismiss be initiated by giving the provost a written statement about the faculty member. This statement shall contain: a) the reason for dismissal; b) the names of witnesses-if known-who will testify in support of the specific reasons stated; and c) the nature of the testimony likely to be presented by each of the witnesses. A copy of this statement shall be given the faculty member in person or sent by certified mail to the faculty member's address of record.
4. The faculty member may submit to the provost an answer to the statement within 15 calendar days. If the faculty member fails to answer within 15 calendar days of receipt of the statement, the provost may recommend to the president that the faculty member be dismissed. Any such dismissal by the president shall be final.
5. If the faculty member answers the provost in 15 calendar days disagreeing with the statement, and the provost decides to proceed with dismissal, the provost or the provost's designee shall so notify the faculty member in writing within 15 calendar days and shall have such notice given to the faculty member in person or sent by certified mail. Such notice shall inform the faculty member of the reasons for dismissal and afford him or her opportunity to be heard by the Hearing Committee.
6. Within 15 calendar days of receipt of notification from the provost, the faculty member shall notify the provost of his or her decision to have a hearing. If the faculty member fails to respond within 15 calendar days of receipt of notification, the provost may recommend to the president that the faculty member be dismissed. Any such dismissal by the president shall be final.
7. Within 30 days, if the faculty member has in a timely manner requested a hearing, the standing Hearing Committee shall proceed as follows:
  - a. The Hearing Committee shall consist of five members. Three members shall be selected from tenured faculty members by the provost in consultation with the Faculty Council chairman at the beginning of each academic year. Two members shall be selected from the President's Cabinet who hold faculty rank. The Hearing Committee shall elect the chairperson from its membership by majority vote.
  - b. The provost or his or her designee shall inquire of each of the selected Hearing Committee members whether there is any reason he or she would be unable to hear the case fairly and impartially and render a fair and impartial decision.
8. From this point, the Hearing Committee shall be in charge of all subsequent stages in the hearing process until the Hearing Committee has forwarded its report and recommendations to the president.
9. The Hearing Committee chairperson shall set a time and place for the hearing and shall notify the other committee members and the faculty member. The chairperson shall be in full charge of the hearing which shall be conducted according to established procedures and include representation, examination and cross-examination of witnesses, and timeliness of process. The hearing shall be closed. At the request of the faculty member, a stenographic record of the proceedings will be made at the expense of the university.
10. The Hearing Committee chairperson shall conduct the hearing and prepare a final report that shall contain findings of fact and recommendations to the president. The final report shall be submitted to the president within 15 calendar days of the conclusion of the hearing and a copy delivered to the faculty member. Additionally, members of the committee may submit individual

reports to the president and send a copy to the faculty member. Upon consideration of the committee's report(s), the decision concerning dismissal shall be at the sole discretion of the institution as represented by the trustees acting through the president, which decision shall be final. (Academic Council, Approved January 1994)

### **Retirement (1:02:07)**

The Bible teaches that a person is to keep active in the service of the Lord as long as health and mental capacity continue. Therefore, retirement must not be considered a cessation of activity, but an opportunity to cultivate more fully divinely bestowed gifts which other obligations may have hindered previously. Unfortunately, in our society the biblical view of the aging process has given way to the acceptance of retirement as a social expectation or an economic necessity. With that acceptance, retirement becomes a forced option rather than a voluntary action, and chronological age rather than competency becomes the determining factor in retirement. Such a worldly view must not dictate the retirement policy of Regent University. While faculty members who perform at a sub-standard level should be dismissed, an age ceiling should not be a factor.

Therefore, in accord with biblical principles concerning work, the university encourages faculty members to continue in their positions as long as they are able to perform their responsibilities satisfactorily. However, recognizing that certain benefits become available at age 65, the university grants the following options to faculty members upon and after reaching that age:

1. Continuance as a full-time faculty member under contract, with the continuance of the same benefits previously received.
2. Continuance in a limited role. The teaching load, salary, medical benefits, and responsibilities such as student advising and committee work will be negotiable and defined in an annual contract.
3. Full retirement. Retired faculty will receive library privileges. They are invited, indeed encouraged, to continue to participate in the life of the university community.

When a faculty member determines his personal retirement plans, he should consult with his dean who will notify the provost. (Academic Council, Approved May 1989)

### **Emeritus Status (1:02:08)**

Upon retirement, faculty members may be granted emeritus status by action of the president and ratification by the Board of Trustees. The title of "emeritus" may be conferred upon persons who have honorably served Regent University until normal retirement age and have held faculty status for a minimum of 10 years. The title conferred shall be the position and/or rank title at the time of retirement plus the word "emeritus." Variation from the criteria may be made by the president in the event of extraordinary circumstances.

Persons accepting this title are indicating their concern for and their commitment to Regent University. In addition to the privileges set forth in Article 8 of the Bylaws of the university, Regent University would grant the following privileges to these faculty members: library privileges; office and laboratory facilities as space permits; secretarial service as personnel is available; participation in convocations and academic processions; and listing in the Catalog.

1. The immediate supervisor of a faculty member approaching retirement is responsible for reviewing the individual for possible emeritus status and making a recommendation. Recommendations shall be made in writing to the next higher level of supervision and shall be submitted concurrently to the provost and the executive director for operations and finance. Recommendations shall include rationale that explains the expected benefits to the university of granting emeritus status.
2. The executive director shall forward his comments and recommendation for approval/disapproval to the provost.
3. The provost shall forward his comments and recommendation together with those from the executive director to the president for approval/disapproval.

4. The president shall submit recommended approvals to the Board of Trustees for ratification.
5. Upon ratification by the Board, the executive director shall notify the individual in writing that emeritus status has been conferred by the university. The list of privileges specified in the current Emeritus Status policy shall be included.

Note: The president is responsible for review and approval of emeritus status for administrative Cabinet members. The Board of Trustees shall ratify the president's recommendations. (Academic Council, Approved April 1984)

## Faculty Operations

### Office Hours (1:02:04)

The primary objective of Regent University is to teach students. II Timothy 2:2. Each faculty member, therefore, shall make it his highest priority to be available to students for instructional, counselling and related purposes. Each faculty member, whether full- or part-time, shall maintain sufficient office hours to provide ample opportunity for contact with students. A minimum of six hours per week shall be required for full-time faculty, except as approved by the dean. Each dean shall review and approve faculty member office hours each quarter or session.

Faculty office hours shall be posted outside the faculty member's office for all full or part-time faculty. Each faculty member shall, by the end of the second week of each term or first week of each summer session, post his office hours schedule. Every reasonable effort shall be made to maintain the published office hours schedule. Each faculty member shall inform the appropriate secretary when the posted office hour schedule cannot be met and shall make every effort to provide an alternate time to meet the six-hour minimum office hour requirement. (Academic Council, Approved May 1984)

### Consulting and External Work (1:02:09)

Regent University encourages faculty to be involved in off-campus projects. This enhances the reputation of the university, promotes good public relations, contributes to professional development and provides a service to external publics.

Any faculty doing consulting or other external work for remuneration must obtain the approval of the dean of the college or school (see attached form). The external work should not exceed an average of more than one day a week nor more than 15 days per semester during the academic year. Should a faculty member have a need to exceed the number of days allowed, it will be necessary to take any additional time as an unpaid leave of absence unless otherwise approved by the dean.

The dean will maintain a log of consulting, external work approvals and will review these with the provost periodically to insure consistency of application throughout the university.

Consulting or external work should not interfere with a faculty member's teaching schedule or other university responsibilities which are the primary role of a professor. It is important that outside consulting/work activities should not place an unusual burden or expectation on other staff. Consulting also should not hinder or replace a faculty's responsibility to produce scholarship. No financial or secretarial support is provided for these outside activities unless the dean determines there is a legitimate reason for the university to cover such support because of unusual benefit to the university. (Academic Council, Approved December 1992)



## Consulting or External Work Request and Approval Form

**Instructions:** Faculty members desiring to undertake any consulting or external work must complete this form and obtain approval from their dean. After approval has been given, the original form will be filed in the Dean's Office, a copy made for the faculty member and a copy sent to the Provost's Office.

Faculty Name: \_\_\_\_\_ Date: \_\_\_\_\_

Describe the requested consulting or external work.

Describe the frequency and duration of the activity from a weekly, quarterly, and yearly perspective.

What is the potential impact on teaching, scholarship, and other professional activities?

What is the potential benefit of this activity to the university and to your professional development?

Do you anticipate the need for secretarial or financial support from the university? If so, please describe.

\_\_\_\_\_  
Approved \_\_\_\_\_ Denied \_\_\_\_\_

Approved \_\_\_\_\_ with the attached modifications or restrictions.

\_\_\_\_\_  
Dean

## Course Syllabi (4:01:02)

There shall be on file in the office of the dean of each school or college a syllabus of each course taught for each time the course is taught. The syllabi shall follow the format established by each school and shall reflect the format guidelines which may from time to time be issued by the Office of the Provost.

The syllabi shall include but not be limited to:

1. Brief course description.
2. Course purposes and competencies.
3. Course procedures (a summary statement of the means of accomplishing course objectives).
4. Method of evaluating student performance indicating weights of the various required course activities and the grading scale/criteria for grading.
5. The required texts.
6. Any recommended texts.
7. A schedule of course activities and readings with required dates for completion of papers, exercises, reports, examinations, etc.
8. A statement of policy regarding academic honesty.
9. An indication of the method by which instruction in the course will be evaluated.
10. A statement of policy regarding incomplete grades.
11. A statement of penalties for late assignments.
12. A description of how the Christian faith and the Bible will be incorporated into the course.
13. Professor's office hours, location and phone number.

Syllabi shall be developed in acceptable format and submitted to the respective dean's office on or before the first day of registration for the semester in which the course is offered. A course syllabus shall be provided to each student on or before the first scheduled meeting of the class. The syllabus should not be altered after the first class period. If a professor wishes to alter it, he should consult the dean and obtain his approval. (Academic Council, Approved May 1995)

## Curriculum Development (2:01:02)

The president is responsible to the Board of Trustees for the curricular affairs of the university. At the president's request, the provost may represent the university in curricular matters that come before the Board of Trustees or its Educational Policy Committee.

The dean and faculty of each school shall formulate curricular policy and develop, implement, review, and revise the school's curriculum. Normally, this process takes place within a formalized committee structure with a faculty member other than the dean chairing a faculty curriculum committee. This committee should have the primary responsibility for recommending to the dean curricular policy, planning, evaluation, and major changes.

Students shall have the opportunity to propose review of the curriculum, course changes, and other instructional content matters to the dean or to the faculty curriculum committee.

As a general rule, curricular changes will not be implemented without the approval of the provost. Examples of curricular changes include creation and deletion of emphasis areas, policies or changes that go beyond the university minimum or substantial revisions in curriculum.

All curriculum changes will be fully documented and will be submitted to the provost by the dean. At a minimum, the documentation will include a full description of the change rationale and implementation process, which will include a plan for notification of students and a timetable. Changes will be effective at the beginning of the next academic year. All changes made in preparation for a new Catalog publication year must be made prior to the time of the school/college final Catalog submission date. No further revisions will be permitted past that date for the ensuing year.

### Curricula Review

Each school's curricula shall be congruent with the mission of the school and of the university as stated in each of their mission statements. Schools shall conduct regular, ongoing evaluation of their curricula.

The faculty curriculum committee and the dean shall review all courses in the current Catalog in preparation for publishing the next Catalog or an addendum to the Catalog. Schools shall coordinate their work with the Office of Institutional Effectiveness in order to show evidence of planning and use of evaluations to improve educational results-student outcomes and stated goals and objectives. The reason for course changes should be documented. Courses that remain in the Catalog, but are offered less frequently than annually, should be so designated in the Catalog.

By December 1 of every odd-numbered year (1995, 1997, etc.), the dean shall submit a curricula effectiveness report to the provost.

The report should include data and information (including faculty and student evaluation of courses and programs) necessary to assess the curricula in relation to university standards: university mission, goals, and objectives; school/college mission, goals, and objectives; student outcomes; and support by financial and instructional resources

The provost shall submit the reports to Academic Council. Academic Council shall review the reports to determine if the policies, courses, and programs meet the university curricula standards.

### Degree Program Additions

All proposals for new programs should follow the Outline for Proposals for New Programs (attached). Upon recommendation of a school's faculty and dean, Academic Council shall review all proposed new degree programs-or existing programs undergoing major modification. The proposal should include planning and evaluation procedures.

Upon recommendation of the Academic Council, the president shall submit new degree program proposals to the Board of Trustees for approval. After Board approval, the dean and faculty, in consultation with the provost, shall develop curricular policies and courses for the degree program and submit them to Academic Council for approval prior to implementation.

### Degree Program Deletions

Schools may not delete any degree program that has been approved by the Board of Trustees without prior approval by the Academic Council. Proposals for deletion must be approved by Academic Council no later than January 15 of the calendar year before the academic year in which the program is no longer offered. Steps shall be taken to enable students who previously have been enrolled in a discontinued degree program to complete that program and to be awarded an appropriate degree.

### Degree Program Changes

Minor changes to degree programs-including course additions, changes in course content or deletions-shall be approved by the faculty curriculum committee and the dean. If cross-listed with other schools of the university, such course changes should be reviewed by the respective faculty curriculum committees.

All course changes should then be submitted to the provost, who then may submit them to the Curriculum and Instruction Committee, who will review for course duplication and/or conflicts. Upon their approval, changes will be communicated to the Registrar's Office and change initiated. If there is course duplication or conflict, the Curriculum and Instruction Committee should notify the provost for resolution of the matter.

Requests for changes in courses must be submitted and approved two weeks prior to the time when course schedules for fall are due of the year they are to become effective.

### Special Degree Programs

Schools may implement a nondegree program for the period of one year upon approval by the provost. Continuation of such programs beyond one year require approval by the Academic Council.

### Course Additions

Schools may offer a course not listed in the current Catalog by submitting a description of the course in writing to the Registrar's Office as part of the school's semester course schedule. The new course shall be approved by the dean and may be offered as a seminar (585) or special topic course (575).

If the new course is to be offered for more than one semester it may be added as a permanent course listing in the next published Catalog and will be assigned a regular course number. (Academic Council, Approved March 1998)

## Outline for Proposals for New Programs

### Executive Summary

Write a brief, one- to two-page program description that answers the following questions: What are the distinctive characteristics of the program? What aspects of the program will be particularly attractive to students? What delivery systems will be used? What will be the end result of the program?

### Strategic Plan Compatibility

1. How does this program further the mission of the school/college and the university?
2. How does the school/college Strategic Plan justify pursuit of the proposed program?
3. Is there anything in the Strategic Plan that will be a barrier to the program in terms of start-up or implementation?
4. What specific results are you hoping to achieve with this program and in what period of time?
5. What kinds of program outcomes will be used to measure success of program? (Use the list of outcomes found in the Institutional Effectiveness Audit.)
6. What opportunity does the proposed program provide for building strategic alliances? If you plan to enter into any alliances describe them in detail.

### Market Analysis

1. Who is the target market? How have you validated the need? Profile the learners in terms of demographics, psychographics, socio-economic characteristics and geographical locations.
2. What are realistic enrollment projections for the next three years. How did you arrive at this projection? What formula or marketing expertise did you use?
3. What trends are discernible in the market? Is it growing? At what rate?
4. Is the learner market relatively stable? Will it be viable 5, 10, 15 years from now?
5. What kinds of jobs will be available to our graduates?
6. Where (geographic location, target market, positioning with respect to competition) should we focus our efforts during the initial start-up?
7. Is there an attractive price (tuition) to value relationship?
8. Who is the competition? What schools are already established in this market and already are delivering a comparable program? How successful have they been?
9. What other institutions are or will likely be competing in this market?
10. Do we have the necessary capabilities to compete in this market?

11. What are the key strategies that will keep us competitive in this market and what are the key factors which determine success in this type of program?
12. Present a brief layout of a marketing plan that will achieve your enrollment projections and include price, promotion activities, timelines, etc.
13. How will this new program affect the enrollment in other programs which we already offer?
14. Is there any other reasonable way to meet the market need without starting a completely new and separate program?
15. Are there specific characteristics of this new program which would improve our current program offerings?

### **Internal Analysis and Assessment**

1. **Program Management and Staffing**
  - a. Identify the key individuals upon whom the success of this program depends, including the responsible executive (chief executive officer of the program), the chief operating person, and any professional people (faculty) and technical staff (computer experts).
  - b. What are the critical tasks these people will accomplish?
  - c. What specific credentials and/or track record will they require for employment?
  - d. If these individuals currently work in your unit, how will their new assignment affect the work they are currently accomplishing?
  - e. If the key individuals do not work in your school, how will you find them and employ them?
  - f. Has Human Resources been involved in helping craft positions, determine salaries and meet all employment requirements?
  - g. Provide an organizational chart that shows structure of people supporting the new program or functions.
2. **Physical Resources**

What physical resources (offices, classrooms, library materials, computers, etc.) does the program require for start-up and in each of the following three to five years?
3. **Support Services**
  - a. What support services (instructional design, marketing advice, graphic design, computer services, administrative services, student services, etc.) will you need from other departments to launch and successfully run the program?

- b. **Attach an impact statement from each support department that will be affected detailing what they will need in order to support the program or project in terms of staff, facilities, equipment, etc.**

**4. Finances and Timeline**

- a. **Prepare a line item budget for the first three years of the program's operation. Include all incremental revenues and expenditures associated with the program, whether it occurs within your unit or in a support department. Include details and annotations showing what people or fractions of a person's time are allocated to the program. Clearly state assumptions in the financial projection footnotes.**
- b. **Prepare a cash flow projection for the next three years.**
- c. **Provide a timeline with milestones, indicating any further study, program launch, and program growth. Indicate major decision points and the criteria for making the decision.**
- d. **How will you measure the success of the program at various points on your timeline?**
- e. **If the program does not meet its goals, what will you do?**

## Grievance (1:02:05)

The purpose of this policy is to supplement the administrative and academic procedures of Regent University and to provide a grievance procedure that will ensure academic due process and fair treatment for faculty. It is expected that the grievance procedure will only be initiated if a dispute cannot be resolved through the normal process of reasoned discussion consistent with the principles of Scripture.

We believe that God is a God of reconciliation who desires that people be reconciled both with God (II Cor. 5:16-21) and with each other (Eph. 2:14-18) in an atmosphere of peace and reconciliation. It is within this spirit of peace and reconciliation that we structure the current grievance procedures. We are guided by the biblical principle that reconciliation be sought at the lowest possible level of conflict, involving the fewest number of people.

This policy applies only to faculty under regular contracts; it does not apply to adjunct faculty.

As used in this policy, a grievance is any material dispute between a faculty member and a dean, associate dean, institute director or program director (referred to collectively as administrator), which cannot be resolved by the parties.

This policy may not be used to grieve any action—such as termination, sexual harassment or other action—covered by another policy containing a due process procedure.

### Mediation

One opportunity for mediation shall be available at any stage of this process in lieu of any further proceedings herein. There shall be two mediators, both experienced and competent in mediation, selected from persons employed by Regent University.

The mediators shall not charge for their services. The mediation procedure shall be governed by the code of ethics and standard of practice of the Society for Professionals in Dispute Resolution (SPIDR). Legal counsel shall not be admitted to any of the mediation meetings that occur as part of this process of grievance resolution.

If both parties elect mediation, then mediation will proceed for up to a period of 30 days. If agreement is reached within that time, then the hearing process is stayed. If agreement is not reached then the hearing process is resumed.

### Procedure

When a faculty member has a grievance which is not covered in another policy regarding a decision that he or she believes adversely affects his or her academic career at Regent University, the faculty member should arrange a meeting with the individual(s) responsible for the decision.

At that meeting, the faculty member should bring a written Statement of Grievance which includes:

1. A description of events leading to the action which the faculty member is grieving.
2. A description of the grievance.
3. The grounds upon which the faculty member is grieving the action and any applicable policies or procedures if any.
4. A statement of the remedy sought by the faculty member.
5. Other supporting documents.

The administrator must respond in writing to the faculty member within 21 calendar days. If the matter is not satisfied, then the faculty member may appeal to the provost, submitting the original Statement of Grievance, supporting documents, if any, and the administrator's written response. The provost shall review the appeal within 15 calendar days. If the provost determines that the appeal warrants review, it will be referred to the standing Hearing Committee.

### Review by Standing Hearing Committee

The provost shall arrange for the standing Hearing Committee to hold a hearing on the faculty member's grievance within 30 days of its receipt by the provost. The Hearing Committee shall proceed as follows:



1. The Hearing Committee shall consist of five members and two alternates. Three members shall be selected from tenured faculty members by the provost in consultation with the Faculty Senate chairman at the beginning of each academic year. Two members shall be selected from the President's Cabinet who hold faculty rank. The Hearing Committee shall elect the chairperson from its membership by majority vote.
2. The provost or his or her designee shall inquire of each of the selected Hearing Committee members whether there is any reason he or she would be unable to hear the case fairly and impartially and render a fair and impartial decision. If any member of the committee cannot serve, then an alternate shall be appointed to serve.
3. If the chairperson cannot impartially serve on a particular hearing, then an alternate should be appointed and the group shall elect a chairperson for the particular hearing.

From this point, the Hearing Committee shall be in charge of all subsequent stages in the hearing process until the Hearing Committee has forwarded its report and recommendations to the president.

The Hearing Committee chairperson shall set a time and place for the hearing and shall notify the other committee members and the faculty member. The chairperson shall be in full charge of the hearing which shall be conducted according to procedures as established and may include representation. The hearing shall be closed to all except the persons who have the advance approval of the provost.

The Hearing Committee chairperson shall conduct the hearing and prepare a final report that shall contain findings of fact and recommendations to the president of the university. The final report shall be submitted to the president within 21 calendar days of the conclusion of the hearing and a copy delivered to the faculty member. Additionally, members of the committee may submit individual reports to the president and send a copy to the faculty member. Upon consideration of the committee's report(s), the decision concerning the grievance shall be at the sole discretion of the institution as represented by the trustees acting through the president, which decision shall be final. (Academic Council, Approved December 1996)

### Sponsored Faculty Research (6:01:09)

Regent recognizes the importance of sponsored research in the academic development of the faculty and in the training of graduate students. Sponsored research is any research conducted under the auspices of Regent University which is funded wholly or in part by an external agency or organization.

The provost is the university's principal research officer. The provost has been designated by the president as the official signatory for the university for all research and sponsored programs. The provost has the responsibility for submitting and accepting grants and contracts, and establishing and enforcing administrative procedures necessary to assure compliance with regulations of funding agencies for the operation of sponsored projects.

Since the guidelines are intended to facilitate the research endeavors of the faculty, while protecting the interests of both the faculty and the institution, exceptions to the procedures should be rare and must be with the written approval of the provost.

#### Guidelines

The university supports the right of and encourages faculty members to engage in any sponsored research, as long as that research does not compromise the instructional and educational objectives established by the academic unit and the institution. The provost, deans and/or directors review each proposal to determine its appropriateness and weigh its cost against benefit. Research supporting the mission of the university is given particular emphasis.

Sponsored research normally is not accepted when the terms and conditions contain restrictions that prevent disclosure of the sponsor or the existence of the contract, adequate review of suitability to the academic program of the university or restriction of a faculty member's academic freedom.

In cooperation with the principal investigator and his or her academic unit, the university exerts every effort to minimize publication restrictions imposed by accepted research contracts. Except under special circumstances, all research grants and contracts are submitted through, and administered by, Regent University.

Sponsored programs that require matching funds by the university (i.e., equipment) will normally be submitted by the university and fiscally administered by the Business Office.

Academic year salary supplements, summer salaries, and consultation service fees to faculty paid from grants and contract funds will be negotiated with the appropriate deans and approved by the provost and executive director for operations and finance.

All grants and projects should include provision for appropriate university overhead expenses.

### Procedure

Preliminary discussions between faculty members and potential sponsors are encouraged and often precede the preparation of a formal proposal. The provost and his staff are available for discussion at any stage in the preparation of proposals. Formal procedures are based on the following guidelines:

1. A faculty member interested in submitting a proposal should consult with the dean to determine whether or not the proposed project is desirable with respect to the goals of the unit. In addition, the faculty member should consult with the provost and his staff regarding application and proposal development guidelines.
2. The faculty member then submits a proposal to the provost for review and approval based on university priorities and any specific requirements or conditions existing at that time. As appropriate, the provost reviews proposals with the Deans Council. The proposed project director is responsible for obtaining the dean's signature on the final copy.
3. If a proposal is disapproved for submission, the proposing faculty member may appeal the decision to the president for reconsideration and decision. The decision of the president is final.
4. If the proposed project involves special requirements (i.e., human subjects), the principal investigator is responsible for notifying the appropriate review board and providing all required justification for university and sponsor approval.
5. All financial reports and statements, property and equipment reports, inventions reports, interim and final technical reports, and close-out reports are submitted through the Business Office, where copies are retained on file in accordance with grant or contract requirements.

### Research Time

Research, publication and other scholarly activities are basic to the objectives and responsibilities of the university and its faculty. Recognizing this, the university is committed to the concept of research time for faculty to pursue individual intellectual inquiry, to publish and to engage in creative activities designed to improve the educational experience of the students.

The awarding of time for research is not a routine matter. It is based on an assessment of the benefit of significant intellectual activities to the university and the academic unit and provides for regular and periodic review of accomplishments.

1. Purchased and contributed faculty time for funded research - Wherever possible, the cost of faculty time during the contract year should be reimbursed to the university from grant or contract funds. When required, faculty time may be contributed, especially when the funded research has provision for financial support of graduate students or equipment. When such cost-sharing of faculty time is agreed to by the university, the contributed time will be planned in the schedule of the faculty member.
2. Faculty time for unfunded research (college or school research) - External funding is not always available to support the research activities of the faculty. To encourage creative activities, particularly in certain disciplines, time for academic research is provided by the academic unit's budget. This time is awarded on the basis of a well-developed activity that has the dean's approval. It is essential that such time be based on an activity that is both scholarly and of benefit to the university, the unit and the faculty member.
3. Faculty may engage in externally funded research not subject to university review and administrative control during periods of time when they are not covered by contract or as part of their consulting or external relationships described in the Consulting and External Work policy.
4. It is essential to demonstrate, through regular and periodic evaluation of the benefits derived from research, that this money is being spent wisely. It is recognized that, while in certain areas the

results of scholarly activities come to fruition only after a period of two or more years, more frequent evaluation of research time is necessary. Publication in a scholarly journal is certainly clear evidence, although not the only evidence, that the research is producing desirable results. Research in teaching and curriculum development may be more difficult to evaluate, but it is essential that an assessment be made. In extraordinary cases, outside expert review may be solicited in order to properly evaluate the research. (Academic Council, Approved November 1997)

## Protection of Human Subjects in Research (2:01:04)

From the beginning, mankind has been uniquely created as the image-bearer of God (Genesis 2:27). The Old Testament is very explicit on the requirement to respect and protect man as God's image-bearer. Penalties for violations were usually severe and exacting. The New Testament tells us that we are to love one another as ourselves (Matthew 22:39), and even secretly held anger against one another is a sin against God (Matthew 5:22). Biblical admonitions such as these tell us that biblical wisdom is needed when involving humans as objects of study.

Since the National Research Act (P.L. 93-348) became law in July 1974, the Department of Health and Human Services (formerly DHEW) has issued and revised guidelines for the use of human subjects in research. Current guidelines are published in the Code of Federal Regulations (45CFR46, March 8, 1983) and specify the ethical principles that must be followed to ensure that research subjects are treated humanely, that their dignity is maintained, and that their rights are preserved.

Ultimately, research efforts must be guided by three sources of criteria: the Holy Bible, civil laws and statutes, and the mission of Regent University.

The aim of this policy is to establish ethical procedures, communications and standards that will ensure adequate safeguards in the conduct of research to protect the rights and well-being of the subjects of that research.

### Definitions

School or College Review Board (SRB or CRB) - A committee set up by each school or college to enforce this policy and review all human subjects research.

Principal Investigator - The person who has responsibility for such research will henceforth be called the principal investigator. For student-conducted research, the supervising faculty member is the principal investigator.

Research - In this document the term research means the purposeful investigation of human behavior.

Subject - An individual living person about whom a researcher obtains data, either directly through interaction or indirectly through observation.

### Jurisdiction

The policies and practices contained herein apply to all research on human subjects conducted by personnel attending or employed by Regent University. Each School or College Review Board will have responsibility to assure adherence to these regulations.

### School or College Review Board

Each School or College Review Board is composed of a minimum of three faculty members. Each member must have the qualifications necessary to conduct an adequate and complete review of the research activities typically conducted at the university. The chairman is elected by the committee.

The appointment and duration of membership shall be determined by the school or college with the proviso that membership should be overlapping. The Provost's Office will make available to each college a consultant who will:

1. Advise the school or college on current issues in the field of human subjects research.

2. Provide, upon request of dean or Review Board, or at the direction of the provost, oversight review for proposals, particularly those that are potentially controversial.
  3. Provide expertise as needed in regard to specific proposals.
- The Review Board has the authority to review, approve, require modifications, and disapprove all aspects of human subject research (as defined earlier) of the college that relate to the use of human subjects in research. Approval by a majority of the members is required for all official actions.
- Initial research proposals must be approved by the Review Board before the research may begin. Research projects lasting more than twelve months must be reviewed annually by the Review Board during the anniversary month.
- Review Board records should include:
1. Copies of all proposals reviewed with decision status.
  2. Minutes of Review Board meetings.
  3. Review Board membership list.
- Records must be maintained by the school or college for at least three years after the final action of a research project.

#### Research Exempt from this Policy

- The following research is exempt from this policy:
1. Studies conducted in established educational settings involving research on regular and ongoing instructional events.
  2. Studies where the focus is on using educational tests and where the subject is unidentified.
  3. The research is a survey or observation of human behavior except:
    - a. If responses are recorded in a way that subjects can be identified.
    - b. If responses would place subject at risk of criminal liability or damage to finances, employability or dignity.
    - c. If research deals with "nonpublic" behavior.
  4. Research involving existing public data.
- Note: The Review Board is the official determiner of exemption status.

#### Overview of Review Board Approval Process

The principal investigator bears primary responsibility to determine if his research is subject to the human subjects policy and to submit that research to the Review Board approval process. When an investigator's research qualifies for exemption according to the criteria above, only a summary statement of the research intention and exemption reason is forwarded to the Review Board for review prior to actually beginning the research. The Review Board has the final determination as to whether the research is exempted. The exempted research investigator still may request a full review of the research to document that adequate safeguards are in place.

All persons conducting research on human subjects should avail themselves of the general ethical responsibilities delineated in relevant legal documents. There are discipline-related codes governing the conduct of research. The individual researcher should avail himself of the counsel and guidance of the codes which apply to his disciplinary area. The researcher must initiate or coordinate the compilation of a research proposal as outlined in the format attached to this policy.

The Review Board conducts the primary review of proposals according to the published criteria. The chairman is responsible for returning to the principal investigator information either on needed changes in the project, approval or disapproval.

#### Criteria for Review Board Approval of Research

- For research approval, the following requirements must be satisfied:
1. Involvement of subjects in the research project is consistent with biblical principles.
  2. Risks to subjects should be minimized. Minimal risk exists when the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those

ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

3. Description of the process for selection of subjects.
4. Informed consent is necessary and should be appropriately documented.
5. Provision is made for monitoring the research process to insure safety of subjects.
6. Safeguards are used to protect the privacy of the subjects and to maintain confidentiality of data.

#### General Requirement for Informed Consent

Following are the basic elements of informed consent:

1. Statements of: research procedures; general purposes; and expected duration of subject's participation.
  2. Description of any foreseeable risks or discomforts.
  3. Description of any potential benefits to subjects or others.
  4. Statement of extent of confidentiality of records.
  5. If more than minimal risk, an explanation of whether compensation or medical help will be made available.
  6. Explanation of who to contact for questions of research or injuries.
  7. Provision at any time for participant to withdraw immediately from study.
  8. When appropriate, statement that procedure may involve unforeseeable risks.
  9. Because of unforeseen circumstances, subject's participation may be terminated without regard to subject's consent.
  10. Any financial additional costs to subject that may result from participation in the research.
  11. Consequences and procedures of subject's decision to withdraw from research.
  12. Where appropriate, statement of where results of research are to be published or where available for viewing.
  13. The approximate number of subjects involved in the study.
- The Review Board may approve proposals which do not include or alter some or all elements of those mentioned above or waive the requirements because:
1. The research involves no risk to subjects or the institution.
  2. Waiver or alteration will not adversely affect rights of subjects.
  3. Research could not be practically done without waiver or alteration.

#### Human Subjects Review Board Research Proposal Format

Each proposal must be preceded by a one-page abstract and should contain at least the following information.

1. Name of principal investigator.
2. Purpose of study.
3. Methodology.
4. Nature of human subjects.
5. Duration of project (with inclusive dates).
6. Statement of any possible risk to subjects.
7. Whether study should be exempt from full review by the Review Board.
8. Expected outcome of study.
9. Funding source(s).

Attach to the front of the proposal the Human Subjects Review Board Proposal Approval Form. (Academic Council, Approved September 1991)

## Human Subjects Review Board Proposal Approval Form

Code# \_\_\_\_\_ 1st Review \_\_\_\_\_ or Annual Review \_\_\_\_\_

1. Principal Investigator \_\_\_\_\_ Date \_\_\_\_\_

Telephone \_\_\_\_\_ Campus Location \_\_\_\_\_

2. Title of Project \_\_\_\_\_

3. Reason for Exemption (if applicable) \_\_\_\_\_

Principal Investigator \_\_\_\_\_

(Signature) \_\_\_\_\_ (Date) \_\_\_\_\_

4. Decision of School or College Review Board \_\_\_\_\_

Dean \_\_\_\_\_ Date \_\_\_\_\_  
(Signature)

# Student Admission and Registration

## Admission Criteria and Procedures for On-Campus Programs (2:02:01)

### Master's or Professional Degree Program

Generally, admission to a master's or professional degree program at Regent University requires a completed four-year bachelor's degree from a state and regionally accredited post-secondary institution. Applicants possessing an earned bachelor's degree from a four-year program at a nonaccredited institution will be considered on an individual basis by the admissions committee of the school in which enrollment is desired. Applicants without a fully completed degree may be considered through the Accelerated Scholars and Professionals program.

The following criteria must be met for acceptance to degree-seeking status. Individual schools may have additional requirements.

1. High intellectual achievement and scholarship as evidenced by college grades, graduate entrance exams and academic recommendations. Specifically, those include:
  - a. A cumulative undergraduate grade point average of 2.75, based on a 4.00 scale. A minimum 3.00 grade point average in the major desired.
  - b. Submission of test scores, normally taken within the last five years, as required by each school. If the applicant has earned a previous graduate degree, this requirement may be waived by the school.
2. Maturity in spiritual and/or character qualities.
3. Personal goals consistent with the mission and goals of Regent University.

### Accelerated Scholars and Professionals Program

The Accelerated Scholars and Professionals (ASAP) program is designed for students who have had significant life experience preparing them to undertake graduate studies. It meets the special needs of mature professionals established in their fields who have not fully completed a four-year undergraduate degree and have limited time to further their education.

Individuals who have completed at least three years (90 semester hours/135 quarter hours) of undergraduate study, but have not earned a degree may be eligible to earn a master's degree in the ASAP program. All other criteria stated above apply. Each degree program may have additional requirements specific for that program.

Most qualified scholars may earn a master's degree in the ASAP program in less than the normal time needed to earn bachelor's and master's degrees separately. ASAP students will not receive a bachelor's degree from Regent University.

### Post-master's or Doctoral Program

Normally, applicants must have a master's degree in the same academic discipline as the one to which admission is sought or in a closely related field. Students with professional experience in the academic discipline are preferred, but this is not an absolute necessity. In addition to the steps set forth in the application process for all applicants, those seeking admission to a post-master's or doctoral program may be required to submit a writing sample reflecting research skills. Each school may establish additional criteria or requirements for acceptance to a doctoral program.

### Application Process

The following items are necessary to be considered for admission to degree-seeking status at Regent University:

1. Regent University application form.
2. Nonrefundable application fee.

3. Signed Community Life Form, which includes the Nondiscriminatory Policy and Standard of Personal Conduct.
4. Personal goals statement.
5. Personal recommendations as required by each school.
6. Transcripts. Official transcripts are required from all previous colleges or universities attended at either the undergraduate or graduate level, regardless of the number of courses or the nature of the work taken. They should be mailed directly from the sending institution to the school's Admissions Office. Once a transcript is submitted, it cannot be returned to the applicant nor forwarded to a third party. Photocopies of transcripts are not acceptable for permanent records.
7. Photograph. A wallet-sized photograph attached to the application for identification purposes (optional).
8. Tests. Each applicant must register for and take the test required by the school to which he or she is applying. An official copy of the score results should be sent to the Admissions Office by including Regent University's code number on the test registration form.
9. Required interviews: Each school determines the number of interviews required and designates the staff members who conduct the interviews. In-person interviews are preferred, but telephone interviews may be arranged.
10. Writing samples. Some Regent schools may require a writing sample. These samples, at the discretion of the schools, may be an essay or article written for college credit, a newspaper article or letter to the editor, or an article published in a church newspaper, magazine, professional journal, or business or political publication. If necessary, applicants may submit instead a typed, 500-word essay on some topic of public importance.

#### Law School Applicants

The Law School application deadline is April 1 for the fall semester. Every Law School applicant must take the Law School Admission Test (LSAT) and submit a Law School Data Assembly Service (LSDAS) report in support of his application. To do so, the applicant must register with the Law School Data Assembly Services (LSDAS). Once this is done, the applicant will be placed on a 12-month subscription service, which will make the applicant eligible to take the required Law School Admission Test (LSAT).

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

#### Joint Degrees Applicants

To meet the growing demand for professionals who are trained in more than one field, Regent University offers joint degrees programs between various schools within the university. Thus, a student may earn two graduate degrees in fewer total credit requirements than if the two degrees were earned separately. A joint degrees program applicant must apply for admission to both schools of a joint degrees program and meet any admissions criteria specific to each school. Each school shall notify the applicant regarding acceptance to its degree program. A joint degrees applicant who is accepted in only one school may enroll in that school but not in a joint degrees program.

#### Processing and Notification

It is the applicant's responsibility to ensure that all of the required information is available to Regent University for an admission decision. The admissions committee of the school to which application is being made will review the applicant's records when all information is complete.



Applications are reviewed and evaluated in the order in which they are received and completed. An admission decision will be communicated to the applicant in writing as soon as possible after the decision has been made.

The applicant should consult with the director of admission for the school to which he is applying for specific application information. Upon notification of acceptance, the applicant will be asked to sign an enrollment agreement which must be returned with a \$100 enrollment deposit. This deposit will be applied toward tuition at the time of registration. The enrollment deposit is refundable if the applicant notifies the Admissions Office of an intent not to enroll by July 1 for the fall semester, December 1 for the spring semester and May 1 for the summer semester.

#### Admission to Nondegree Status

Applicants desiring to enroll in courses at Regent University who do not intend to obtain a degree may be accepted on nondegree status. Admission requirements include:

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

Nondegree students are not eligible to receive financial aid and may enroll in courses on a space-available basis only. Nondegree students are limited to a maximum of 18 credits. Normally the Law School does not admit students on a nondegree basis.

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

1. Regent University Application Form.
2. Nonrefundable application fee.
3. A transcript confirming the applicant's attainment of at least a bachelor's degree and the required grade point average from a regionally accredited institution. The official transcript is preferred but a copy will be accepted for nondegree status.
4. Signed Community Life Form, which includes the Nondiscriminatory Policy and Standard of Personal Conduct.
5. One general recommendation (clergy, faculty or employer).
6. One interview with a representative of the desired school.

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

#### Professional Development Enrollment Approval

At the discretion of the individual schools, applicants desiring to enroll in one or two Regent courses for one term only may complete the Professional Development Enrollment Application/Registration form, listing the course(s) in which they desire to enroll. Professional Development applicants must have completed an undergraduate degree to be eligible for enrollment for graduate credit. Applicants who do not have an undergraduate degree may register for classes on an audit basis only.

The following items must be submitted to be eligible for acceptance as a Professional Development student at Regent University:

1. Professional Development Enrollment Application/Registration Form including signed Philosophy of Education.
2. Nonrefundable application fee.
3. A transcript confirming the attainment of a bachelor's degree if enrollment for credit is desired. An official transcript is preferred but an unofficial copy will be accepted.

Professional Development applicants will not be admitted to any of Regent's schools or colleges. They will be classified in the Professional Development program. Professional Development students are not eligible to receive financial aid and may enroll in courses on a space-available basis only.

Professional Development students are eligible to register for one term only, whether for credit or audit. A registration hold will be placed on subsequent terms. To be eligible for continued enrollment after that term, the Professional Development student must submit a regular application or a nondegree application for a specific school by the application deadline for the term desired. All additional admissions requirements must be met. The school will notify the student of its decision. Since all courses completed as a Professional Development student are posted on a nondegree transcript, the student accepted to a specific school must petition in writing to have those credits count toward his academic program completion.

### Readmission

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

Students in the following categories should apply for readmission through the Admissions Office:

1. Graduates seeking admission to a different school or a different degree program in the same school.
2. Current or former students who seek admission to a different degree program than their last term of enrollment.
3. Participants in the pastor's program who wish to change to degree status. (Academic Council, Approved February 1998)

### Admission for Distance Education (2:02:05)

Generally, admission to Regent University requires a completed four-year bachelor's degree from a state approved or regionally accredited post-secondary institution. Applicants possessing an earned bachelor's degree from a four-year program at a nonaccredited institution will be considered on an individual basis by the admissions committee of the school in which enrollment is desired.

Applicants for a program offered through distance education must reside in a state where Regent is either licensed, approved or otherwise allowed to operate.

### Initial Nondegree Status

To start a program through distance education, a student must begin as a nondegree student regardless of the completeness or quality of the application. Research has shown that distance learning requires more self-discipline than on-campus learning. One of the best predictors of successful completion of a distance education program is success at its beginning. Evidence of that success is required before admitting a student to degree candidacy.

If the applicant's undergraduate grade point average (GPA) is at least 2.5 (on a 4.0 scale), he may enroll on a nondegree status once he submits the following:

1. A transcript confirming the applicant's attainment of a bachelor's degree from a regionally accredited college. An official transcript is preferred, but a copy will be accepted for nondegree status.
2. The first page of the application packet indicating basic information
3. Nonrefundable application fee
4. Signed Philosophy of Education

If the applicant's undergraduate GPA is less than 2.5, he must submit a complete application package before enrolling in the first nondegree course. After reviewing the completed application package, the admissions committee of the school in which enrollment is desired will decide whether to

admit the applicant as a nondegree student. Such a process is designed to prevent frustration and disappointment later on.

### Admission to Degree Status

As a distance education student, the applicant may take up to 12 credits of nondegree coursework. The applicant will be admitted to degree candidacy if he receives a grade of B or better in every course taken while on nondegree status and the entire application package meets the admission standards.

The applicant must complete at least four credits and the entire application package to be considered for degree candidacy. The nondegree coursework completed by the student must include at least four credits from required courses (rather than electives) for the degree program to which he seeks admission. The components of an entire admissions packet include:

1. The Regent University Application Form.
2. Nonrefundable application fee.
3. Signed Philosophy of Education.
4. Personal Goals Statement.
5. Three recommendations (clergy or ministry leader, faculty and general).
6. Official transcripts. Transcripts are required from all previous attended institutions at either the undergraduate or graduate level, regardless of the number of courses or the nature of the work taken. They should be mailed directly from the institution to the Regent University Admissions Office. Once a transcript is submitted, it cannot be returned to the applicant nor forwarded to a third party. Photocopies of transcripts are not accepted for permanent records.
7. Photograph. A wallet-sized photograph attached to the application for identification purposes (optional).
8. Tests. Each applicant must register for and take the test required by the school to which he is applying.
9. Interviews. Two interviews are required: one with an admissions representative and one with a faculty member from the respective college.
10. Writing Sample (for Public Policy and Journalism programs).

### Admission Factors for Degree Status

The school or college admissions committees consider several factors when they evaluate an applicant for degree status:

1. Academic preparation and potential
2. Professional achievement and potential
3. Leadership achievement and potential
4. Character - commitment to excellence, innovation and integrity
5. Personal maturity - commitment to personal growth and community service
6. Compatibility of applicant's gifts with his goals
7. Applicant's commitment to his profession.

Each part of the application package covers one or more of these factors. Taken as a whole, they provide an indication of the applicant's potential for success in our graduate programs and career success following graduation.

The following information is a description as to how each part of the application package applies to the admission factors listed.

1. Past academic achievement is a predictor of future academic achievement. Past achievement is measured by college attended, degree earned, courses completed, grades received, and faculty evaluation.
2. Performance on a test that measures ability to do the types of analyses required in a graduate program.
3. Previous professional or other work achievements indicate initiative, drive, knowledge and skills that will help the student complete the program and achieve career success. They are measured

by self-reported achievements in the application, goals statement, and by recommendations. We look for achievements commensurate with age and experience.

4. A history of commitment to excellence, innovation, and integrity and a stated desire to pursue those values in the future indicates potential for a life that will glorify God. This is measured by the applicant's experience, goals statement, recommendations, and interviews.
5. Leadership achievements indicate potential for future leadership. These are measured by self-reported achievements in the application and goals statement, and by recommendations.
6. Personal maturity and commitment to service are measured by the self-reported record of service in the goals statement and interviews, and by recommendations.

#### Acceptance Classifications for Degree-Seeking Students

**Regular:** An applicant who meets all of the admissions standards will be accepted on regular degree-seeking status.

**Conditional:** An applicant who shows great promise, but has an incomplete application file may be admitted conditionally. The conditional status is removed when the missing parts of the application are submitted and are judged by the faculty to meet admission standards.

**Provisional:** An applicant who shows some potential for success but does not meet all of the academic standards for regular acceptance may be admitted provisionally. Provisional students must achieve at least a 3.0 average for their first 12 credits of coursework in order to continue in the program. Upon completion of 12 credits with at least a 3.0 average, the student's status is converted to regular degree-seeking status. (Academic Council, Approved October 1992)

#### Admission for International Students (2:02:04)

Graduate schools shall not admit international applicants until that school has offered its programs for a minimum of two academic years. Initial enrollment should occur during the fall term whenever possible. The school's director of admissions is responsible for obtaining necessary approvals for exceptions to this policy.

#### Admission Requirements

In addition to the normal admission requirements, an international applicant must comply with the following:

1. An applicant's admission materials should be received four months prior to enrollment.
2. To be considered for admission, 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).
3. The applicant must meet the normal minimum undergraduate grade point average or provide evidence of equivalent academic performance if a standard grade point system was not used.
4. All foreign language documents must be accompanied by an official translation into English.
5. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and score a 550 or higher to be considered for admission. Those who have taken the TOEFL and scored a 550 or higher need not take the test again. Applicants who have previously taken the TOEFL and scored less than 550 may retake the test to achieve the required score. The test should include the Written Test (TWE).
6. Recommendations must include an assessment of the applicant's English ability.
7. Applicants must register for and take the entrance test required by the school to which they are making application.
8. 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.

9. 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.

#### Conditions for Issuing Form I-20

Before the Form I-20 can be issued to the applicant, the following conditions must be met:

1. Academic acceptance for admission to Regent University.
2. Receipt of Certificate of Financial Recommendation documents verifying the applicant's financial resources for the entire period of study.
3. If required by the accepting school, receipt of applicant's \$2500 international enrollment deposit to Regent University. A deposit is generally required of applicants currently residing outside of the U.S. The amount of deposit varies depending on the university's assessment of the applicant's ability to meet the financial obligations as a student. Applicants currently residing in the U.S. may not be required to make a deposit.

#### Conditions for Issuing Form IAP-66

Before the Form IAP-66 can be issued to an applicant, the following conditions must be met:

1. Academic acceptance for admission to Regent University.
2. Receipt of Certificate of Financial Recommendation documents verifying the applicant's financial resources for the entire period of study.
3. If required by the accepting school, receipt of applicant's \$2500 international enrollment deposit to Regent University. A deposit is generally required of applicants currently residing outside of the U.S. The amount of deposit varies depending on the university's assessment of the applicant's ability to meet the financial obligations as a student. Applicants currently residing in the U.S. may not be required to make a deposit.
4. Indication 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). (Academic Council, Approved December 1995)

### **Auditing Courses (3:01:04)**

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

#### Changing from Audit to Credit

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

#### Changing from Credit to Audit

Students who enroll in a credit course for credit and later decide to audit the course shall file an approved academic petition with the Registrar's Office no later than three weeks prior to the end of the semester in which the course is taken and no later than two weeks prior to the end of a summer session. Students who request to change from credit to audit must be passing the course at the time the request is

made and upon approval must continue to attend classes. No refund will be granted unless the student changes from credit to audit in the first four weeks of classes (first two weeks of a summer session), according to the normal refund policy.

In cases of emergencies or unusual circumstances, exceptions may be made to the above deadlines with the submission of an approved academic petition. (Academic Council, Approved December 1993)

### Course Changes (Adds/Drops) and Refunds (3:01:02)

Students may change their class schedules during the authorized add/drop period at the beginning of each term by the completion of proper forms at the Registrar's Office. Normally, students will not be allowed to add a class after the add/drop period. Courses dropped during the add/drop period will not appear on the student's transcript. Courses dropped after the add/drop period will appear on the student's transcript with a Withdrawn (W) grade. Course withdrawals after the twelfth week of the semester require the approval of the dean.

Students dropping courses during a regular semester will be refunded tuition according to the following schedule:

First two weeks of classes (Add/Drop period)	100%
Third through fourth week of classes	50%
After fourth week	No refund

Students dropping courses during a summer session will be refunded tuition according to the following schedule:

First week of classes (Add/Drop period)	100%
Second week of classes	50%
After second week	No refund

Course withdrawals after the second week of a summer session require the approval of the dean. Course lab fees are not refundable after the second week of classes (first week of summer sessions). The university reserves the right to make adjustments in charges and refunds, if necessary, with proper notification to those affected. (Academic Council, Approved December 1993)

### Enrollment Status Classification (2:02:02)

#### Regular (Degree-seeking) Students

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

#### Provisional

If the admissions committee believes that the applicant has the potential for success in the degree program to which admission is sought, they may accept the applicant into the degree program on a provisional basis.

Students accepted on a provisional basis may be considered for need-based assistance grants and student employment, but will not be considered for scholarships until the provisional designation is removed. The student on provisional enrollment basis must meet the following requirements to no longer be classified as provisional.

**Law School:** Students admitted to the juris doctor program on a provisional basis must register for a minimum of 10 credits the first semester and must receive a grade point average of 2.00 for the courses taken that term. If students do not earn a grade point average of 2.00 or better for courses taken the first semester, the students will be placed on academic probation. All provisions of the Academic

Probation and Dismissal policy will then apply. After completing a minimum of 14 credits with a cumulative grade point average of 2.00 or better the students will no longer be considered provisional.

**Other Degree Programs:** Students accepted on a provisional enrollment basis in all other degree programs are limited to a maximum of 12 credits the first semester of enrollment. Each school may establish specific course requirements for the provisional students' first term of enrollment. After completing a minimum of nine credits with a 3.00 or better grade point average (2.00 for the M.Div. program) and meeting the course requirements set by the school, the provisional designation will be removed. Students entering Regent on a provisional basis who do not achieve a 3.00 GPA (2.00 for M.Div.) the first term will be subject to immediate dismissal. All provisions of the Academic Probation and Dismissal policy will then apply.

### Conditional

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

### Nondegree Students

Applicants desiring to enroll in courses at Regent University who do not intend to obtain a degree may be accepted on nondegree status. Admission requirements for nondegree students are specified in the Admission Criteria and Procedure for On-Campus Programs policy. (Academic Council, Approved March 1998)

## Full Time Classification (5:01:05)

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

1. Be enrolled for a minimum of nine credit hours (12 for Law) per regular academic semester or six credit hours during the summer session(s). This definition will be used for enrollment reporting purposes.
2. Be enrolled for a minimum of six credit hours per regular academic semester while simultaneously being employed at Regent University as a doctoral fellow in a position related to one's academic program.
3. Be enrolled for at least one credit hour per semester in one of the following culminating academic experiences: dissertation, thesis, portfolio, internship, or any other equivalent. The student's advisor may be required to certify in writing to the Registrar's Office that the student is working full time on the culminating experience. With the exception of doctoral students working on dissertations, a student shall not be classified as full time for more than two semesters while working exclusively on a culminating experience except as approved by the dean of the school or college.
4. Be enrolled for at least one credit hour in the last semester of enrollment necessary for completing the degree. (Academic Council, Approved September 1995)

## Independent Study (4:01:05)

An independent study is a learning experience that allows a student to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time, and resources permit. An independent study may be chosen for one of the following reasons:

1. The subject matter or academic activity is not included in regular course offerings and is pertinent to student's degree interests.
2. The subject matter or academic activity is significantly beyond the scope of scheduled course offerings.

An independent study shall constitute a contract between student and teacher and, as such, shall contain specific goals, expectations, and evaluation criteria in written form. The quality and effort of the study shall be equivalent to that expected in the classroom.

An independent study course shall be subject to the same academic policies as a regular course except that incomplete work shall be subject to the In Progress (IP) grade policy. The value of the independent study shall vary from one to four semester hours. Each school may establish limits to the total number of independent study credits that may be applied toward degree requirements.

1. The student and advisor shall assess the need for an independent study by reviewing the student's academic goals, the content of regular course offerings, and the student's progress toward degree requirements.
  2. The student shall complete an Individual Study form and obtain the approval signatures of the advisor and the independent study director.
  3. The student shall submit the approved Individual Study form to the school registration representative and register for the independent study during the registration period for the term in which the student intends to begin the study.
  4. The school shall distribute a copy of the Individual Study form to the dean, advisor, independent study director, and the student.
  5. The student and director shall make periodic contact during the course of study with a system of mutual accountability established.
  6. The study director shall perform the final evaluation and shall assign a final letter grade.
- (Academic Council, Approved April 1996)

### Internship (4:01:06)

An internship provides an opportunity for a student to apply classroom learning to actual work situations in the student's major academic area of concentration. It shall be a new and educationally rewarding experience for the student rather than a repeat of previous work experience.

The internship shall be supervised by a faculty director and by a professional practitioner in the student's field of concentration. A student may receive compensation for an internship subject to approval by his advisor and dean. Internship credit shall be variable with 90 hours of experience generally equaling one semester credit. Grading policies for the internship shall be established by each school. An internship is normally pursued near the completion of a student's degree program. To be eligible to register for an internship, a student shall have completed one-third of the total number of hours required in his degree program. Each school may establish other guidelines for the pursuit of internship credit.

1. Each dean's office shall provide the student with a suggested internship agreement format and detailed directions for obtaining an internship agreement contract.
2. The student shall, in cooperation with his advisor and internship director, obtain an internship agreement.
3. The student shall then complete an Individual Study form and obtain the approval signature of the faculty internship director.
4. The student shall submit the approved Individual Study form to the school registration representative and register for the internship during the registration period for the term in which the student intends to begin the internship.
5. The school shall distribute a copy of the approved form to the advisor, faculty internship director and student.
6. The faculty internship director shall determine the form and frequency of student contact and reporting during the internship.
7. The student shall request a formal performance evaluation letter from his professional supervisor to be sent to his faculty internship director.



8. The faculty internship director shall perform the final evaluation and shall assign a final grade. (Academic Council, Approved April 1996)

### Joint Degrees Programs (2:01:05)

The increasing complexity of today's society has created a growing demand for professionals who are trained in more than one field and are able to integrate two disciplines. To meet that demand, Regent University offers joint degrees programs between schools and colleges within the university in which the student may earn two degrees. For reasons such as content duplication, the total credit hour requirement may be reduced up to 20% from the requirements of the two degrees if earned separately.

Each joint degrees program requires completion of core courses, some electives and method courses, and in most cases an internship, thesis, or their equivalent. The internship or thesis focuses on a topic involving interaction between both fields represented by the degrees being sought. Specific details about joint degrees programs may be obtained by contacting the Admissions Office or the dean's office of the individual colleges.

The following guidelines are applicable to all joint degrees programs:

1. As a general principle, students should seek admission to a joint degrees program before the completion of one-third of any single degree program. This should coincide with the completion of the student's ADP.
2. Upon admission to two schools or colleges, the student will be assigned two advisors, one from each school or college. The student must obtain approval from both advisors in the registration process each term.
3. The student must obtain approval of the completed ADP from both advisors. Ordinarily this will require a joint meeting with both advisors and the student.
4. The culminating experience will be supervised and evaluated by a committee with members from both schools and colleges.
5. In consultation with both advisors, the student is responsible for planning and executing the joint degrees, taking into account course sequencing of core courses, major courses, and electives in both schools.
6. The student is responsible for fulfilling the specific requirements of individual schools and colleges, such as prerequisites and residency.

A joint degrees program will normally require a minimum of two-and-one-half to three years of full-time study (four years for the J.D. or M. Div. Degree). (Academic Council, Approved December 1990)

### Practicum (4:01:07)

A practicum is a field-based project that provides an opportunity for a student to gain practical experience in a particular field of study. Approval for a practicum shall only be given if there is evidence of significant learning opportunities related to the student's major area of study. A practicum shall constitute a contract between student and teacher and, as such, shall contain specific goals, expectations, and evaluation criteria in written form. The quality and effort of the practicum shall be equivalent to that expected in the classroom.

Practicum credit shall be variable with 90 hours of experience equal to one semester credit. Grading policies for the practicum shall be established by each school. Each school may establish limits to the total number of practicum credits that may be applied toward degree requirements. To be eligible to register for a practicum, a student shall have completed 12 credit hours, shall have a 3.00 cumulative GPA and shall have obtained approval from the faculty practicum director.

1. The student and advisor shall assess the need for the practicum by reviewing the student's progress toward degree requirements and determine how the practicum will meet the student's educational goals.
2. The student shall complete an Individual Study form and obtain the approval signatures of the faculty practicum director.

3. The student shall submit the approved Individual Study form to the school registration representative and register for the practicum during the registration period for the term in which the student intends to begin the study.
4. The school shall distribute a copy of the approved Individual Study form to the dean, the advisor, the practicum director, and the student.
5. The student and faculty director shall make periodic contact during the course of study with a system of mutual accountability established.
6. The faculty practicum director shall perform the final evaluation and shall assign a final grade. (Academic Council, Approved April 1996)

### Registration and Payment (3:01:01)

Only students who have formally applied and have been officially accepted to enroll at Regent University may register for courses. An open registration period for each semester shall be conducted in the previous term.

Students may enroll for a maximum of 16 hours per semester. Exceptions must be approved in writing by the dean of the school in which the student is enrolled prior to registration.

All student accounts must be resolved through the Business Office by the school deadlines prior to the beginning of each semester. Unresolved accounts after the end of the appropriate deadline will be charged a \$100 late fee. Settlement of a student's account includes either payment in full or utilization of a university-endorsed payment plan. Students who have not satisfied all payment requirements by the end of the add/drop period will be disenrolled.

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

Students applying for veterans benefits should register during the open registration period. Students need to apply early as it may take up to 45 days for students to receive payment. All necessary paperwork should be processed through the Registrar's Office. (Academic Council, Approved November 1997)

### Repeating a Course (4:02:05)

#### All Master's Level Courses

A student who receives a grade of F in a required course must repeat the course in order to graduate. A student may elect to repeat any other course. 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. However, all grade entries on the transcript remain a part of the student's permanent academic record. If the course being repeated is offered under a different course number than when the student first took the course, the student must indicate that it is a repeat course at the time of registration.

#### Law School Courses

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

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

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

Only the credit hours successfully completed for the repeat course may be used in calculating cumulative credit hours earned toward satisfying degree requirements. If the course being repeated is offered under a different course number than when the student first took the course, the student must indicate that it is a repeat course at the time of registration. (Academic Council, Approved February 1997)

### Withdrawal from the University (3:01:10)

A student who wishes to withdraw voluntarily from the university during a semester shall meet with the dean of his school or college and secure the dean's signature on the withdrawal form. The student must satisfy all financial obligations before leaving campus or he or she will not receive academic transcripts or be allowed to re-enroll. Grades of W (Withdrew) shall be placed on the student's transcript for the courses in which the student was enrolled.

A student who leaves the university during a semester without officially withdrawing will be administratively withdrawn and will forfeit fees or deposits paid to the university. W (Withdrew) grades shall be placed on the student's academic transcript for courses enrolled in that semester unless the dean specifies that WF (Withdrew Failing) be posted.

If a student is suspended for disciplinary reasons, grades of W will be recorded on the academic transcript for the courses in which the student is enrolled. The regular refund policy applies for a student suspended for disciplinary reasons. (Academic Council, Approved December 1993)

## Student Operations

### Academic Appeals (5:01:06)

When a student has a complaint other than a complaint that is not covered in another policy regarding a decision that he or she believes adversely affects his or her academic career at Regent University, the student should arrange a meeting with the individual(s) responsible for the decision.

If the meeting does not result in a satisfactory conclusion, the student may file an academic appeal with the dean of the college or school. The appeal must be filed within 30 days of the date of the decision and must include the following:

1. Student's full name.
2. Student's social security number.
3. Reason for appeal and supporting documents.

The dean must respond in writing to the appeal within 30 days stating his or her decision and the reason for such decision.

If the student is not satisfied with the dean's decision on the appeal, or if the dean is responsible for the original decision, the student may file an appeal with the provost. This appeal must occur within 30 days of the dean's decision and include the materials described above and, if appropriate, the dean's response.

The provost will review the appeal within 15 days. If the provost determines that the petition warrants review, it will be referred to a subcommittee of the Academic Council for a final decision. The subcommittee will meet within 30 days of the provost's decision. They may only overturn the original decision if they determine that the decision was arbitrary and capricious.

If the provost does not believe the petition is sufficient to warrant review the petition will be rejected and this decision will be considered final. (Academic Council, Approved September 1996)

### Academic Integrity (4:02:01)

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

Conduct that violates academic integrity includes:

1. Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding or deceiving. Examples of dishonesty include: copying from the examination paper of another, allowing one's own examination paper to be copied, reading without the instructor's consent a copy of the examination prior to the date it is given, giving or receiving unpermitted aid on a take-home examination, use of unauthorized aids, submitting the same work product in more than one course without the express permission of the instructor(s), or disclosing or accepting information if one takes a test at a different time than other students in the same course.
2. Plagiarism. This is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral.

Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Catalog and the Student Handbook. (Academic Council, Approved January 1994)

### Academic Probation and Dismissal (4:02:08)

It is expected that students will maintain a 3.00\* cumulative grade point average for courses taken at Regent University. A student's academic status will be determined at the end of each semester by the Registrar's Office.

#### Academic Probation

When a student's cumulative grade point average falls below 3.00\*, the student shall be placed on academic probation the next term of enrollment of substandard GPA. Students on academic probation should consult with their advisors to improve their academic performance. Academic probation status is recorded in the student's academic record. When a student is placed on probation the dean shall notify the student in writing of any specific instructions for improving academic performance. A student will be removed from academic probation when the cumulative grade point average is 3.00\* or above.

#### Academic Dismissal

A student on probation whose cumulative grade point average is below 3.00\* at the end of the probationary term shall be subject to dismissal. (In other words, the student has one semester/term to bring the low GPA back to the acceptable 3.00\*.) (In the School of Law, the dismissal action is taken at the end of the spring semester.) The dean will notify the student, in writing, of the dismissal.

#### Petitioning for Reinstatement

Students who have been dismissed may petition for reinstatement through the Dean's Office, after one academic year, unless other criteria for possible reinstatement were contained in the dismissal letter. All petitions for reinstatement will be considered on an individual basis. Reinstatement will be granted

---

\*2.00 for Master of Divinity and Juris Doctor degrees.

only on a petition demonstrating that there is a strong likelihood that the student possesses motivation and capacity to successfully complete the academic requirements. The dean shall notify the student in writing of the school's decision regarding reinstatement. Students who are reinstated shall be required to comply with any conditions set forth in the letter of reinstatement.

A copy of the reinstatement form and all letters regarding academic status shall be sent to the Registrar's Office to be placed in the student's university file. (Academic Council, Approved March 1998)

### Advising (5:01:01)

Students shall be assigned an advisor to help them plan a degree program and to give career and personal guidance during their graduate program. It is the students' responsibility to meet the requirements of the degree as established by the faculty, administration, and Board of Trustees and as defined in the student's approved degree program.

Advisors shall be available to assist students during the registration process and throughout the year. Advising students shall be regarded as a central and integral part of the instructional responsibility of faculty members. To the degree possible, advisors shall be matched with the areas of the student's specific interests.

#### Advising Procedures

1. At the time of formal admission, the college or school shall inform new students in writing of the name of their assigned advisor and shall enter the advisor assignment in each student's record.
2. At the beginning of each academic term, the school or college shall provide each professor a list of all advisees who are enrolled for that term.
3. Students shall be responsible for taking the initiative to obtain advisement.
4. Faculty, students or deans may request a change of advisors through the dean's office. The dean shall approve all advisor changes.
5. Advisors shall approve the schedule and course load of all advisees for each academic term and shall meet with advisees each term as appropriate.
6. Students shall obtain their advisor's written approval on the Add/Drop Request form to drop or add a course during the authorized add/drop period. Courses may be dropped after the authorized date only for unusual reasons and with the dean's approval.
7. Students wishing to enroll in a class offered by a school other than the school in which they were admitted shall obtain approvals from the following: advisor; dean of the school or college in which they are enrolled; instructor of the course; and dean of the school or college in which the course is taught.
8. Students shall obtain the approval of their advisor and dean on the Individual Study form for the following academic experiences: practicum; independent study; internship; professional portfolio/project; thesis; and tutorial.
9. The student's approved degree program will be maintained in the university audit degree database system. Students may request a printout from their school. Changes to students' approved degree programs shall require approval on an academic petition form, which is available in the dean's office.
10. Students voluntarily withdrawing from the university during a term shall complete a Withdrawal form and obtain approvals from the appropriate advisor and dean.

#### Joint Degrees Advising Procedures

1. As a general principle, students should seek admission to a joint degrees program before the completion of one-third of any single degree program. This should coincide with the completion of the student's approved degree program.
2. Upon admission to two schools or colleges, the student will be assigned two advisors, one from each school or college.

3. The student must obtain approval of the joint degrees program from both advisors in the registration process each term. Ordinarily, this will require a joint meeting with both advisors and the student.
4. The cumulating experience will be supervised and evaluated by a committee with members from both schools and colleges.
5. In consultation with both advisors, the student is responsible for planning and executing the joint degrees, taking into account sequencing of core courses, major courses, and electives in both schools.
6. The student is responsible for fulfilling the specific requirements of individual schools and colleges, such as prerequisites and residency. (Academic Council, Approved March 1996)

### Class Attendance (4:01:03)

Class attendance is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments and class participation. Regular attendance at classes and laboratories is expected and, for the School of Law, is mandatory. It is left to the individual faculty member to evaluate each student's record of attendance in arriving at a final grade. (Academic Council, Approved February 1997)

### Degree Program Audit (5:01:02)

In order to graduate, students must complete all the degree requirements published in the Catalog for the degree program in which they are enrolled. Requirements will be maintained in the degree audit module of the university's database system. Students may obtain from the school or college an Academic Evaluation Report which gives a detailed account of their progress toward degree requirements and the requirements that remain for degree completion.

Students enrolled in degree plans that vary significantly from the published requirements for the school in which they are enrolled should consult with their school or college to determine how their degree requirements can be defined in the degree audit module so that an accurate Academic Evaluation Report is available. (Academic Council, Approved March 1996)

### Financial Holds on Academic Records (3:02:04)

The Business Office will place a financial hold on the academic records of present and former students who have an outstanding account with the university. Such individuals will not be allowed to register for classes nor will any academic documentation or information (i.e., grades, transcripts, diplomas, etc.) be released to them until the necessary payment is received by 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 is then allowed to release any requested academic documentation or information to the individual. (Academic Council, Approved January 1996)

### Grade Change Appeals (4:02:04)

When a student has a grievance regarding a course grade, he or she shall first arrange a meeting with the instructor of the course who will explain the reason for the grade and, if warranted, change the grade. The instructor may raise the grade, lower the grade, or leave the grade unchanged. To question a grade, the student must initiate contact with the instructor involved within 90 days (60 days for the Law School) from the end of the semester for which the grade was assigned. If the instructor is unavailable during the 90-day period (e.g., summer), the student must notify the dean of the school in writing of his desire to appeal the grade to the instructor. If no appeal is filed within the 90-day period, the grade will be considered final.

If the student believes that he or she has not received a satisfactory resolution of the grievance from the instructor, he or she has 30 days from the instructor's decision to appeal to the dean of the school/college for resolution. The student may meet informally with the dean or may write a petition to the dean that includes: his full name, social security number, course number and title, semester and year enrolled, name of instructor, grade received, reason for the protest, and supporting documents. The dean shall respond in writing to the student within 30 days of the date of the meeting or petition.

If the student believes that he or she has not received a satisfactory resolution of the grievance from the dean, he or she has 30 days from the dean's decision to submit a written appeal to the provost which includes the same information noted above. The provost will review the petition. If the provost determines that there is insufficient justification to warrant review by the Academic Council, the petition will be rejected and this action will be considered final. If the provost determines that the petition warrants further review, the matter will be referred to a subcommittee of Academic Council for a final decision. No further appeals will be entertained by the university regarding the matter.

The provost will inform the instructor, dean and student in writing of his or the Academic Council's decision within 30 days of the delivery of the petition. (Academic Council, Approved April 1998)

### Grading System (4:02:03)

To remain in good academic standing in the Ph.D., MBA, D.Min. and all Master of Arts degree programs, a student must maintain a 3.00 grade point average. The following grading system shall be used for these programs:

<u>Grade</u>	<u>Quality Point</u>	<u>Meaning of Grade</u>
A	4.00	Superior
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Poor
F	0.00	Failing

To remain in good academic standing in the Master of Divinity and Juris Doctor degree programs, a student must maintain a 2.00 grade point average. The following grading system shall be used for the Master of Divinity degree.

A	4.00	Superior
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Poor
D-	0.67	Very Poor but not Failing
F	0.00	Failing

The following grading system shall be used for the Juris Doctor degree.

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

#### Explanation of Symbols

Additional symbols that may be used on any grade report are defined below:

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

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

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of hours attempted exclusive of P/NP, Audit, and courses in which an Incomplete or In Progress is assigned. Grades of F, W, WF, or Audit may not be used to meet minimum hour requirements. Professional development courses such as internships and practicums will be graded on a P/NP basis.

#### Withdrawal from Course Grades

A grade of W or WF shall be given to a student who withdraws from a course after the authorized add/drop period up to the end of the semester registered. The designation WF shall be counted as an F in the computation of the GPA; the designation of W shall not be counted in the computation of the GPA. Any student who seeks to complete a course to which a W grade has been posted must register in a subsequent term and pay the full current tuition for the course.

#### Incomplete Grades

An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student's part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following semester. If all work is not submitted by the end of the following semester, a grade of FX will be posted automatically. The FX shall be counted as an F in the computation of the GPA.



### In Progress Grades

In progress grades shall be given when work is not completed by the end of the semester for the following academic work: independent studies, internships, practicums, portfolios, theses, and dissertations. An IP is also an appropriate grade for courses in which the completion of course requirements for all students extends beyond the semester in which the course is offered. An IP may be continued for a maximum of two semesters. If the requirements for removal of the IP grade are not completed by the end of these two semesters, an NP grade will be assigned. Any student desiring reinstatement to the course after an NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course. (Academic Council, Approved October 1996)

### Graduation Requirements (5:01:08)

Regent University will graduate those students who are in good standing upon the satisfactory completion of all degree requirements. Note: To graduate is to be granted an academic degree or diploma.

Students are subject to the degree requirements listed in the Catalog for the year during which the student first enrolls. A student may petition the dean to use a subsequent Catalog. If the student is not enrolled for more than one year and is later readmitted, the student must meet the degree requirements current at the time of readmission.

#### Procedure

1. All students desiring to graduate must file a Graduation Application with the Registrar's Office by:

February 1	for	Spring Graduation
May 15	for	Summer Graduation
October 1	for	Fall Graduation
2. The Registrar's Office shall obtain approval of the Graduation Application from each student's dean and advisor.
3. Students who are not approved to graduate in the term stated on the Graduation Application must file another Application in a subsequent term.
4. Diplomas will be issued and degrees posted on transcripts only when the Registrar's Office 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. Completion of all requirements within five years for the master's degree and juris doctor and seven years for all doctoral degrees from the date of the student's initial enrollment. Extensions are granted for good cause and with approval of the student's advisor and the dean of the school in which the student is enrolled.
  - c. A minimum cumulative grade point average of 3.00 (2.00 for M.Div. and J.D. students).
  - d. Payment of graduation fee.
  - e. Payment of all university financial obligations, including housing.
5. Students on academic or disciplinary probation will not be allowed to graduate.

#### Commencement

Regent University holds one commencement ceremony each year at the end of the spring semester. Students must be approved to participate in commencement. Students approved to graduate in the spring, summer or fall terms are strongly encouraged to participate in the commencement ceremony

for the conferring of the degree. Students who are unable to attend commencement should notify the Registrar's Office in writing at least one month prior to the ceremony.

Students who desire to participate in commencement but have not completed all requirements, may participate under the following conditions:

1. They must finish their program requirements in the summer term immediately following commencement.
2. They must have a signed document from their school or college indicating that the coursework can be completed during summer term, i.e., courses are being offered or arrangements being made to provide the necessary courses. The school or college must state that they believe summer completion will occur. The school or college should send these signed statements to the Registrar's Office for their files.
3. They must register and pay for coursework during summer registration. (Academic Council, Approved April 1996)

### Student Course Feedback (4:01:04)

Student course feedback forms offer students a means by which they can provide input in assessing and improving course design and teaching performance. Students assess their instructors in: 1. course competencies, content and instructional methodology; 2. faculty mentoring; and 3. biblical perspectives and advisement.

Each school shall design and administer student course feedback forms for each course taught as part of the unit's systematic evaluation of instructional performance. Individual instructors may use other instruments to gain additional information.

The results of the course feedback surveys shall not be made public but will be available to the instructor, the dean, and those involved in personnel decisions.

1. Student course feedback forms should be collected by the dean's designee and delivered to the dean's office during or immediately following the last class of the semester in which the course is offered or after the last exam.
2. After grades have been submitted, the evaluations will be made available to the instructor.
3. The instructor will review the evaluations and provide a written response on how he or she intends to modify or improve the course based on the ratings received. The instructor will also have an opportunity to comment on the rating received. These comments shall be taken into account by the persons or groups charged with making or advising on personnel decisions.
4. The instructor will return the evaluations, a written response, and written plans for revising the course syllabus, if appropriate, to the dean.
5. The dean will retain the evaluation information for three years.
6. Summaries of the information from student course feedback forms may be used for accreditation and statistical purposes as long as the information does not reveal the identity of the individual faculty member. (Academic Council, Approved January 1994)

### Student Discipline (4:02:09)

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.

If a violation relates to academics, it should be referred to the dean of the school in which the student is enrolled. If the violation does not relate to academics, it should be referred to the director of Student Services who will resolve the problem in concert with the dean of the school in which the student is enrolled.

1. The administrator(s) must report all instances of student discipline to the provost immediately.

2. After considering the seriousness and type of offense, the administrator(s) will determine at which point discipline should begin. Whenever possible, it should begin at the least intrusive point.
  3. The administrator(s) shall meet with the student to discuss the suspected violation and come to an agreement or decision. The administrator(s) may, if appropriate, include the advisor or a committee of faculty and a Council of Graduate Schools (COGS) representative to consider the matter and render a recommendation to the administrator(s). The administrator will advise the student, either orally or in writing, regarding the agreement or decision, which would be one of the following:
    - a. Resolution - The issue is dropped or resolved with no further action taken.
    - b. Warning - A written warning, specifying the unacceptable behavior and indicating what is expected, will be placed in the student's permanent file as maintained in the dean's office. If an agreement is reached, the student will be asked to agree in writing to live within the framework of the agreement.
    - c. Suspension - The student may be suspended from the institution for a specified period of time. Suspension may begin at any time. Absence from class will not be excused, but the student may have the privilege of taking examinations and submitting major papers. The suspension will be noted in the student's permanent file as maintained in the dean's office. The student will be allowed to return if the dean so recommends and the provost approves.
    - d. Dismissal - In severe situations, the student may be immediately dismissed from the university. The student forfeits all university privileges. Refunds are made in accordance with the refund policy and a grade of W is recorded on the academic transcript for classes in which the student is enrolled. The student may reapply for readmission after one full academic year from date of dismissal and may be readmitted if the dean so recommends and the provost approves.
  4. If an agreement or decision cannot be made, the provost will be consulted for mediation or arbitration.
  5. Should the student feel that the agreement or decision made by the administrator is not just, he or she may submit a written appeal within 48 hours through the administrator to the provost. If the student appeals a dismissal decision, he or she may be permitted to remain in school until the appeal has been heard, if the provost approves.
  6. The provost will appoint a subcommittee of the President's Cabinet to hear the appeal within two weeks and make a recommendation to the president. The subcommittee may only recommend overturning the decision of the administrator if they determine that the administrator's decision was arbitrary or capricious.
- Throughout the discipline process, the student has the right to and should seek counsel. The student also has the right to confront his or her accusers. (Academic Council, Approved September 1995)

### Student Evaluation (4:02:02)

Each school or college shall determine the evaluation policies governing student performances necessary to complete any course in the school's curriculum and to complete the school's degree program. The method for evaluating student performance in each course shall be stated in the course syllabus. Degree completion requirements shall be stated in the Catalog.

1. All examinations shall be taken at the time announced by the instructor. If a student misses any examination, it shall be his responsibility to make arrangements with the instructor to take a make-up examination.
2. Alternatives such as a written paper or creative project may be adopted in lieu of final examinations at the discretion of the individual instructor.
3. Faculty shall submit term grades by the date set by the Registrar's Office so that grades can be sent to students in a timely manner. (Academic Council, Approved November 1993)

## Student Records Confidentiality (3:02:01)

### Access to Student Educational Records by the Student

Students wishing to review their educational records must make a written request to the Registrar's Office listing the item(s) of interest. Educational records include those files and their contents which are maintained by official units of the university. Educational records do not include:

1. Records of instructional, administrative and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute authorized by the maker.
  2. Records of a law enforcement unit.
  3. Student health and counseling records.
  4. Employment records or alumni records.
- Students may not inspect and review the following:
1. Financial records of parents or guardians.
  2. Confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review.
  3. Education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student.

Students may have copies of their records with the following exceptions: academic records for which a financial hold exists, or transcripts of an original or source document which exists elsewhere. Students will be charged for these copies.

Students who believe that their educational records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their concerns with the registrar. If the registrar agrees with the students' requests, the appropriate records will be amended. If the registrar does not agree, the students will be notified within a reasonable period of time that the records will not be amended and of their right to a hearing.

Student requests for a hearing must be made to the provost in writing specifically setting forth the nature of their disagreement with their educational records. The dean of the students' college or school will appoint a Hearing Committee and schedule a hearing. The Committee will include: a representative from Student Services, a representative from the Registrar's Office and the student's advisor or another faculty member from the school in which the student is enrolled. The dean will inform the student of the time, date, and place of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of their choice, including attorneys, at the students' expense.

Decisions of the Hearing Committee will be final, based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. If the decision is in favor of the students, the educational records will be corrected or amended.

If the decision is unsatisfactory to the students, the students may submit a statement commenting on the information in their records, or statements setting forth any reasons for disagreeing with the decision of the Hearing Committee. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

### Access to Student Educational Records by Others

#### Directory Information

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

Directory information includes: name, address, 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 and participation in officially recognized activities. Only the Registrar's Office should disseminate directory information. All inquiries for such information should be forwarded to the Registrar's Office.

Schools may distribute in-school directories to students if the school adheres to this policy. If additional information is added, the school must receive signed waivers from students whose names and other information will appear in the directory. Care should be taken that names or lists not be released to outside parties.

### Nondirectory Information

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

1. Officials of other institutions in which students seek to enroll.
2. Persons or organizations providing students financial aid.
3. Accrediting agencies carrying out their accreditation function.
4. Persons in compliance with a judicial order.
5. Persons in an emergency in order to protect the health or safety of students or other persons.

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

Faculty and staff access to student educational records for administrative reasons is allowed provided that such persons are properly identified and can demonstrate a legitimate educational interest in the material. Students may have access to appropriate information as designated by the dean or department head. If a breach of confidentiality occurs, appropriate formal disciplinary action will be taken up to and including dismissal from employment. In order to remind the Regent community of the confidentiality policy, the Registrar's Office will transmit a computer broadcast message every fall and spring to all faculty, staff and students. (Academic Council, Approved March 1996)

### Thesis Manuscript Guidelines (4:01:10)

Each school shall determine its writing style requirements for theses, portfolios, and other student-prepared writings. These requirements shall be communicated in writing to students and to the University Library. All theses and portfolios should be prepared as carefully as a manuscript for publication. All theses are submitted to UMI (University Microfilms International) for publication in their Dissertation Information Service. The following guidelines should be observed:

1. Prepare the manuscript on either a typewriter or a text processor (word processor, personal computer, or mainframe).
2. Type or print the manuscript on white acid-free paper, minimum 20-pound weight, and 8 1/2" x 11" in size. Please do not use erasable papers.
3. Double-space all textual materials. Long quotations and footnotes/endnotes may be single-spaced. Leave one inch margins on all sides of each page.
4. Use a type size that is 10-point or larger on a typewriter or letter-quality printer that provides dark black characters which are consistently clear and dense.
5. Make corrections with care. Correction fluid and correcting tape should not be used since they "cover up" errors and can bleed or flake away from the paper, exposing the uncorrected type.
6. In the final copy, include at least the following parts, each of which has some kind of page numbering: title page with copyright notice on the version; approval page with committee members' signatures; table of contents; completed text; and references.
7. For all theses, provide a separate abstract of not more than 150 words, which is a succinct account of the work. The title and author's full name should be included. Please do not number it as part of the thesis. It will appear in Master's Abstracts International.

8. Choose a thesis title which provides a meaningful description of the contents. Modern retrieval systems use the key words in the title to locate the thesis.
9. If copyright registration is desired for the work, request UMI to apply at the same time the thesis agreement is signed at the university Library or submit an application directly to the U.S. Copyright Office. (Academic Council, Approved September 1990)

### Thesis/Professional Portfolio (4:01:09)

The master's thesis is one of several options that master's-level students may choose to receive a master's degree from Regent University. Where authorized, students may choose a professional portfolio option in place of the thesis. The thesis is a document incorporating research (historical, critical, and/or empirical), analysis and conclusions on an issue or topic in a discipline of the master's degree. The professional portfolio is a document incorporating research and the producing of a final work which demonstrates professional competence and creativity in a discipline of the master's degree.

Each school or college shall establish specific guidelines for the thesis/portfolio proposal, as well as for the thesis/portfolio itself and shall provide those guidelines to students. Students shall register for the thesis/portfolio credits during a regular registration period. The student shall receive an In Progress (IP) grade at the end of the semester unless all thesis/portfolio requirements-including payment of library binding charges-have been met and verified by the Registrar's Office.

1. The student, in conjunction with the advisor, shall select a thesis/portfolio topic and shall secure by agreement a faculty member to serve as chairman of the thesis/portfolio committee.
2. The student and the chairman shall secure by agreement other faculty members to serve on the thesis/portfolio committee. Schools or colleges may permit one specialist in the discipline from outside the university to serve on the committee in place of a faculty member.
3. Each school shall provide each student with forms, accompanying regulations, and deadlines for its thesis/portfolio requirements.
4. The student shall prepare and receive approval for the thesis/portfolio proposal from the committee before beginning the actual work. Each committee member shall sign an approved proposal on the title page. The student must submit a copy of the signed proposal to the dean's office before the end of the semester preceding the expected semester of graduation. Colleges or schools may require a student to enroll in thesis or portfolio proposal credit (in addition to the regular thesis credits) prior to engaging a faculty member or committee in the development of a thesis/portfolio proposal.
5. The student shall complete an Individual Study form and obtain the approval signature of the thesis committee chairman.
6. The student shall submit the approved Individual Study form to the school registration representative and register for the thesis/portfolio credit during the registration period for the semester in which the student intends to begin the study.
7. The school shall distribute a copy of the Individual Study form to the dean, the advisor, the thesis/portfolio committee chairman and the student.
8. The student shall conduct the thesis/portfolio activity with periodic consultation with the committee chairman.
9. The student shall submit a copy of the completed thesis/portfolio to each member of the committee for final evaluation.
10. For those schools or colleges which require an oral defense, the student shall then defend the thesis/portfolio to the committee. The oral defense may be public, at the option of the school or college.
11. The thesis/portfolio committee shall perform the final evaluation. The committee shall continue to work with the student until all revisions and corrections have been made.
12. When all revisions and corrections have been verified, the student shall submit the revised manuscript on archival paper for approval by all committee members and, if the school requires, by the dean. All required signatures shall be placed on the thesis/portfolio at the appropriate place. The student shall obtain the committee chairman's signature on the thesis/portfolio approval form.

13. The student or his proxy shall then move the thesis/portfolio through appropriate channels until all approvals specified on the approval form have been signed.
14. The student shall provide one copy for the committee chairman and two copies for the library. Additional copies may be required of the student by the respective school or college.
15. Upon receipt of the thesis/portfolio approval form from the library, the Registrar's Office shall post a passing grade for the thesis/portfolio.
16. The student shall pay all fees incurred for the thesis/portfolio. A diploma and transcript will not be released until all fees and encumbrances have been paid.
17. According to the Grading System policy, if a student does not complete the thesis/portfolio by the end of the two semesters allotted, a No Pass (NP) grade shall be posted and the student desiring to complete work on the thesis/portfolio shall be required to re-register and pay for the thesis/portfolio credits. (Academic Council, Approved April 1996)

## Transcripts (3:02:02)

### Transcript Information

The Registrar's Office shall maintain in the university's database a permanent, complete record of each student's educational progress. Printed transcripts shall include the following information:

1. Name and address of the institution.
2. Name and ID number of student.
3. Previous undergraduate and graduate degree(s) and name of institution granting each degree.
4. Regent University school in which student is enrolled.
5. Major area of concentration.
6. Dates of attendance.
7. Course identification and credit hours.
8. Grades and grade points.
9. Statement of transfer credits where applicable.
10. Statement of academic probation and dismissal where applicable.
11. Identification of degree and date granted.
12. Identification of calendar system.
13. Explanation of grading system.
14. Applicable accreditations.

Authentication of transcripts shall include the university's official seal, the date of release, and the signature and title of the certifying officer. Transcripts issued directly to the student shall be conspicuously marked "Issued to Student."

All requests for transcripts must be made in writing to the Registrar's Office. Transcript copies are subject to a handling fee. Transcripts will not be released for current or former students who have not paid their financial debts to the university (i.e., bursar hold, parking fine or library hold). Three copies of a transcript will be issued to students without charge upon the completion of graduation requirements.

### Transcript Security

Regent University faculty and administration shall protect the confidentiality of each student's academic record. Only those Regent officials with authority to act in the students' academic interest shall be allowed access to student academic records.

All official and unofficial copies of the permanent transcript shall be provided by the Registrar's Office, although schools may print unofficial copies from the university's database for advising purposes. These copies should be kept in a limited access area in the dean's/advisor's office. All other offices are prohibited from reproducing copies. (Academic Council, Approved January 1996)

## Transfer of Graduate Credit (5:01:03)

For all programs except the divinity programs and law programs, Regent University limits the number of transfer credits to a maximum of 25% of the total credits required for the degree. For the divinity programs, more than 25% may be transferred toward the student's degree requirements. All transfer credit must have the approval of the dean of the school. For law, one third of the total required credits may be transferred.

To be approved for transfer, credits must have been taken from a regionally accredited institution or one approved by the Regent school in which the student is enrolled. Except for divinity programs, credits accepted for transfer cannot have been counted on a previously completed degree program at Regent or any other institution. Courses with grades below B (C for the J.D. and M.Div. programs) will not be accepted for transfer. When transfer courses are approved, the course title and credit hours, as well as the name of the institution where the credits were earned, are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative grade point average.

1. A student who wants to transfer graduate credits to a Regent University degree program shall initiate an official request for transfer credit through the dean's office or the student's academic advisor.
2. The student must submit an official transcript for each proposed transfer course.
3. Each school may establish other requirements for evaluating the transfer credit such as a copy of the course syllabus or a copy of the course description from the institution's Catalog. Each school shall make available to students the specific procedures it requires for evaluating transfer credit requests.
4. When the evaluation process is complete and courses are approved for transfer, the dean's office shall forward a copy of the official transcript(s) and Transfer Credit Evaluation form to the Registrar's Office for entry of the transfer courses and credits on the student's academic transcript and degree program audit.
5. Students who transfer from one Regent degree program to another must complete the transfer of credit procedure for all courses taken in the previous degree program that he desires to apply to the new degree program. (Academic Council, Approved February 1997)

## Virginia Tidewater Consortium Exchange Program (5:01:04)

Cross-registration through the Virginia Tidewater Consortium (VTC) provides students the opportunity for enriching their program by permitting students enrolled at any of the VTC institutions participating in the program to take courses at any other VTC institution.

1. Students enrolled at any VTC institution may register on a credit or audit basis for courses offered by other VTC institutions with the approval of the "home" institution. Regent University students who are enrolled full time and have a cumulative grade point average of 3.00 (2.00 for J.D. and M.Div.) may take courses at any of the Hampton Roads campuses that are certified under the VTC Exchange Program.
2. When a student enrolls at one VTC "home" institution and cross-registers at a VTC "host" school, the credit earned at the "home" institution will be posted on the student's transcript as resident credit. A VTC institution will not issue a transcript to a cross-registered student which it hosts.
3. The grading system of the "home" institution must be used by the instructor at the "host" institution.
4. Tuition will be charged by the "home" institution for a cross-registered course and tuition must be paid at that institution.
5. Normally, the desired course must not be currently available at the student's "home" institution. Regent students may take only up to nine hours through the VTC. Any exceptions must be made by the dean of the school or college.



6. Students will be governed by the administrative rules and regulations of the "host" institution while in attendance there.
7. A VTC Cross-Registration Form must be completed and signed by the appropriate people at the "home" and "host" institutions. Regent students registering for courses at any of the VTC institutions must contact Regent's Registrar's Office for the necessary paperwork.
8. Each "host" institution will establish its own dates for cross-registration.
9. The FTE credit will go to the "host" institution.
10. Grades are processed and released upon receipt of grades from the "host" institution.
11. This policy applies only to regular on-campus credit courses of VTC institutions. Distance education students are not allowed to participate in this program.
12. Students enrolled in a Regent degree program may only apply VTC credits to their Regent degree program if Regent is listed as the "home" institution. (Academic Council, Approved May 1998)

## General Academic and University Policies

### Academic Council (2:01:03)

Academic Council shall exercise overall supervision of the academic affairs of the university. They shall recommend to the president the adoption of the academic policies that govern the university.

Academic Council shall be composed of the provost, academic deans, dean of the university libraries and information services, director of the law library, associate deans, the registrar, the director of institutional effectiveness, the administrative assistant to the provost, and a representative from Faculty Council. The provost shall serve as chairman and the administrative assistant to the provost shall serve as secretary.

The Council shall meet at least twice during each semester of the academic year and as often as deemed necessary by the chairman. (Academic Council, Approved April 1994)

### Academic Program Structure (2:01:01)

Degree programs offered by Regent University must be approved by the university's Board of Trustees. The university academic structure consists of various schools, the College of Communication and the Arts and the Center for Leadership Studies. Each unit is administered by a dean or director who is responsible for the overall program of that unit. Major areas of concentration are available in some schools. Following are the units and authorized degree programs.

#### College of Communication and the Arts

School of Cinema-Television & Theatre Arts

School of Communication Studies

School of Journalism

Master of Arts (M.A.) in Communication

Master of Arts (M.A.) in Journalism

Master of Fine Arts (M.F.A.) in Script & Screenwriting

Doctor of Philosophy (Ph.D.) in Communication

The M.A. and Ph.D. in communication may be pursued via the Internet, except in performance areas such as acting, directing and film production.

### School of Business

Master of Business Administration (M.B.A.)

Master of Arts (M.A.) in Management

These programs may be taken on campus, by distance education or through a combination of both.

### School of Counseling and Human Services

Master of Arts (M.A.) in Counseling

Doctor of Psychology (Psy.D.)

### School of Divinity

Master of Arts (M.A.) in Biblical Studies

Master of Arts (M.A.) in Missiology

Master of Arts (M.A.) in Practical Theology

Master of Divinity (M.Div.) in Missiology

Master of Divinity (M.Div.) in Practical Theology

Doctor of Ministry (D.Min.)

The M.A. in practical theology is also available through distance education.

### School of Education

Master of Education (M.Ed.)

Certificate of Advanced Graduate Study (C.A.G.S.)

### Robertson School of Government

Master of Arts (M.A.) in Public Policy

Master of Arts (M.A.) Political Management

Master of Public Administration (M.P.A.)

### School of Law

Juris Doctor (J.D.)

### Center for Leadership Studies

Master of Arts (M.A.) in Organizational Leadership

Doctor of Philosophy (Ph.D.) in Organizational Leadership

These degree programs are offered via the Internet. (Academic Council, Approved March 1998)

### Archives (6:01:03)

The university Archives will serve as a repository of official records and other university related materials. The university Archives will be housed in the University Library and directed by the special collections librarian under the supervision of the dean of libraries and information services.

The standing Library Advisory Committee will include Archives as one of the library functions about which it will offer advice. The special collections librarian will be invited to committee meetings whenever archives will be an agenda item. Advice will be given regarding identification, retention, preservation, and use of archival records and manuscripts.

The university administration, including deans and department heads, will aid in identification and collection of the official university records that should be retained and preserved in the Archives and shall follow the procedure outlined below:

1. Collect and preserve historical and current publications and reports of the university.
2. Assess space needs for retention and preservation of university records.
3. Use a classification system most suitable to the access of university archival materials.
4. Establish guidelines for university staff maintaining files to determine the length of record retention, and those to be either destroyed, transferred to intermediate storage, or to the archives.
5. Provide preservation, conservation, and repair of records when necessary to insure their longevity and future use.
6. Publicize the collection and provide reference service to university students and staff, as well as other researchers.
7. Develop communication with other Christian archival collections. (Academic Council, Approved December 1990)

### Commencement Participation of Staff (6:01:04)

All exempt employees are eligible to participate in the commencement procession. However, exempt employees other than full-time members of the teaching faculty and senior administration staff may choose not to participate in the procession. If exempt employees wish to participate, it is their responsibility to notify the Registrar's Office of their desire to do so.

The official commencement procession includes the following: chancellor, president, provost, vice presidents, full-time teaching and professional library faculty, adjunct faculty (as determined by the schools) and full-time exempt employees choosing to participate. The president determines the procession for the platform. (Academic Council, Approved March 1996)

### Conferences, Seminars and Workshops (4:01:08)

#### For Graduate Credit

Seminars and workshops offered by Regent University, both of which can be taken for variable credit, are offered to students as an enhancement to their education experience.

Seminars (585) offer an opportunity for in-depth study and discussion of various specific topics related to each school. The format may include faculty and/or student presentations, guest speakers or a combination of these.

Workshops (589) provide an opportunity for students to gain "hands-on" experience where theory and knowledge of a particular area are combined with practical applications, all within a classroom environment.

All seminars and workshops offered for credit shall be coordinated with the Registrar's Office and should be listed in the published course schedule for the applicable term. The following procedures shall be initiated by the instructor.

1. Approve all seminars or workshops in advance by the appropriate dean.
2. Submit all seminars or workshops to the Registrar's Office with the other courses to be offered that term for publication in the semester course schedule listing.
3. Submit grades to the dean's office at the end of the term when other grades are due.

If a specific seminar or workshop becomes a regularly scheduled course, it shall be assigned a regular course number.

#### Not for Graduate Credit

In planning conferences, seminars or workshops not for graduate credit, the following procedures shall be followed:

1. At least two months in advance, the instructor shall submit the following to the dean for his or her approval: a syllabus, a proposed schedule, contact hours, estimated attendance, and a CEU approval petition.
2. The dean shall consider the content of the event and determine its consistency with the mission of the school or college and the university. He or she shall also consider the financial arrangements and the event's cost effectiveness.
3. The dean shall forward the material to the provost for approval.
4. When approved, the provost shall forward the material to the Registrar's Office for scheduling and processing.
5. If the event is on campus, the Registrar's Office shall schedule a classroom and notify the instructor of classroom location within one week after receiving the approved request, unless course schedules have not been established for the coinciding term. If a conflict arises with a regularly scheduled class, attempts will be made to resolve the conflict but priority will be given to the regular class. If no other rooms are available, an alternate time and/or day will be selected for the requested workshop or seminar.
6. Continuing education units (CEUs) may be offered for the event. If the event is for CEU, the Registrar's Office will provide CEU criteria to the instructor. One CEU will be awarded for 10 contact hours of participation.
7. Before publishing brochures or advertising for the event, the instructor must obtain approval for the event, submit assurance that CEU criteria is being met and necessary facilities are scheduled.
8. Registration is the responsibility of the school. The Registrar's Office provides the instructor with registration forms at least 30 days before the first session. The school administers registration, collects fees and forwards fees and accounting sheet to the Business Office. The cost of the event should not exceed the registration income.
9. If CEU's are awarded, the Registrar's Office provides participant forms, a class form, and a course/activity form to the instructor five days in advance of the first session.
10. Upon completion of the session, the instructor obtains a participant form from each student, completes class form, and submits all forms to the Registrar's Office.
11. The Registrar's Office reviews all participant forms and the class form for completeness, sends forms to the Business Office and the Business Office submits forms and check to the American Council on Education Registries. Participants may request a transcript of their continuing education units at any time from the American Council on Education Registries, 1 Dupont Circle, Suite 250, Washington, DC 20036.
12. The Registrar's Office prepares a CEU certificate for each eligible participant, obtains signature of the instructor, and distributes certificates to participants.
13. The Registrar's Office provides a copy of the record verification/feedback to the appropriate dean's office. (Academic Council, Approved March 1998)

### Copyright (6:01:01)

Regent University affirms that its educational mission includes the encouragement of its faculty, administrators, and other employees, as well as its students, to originate and to publish scholarly and creative works in a variety of media of expression. The university copyright policy is designed to promote such scholarly and creative work by affording opportunities and assurances to the individual scholar or artist to secure appropriate rights to such work and at the same time to secure to the university appropriate rights to a work, the creation of which has received substantial university support.

### Definitions

For the purpose of this policy, terminology is defined as follows:

1. "Author" means the originator of any Work. The term may be used in singular form, although several co-originators exist.
2. "Coursework" means Work originated by a Student Author to fulfill workshop, seminar, course or graduation requirements at the university.

3. "Employee" means any staff member, administrator, faculty member, graduate assistant, or any and all other employees receiving a salary or other compensation from the university, whether full-time or part-time. Anyone on a leave of absence who is not drawing compensation during such time is not an Employee for purposes of this policy during such leave of absence. A consultant, or other person under contract to perform a designated service for the university, shall be deemed an Employee for the purposes of this policy during the performance of such designated service as to any Work arising out of the performance of such designated service, unless his contract for services provides otherwise.
4. "Faculty" means any member of the faculty as defined by Article 8 of the Bylaws of the university.
5. "Student" means any individual currently enrolled, or completing workshop, seminar, course or other graduation requirements at the university.
6. "Student Employee" means any student who voluntarily, with or without compensation, provides any service or makes any contribution to any Work supported by university Funds or university Facilities whether or not such Work is Coursework.
7. "University Facilities" means its laboratories, supplies, equipment and other physical facilities; audiovisual recording, reproduction, and playback facilities; computer equipment, whether owned or leased, including computer software; graduate assistant and employee time, including secretarial or clerical work. University Facilities does not include use of the Regent University Library or its resources generally available to the academic community without charge. In addition, university Facilities does not include Employee use of assigned offices and office furnishings and equipment or Student use of computer labs for Coursework. Photocopying equipment is also not included provided that all costs to the university are reimbursed to actual expense.
8. "University Funds" means those funds, regardless of the source, that are administered as part of the regular university budget and under the control, responsibility, and authority of the university.
9. "Work" means any original work of authorship fixed in a tangible medium of expression including, but not limited to: literary works, such as books, journals, articles, manuals, study guides, advertisements, lectures, syllabi, handouts, seminar materials, computer programs, etc.; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works; motion pictures and other audiovisual works; and sound recordings.
10. "Work Made for Hire" means a Work prepared by an Employee or Student Employee within the scope of employment. Any Work produced by Faculty pursuant to his regular teaching assignments under his annual employment contract, or pursuant to the university's expectations for research and writing for promotion and tenure or in response to a professional development plan or by use of university Facilities or university Funds within the regular budget for such facilities or funds shall be deemed not to be within the scope of employment.

#### Determination of Ownership

##### Employees

An Employee Author of a Work is free to claim the copyright in such a Work; publish it; register the copyright and receive the resultant royalties if the Work was not produced as Work Made for Hire.

##### Students

A Student Author of a Work is free to claim the copyright in such Work, publish it, register the copyright, and receive the resulting royalties if:

1. The Work was not Coursework and was produced on his own volition, and on his own time without utilizing university Funds or Facilities; or
2. The Work was Coursework unless the Coursework was a Work Made for Hire.

## University

The copyright in Work Made for Hire shall be the property of the university. The Author of the Work shall cause the proper copyright notice to be placed on all copies and phonorecords of the Work showing the copyright to be in the name of Regent University

If the Work produced is a Work Made For Hire within the definition of Work Made for Hire, the copyright may be the property of the Employee or Student Employee if a written agreement between the appropriate dean or other supervisor and the Author specifically provides for such copyright ownership status. Such an agreement may be appropriate when utilization of university Funds or of university Facilities is not significantly beyond the regular university budget, e.g., provision of additional graduate research or secretarial support.

## Other

Work financed in whole or in part with funds from an outside sponsor shall be governed by the sponsorship agreement provisions covering copyrights. The university reserves the right to make and/or approve such agreements with sponsors and to include therein such provisions regarding the ownership and disposition of rights to the Works as it deems to be in the interest of the university. In the absence of agreement provisions covering copyrights, the copyright in sponsored Works shall be treated as Employee or Student-owned unless the Work is a Work Made for Hire.

If the Work produced is Work Made For Hire within the definition of Work Made for Hire, the copyright may be the property of the Employee or Student Employee if a written agreement between the appropriate dean or other supervisor and the Author specifically provides for such copyright ownership status. Such an agreement may be appropriate when utilization of university Funds or of university Facilities is not significantly beyond the regular university budget, e.g., provision of additional graduate research or secretarial support.

## Determination of Equities

### Employee/Student-Owned Works

In those cases where an Employee or Student has full ownership of the rights in the Work, the university may use the Work only if the university and the Employee or Student agree to such use by a separate written agreement, except, in the case of Coursework, the Author is deemed to have given the university permission to utilize it without payment of royalties provided such use is limited to presentations for university instruction, curriculum planning, student recruitment, university advancement, or other like university functions.

### University-Owned Works

In cases where the university owns the copyright to a Work:

1. The Author may obtain from the university, at his expense, one copy of the Work for his personal use; provided, however, that no such copy shall be made available to the Author until the Author has obtained and submitted in writing to the university for its retention all releases, clearances, and waivers which the university may believe necessary for release from liability with respect to the Work.
2. If the university determines not to commercially develop the Work, the university may allow the Student or Employee Author to do so. Under these circumstances the Author and the university shall enter into a separate written contract detailing the terms of their agreement.

## Copyright Policy Administration

This policy is intended to cover the normal Author-University relationships. The provost may appoint a university copyright committee to review the operation of this policy or recommend the

resolution of unusual copyright problems. The provost may grant deviations from this policy to provide an equitable resolution of any copyright-related question.

This policy is promulgated and is to be interpreted under the provisions of, and in conformity with, the copyright laws of the United States, specifically Title 17 USC, sections 101 through 810. (Academic Council, Approved February 1990)

### Course and Classroom Scheduling (4:01:01)

The dean of each school or college shall determine the courses to be offered in each school for each academic term and shall make the necessary teaching assignments for each course. In accordance with the procedures of the Registrar's Office, the deans shall recommend to the Registrar's Office the appropriate time and place for each course. The assignment of class time and classroom shall be made by the Registrar's Office consistent with each dean's recommendations whenever possible and as required by appropriate accrediting agencies. Once the course schedule is submitted to the Registrar's Office, any changes in teaching assignments, courses offered and time offered must be authorized by the dean. Any changes in classroom assignment, including class times, must be authorized by the Registrar's Office. Changes made after the first week of classes should be avoided.

Campus rooms for classroom instruction are scheduled at the beginning of each semester. These rooms should not be scheduled for any other events or classes during the semester unless such a change has been approved by the registrar and the executive director of operations and finance. (Academic Council, Approved May 1998)

### Graduate Assistantships (2:01:06)

#### Nature of the Graduate Assistantship

The graduate assistant is expected to participate directly in either instructional, research, or administrative duties in support of the ongoing activities of the university's academic, research, and service units. The appointment is intended to be a learning experience for the graduate student and to facilitate the completion of degree requirements, help the student prepare for a professional career, and support the teaching, research, and administrative needs of the institution.

It is the university's intention to make the assistantship an integral and valuable part of the student's graduate education. It should be viewed as an apprenticeship in teaching, research, or administrative service.

#### Categories of Graduate Assistants

**Graduate Teaching Assistant (GTA)** - The appointee is expected to participate directly in teaching activities, such as teaching a course or holding responsibility for a laboratory section, or to be assigned to specific instructional support or related activities.

**Graduate Research Assistant (GRA)** - The appointee is expected to participate directly in research support activities conducted by faculty members or administrators.

**Special Doctoral Research Assistant (SDRA)** - The appointee shall be a doctoral student who is expected to participate directly in research and maintain full-time graduate enrollment status.

**Graduate Assistant (GA)** - The appointee is expected to participate in providing administrative, clerical or service-related activities which support the various academic or administrative units of the university.

### Eligibility

1. Only students admitted to degree programs in regular or provisional status on the basis of complete and fully evaluated credentials and in good academic standing as determined by the academic unit are eligible for appointment as graduate assistants.
2. Applicants for GTA appointments must demonstrate written and oral fluency in the English language. For international students, a good command of written English will be evidenced by acceptable TOEFL scores and required entrance essays. Nondegree graduate students are not eligible for appointment.
3. Students who are appointed as graduate teaching assistants may teach master's-level courses if they possess a master's degree appropriate to the area being taught. GTA's for doctoral-level programs who will have significant responsibility for teaching a course for credit, conducting discussion groups and/or assigning final grades for such a course must be under the direct supervision of a regular faculty member experienced in the teaching field, receive regular in-service training, be regularly evaluated, and have earned at least 18 graduate semester hours toward his or her doctorate. These requirements do not apply to graduate teaching assistants who are assigned responsibilities such as attending or helping to prepare lectures, grading papers, and keeping class records.
4. All students appointed as graduate assistants are required to verify their identity and employment eligibility and conform with the requirements issued by the Department of Human Resources.

### Application

Application forms for graduate assistantships are available in the office of the dean of each school or college. The completed form, together with a brief essay by the applicant discussing academic interests and career objectives, should be submitted to the appropriate program director or office making the appointment as soon as possible for fullest consideration.

Applications for GRA positions funded through grants are made through the faculty member who is principal investigator, or dean/director of the school, college or center in which the grant resides.

Regent University is an affirmative action, equal opportunity employer.

### Enrollment and Registration Requirements

Assistantship recipients are required to be enrolled each semester of their appointment and must be making reasonable progress toward completion of this degree.

### Appointment

Appointments of graduate assistants are generally made for a period of one academic year with a nine-month performance period. Nominations should be received not later than 30 days before the semester of employment in order to assure adequate time for processing. Graduate assistants will receive pay checks on a semi-monthly schedule.

An assistant funded through a grant or contract may be appointed for shorter periods if required by the conditions of the grant or contract.

Appointments may be divided between teaching and research duties with the approval of the dean or director of the appropriate academic unit. Such an appointment should not normally exceed the equivalent of a half-time assistantship. A graduate assistant appointment may be renewed upon nomination, review of qualifications, and satisfactory previous performance.



## Description of Responsibilities

GTA's and, where possible, GRA's shall be provided with a written description of their responsibilities by their supervisors.

### Training

All students who are to be appointed as graduate teaching assistants are required to attend and satisfactorily complete a Graduate Teaching Assistant Institute, which will be offered by the Regent University Center for Instructional Development and Support (CIDS) or through an alternative program approved by the provost. Unless the graduate assistant has completed the Institute, he or she will not be eligible to teach a course, supervise either a discussion/recitation section, or provide supplementary instruction in lecture section classes independently. The dean's office will keep records of the students who have completed the Institute and will inform the appropriate departments of a particular student's eligibility for a teaching assignment.

The Institute is offered annually before fall classes begin but can be repeated during the spring semester with sufficient demand. All doctorate-level graduate assistants, including those who have research and/or other noninstructional assignments, are encouraged to participate in the Institute in anticipation of future teaching assignments and in preparation for becoming a classroom instructor.

In addition, a series of regular seminars for graduate teaching assistants will be developed by the CIDS and offered throughout the year to extend and supplement the instruction received as part of the Institute.

Schools/colleges/centers are encouraged to develop their own follow-up programs for training graduate teaching assistants. Such programs should be tailored to the specific needs of the discipline and department policies. A faculty mentor certified through the Master Instructor Program should be used to further develop the skills of graduate teaching assistants.

### Workload

Graduate assistants shall be assigned responsibilities appropriate to their job title. For a GTA, the workload should include no more than six credit hours of classroom teaching, plus normal preparation time.

### Evaluation and Monitoring

The performance of the various categories of GAs shall be evaluated at least once during the period of the award by the faculty member or administrator to whom the graduate assistant is assigned, preferably before the end of the first semester of service is completed. The evaluation shall be discussed with the assistant and a copy forwarded to the appropriate dean or director. A faculty mentor certified through the Master Instructor Program could coach a teaching graduate assistant to increased levels of instructional proficiency as the evaluations warrant. This applies to nontraditional (i.e., on-line) as well as teaching situations.

Departments using graduate teaching assistants are required to conduct the following individual graduate teaching assistant instructional evaluations during the initial semester of appointment, and at least once a year thereafter.

1. Initial In-Class Visit - The department chair or his or her designee (preferably a certified master teacher who could be assigned an appropriate teach-load based on this activity) will attend representative recitation, laboratory or lecture class(es) at the earliest possible time.\*
2. Evaluation of Instructional Quality - The evaluator will conduct an oral evaluation of his or her presentation, indicating strengths and weaknesses.

3. Preliminary Written Evaluation: At the time of the oral evaluation, a brief written evaluation will be given to the teaching assistant and forwarded to the academic unit, discussing, as a minimum: (a) subject content, (b) communication skills, (c) overall teaching effectiveness, and (d) suggestions for improvement.
4. Evaluation - At some point after mid-term, the evaluator may wish to make a follow-up visit to the graduate assistant's class(es).<sup>\*</sup> After that visit, the evaluator will make an official written evaluation of teaching effectiveness, forwarding that evaluation to the dean or director. The evaluation will state whether overall teaching effectiveness was judged to: (a) be exceptional, (b) meet expectations, or (c) need improvement, with explanations to justify the evaluation in all of the categories.

### Funding of Graduate Assistants

All categories of graduate assistants may be funded through the regular university budget process. However, funding may also be obtained through grants, contracts, and local sources to provide salary stipends for graduate assistants.

### Salary

Salaries are established by the university. Some graduate assistants are compensated via assistantship awards rather than by hourly rates. Awards are only given for research and academic-related projects. These awards may vary in amounts depending on the conditions of the award.

### Termination

A graduate assistantship normally ends when the period of appointment is concluded and the terms of the assistantship agreement are fulfilled. Otherwise, a graduate assistant may be terminated for the following reasons:

1. Resignation by the student. Resignation shall be in writing to the supervisor with a copy to the appropriate department chair, program director, and academic dean or equivalent administrator.
2. Failure of the student to perform his or her assigned duties adequately. Termination must be recommended by the student's supervisor and approved by the department chair, graduate program director, and the appropriate academic dean or equivalent administrator.
3. Failure of the student to remain in good academic standing in accordance with graduate study continuance regulations.
4. Expiration of a grant or contract that funds the student's stipend.

Any overpayment must be reimbursed to the university by the student as soon as possible after termination. Failure to repay the amount owed may result in legal action against the student for recovery.

If a student resigns from an assistantship or is terminated for reasons other than the completion of the appointment or expiration of the funding contract, the program director should notify the appropriate academic dean or administrator as soon as possible and nominate a replacement if necessary. (Academic Council, Approved October 1997)

## Honorary Degrees (6:01:06)

Regent University confers honorary degrees for the purpose of recognizing selected individuals whose life and work have exemplified, in outstanding fashion, the values and ideals that the community

---

<sup>\*</sup> The follow-up visit should be made for GTA's that were evaluated as performing poorly on the first visit or for further evaluations of GTA's being considered for a teaching award.

espouses. Recognition of outstanding scholars, authors, artists, and leaders-national and international-should be primarily considered. Individuals whose contributions are principally local or regional are generally not considered. When such an individual is recommended, we encourage the nominator to seek appropriate recognition or honor from institutions operating in the geographic area in which the one nominated has made his or her greatest contribution.

#### Qualities of the Nominee

1. A nominee should have achieved some distinction that can command widespread admiration. Most nominations go to individuals who have achieved extraordinary levels of success and visibility, and through these accomplishments have contributed to the assembling of God's kingdom.
2. The candidate's life and qualities should exemplify the spiritual and intellectual goals of the institution.
3. The candidate should be clearly outstanding, distinguished and recognized by the discipline and university community for accomplishments and service in the public good. Formal academic achievement is a desired, but not a necessary qualification.
4. The accomplishments for which an individual is awarded an honorary degree may be in any of several dimensions, but they should exemplify one or more of the university's values.

#### Policy

1. Candidates should be nominated by the university chancellor, the president, a member of the Board of Trustees or a faculty member. Students and those outside the university community may suggest candidates to a faculty member. Honorary degrees should not be considered for a current faculty member, current student, employee of the university, or any person on active duty in the university.
2. Candidates nominated by the chancellor or a member of the Board of Trustees will be automatically considered by the Board of Trustees for final decision.
3. A candidate nominated by someone other than the chancellor or a member of the Board of Trustees should be evaluated by the Faculty Senate. The Faculty Senate will make a recommendation to the president. The president will evaluate the candidate and offer a recommendation to the Board of Trustees.
4. The nominator should provide supporting documentation to the Faculty Senate, who will evaluate the candidate and offer a recommendation to the president, who will then determine whether to submit the recommendation to the Board of Trustees for final approval.
5. Ordinarily, no more than one honorary degree should be granted in any one academic year.
6. The honorary degree to be awarded any candidate will be entitled the Doctor of Arts, Doctor of Science, Doctor of Laws, Doctor of Divinity, Doctor of Humane Letters or Doctor of Humanities.

#### Procedure

1. Nominations can be submitted at any time during the year and should be sent to the chairperson of the Academic Policies Committee of the Faculty Senate. Ordinarily, all names should be submitted to the chairperson one month prior to the fall meeting of the Board of Trustees for degrees that are to be awarded at the subsequent spring graduation.
2. The nominator should submit the following supporting documentation:
  - a. A letter of nomination from the president, a Board of Trustees member or a member of the faculty. This letter should address those specific contributions that distinguish the candidate as an individual worthy of an honorary degree.
  - b. Curriculum vitae, including the candidate's educational background, a list of publications or creative efforts, a list of positions held, honors received, etc.
  - c. A short (one-page maximum) narrative that includes an abbreviated version of the material requested in a. and b. above, which will be submitted to the Faculty Senate for review.

- d. Two letters of recommendation or support from within the university from senior professors, distinguished scholars and/or administrators, who have knowledge of the individual or who have reviewed the candidate's record and have determined if the candidate's achievements are consistent with the university mission and are worthy of consideration for an honorary doctorate.
- e. Two letters of recommendation from distinguished scholars, artists or leaders from outside the university who can speak to the significance of the candidate's work or contribution.
- f. Any other materials that the nominator would like to bring to the attention of the Faculty Senate.

Note: It is important for all involved that strict confidentiality be observed at each step to avoid embarrassment until the entire process is completed and the nominee has formally agreed to accept the honor.

- 3. The Academic Policies Committee of the Faculty Senate will then conduct a formal evaluation of the documentation and submit findings to the president who will determine whether to make a recommendation to the Board of Trustees.
- 4. Upon approval of the Board of Trustees, the nominee becomes an official candidate for an honorary degree. After approval, the president will contact the candidate to offer the honorary doctorate.
- 4. If the candidate accepts, the doctorate will be conferred, in person, at the time of commencement ceremony, or in a rare instance, at another special occasion, within two years following approval by the trustees. No honorary degrees will be awarded *in absentia*. (Academic Council, Approved November 1997)

## Sexual Harassment (6:01:07)

### Policy Statement and Responsibilities

It is Regent University's policy to provide students and employees with an environment for learning and working which is free of sexual harassment whether by members of the same sex or opposite sex. It is the responsibility of university administrators and supervisors to assure that effective measures are taken to implement the procedures outlined in this policy.

It is a violation of this policy for any member of the university community to seek gain, advancement, or consideration in return for sexual favors, or to make an intentionally false accusation of sexual harassment. It is a violation of this policy for any member of the university to engage in verbal or physical sexual harassment.

Any person who has been accused of sexual harassment pursuant to the terms of this policy, who retaliates against his or her accuser in any manner, shall be charged with a violation of this policy. Any member of this university community who is found in violation of this policy will be subject to appropriate sanctions, which may include discharge, expulsion or probation.

Any person who feels offended by the behavior of any other person in the Regent community is encouraged to resolve the problem informally prior to filing a complaint according to the enforcement procedures below.

### Definitions

"Work," for the purposes of this policy, means employment-related activities carried out by university employees and university-sponsored activities carried out by volunteers.

"Member of the university community," for purposes of this policy, means student or employee, or an alumnus or volunteer involved in any university-sponsored activity.

"Sexual harassment" is defined as unwelcomed and unsolicited conduct of a sexual nature, physical or verbal, by a member of the university community of the opposite sex or same sex.

## Procedure

All complaints of sexual harassment must be filed within 180 days from the date the alleged harassment occurred.

1. Any individual in the university community who believes that he or she has experienced sexual harassment as defined in this policy should immediately notify his or her immediate supervisor, dean, or department head, the dean of student development, or the director of personnel. Any investigation will be kept confidential.
2. The complainant shall explain, in writing to the dean of student development or the director of personnel, the nature of the harassment and indicate what remedy he or she seeks. The dean/director shall forward a copy of the complaint and a copy of this policy to the accused member of the university community and the appropriate supervisor/administrator advising them that an investigation of charges will be conducted. If the supervisor/administrator is involved in the charge, the dean of student development/director of personnel should choose another appropriate supervisor/administrator.
3. The supervisor/administrator, working with the dean/director, shall promptly investigate the complaint. During the investigation, the individual accused of sexual harassment must be given an opportunity to respond, either orally or in writing, to the complaint.
4. The supervisor/administrator shall, after an investigation of the complaint through an informal mediation process, seek to secure a written agreement that satisfies all parties to the complaint. If such an agreement is reached, a copy of the agreement shall be provided to each of the parties involved and the dean of student development or director of personnel.
5. In determining whether the alleged conduct constitutes sexual harassment, the supervisor/administrator will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual conduct, the context in which the conduct occurred and the history of the relationship between the parties.
6. A resolution by agreement of the parties may include the imposition of a sanction upon the accused individual which the accused individual agrees to accept as a sanction.
7. If, within 30 days of the supervisor/administrator's receipt of a complaint, the complaint is not resolved, the dean of student development or director of personnel shall notify the parties, in writing, that the matter cannot be resolved. The dean of student development or director of personnel shall advise the complainant of his or her right to proceed with the charge.
8. If the complainant desires to proceed with the charge, the record of the complaint shall be provided to a committee appointed by the provost in consultation with the director of personnel. The committee will be composed of two deans and three representatives from the university community from among faculty, staff, or students depending on the individuals involved.
9. The committee shall hear testimony and evidence from both parties and shall make a finding regarding the truthfulness of the charge(s). If the charges are proven true, the committee shall make a recommendation regarding sanctions, if appropriate. If the charges are found to be false, all references to these charges shall be expunged from the accused's records. If the charges are found to be false and malicious, the matter should be referred to the provost for further action.
10. The imposition of sanctions shall occur in accordance with applicable university disciplinary and sanction procedures. The sanctions that may be imposed by the committee shall include but not be limited to: censure/reprimand, demotion, suspension without pay or recommendation for termination. The final decision rests with the president acting on behalf of the Board of Trustees. (Academic Council, Approved April 1994)

## Speakers on Campus (6:01:05)

Regent University is a private Christian university which values the sharing of knowledge, the search for truth and the social intellectual and spiritual development of students. The university recognizes that free inquiry and free expression are essential to learning. Therefore, it promotes the development of an atmosphere in which one can ask questions and evaluate divergent points of view.

The university is committed to an open expression of views that challenge us to more effectively fulfill our Christian responsibilities in society.

The university reserves the right to authorize only those speakers to speak on campus who in some way will contribute to the mission and vision of the university and who agree in advance to conduct themselves in a manner consistent with traditional Christian values including the avoidance of profane language, potentially slanderous statements, advocacy of violent change or overthrow of the government.

The following policies are intended to guide the selection and invitation of speakers who will be invited to Regent University:

1. Any university-recognized group may invite and sponsor speakers to appear before its group with the approval of the advisor. Recognized student organizations are not authorized to present programs to all-university audiences unless they receive specific approval from the director of Student Services. Exceptions to this policy must be approved by the director of Student Services.
2. The director of Student Services may prescribe conditions for the conduct of a speaker if there is reason to believe that such person or persons may behave in a manner inconsistent with the Christian tenets of the institution.
3. An event open to an all-university audience shall generally be defined as one that is promoted as being open to persons who are not members of the sponsoring organizations.
4. The director of Student Services should be contacted if there are questions about the advisability of inviting a speaker to campus.
5. The arrangements for a speaker, the conduct of the speaker on campus, and the appropriateness of the activity are the concern of both the inviting group and the university. The privilege to invite speakers carries with it important responsibilities to ensure that the proper objectives of the university are not compromised.
6. The university reserves the right to cancel any event it deems likely to cause an interruption in the university's orderly activities. The president or his duly authorized representative may order an event to be terminated on grounds that it constitutes a disruptive activity. Any member of the faculty or staff or any student who resists such an order shall be subject to disciplinary action.
7. A recognized student organization that sponsors a speaker at an off-campus site may not use the Regent University name or logo nor may they infer directly or indirectly that it is a university sponsored event without the approval of the director of Student Services.
8. Approval of a speaker to speak on campus does not necessarily imply approval or sponsorship of their views by the university or by the organization inviting them. (Academic Council, Approved November 1995)

### Student Records Retention (3:02:05)

This policy provides guidelines for the retention and disposal of student records and to ensure the physical security of those records.

#### Student Records Committee

1. The Student Records Committee will serve as a Regent University standing committee. Members will include the registrar, director of student services, director of computer services, executive director for operations and finance, bursar and archivist. The registrar shall serve as chairman of the committee.
2. The Student Records Committee shall develop and recommend policies and procedures governing the retention and disposal of student records to Academic Council for approval.
3. Duties of the committee shall include:
  - a. Supervise the initial records inventory in each affected department of the university. Review and update records inventory forms annually.
  - b. Determine the academic, administrative, fiscal, legal and historical research value of student data/documents maintained by various administrative departments within the university.

- c. Ensure that records and documents deemed by the committee to have value are adequately protected and maintained. Recommend a back-up system for records that are maintained for a period of five or more years.
- d. Develop and publish a retention and disposal schedule which is in compliance with local, state and federal laws and consistent with fair information practices.
- e. Designate a member or members of the committee to monitor the legislative impact of record retention and recordkeeping practices.
- f. Periodically review the schedule for records retention and disposal and recommend appropriate changes to Academic Council for approval.
- g. Insist that all offices within Regent University adhere to the published record retention and disposal schedule.

#### Procedures for Records Security

1. Confidential records must be stored in such a way that unauthorized persons cannot gain access. This includes both hard copy and computer-generated records.
2. Back-up files (microfiche) of student records should be made.
  - a. New Student Files (registered students)
 

Each school is required to send their new student hard copy files for each term, some time during that term, to the Registrar's Office for microfiche by the following dates:

Fall	November 1
Spring	March 1
Summer	July 1

The Registrar's Office will contact the school registration representatives to remind them to send a list of all registered students for that term to their admissions office. The school's admissions office pulls the hard copy files and sends them to the Registrar's Office for microfiche. All documents in the files will be microfiched and returned to the schools within 30 days. For joint degree students, the original transcripts from other institutions will be returned to the school to which the student originally applied.
  - b. Other original documents to be sent to the Registrar's Office for microfiche include:
    - Academic petitions
    - Academic probation/dismissal and disciplinary letters (copies)
    - Add/drop forms (only when a student has withdrawn from the university)
    - Advanced standing/transfer of credit forms
    - Degree clearance forms
    - Grade change and grade extension forms
    - Joint degree forms
    - Letters requesting student information
    - Right of access letters
    - Transcripts from other schools/universities
    - Any other documents deemed important to the student's file
3. Back-up files (such as microfilms or electronic magnetic tape) should be retained for five or more years and stored in a separate location from the original.
4. In disposing confidential records, confidentiality should be maintained until the records are destroyed.
5. In the event that the university is closed or approval to operate in Virginia is revoked, the university would consider a number of options for the preservation of student transcripts by another institution or agency and make a decision that would be in the best interests of its former students.

#### Retention Schedule

Following is a list of documents with the retention period for file hard copies. Microfilm records will be retained permanently by the Registrar's Office.

### Admissions Data/Documents for Applicants Who Do Not Enter

Acceptance Letters	3 yrs after application term
Applicant Data Form (green sheet)	"
Application for Admission	"
Correspondence, Relevant	"
Entrance Test Scores	"
Interview Forms	"
Letters of Recommendation	"
Personal Goals Statement	"
Transcripts - other colleges	"

### Admissions Data/Documents for Applicants Who Enter

Acceptance Letters	5 yrs after graduation or date of last attendance
Applicant Data Form (green sheet)	"
Applications for Admission	"
Correspondence, Relevant	"
Entrance Test Scores (GRE, LSAT, etc.)	"
Interview Forms	"
Letters of Recommendation	"
Personal Goals Statement	"
Transcripts - other colleges	"

### Registration and Records Data/Documents

Academic action authorizations (dismissal, etc.)	5 yrs after graduation or date of last attendance
Academic transcripts (including notice of academic probation, dismissal)	1 semester (computer updates available anytime)
Degree clearance authorization forms	5 yrs after graduation or date of last attendance
Applications for readmission	5 yrs after graduation or date of last attendance
Audit authorization	1 yr after date submitted
Change of advisor forms	1 yr after date submitted
Change of course (add/drop)	5 yrs after date submitted
Change of grade forms (update documents)	5 yrs after graduation or date of last attendance
Course rosters (original grade sheets)	5 yrs after date submitted
Correspondence, Relevant	5 yrs after graduation or date of last attendance
Curriculum change (Academic Petition, change of schools, etc.)	5 yrs after graduation or date of last attendance
Degree audit records (ADP)	5 yrs after graduation or date of last attendance
Disciplinary action documents (Maintained by Student Services)	5 yrs after graduation or date of last attendance
Financial aid documents	3 years after date of last attendance
Foreign student forms (I-20, etc.) (Maintained by Student Services)	5 yrs after graduation or date of last attendance
Graduation lists	Computer reports available anytime
Hold or encumbrance authorizations	Until released
Name change authorizations	5 yrs after graduation or date of last attendance
Personal data information forms	1 yr after date submitted
Registration forms (course in other school)	1 yr after date submitted
Individual Study Forms	3 yrs after date submitted
Transcript requests (student)	1 yr after date submitted
Transfer credit evaluations	5 yrs after graduation or date of last attendance
Tuition and fee charges	5 yrs after date submitted
Tuition deferment requests	2 yrs after date submitted



Withdrawal authorizations 5 yrs after date submitted

Certification Data/Documents

Enrollment verifications 1 yr after verification  
Veterans Administration certifications 3 yrs after graduation or date of last attendance

Publications, Statistical Data/Documents, and Institutional Reports

Catalogs Permanent - Archives  
Commencement program Permanent - Archives  
Degree statistics Permanent  
Enrollment statistics 10 yrs  
Grade statistics Permanent  
Recruitment brochures/materials 3 yrs from date of publication  
Schedule of classes (institutional) 10 yrs

Documents Pertaining to the Confidentiality of Student Records

Hearing panels' written decisions Life of affected record  
Requests for formal hearings Life of affected record  
Requests and disclosures of personally identifiable information Life of affected record  
Student requests for nondisclosure of directory information 1 yr after date submitted  
Student statements on content of records regarding hearing panel decisions Life of affected record  
Student's written consent for records disclosure Until terminated by student or life of affected record  
Waivers for rights of access Life of affected record  
(Academic Council, Approved March 1998)

**Textbook Ordering (6:01:02)**

Faculty members shall select textbooks, both required and recommended, for courses for which they are responsible. Faculty shall determine the number of required textbooks based on the needs of the course and what is a reasonable financial burden for the students.

Textbooks for Students

At the beginning of each semester, the Regent Bookstore textbook manager shall send Textbook Adoption forms to faculty with a memo requesting textbook orders for the following semester.

Each faculty member shall return the completed adoption form to the Bookstore by the deadline (even if no text is required). If initial adoption forms are submitted late, postage for these books will be charged to the faculty member's department. If the order is to be modified more than 10%, the textbook manager shall consult with the faculty member.

The textbook manager shall determine final quantities and place orders for all textbooks. Latest editions and paperbacks (if available) shall always be ordered, unless specified differently on the order form. If a textbook is unavailable or will be received later, the textbook manager shall immediately notify the appropriate faculty member.

Textbooks for Faculty Use

Each faculty member shall, whenever possible, obtain desk copies of all textbooks required and recommended for the course. The Bookstore shall send Desk Copy Request forms to the faculty. Each

faculty member shall return the completed form with the Textbook Adoption form by the specified deadline.

If Desk Copy Requests are not returned by the deadline, the Bookstore will not be able to offer the service of sending the request to the publisher, and it becomes the responsibility of the department to obtain a desk copy. If desk copies are not available, each faculty member may, upon the dean's approval, obtain copies of required textbooks at university expense. Such texts, if so acquired, must be ordered through the library and become the property of the university.

Each faculty member desiring complimentary textbooks to review for consideration for adoption in the future should contact the publisher directly on departmental stationery. Recommended and supplemental textbooks for courses, if not available on a complimentary basis, may be obtained only at the faculty member's personal expense. (Academic Council, Approved April 1994)

## World Wide Web Page Publishing (6:01:08)

Regent University makes a web server available to support and promote its mission. The web server is designed to provide information to university community members and the public with clarity and accuracy. It enables individual members to publish their own information on the Internet within the following general guidelines.

Information published by an officially recognized school, program or department is considered official information. Information published by individual faculty, staff or students is considered unofficial information. Publishing information on a personal home page is a privilege granted by the university that may be withdrawn at any time for any reason at the sole discretion of the university.

### Official Information

The Creative Marketing department is responsible for creating and maintaining the university's presence on the web. Creative Marketing speaks for the university as a whole by publishing general information about the university. Creative Marketing authors the main university home page, and all other home pages that are outside school, departmental, and personal web areas.

Creative Marketing is responsible for the overall organization, style, and quality of the university's web site. They communicate guidelines for style, quality and consistency for all university web publishers to follow. They will chair the Web Publishing Advisory Committee consisting of unit web publishers, perhaps a COGS representative and others as needed, who will assist them in maintaining practical style guidelines and give input for overall web development.

Schools, departments and programs that publish information on the web should designate one publisher for that unit. The web publisher and the unit manager must comply with this policy, the university's publishing policy, and Creative Marketing's web publishing style guidelines.

The Computer Services Department upgrades the web server as needed to accommodate normal growth. Departments that plan to create home pages which use an exceptional amount of resources (i.e., server storage, memory, or network bandwidth) should notify Computer Services in advance. Such departments should be prepared to help fund any upgrades their plans might require.

### Unofficial Information

Students, staff and faculty are encouraged to publish information on personal home pages. However, Regent reserves the right to deny students the right to have or maintain a personal home page. Personal home pages are on a server maintained by the university and should not detract from its mission and objectives. Personal home pages should be professional in nature and quality and must conform to Creative Marketing's decorum and consistency standards.

Publishers of information on personal home pages are expected to comply with all applicable university policies, including the code of conduct and academic freedom policy as found in the Student Handbook. Each school or college's web publisher should periodically review the personal home pages of students enrolled in their school or college to insure that these home pages comply with these guidelines.

Objections to personal home pages that may violate this policy should be communicated first to the individual web publisher. Second, if necessary, they should be communicated to the student's advisor, or to the faculty member designated to respond to such concerns, or for a staff member, to his or her supervisor.

If the responsible advisor, faculty member or supervisor named above is unable to resolve the objectionable issues which may violate this policy, he or she should proceed as follows:

1. Student issues should be handled according to the Student Discipline policy.
2. Faculty issues should be handled according to the due process procedures contained in the Contract Termination policy.
3. Staff issues should be handled according to the Conflict Resolution policy found in the Employee Handbook.

Individuals who create home pages that use an exceptional amount of resources (i.e., server storage, memory, or network bandwidth) may be required to limit their use, or to contribute financially. Individual use of the university's web site for commercial purposes requires prior approval from the director of Computer Services.

The university will display a legal disclaimer at the top of the personal home page index, which reads as follows:

With respect to the materials available from this server, neither Regent University nor its employees makes any warranty, express or implied, including warranties of merchantability and fitness for a particular purpose, or assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, document, product, or software, or represents that its use would not infringe privately owned rights. In no event shall Regent University be liable for incidental or consequential damages or other problems and the entire risk of any harm that might occur through use is assumed by the user.

The statements and opinions expressed in these or other documents, sounds, images, or videos served by the Regent University web server are those of the individuals and organizations involved and do not necessarily represent the views of Regent University.

(Academic Council, Approved May 1996)

## A

Academic Appeals, 72  
Academic Council, 8, 86  
Academic Freedom, 10  
Academic Integrity, 73  
Academic Probation and Dismissal, 73  
Academic Program Structure, 86  
Accelerated Scholars and Professionals (ASAP), 60  
Administrative Bodies, 8  
Administrative Council, 8  
Administrative Faculty, 19  
Administrative Officers, 7  
Admission Criteria and Procedures for On-Campus Programs, 60  
Admission for Distance Education, 63  
Admission for International Students, 65  
Advising, 74  
Affiliate Librarian, 17  
American Council on Education Registries, 89  
Appointment and Promotion in Rank, 14  
Archives, 87  
Articles of Incorporation, 6  
Assistant Librarian, 17  
Assistant Professor, 15  
Associate Librarian, 17  
Associate Professor, 15  
Auditing Courses, 66

## B

Board of Trustees, 6

## C

Class Attendance, 75  
Clinical Faculty, 21  
Commencement, 78  
Commencement Participation of Staff, 88  
Conferences, Seminars and Workshops, 88  
Consulting and External Work, 45  
Consulting or External Work Request and Approval Form, 46  
Contract, 18  
Contract Termination, 42  
Copyright, 89  
Course and Classroom Scheduling, 92  
Course Changes (Adds/Drops) and Refunds, 67  
Course Syllabi, 47  
Curriculum Development, 47

## D

Degree Program Audit, 75  
Dishonesty, 73  
Distinguished Visiting Professor, 21

## E

Emeritus Status, 44

Enrollment Status Classification, 67

## F

Faculty, 9  
Faculty Council, 9  
Faculty Performance Planning, Review and Development Guide, 31  
Fall Graduation, 78  
Financial Holds on Academic Records, 75  
Form I-20, 66  
Form IAP-66, 66  
Full Time Classification, 68

## G

Grade Change Appeals, 75  
Grading System, 76  
Graduate Assistantships, 92  
Graduation Application, 78  
Graduation Requirements, 78  
Grievance, 53

## H

History, 5  
Honorary Degrees, 95  
Human Subjects Review Board Proposal Approval Form, 59

## I

In Progress Grades, 78  
Incomplete Grades, 77  
Independent Study, 68  
Instructor, 16  
Internship, 69

## J

Job Description for Library Faculty, 12  
Job Description for Teaching Faculty, 11  
Joint Degrees Program, 70

## L

Law School Admission Test (LSAT), 61  
Law School Data Assembly Service (LSDAS), 61  
Lecturer, 21  
Librarian, 16

## M

Mission Statement, 5

## N

Nondegree Status, 62  
Nontenured-track Faculty, 20

## O

Office Hours, 45  
Outline for Faculty Tenure and Promotion Dossier, 36  
Outline for Proposals for New Programs, 50

## P

Performance Planning, Review and Development, 23  
Plagiarism, 73  
Practicum, 70  
President's Cabinet, 8  
Professor, 14  
Protection of Human Subjects in Research, 56

## R

Recruitment, 14  
Registration and Payment, 71  
Repeating a Course, 71  
Research Faculty, 21  
Retirement, 44

## S

Sabbatical Leave, 38  
Sabbatical Request Form, 40  
Salary Increases, 42  
Scholar/Artist/Professional in Residence, 21  
Scholar-at-Large, 22  
School Governance, 10  
Sexual Harassment, 97  
Speakers on Campus, 98

Sponsored Faculty Research, 54  
Spring Graduation, 78  
Standard of Personal Conduct, 6  
Statement of Faith, 5  
Student Course Feedback, 79  
Student Discipline, 79  
Student Evaluation, 80  
Student Records Confidentiality, 81  
Student Records Retention, 99  
Summer Graduation, 78

## T

Tenure and Promotion, 33  
Tenure or Promotion Review Timetable and Process, 34  
Test of English as a Foreign Language (TOEFL), 65  
Textbook Ordering, 102  
Thesis Manuscript Guidelines, 82  
Thesis/Professional Portfolio, 83  
Transcripts, 84  
Transfer of Graduate Credit, 85

## V

Virginia Tidewater Consortium Exchange Program, 85  
Visiting Professor, 21

## W

Withdrawal from Course Grades, 77  
Withdrawal from the University, 72  
World Wide Web Page Publishing, 103  
Worldview and Hermeneutics Understanding, 13



## UNIVERSITY MISSION STATEMENT

### Preamble

Regent University is a graduate institution 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 an exemplary graduate education from biblical perspectives to aspiring servant leaders in pivotal professions and to be a leading center of Christian thought and action.

### Vision

Our vision, through our graduates and other 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

[Student Services Home](#) : [Regent University Home](#) : [Student Handbook Table of Contents](#)



[About the School](#)

[Programs of Study](#)

[Admissions](#)

[Faculty and Staff](#)

[Distance Education](#)

[Course Schedule](#)

[Course Syllabi](#)

[Registration](#)

[Blackboard](#)

[Student Services](#)

[Faculty, Staff, and Student Resources](#)

## SCHOOL OF EDUCATION



A word from the Dean . . .

The issue of quality education is a growing concern in today's culture. The Bible and professional literature agree on one key solution: excellent leadership. A higher caliber of leader than ever before is needed to meet the kaleidoscope of challenges in public and private schools, from the classroom to the policy level. Regent University's School of Education offers master's programs to develop such

leaders.

Regent students learn how to integrate research-supported concepts and skills with a biblical worldview. Thus, Regent graduates are prepared to make a difference by bringing academic excellence, moral character and standards of learning into our educational systems.

You can join the growing number of education professionals who are changing our world by taking part in the Regent School of Education graduate degree program.

Alan A. Arroyo, Ed.D.  
Dean

[BACK TO TOP](#)

Regent University School of Education, 1000 Regent University Drive, CRB 257, Virginia Beach, VA, 23464, Phone (757) 226-4260, FAX (757) 226-4318.

[Home](#) | [General Info](#) | [Schools](#) | [News](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#) | [Site Search](#)

To contact Regent University, [click here](#).

© November 1998 Regent University  
All Rights Reserved.

**REGENT UNIVERSITY, VIRGINIA BEACH, VA****HOME SCHOOL DEGREE LIBRARY BOOKS ARCHIVES INFORMATION CONTACT**

## About the School of Education

[School of  
Education  
Home](#)[About the  
School](#)[Programs of  
Study](#)[Admissions](#)[Distance  
Education](#)[Faculty and  
Staff](#)

- [Mission Statement](#)
  - [Program Distinctives](#)
  - [On-Line Catalog](#)
  - [News and Events](#)
  - [Career Development](#)
  - [Alumni News](#)
- 

## A Brief History of Regent University

Regent University was incorporated in 1977 to recover the Christian heritage of our nation, to confront the destructive trends of society, and to help meet the leadership challenges of the future at home and abroad. Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award master and doctorate degrees. Graduate programs are available from the schools, colleges, and centers of [Business](#), [Communication and the Arts](#), [Counseling and Human Services](#), [Divinity](#), [Education](#), [Government](#), [Law](#), and [Leadership Studies](#).

---

## About Virginia Beach

Regent University is located in Virginia Beach, Virginia, one of several cities that comprise the Hampton Roads community. The area is largely associated with international shipping, shipbuilding, and naval bases, in addition to tourism and seafood production.

Regent University is surrounded by an abundance of waterways and a kaleidoscope of historic sites. Within an hour's drive are Yorktown, Jamestown, and Colonial Williamsburg. The capital, Richmond, is two hours away by car, and Washington, D.C., just three-and-a-half hours. The Outer Banks of North Carolina are less than two hours away, and Virginia's Blue Ridge Mountain are within four hours by car.

The cities of Hampton Roads developed due to the region's natural harbors and tributaries. The Chesapeake Bay and Atlantic Ocean skirt the city of Virginia Beach with 28 miles of public beaches. The climate is mild. Major thoroughfares and commercial airports make Regent University readily accessible from any area of the country.

---

## About the Campus

Regent University's facilities incorporate the best that modern technology has to



offer education. On any given week, you will see administrators from other universities touring Regent University facilities to see how innovative technologies can be applied.

---

### Student Housing

The Housing Office has various housing options available to accommodate student needs. In addition, they can assist you with off-campus options and referrals.

### BACK TO TOP

Regent University, School of Education, 1000 Regent University Dr., Va. Beach, VA, 23464

Phone (757) 226 4123, FAX (757) 226-4147

[Home](#) | [General Info](#) | [Schools](#) | [News & Info](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#)

| [Site Search](#)

To contact Regent University, [click here](#).

© November 1998 Regent University

All Rights Reserved.



Christian School Program

<u>School of Education</u>	Duration:	16 months
	Credits:	32
	Degree:	Master of Education (M.Ed.)
<u>School of Education Home</u>	Location:	Main Campus in Virginia Beach, VA; Northern Virginia, Pittsburgh, PA
<u>Programs of Study</u>	Schedule:	Combines traditional and Internet course delivery
<u>Admissions</u>	Admissions:	See <u>Computer Hardware and Software Requirements</u>
<u>Distance Education</u>	Distinctives:	This program prepares Christian school teachers and administrators to educate toward God's expectations for Holy Nation citizenship (1 Peter 2:9). Instruction is delivered via the traditional live classroom, Internet, and audiotape modes.

Course Schedule (actual class schedule may vary depending upon scheduling availability):

<i>Fall</i>	<i>Core Courses (all required)</i>	<i>Delivery Method</i>	
EDCS 500	Orientation/Internet Workshop	Traditional	1 cr
EDWW 500	Writing Workshop	Traditional	0 cr
EDBIB 521	Christian Heritage	Traditional	3 cr
EDCS 505	Philosophy of Education	Traditional	3 cr
EDBIB 516	Hermeneutics	Internet/Audio	2 cr
EDBIB 517	Apologetics	Traditional/Internet	2 cr
<i>Spring</i>			
EDCS 522	Theory in Practice	Internet	3 cr
EDBIB 523	Character Development	Internet	3 cr
EDCS 526	At-Risk	Internet	2 cr
EDCS 527	Teaching Evaluation	Traditional	2 cr
EDCS 532	Assessing/Teaching Comm. Arts	Traditional	2 cr
<i>Summer</i>			
<i>Content Area Courses (one required)</i>			
EDCS 581	Content Seminar (K-3)	Traditional	6 cr
EDCS 582	Content Seminar (Humanities 4-12)	Traditional	6 cr
EDCS 583	Content Seminar (Sciences 4-12)	Traditional	6 cr
EDCS 584	Content Seminar (Administration)	Traditional	6 cr
<i>Fall</i>			
<i>Culminating Experience (required)</i>			
EDCS 591	Internship	Field Work	3 cr

Virginia State Licensure/Endorsement: May lead to certification with the Association of Christian School International (ACSI) or other Christian

school certification programs. Not designed to fulfill state licensure/endorsement requirements.

#### Course Descriptions

**EDCS 500 Orientation/Internet Workshop (1)** This workshop is offered prior to the first course to be taken (either partially or completely) via Internet. It equips the student with the skills necessary for Internet instruction, including library and Web-site accession.

**EDWW 500 Writing Workshop (0)** The Writing Workshop is designed to assist students with their understanding of the writing process and with their writing skills. The three-part program includes lecture, demonstration, and discussion as it: (a) reviews the writing process identifying "how" writing works in order to help students approach it more confidently; (b) explores many techniques of expository writing; (c) identifies problems with grammar, mechanics, usage typically encountered in student academic papers; (d) provides an opportunity for a faculty member to review each student's writing in an individual conference. It encourages students to assume responsibility for their own professional development and continued self-assessment.

**EDBIB 521 Christian Heritage (3)** This course develops the theme of holy nation citizenship (1 Peter 2:9) and its implications for Christian education. It provides the purpose and outcomes for Christian education using the subject matters of Biblical text, Christian history, Christian classics, and the skills of logic and rhetoric. The course must be taken first in the Christian School Program (the second of the two-part sequence is the Philosophy of Education course.)

**EDBIB 505 Philosophy of Education (3)** This course is the second required course in the Christian School Program. In this course students develop a philosophy of education essential to the preparation of holy nation citizens (covered in the Christian Heritage course.) It provides the framework for all subsequent courses in the Christian School Program.

**EDCS/EDBIB 516 Hermeneutics in Education (2)** Students will learn to use inductive Bible study methods and apply them to educationally relevant questions. Additionally, students will learn how to teach Biblical content to learners of various ages.

**EDBIB 517 Biblical Integration/Apologetics (2)** This course focuses on the integration of Biblical content in the student's personal and professional life. Students will examine methods, models and curriculum examples of personal and professional Biblical Integration. Students will also write a sample-integrated curriculum.

**EDCS 522 Theory into Practice (3)** This course develops a knowledge base necessary for articulating a psychology of teaching and learning. A rationale for practice will be developed from both empirical research and Biblical text. Students will critique existing models, and develop a model of learning with accompanying teaching strategies.

**EDBIB 523 Character Development (3)** This course places character development at the focal point of education. Students examine the literature relevant to developing character via self-governance and propose educational strategies toward developing Christian character in home, school and church settings.

**EDCS 526 At-Risk (2)** In this course students will recognize the characteristics and learning needs of at-risk learners.

**EDCS 527 Teaching and Evaluation (2)** This course covers the sequence

of professional skills from teaching, use of technology, designing evaluation instruments, and evaluating self made and commercially developed instruments.

**EDCS 532 Assessing/Teaching Communication Arts (2)** This course prepares participants to develop students' communicative competence through a focus on assessing and teaching the four language modes: listening, speaking, reading and writing.

**EDCS 581 Content Seminar (K - 3) (6)** This course addresses (a) characteristics of young learners, (b) the prevention of literacy and math problems in the early grades, (c) reading approaches and stages accompanied with research-based instructional methods for each of the approaches and stages, (d) analysis of reading and math curricula, (e) curricular mapping and design, and (f) parental involvement.

**EDCS 582 Content Seminar - Humanities (4 - 12) (6)** This course addresses (a) characteristics of students in grades 4-12, (b) teaching reading and writing in the content areas, (c) analysis of content area curricula, (d) curricular mapping and design, and (e) best instructional practices for the humanities.

**EDCS 583 Content Seminar - Sciences (4 - 12) (6)** This course addresses (a) characteristics of students in grades 4-12, (b) teaching reading and writing in the content areas, (c) analysis of content area curricula, (d) curricular mapping and design, and (e) best instructional practices for the sciences.

**EDCS 584 Content Seminar - Administration (6)** This course provides a concentrated offering of knowledge, skills, and competencies essential to administration in the Christian school setting. This includes leadership, organization and administration personnel management, school law, and school finance. The summer seminar prepares the student for the fall semester internship.

**EDCS 591 Internship (3)** This course provides a classroom-based coverage of relevant teaching and/or administrative practices coupled with a practical internship. This activity is either an internship with a mentor or the mentoring of an intern as determined by program guidelines.

For more information:

#### *General Requirements*

1. The minimum degree requirements for completion of a Master of Education (M. Ed.) degree is 32 credits.
2. Students must successfully complete a culminating experience such as a professional project, portfolio, or thesis to qualify for conferment of a degree.
3. The Certificate of Advanced Graduate Studies (CAGS) program is post-masters level work.
4. For all programs where licensure and/or endorsement are available, the information provided is based upon Virginia State licensure regulations and may not be the same for all states.
5. All applicants are required to successfully complete a writing sample through the admissions office. This writing sample replaces the Miller Analogies Test (MAT) requirement for general admission.

[BACK TO TOP](#)

Regent University, School of Education, 1000 Regent University Dr., Va. Beach, VA, 23464  
Phone (757) 226 4123. FAX (757) 226-4147  
[Home](#) | [General Info](#) | [Schools](#) | [News & Info](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#) |  
[Site Search](#)  
To contact Regent University, [click here](#).  
© November 1998 Regent University  
All Rights Reserved.



## Mission

### School of Education

The primary mission of the Regent University School of Education is to prepare leaders from a biblical perspective in order that they might significantly impact education worldwide, particularly in the areas of educational administration, at-risk populations, special education, and educational policy.

### School of Education Home

[BACK TO TOP](#)

### Welcome

### Programs of Study

### Admissions

### Distance Education

### Faculty and Staff

Regent University, School of Education, 1000 Regent University Dr., Va. Beach, VA, 23464  
Phone (757) 226-4123. FAX (757) 226-4147  
[Home](#) | [General Info](#) | [Schools](#) | [News & Info](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#) |  
[Site Search](#)  
To contact Regent University, [click here](#).  
© November 1998 Regent University  
All Rights Reserved.



## Distinctives

### School of Education

1. A biblical foundation: Since our programs are based on time-honored biblical standards, we have a firm foundation on which to establish sound educational practices, free from the fads and whims that have characterized American education.

### School of Education Home

### Welcome

### Programs of Study

### Admissions

### Distance Education

### Faculty and Staff

2. Interdisciplinary collaborative efforts: The School of Education faculty is committed to networking and partnering with other Regent schools, public and private school systems, universities, ministries and private industry to provide quality programs.

3. Effective discipline and character development programs: Biblically-based systems are currently being piloted in public and Christian school settings.

4. Advanced technology: State-of-the-art technology is optimally matched to instructional and administrative needs.

5. Program flexibility: Faculty model flexibility in adapting NK-12 curriculum and instructional techniques to the true needs of students. Course scheduling and format are designed to meet the needs of working professional educators.

6. Adopted educational policy: The Institute for Educational Policy, in partnership with the Robertson School of Government, will develop position papers and sponsor conferences and lobbying activities to be used in an effort to generate and influence educational policy decisions in the U.S. and abroad. This, too, is interdisciplinary and collaborative in nature.

7. Emphasis on application: Field-based opportunities permeate instructional delivery, facilitating student mastery of critical competencies.

8. Focus on creative leadership and educational options (for Certificate of Advanced Graduate Studies): Privatization of educational services is a major research interest, especially in answer to urban education problems.

9. A diverse yet unified faculty: Faculty members possess varying gifts, professional orientations and experiences, yet are united by faith in Jesus Christ. A worldview based upon a core of biblical beliefs is shared by the entire faculty, creating a Spirit-led environment of collaboration and consensus.

### BACK TO TOP

Regent University, School of Education, 1000 Regent University Dr., Va. Beach, VA, 23464  
Phone (757) 226-4123, FAX (757) 226-4147

[Home](#) | [General Info](#) | [Schools](#) | [News & Info](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#) | [Site Search](#)

To contact Regent University, [click here](#).

© November 1998 Regent University  
All Rights Reserved.

# REGENT UNIVERSITY, VIRGINIA BEACH, VA

HOME SCHOOLS DEGREES LIBRARIES SEARCH SITE GENERAL INFORMATION CONTACT REGENT

## Admission Requirements

### School of Education

Please read the following admissions requirements carefully. When you're ready to begin the application process, you may

### School of Education Home

### Welcome

### Programs of Study

### Admissions

### Distance Education

### Faculty and Staff

Write or call for an admissions packet	Download an admissions packet
School of Education Office of Admissions 1000 Regent University Dr. Virginia Beach, VA 23464 757-226-4123 toll free 1-888-713-1595	The admissions application is available in .pdf format. You must have Adobe Acrobat Reader installed to view the document. You can download a <u>free copy of Adobe Reader</u> now.  When you are ready to proceed, <u>download the admissions packet</u> .

Your Admissions Packet should include:

- completed Regent University Application Form
- completed School of Education Application Form
- Nonrefundable Admissions and Financial Aid Application Fee
- Résumé
- Personal Goals Statement
- Signed Community Life Form
- Three Recommendations (Faculty, Clergy and General). Envelopes for you to give to each recommended are included with application materials. They should be mailed to: School of Education, Office of Admissions, Regent University, 1000 Regent University Drive, Virginia Beach, VA 23464.
- Official/Unofficial Copy of Transcript. Official transcripts are required from all previous colleges or universities attended at either the undergraduate or graduate level, regardless of the number of courses or the nature of the work taken. Unofficial transcripts can be sent for application consideration. However, official transcripts are required for enrollment and financial aid. Once a transcript is submitted to the School of Education Admissions Office, it cannot be returned to the applicant or forwarded to a third party.
- Tests. Each applicant must take a writing sample test, which will be arranged in conjunction with the admissions interview.
- Interview. Contact the School of Education Admissions Office to



schedule an admissions interview. In-person interviews are preferred, but telephone interviews may be arranged. During the admissions interview you will have the opportunity to speak with an admissions representative.

### **Computer Information**

***Computer literacy is required of all learners who will be taking one or more courses via the computer and the Internet.*** In addition to completing an Online Orientation, you must meet current software and hardware requirements.

### **BACK TO TOP**

Regent University, School of Education, 1000 Regent University Dr., Va. Beach, VA, 23464

Phone (757) 226 4123, FAX (757) 226-4147

[Home](#) | [General Info](#) | [Schools](#) | [News & Info](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#)

| [Site Search](#)

To contact Regent University, [click here](#).

© 1999 Regent University

All Rights Reserved.



## INSTRUCTIONS FOR THE APPLICATION PROCESS

*School of Education*

Thank you for your interest in the Regent University School of Education. Please give the completion of these items prayerful and thoughtful consideration. Return completed materials to:

School of Education Admissions and Financial Aid Office  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800

- ☐ Regent University Application Data Form
- ☐ School of Education Application Form
- ☐ \$40 Nonrefundable Admissions and Financial Aid Application Fee
- ☐ Resume
- ☐ Personal Goals Statement
- ☐ Review and Sign the Community Life Form
- ☐ Three Recommendations (Faculty, Clergy and General). Envelopes are provided for you to give to each recommender. They should be mailed to: School of Education, Office of Admissions, Regent University, 1000 Regent University Drive, Virginia Beach, VA 23464-9800.
- ☐ Official/Unofficial Copy of Transcript  
Official transcripts are required from all previous colleges or universities attended at either the undergraduate or graduate level regardless of the number of courses or the nature of the work taken. Unofficial transcripts may be sent for application consideration.

However, official transcripts are required for enrollment and financial aid. Once a transcript is submitted to the School of Education Admissions Office, it can neither be returned to the applicant nor forwarded to a third party.

- ☐ Tests  
Each applicant must register for and take either the Graduate Record Exam (GRE) or the Miller Analogies Test (M.A.T.) and have an official copy of the score results sent to the School of Education Office of Admissions. For information regarding GRE test sites and dates please call (609) 771-7670. The M.A.T. is offered at Regent University. For information please call (757) 579-4103. For information regarding alternate test sites please call (210) 299-1061.
- ☐ Interview  
Contact the School of Education Admissions Office to schedule an admissions interview. In-person interviews are preferred, but telephone interviews may be arranged. During the admissions interview you will have the opportunity to speak with an admissions representative and a faculty member.

### *Completion of the Application Process*

It is the applicant's responsibility to follow up on the completion of their file. The dean and faculty of the School of Education will review your application for admission when all of the admissions materials have been received.

### *Admissions Numbers*

If questions arise regarding the admissions process, please call the School of Education Admissions Office at (757) 579-4123. For information or questions pertaining to other programs offered at Regent University, please call the corresponding number listed below.

Counseling .....	(757) 579-4121
Business .....	(757) 579-4096
Communication and the Arts .....	(757) 579-4243
Divinity .....	(757) 579-4016
Government .....	(757) 579-4583
Law .....	(757) 579-4584
Organizational Leadership .....	(757) 579-4122

Regent University reserves the right to change, without notice, any statement within its publications concerning, but not limited to, policy, fees, curricula, and additional admissions materials or requirements.



# REGENT UNIVERSITY.

## ADMISSION APPLICATION AND DATA FORM *School of Education*

(Type or print in black ink.)

Full Legal Name \_\_\_\_\_  
Last First Middle Initial Nickname

Social Security Number \_\_\_\_\_ Maiden Name \_\_\_\_\_  
(Optional)

Present Mailing Address: \_\_\_\_\_  
Street City State ZIP Country

Present Phone: \_\_\_\_\_  
Home Work Extension

FAX: \_\_\_\_\_ E-mail: \_\_\_\_\_

Permanent Mailing Address: ☐ Parent ☐ Guardian ☐ Spouse ☐ Other

Write in Care of: \_\_\_\_\_  
Last First Middle Initial

Address: \_\_\_\_\_  
(If different from present address) Street City State ZIP Country

Permanent Phone: \_\_\_\_\_  
Home Work Extension

After this date, correspondence should be sent to my permanent address: \_\_\_\_\_

The information requested in this box is optional and is used for institutional statistical research only.  
This information is not a criterion for acceptance.

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: ☐ Male ☐ Female

Marital Status: \_\_\_\_\_ Number of dependent children: \_\_\_\_\_

Residency: ☐ N Non resident of Virginia ☐ V Resident of Virginia  
☐ I International

Ethnic Origin: ☐ AS Asian/Pacific Islander ☐ BL Black, Non-Hispanic  
☐ HS Hispanic ☐ NA American Indian/Alaskan Native  
☐ WH White, Non Hispanic ☐ Foreign Born (Other)

Church: \_\_\_\_\_ Denomination: \_\_\_\_\_

Country of Birth: \_\_\_\_\_ Country of Citizenship: \_\_\_\_\_

If not a U.S. citizen, are you a permanent resident of the United States? ☐ Yes ☐ No

If presently in the U.S., date of entry: \_\_\_\_\_ Present INS Status: \_\_\_\_\_

The Test of English as a Foreign Language (TOEFL) is required of all students whose first language is not English.

Test Date: \_\_\_\_\_

## Program Information

### Anticipated Major:

1. Master Teacher Program (MTP)
  - ☐ Virginia Beach Campus
  - ☐ Hampton/Peninsula Campus
  - ☐ Northern Virginia Campus
2. Educational Leadership
  - ☐ Virginia Beach Campus (3 Summers)
  - ☐ Northern Virginia Campus
  - ☐ C.A.G.S. (Certificate of Advanced Graduate Studies)
3. Master Teacher Program, Christian School Emphasis
  - ☐ Virginia Beach Campus
  - ☐ Northern Virginia Campus
4. ☐ Cross-Categorical Special Education
5. ☐ Individualized Degree Program
6. Master Educator Program (M&EP) – Distance/Internet Program
  - ☐ Teacher Track    ☐ Leader Track    ☐ Scholar Track

Anticipated Degree:    ☐ M.Ed.    ☐ Nondegree

Anticipated Start Date (month/year): \_\_\_\_\_

Anticipated Graduation Date (month/year): \_\_\_\_\_

**If you intend to pursue a joint degrees program at Regent, please indicate your other school of interest by selecting from the list below. Additional admissions information will be sent to you.**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> College of Communication and the Arts<br/><i>Emphasis and Degrees Offered:</i><br/><i>(On Campus and Online)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication Studies<br/>M.A., Ph.D. in Communication</li> <li><input type="checkbox"/> Journalism<br/>M.A. in Journalism</li> <li><input type="checkbox"/> Cinema-Television and Theatre Arts<br/>M.A. in Communication</li> <li><input type="checkbox"/> M.F.A. in Script and Screenwriting</li> </ul> </li> <li><input type="checkbox"/> School of Business<br/><i>Degrees Offered</i><br/><i>(On Campus and Online)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> M.B.A.</li> <li><input type="checkbox"/> M.A. in Management</li> </ul> </li> <li><input type="checkbox"/> School of Counseling and Human Services<br/><i>Degree Offered:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> M.A. in Counseling<br/><i>(Clinical: School, Community; Nonclinical: Ministry and Human Services)</i></li> <li><input type="checkbox"/> Psy.D.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> School of Divinity<br/><i>Degrees Offered</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> M.A. Biblical Studies</li> <li><input type="checkbox"/> M.A. Practical Theology <i>(Field-based program available)</i></li> <li><input type="checkbox"/> M.A. in Missiology</li> <li><input type="checkbox"/> M.Div.</li> <li><input type="checkbox"/> D. Min.</li> </ul> </li> <li><input type="checkbox"/> Robertson School of Government<br/><i>Degrees Offered:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> M.A. in Public Policy</li> <li><input type="checkbox"/> Master of Public Administration</li> <li><input type="checkbox"/> M.A. in Political Management</li> </ul> </li> <li><input type="checkbox"/> School of Law<br/><i>Degree Offered</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> J.D.</li> </ul> </li> <li><input type="checkbox"/> Center for Leadership Studies<br/><i>Degrees Offered Online Only:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> M.A. in Organizational Leadership <i>(Interdisciplinary)</i><br/><i>(cognates in Education, Communication, Business, Divinity)</i></li> <li><input type="checkbox"/> Ph.D. in Organizational Leadership <i>(Interdisciplinary)</i><br/><i>(Cognates in Government, Education, Business, Divinity)</i></li> </ul> </li> </ul> |
|--|--|

Within the last five years, have you taken either the GRE or the MAT?    ☐ Yes    ☐ No

If yes, Test Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Scores	Percentile	Raw
GRE Verbal		
GRE Quantitative		
GRE Analytical		
MAT		

If no, when are you taking the required test? \_\_\_\_ / \_\_\_\_ / \_\_\_\_



## ADMISSION APPLICATION

*School of Education*

Name \_\_\_\_\_ Social Security Number \_\_\_\_\_  
(optional)

Educational institutions attended since high school: (Please note that an official transcript must be submitted for each institution attended.)

Institution	State/Country	Major	Degree or Hours Earned Undergraduate	Earned Graduate	G.P.A.	Dates

Do you consider your school record an adequate index of your ability to achieve in graduate work?

☐ Yes ☐ No If no, please explain: \_\_\_\_\_

Have you previously applied for admission to Regent University?

☐ No ☐ Yes Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Which degree program or school? \_\_\_\_\_

Accepted? ☐ No ☐ Yes If yes, when? \_\_\_\_/\_\_\_\_/\_\_\_\_

Graduated? ☐ No ☐ Yes If yes, when? \_\_\_\_/\_\_\_\_/\_\_\_\_

List all academic and non-academic honors and distinctions you have received.

---

---

---

---

---

List community and church experiences in which you have been involved.

---

---

---



## ADMISSION APPLICATION

*School of Education*

It can sometimes be unclear on an application how an applicant has spent the time in the years preceding application. Please account for any apparent gaps of time within the last five years.

---

---

---

It would help us evaluate our course offerings if you would list any other graduate institutions you are considering attending (optional):

---

From what source did you first learn of Regent University? (Check one)

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> CBN, <i>The 700 Club</i> | <input type="checkbox"/> Friend                     | <input type="checkbox"/> Television show/ad | <input type="checkbox"/> Magazine _____ |
| <input type="checkbox"/> Internet                 | <input type="checkbox"/> Mailing                    | <input type="checkbox"/> Radio ad           | <input type="checkbox"/> Other _____    |
| <input type="checkbox"/> Conference               | <input type="checkbox"/> Graduate/Professional Fair |   |   |

Have you had, or do you currently have, any health conditions or other limitations that would impact your educational activity at Regent University? If yes, please explain.

- ☐ No      ☐ Yes \_\_\_\_\_

---

---

Have you had, or are you now receiving, counseling for chemical dependency or a mental/emotional condition? If yes, please explain. If you check yes, you will be sent an information form to complete and return to Regent University.

- ☐ No      ☐ Yes \_\_\_\_\_

---

---

If your answer to any of the following questions is "yes," please explain on a separate enclosure. A "yes" response will not affect consideration for acceptance.

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| Were you ever on probation or dismissed from any educational institution?          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Were you ever convicted of a crime other than a minor traffic or juvenile offense? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Are there any criminal charges pending or expected to be brought against you?      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Have you ever been the subject of a court martial hearing?                         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Have you ever been dishonorably discharged from military service?                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

I hereby apply to the Regent University School of Education. I affirm that, to the best of my knowledge, all of this information is complete and accurate.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please enclose the \$40 application fee made payable by check or money order to Regent University.

---

**Please prepare your responses on a separate sheet and attach them to this page.**

1. Give a summary of your personal/career/ministry goals, short-term and long-term.
2. Give a brief summary of how your personal characteristics and talents are suitable for the profession of education.
3. Give an overview of your professional experiences, highlighting those experiences you found most rewarding.
4. Give an overview of your leadership activities and qualities showing how leadership is a part of your career goals.

**\*Please sign the Regent University Community Life Form found on the back of this page.**

In an effort to help you understand more about Regent University community life, please review the articles on this page and sign below:

### *Philosophy of Education*

Regent University is a Christ-centered institution. The board of trustees, as well as the faculty and staff of the university are 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 be committed to receiving an education in accordance with the following articles:

- A. That the Holy Bible is the inspired, infallible, and authoritative source of Christian doctrine and precept.
- B. That there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- C. That man was created in the image of God but as a result of sin is lost and powerless to save himself.
- D. That the only hope for man is to believe in 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.
- E. That Jesus Christ will personally return to earth in power and glory.
- F. That the Holy Spirit indwells those who receive Christ, for the purpose of enabling them to live righteous and holy lives.
- G. 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.

### *Nondiscriminatory Policy*

Regent University's policies governing the admission of students relate to its Philosophy of Education statement and mission, but are not applied to preclude a diverse student body in terms of disability, race, color, gender, religion, national or ethnic origin.

### *Standard of Personal Conduct*

Biblical precepts constitute the guidelines for conduct by all members of the Regent University community. In matters of dress, students should recognize that they are preparing for career placement and thus should present themselves in a manner consistent with professional standards. While casual dress is normally acceptable on campus, the wearing of recreational and beach attire is not in keeping with professional standards and is thus discouraged. Regent University students are expected to abide by biblical standards of holiness. Students are not to gamble, steal or cheat. Students are expected to abstain from sexual impurity, including the viewing and/or reading of pornographic literature and from other immoral activities. Regent University, in keeping with St. Paul's admonition to refrain from behavior that might be a stumbling block to the weaker brother, encourages students to appropriately set aside their personal freedom and refrain from the use of alcohol and tobacco. The abuse of alcohol is prohibited. Firearms, illegal narcotics, alcohol and tobacco are not permitted on university premises.

*I certify that I have read the Regent University Community Life Form and understand that I will receive an education in accordance with the Philosophy of Education. I further certify that I will submit myself to the Standard of Personal Conduct throughout the time of my enrollment as a student.*

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_





# CLERGY RECOMMENDATION *School of Education*

**To the Applicant:** This form should be completed by someone who understands your spiritual goals and objectives, such as a pastor, priest, rabbi, or other religious/moral leader.

Applicant's Name \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Regent University school in which admission is sought: \_\_\_\_\_

- ☐ I waive my right to review this recommendation when completed and understand it will remain confidential  
☐ I do not waive my right to review this recommendation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**To the Recommender:** The person named above is applying to Regent University and has requested your recommendation. The university is an evangelical Christian graduate-level institution committed to educating and training leaders for society according to Christian principles. Your thoughtful and candid responses will assist us in our admission evaluation.

1. How long have you known the applicant? \_\_\_\_\_

2. How well do you know the applicant?

- ☐ By name/sight ☐ Fairly well — numerous personal contacts  
☐ Casually — few personal contacts ☐ Very close relationship

3. To your knowledge has the applicant made a meaningful personal commitment to Jesus Christ?

- ☐ Yes ☐ No ☐ I don't know

Comments: \_\_\_\_\_

4. Please evaluate the applicant's qualifications by checking (✓) the appropriate spaces below.

	Superior	Above Average	Average	Below Average	Poor	No Chance To Observe
Reliability						
Maturity						
Spiritual Maturity						
Oral Expression						
Integrity						
Interpersonal Relationships						
Personal Appearance						
Work Habits						

5. In light of Regent University's commitment to be a Christ-centered institution, please evaluate how you feel the applicant would function and relate to the community.

6. FOR INTERNATIONAL STUDENT APPLICANTS: Please assess the student's ability to comprehend, write and speak in English.

Listening Comprehension	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> No Ability	<input type="checkbox"/> No chance to observe
Writing	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> No Ability	<input type="checkbox"/> No chance to observe
Speaking	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> No Ability	<input type="checkbox"/> No chance to observe

7. Do you recommend this applicant to Regent University?

<input type="checkbox"/> Highly recommend	<input type="checkbox"/> Recommend with reservations
<input type="checkbox"/> Recommend	<input type="checkbox"/> Do not recommend

Signature \_\_\_\_\_ Date \_\_\_\_\_

Recommender's Name \_\_\_\_\_ Title \_\_\_\_\_

Church/Organization \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_ Telephone \_\_\_\_\_

Please mail recommendation in the envelope provided to: School of Education Admissions, Regent University, 1000 Regent University Drive, Virginia Beach, VA 23464-9800. FAX Number: (757) 579-4318. No action can be taken on this student's application until this form is returned. Thank you for taking the time to complete and return this recommendation. Your thoughtfulness in its preparation is appreciated.



[Home](#)

[Faculty & Staff](#)

[Programs of Study](#)

[Admissions](#)

[Current Students](#)

[Alumni](#)

[Research & Publications](#)

[Weekly Devotional Series](#)

## Statement of Mission

The School of Business participates fully in Regent University's vision to transform society through Christian leadership. For us, that vision means preparing men and women to build dynamic organizations that provide life-improving products and services in a way that points to the life-giver, Jesus Christ. Our distinctive characteristic is servant-leadership (Matthew 20:20-28). Our emphasis is preparing people to lead and manage people. Our context is the business world, including both profit and nonprofit organizations.

To accomplish our mission, we:

- Impart graduate-level knowledge and skills within a biblical world-view
- Teach and emphasize servant-leadership and moral integrity in business
- Impart a balanced view of the Christian life;
- Help students develop life plans that are consistent with God's call on their lives and good stewardship of their gifts and talents
- Exhort ourselves and our students to do everything with excellence, integrity and innovation.

[BACK TO TOP](#)

Regent University School of Business

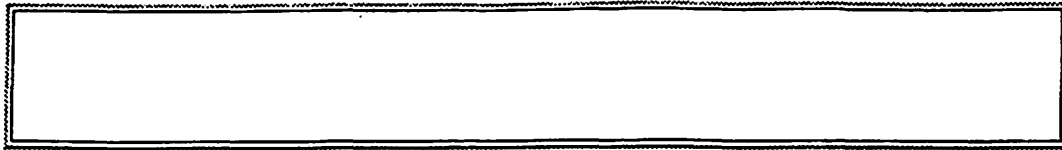
1000 Regent Dr., Virginia Beach, VA, 23464, Phone (757) 226-4350, FAX (757) 226-4369

[Home](#) | [General Info](#) | [Schools](#) | [News](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#) | [Site Search](#)

To contact Regent University, [click here](#).

© January 1999. Regent University

All Rights Reserved.



### **Chairman: Hunt**

The purpose of the M.B.A. or M.A. in management degrees in the nonprofit management track is to prepare administrators and managers for leadership responsibilities in the nonprofit sector - churches, parachurch organizations, educational institutions and other private or public human service organizations. Grounded in Regent University's mission of preparing the way for a day when "the glory of the Lord will cover the earth as the waters cover the sea," the nonprofit management program seeks to provide the essential foundations necessary for responsible, scripturally sound leadership. The curriculum balances the practical "how to's" of management, leadership development and organizational skills with the "why's"— values, ethics and purpose—that direct the servant leader's efforts.

### **The nonprofit management track is ideal for:**

- Adult learners who intend to pursue leadership roles in the nonprofit sector.
- Current managers in business and industry who feel God is calling them to a similar management role in a ministry.
- Persons in technical/creative positions in ministries who want to move into management positions.
- Undergraduate students who desire to pursue management careers and become grounded in a biblical worldview of nonprofit and ministry leadership.
- Ministry managers who lack formal management education or who want to update their training and expand their horizons.

### **The program prepares students to:**

- Function effectively as a manager in the nonprofit sector.
- Put into practice improved personal and professional leadership skills.
- Implement a comprehensive plan for your life which relates spirituality to work in a way that glorifies Christ.
- Join a management team of a growing church, parachurch, educational institution or similar nonprofit organization and work effectively with varying professions, giftings, personalities and cultures.
- Develop and execute plans necessary to turn around nonprofit organizations "mired in mismanagement."
- Help others grow, develop and increase productivity and improve people skills using biblical principles in the power of the Holy Spirit.

Students in this track must take two ministry management core courses (six credits) and select six credits of electives that fit the student's personal/professional goals and life/career plans.

### **The required courses are:**

- NPRF 646 Managing Nonprofit Organizations (3)
- NPRF 647 Leadership (3)

The other 6 credits of electives may come from business or any other school or college at Regent. The

following list of electives shows the opportunities to develop a custom program within the nonprofit track.

**School of Divinity**

- PRMIN 513 Church Revitalization (3)
- PRMIN 514 Christian Leadership Development (3)
- PRMIN 517 Church Growth and Planting (3)
- PRMIN 535 Mentoring Dynamics (3)
- TCDH 510 Salvation, The Holy Spirit & Christian Living (3)
- BOTB 510 Birth of the Theocratic Nation (3)
- BNTB 511 Beginnings of the New Testament Church (3)
- TMIN 502 Church & Ministry (3)
- TMIS 500 World Christian Perspectives (3)

**School of Education**

- EDADM 530 Organization and Administration (3)
- EDADM 531 School Finance (3)
- EDADM 535 Human Resource Management (3)
- EDFND 552 Leadership: Personality & Communication I (3)
- EDFND 553 Leadership: Personality & Communication II (3)
- EDFND 554 Leadership: Personality & Communication III (3)

**Note:** Please check each school for the courses offered by distance education.

---



Return to Degree Programs



Return to home page



[Preview  
Weekend](#)

[Home](#)

[MBA Degrees](#)

[About the  
School of  
Business](#)

[Faculty & Staff](#)

[Programs of  
Study](#)

[Current  
Students](#)

[Alumni](#)

[Research &  
Publications](#)

[Weekly  
Devotional  
Series](#)

## ADMISSIONS

[Application Process](#)

[Download Application](#)

[GMAT Requirements](#)

[Financial Aid Information](#)

[Information Request Form](#)

The School of Business desires to admit students who:

1. are favorable to the mission of the school;
2. believe God called them to lead others in business and management for the glory of God;
3. are capable of leading; and
4. are capable of completing the rigors of a graduate management degree.

The School of Business is more innovative in its admissions procedures than most typical graduate education institutions. We believe that the best measure of success in our program is the student's performance in the first twelve credits. While undergraduate grade point average and admissions tests help in understanding the student, many factors affect the student's ability to succeed in graduate school. Therefore, the School of Business uses very few numerical criteria in determining the student's admission to the school.

If you already possess an undergraduate degree in business, the curriculum provides those with undergraduate business coursework the opportunity to waive up to 18 semester credits of prerequisite courses for the M.B.A., leaving a 39 semester credit program that students can complete in one calendar year. Similarly, one can waive up to 9 semester credits for the M.A. in Management, leaving a 30 credit program. If you have completed a course from an accredited college in the last 10 years, with a grade of "B" or better, you may request waiver of the equivalent Regent University course and reduce your credit hour requirement by the credit hours of the waived course. Students should submit academic petitions requesting waiver of the course after acceptance into the School of Business.

Stewardship of your time is another way Regent University sets itself apart from the rest. No one wants you to take courses you do not need. However, it is equally important to us that you are thoroughly prepared for a new or continued career in business.

If you currently possess a non-business undergraduate degree, Regent's business program trains you for a business career regardless of your undergraduate background and even if you completely lack an academic background in business.

If you have not yet completed your bachelor's degree, the **Accelerated Scholars And Professionals (ASAP)** program allows students, both on campus and in the Distance Education program, who have completed the equivalent of three years undergraduate work (either 90 semester hours or 135 quarter hours) and who have five years of work experience to begin working on a master's degree without having completed a bachelor's degree. You receive a master's degree upon completion of the program.

The **ASAP** program is limited to 10% of the total student body. Therefore, restrictions do apply. If you fit the criteria of the **ASAP** program, fill out the form, available from the School of Business admissions office, and take the next step to earning your M.B.A. or M.A. degree.

The Graduate Management Admission Test (GMAT) is optional except for **ASAP** students. However, the Business School uses the GMAT as an additional rating tool for students applying for financial aid. You may apply for the GMAT by contacting:

Graduate Management Admission Test  
Educational Testing Service  
P. O. Box 6108  
Princeton, NJ 08541-6108

**ASAP** students must submit the following for admission consideration:

- Application, \$40 fee, resume, official transcript with UGPA of 3.00 or better, 2 recommendations, GMAT, and an interview.

Students with a bachelor's degree must submit the following admission consideration:

- Application, \$40 fee, resume, official transcript with a UGPA of 2.75 or better showing a Bachelor's degree from a regionally accredited institution, 2 recommendations, and an interview (in person or by phone).

**Students with a UGPA below 2.75:**

- If admitted, the student begins the program with Degree-Provisional status. Upon completion of 12 credits with grades of 3.0 or higher, the student moves to degree-regular status. If the average of the first 12 credits is below 3.0, the student moves to degree-probational status.

The student on probation moves to regular status when the cumulative GPA is 3.0 or higher. The School of Business will dismiss a student on probation for two consecutive terms.

Students wanting to take courses for credit, but not for a degree, may submit a one-page Non-degree Application.

For a complete description of Degree, Non-degree, Regular, Provisional,

and Probation, please see the appropriate sections in the catalog.

### APPLICATION PROCESS

The application process is self managed for better control. Upon receiving an application, fill out the complete application, including the financial aid portion (if seeking financial aid) and send the application, \$40 application fee, and resume immediately to us in the return envelope provided. This will insure priority consideration to both your application and financial aid.

Next, give out the two recommendations and have them returned sealed to you. Contact the colleges and universities attended and have the official transcripts sent to you in a sealed envelope. When the recommendations and transcripts are all returned to you, send them to us. ASAP applicants should have the GMAT also sent to us.

Upon receiving and processing your application, you will be contacted to verify receipt of your initial application. When the recommendations and transcripts are received, our enrollment manager will contact you to set up the phone or in-person interview.

Your application is then reviewed by an acceptance committee which usually takes less than a week. Notification of status is by letter from the dean and a phone call from the enrollment manager.

### DOWNLOAD APPLICATION

The application is in a [.doc \(Microsoft Word\) format](#) or [.pdf \(Adobe Acrobat\) format](#).

Thanks for your patience as we continue to make the School of Business website more student-friendly and interactive.

### Financial Aid Information

### BACK TO TOP

Regent University School of Business

1000 Regent Dr., Virginia Beach, VA, 23464, Phone (757) 226-4350, FAX (757) 226-4369

[Home](#) | [General Info](#) | [Schools](#) | [News](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#) | [Site Search](#)

To contact Regent University, [click here](#).

© January 1999. Regent University

All Rights Reserved.



# Regent University School of Business Application for Admission

**Instructions:** Fill out and sign this application and, if also applying for financial aid, complete and sign the financial aid section. After reading the Philosophy of Education, sign and date that section as well. Mail this application, \$40 application fee, and resume to us in the envelope provided. Hand out the two recommendations and call all colleges and universities attended and have them send the transcripts to you sealed. When you receive both recommendations and all transcripts sealed, mail them all to us.

- |    |   |             |  |                            |
|----|---|-------------|--|----------------------------|
| 1. | Full Name _____   |             |  |                            |
|    | Last name   | First       | Middle   | Preferred                  |
| 2. | Present Mailing Address   |             | Permanent Address (Parents or close relative)  |                            |
|    | Street or Box _____   |             | Street or Box _____  |                            |
|    | City _____  | State _____ | City _____   | State _____ Zip Code _____ |
|    | Home Phone _____  |             | Home Phone _____   |                            |
|    | E-mail Address _____  |             | Work Phone _____   |                            |
|    | Work Phone _____  |             | Relationship _____   |                            |
|    | FAX _____   |             |  |                            |
|    | (Shading is for School of Business data entry purposes only.)   |             |  |                            |
| 3. | This information, though optional, is needed for institutional research purposes:   |             |  |                            |
|    | Marital Status: _____   |             | US Social Security Number: _____ - _____ - _____ Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female         |                            |
|    | Ethnic Origin: <input type="checkbox"/> 01 Caucasian <input type="checkbox"/> 02 Black <input type="checkbox"/> 03 Native American <input type="checkbox"/> 04 Hispanic <input type="checkbox"/> 05 Asian   |             |  |                            |
|    | (Check one) <input type="checkbox"/> 06 International <input type="checkbox"/> Other _____  |             |  |                            |
| 4. | Country of Citizenship: _____   |             | Country of Birth: _____  |                            |
|    | If not a US citizen, are you a permanent resident of the USA? <input type="checkbox"/> Yes <input type="checkbox"/> No  |             |  |                            |
|    | If presently in US, date of entry: ____ / ____ / ____   |             | Present INS status: _____  |                            |
|    | The Test of English as a Foreign Language (TOEFL) is requested of all students whose language is not English.   |             | Test Date: ____ / ____ / ____ Test Score _____   |                            |
|    | Date of Birth: ____ / ____ / ____   |             | Denomination: _____  |                            |
|    | Spouse's Name: _____  |             | Number of Dependent Children: _____  |                            |
| 5. | To which degree program are you seeking admission? <input type="checkbox"/> M.B.A. <input type="checkbox"/> M.A. in Management  |             |  |                            |
|    | Do you seek the Business School's Distance Education Program? <input type="checkbox"/> Yes <input type="checkbox"/> No  |             |  |                            |
|    | Term and year you seek enrollment: _____  |             | <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> 19 ____ |                            |
|    | Do you seek a Business School Degree? <input type="checkbox"/> Yes <input type="checkbox"/> No  |             |  |                            |
|    | If yes, do you seek a Joint Degree? <input type="checkbox"/> Yes <input type="checkbox"/> No  |             | Name of other school _____   |                            |
|    | Do you seek ASAP status? <input type="checkbox"/> Yes <input type="checkbox"/> No   |             |  |                            |
| 6. | Major or Specialty Track? _____   |             |  |                            |
| 7. | Do you plan to take the Graduate Management Admissions Test (GMAT)? <input type="checkbox"/> No <input type="checkbox"/> Yes, Date: ____ / ____ / ____<br>(Required for Accelerated Scholars and Professionals Program, and Financial Aid: Honor's and Dean's Awards) |             |  |                            |
| 8. | How did you first hear about Regent University? _____   |             |  |                            |
|    | What prompted you to apply? _____   |             |  |                            |
|    | What are you looking for in a graduate school? _____  |             |  |                            |
| 9. | Have you previously applied for admission to Regent University?   |             |  |                            |
|    | <input type="checkbox"/> No <input type="checkbox"/> Yes, Date: ____ / ____ / ____ Which degree program or school? _____  |             |  |                            |
|    | Accepted: <input type="checkbox"/> No <input type="checkbox"/> Yes, Date: ____ / ____ / ____  |             |  |                            |

Graduated: ☐ No ☐ Yes, Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

10. Educational Institutions attended since high school: *(please note that an official transcript must be submitted for each institution listed.)*

Institution	State	Major	Degree or	Hrs Earned	GPA	Dates

11. Do you consider your school record an adequate index of your ability to achieve in graduate work?

☐ Yes ☐ No, please explain: \_\_\_\_\_

12. List academic and non-academic honors and distinctions you have received.

13. What would others tell us about your leadership capabilities from working with you on a project.

14. List community and church experiences in which you have been involved.

15. It has sometimes been unclear on an application how an applicant has spent the time in the years preceding application. Please account for any apparent gaps in time within the last five years.

16. It would help us evaluate our course offerings if you would list any other graduate institutions you are considering. (Optional): \_\_\_\_\_

17. Have you had, or are you now receiving counseling for chemical dependency or a mental/emotional condition? If yes, explain and you will also be sent an information form to complete and send back (Optional): \_\_\_\_\_

18. A "yes" response will not affect consideration for acceptance (Optional):

Were you ever on probation or dismissed from any educational institution?

☐ Yes ☐ No

Were you ever convicted of a crime other than a minor traffic or juvenile offense?

☐ Yes ☐ No

Are there any criminal charges pending or expected to be brought against you?

☐ Yes ☐ No

Have you ever been court-martialed or dishonorably discharged from the military?

☐ Yes ☐ No

I hereby apply to Regent University. I affirm, to the best of my knowledge, all of this information is complete and accurate.

Signature \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Please submit this application, \$40 application fee, and resume, and mail to:

School of Business, Regent University  
1000 Regent University Drive,  
Virginia Beach, VA 23464-9853

Upon receipt of this application, the enrollment manager will call you to verify its arrival. When the recommendations and transcripts arrive, the enrollment manager will call to set up the phone or personal interview.

Please read the philosophy of education below, as well as the Equal Opportunity Policy and Guidelines for Community Life below. Please sign below indicating that you agree to be taught by these principles.

#### PHILOSOPHY OF EDUCATION

Regent University is a Christ-centered institution. The board of trustees, as well as the faculty and staff of the university, are 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 be committed to receiving an education in accordance with the following articles:

- A. That the Holy Bible is the inspired, infallible and authoritative source of Christian doctrine and precept.
- B. That there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- C. That man was created in the image of God, but as a result of sin, is lost and powerless to save himself.
- D. That the only hope for man is to believe in 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.
- E. That Jesus Christ will personally return to Earth in power and glory.
- F. That the Holy Spirit indwells those who receive Christ, for the purpose of enabling them to live righteous and holy lives.
- G. That the Church is the Body of Christ and 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 nurture and discipline of Christians.

I certify that I have read the Philosophy of Education as well as the Equal Opportunity Policy and Guidelines for Community Life below and am committed to receiving an education in accordance with the stated principles.

Applicant's Signature \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### EQUAL OPPORTUNITY POLICY

Regent University affirms that unity of purpose among all its employees and students is essential to the fulfillment of its mission. The university further affirms that all men are created in the image of God, and therefore are to be afforded equal opportunity in accordance with Biblical standards. Because Regent University is a Christian educational institution, it determines if each employee professes the Christian faith in word and reflects that faith in deed. The university expects students to be committed to pursuing an education consistent with the Philosophy of Education/Statement of Faith and the Guidelines for Community Life.

The university administers these policies without regard to color or national origin, recognizing that mankind is one human race and, without regard to gender, consistent with a scriptural family policy. Finally, the university administers all of its policies based upon an assessment of each employee's or student's qualifications for the position to be filled or the benefit sought without regard to age or physical or mental disability, unless such factor interferes with one's ability to fulfill a particular responsibility.

Regent University's policies governing the admission of students to the School of Law directly relate to its philosophical purpose but are not applied to preclude a diverse student body in terms of race, color, religion, national origin, or sex.

#### GUIDELINES FOR COMMUNITY LIFE: REGENT'S HONOR CODE

Biblical Precepts constitute the guidelines for conduct by all members of the Regent University community. In matters of dress, students should recognize that they are preparing for career placement and thus should present themselves in a manner consistent with professional standards. While casual dress is normally acceptable on campus, the wearing of recreation and beach attire is not consistent in keeping with professional standards and is thus discouraged. Regent University students are expected to abide by biblical standards of holiness. Also, students are expected not to use tobacco, drink alcohol, use drugs, (except under a doctor's prescription), use profanity, gamble, steal, or cheat. Students are expected to abstain from sexual impurity, including the viewing and/or reading of pornographic literature and other immoral activities. Firearms, illegal narcotics, alcohol, and tobacco are not permitted on university premises.

REGENT UNIVERSITY



COLLEGE OF  
COMMUNICATION  
AND THE ARTS

CATALOG 1998-99

# COLLEGE OF COMMUNICATION AND THE ARTS

C A T A L O G 1 9 9 8 - 9 9

# WELCOME TO REGENT UNIVERSITY



Paul G. Cerjan  
Lieutenant General, USA (R)

## MESSAGE FROM THE PRESIDENT

**C**hoosing Regent University for your graduate education may be one of the most important choices you may make in your lifetime. Next to asking Christ into your life or selecting a spouse, the choices you make in pursuing higher education can make all the difference in how effectively you may serve society and your fellow human beings.

You will find Regent unique among graduate institutions in America and around the world, because Regent offers graduate-level education exclusively. We look for students who closely identify with our mission of leadership — Christian Leadership — students who believe that society can be transformed through the principles of truth, justice and love.

We have kept our eye on this vision for 19 years at Regent, and God has blessed our efforts dramatically. In the past few years alone we have defied the downward-growth trends of secular institutions, pioneered the technology of online degree programs, established a center in the heart of Washington, D.C., and undertaken partnerships with colleges around the globe.

I share these accomplishments with you to boast in the goodness of our Lord and to encourage you in your selection of Regent University, for the good of your future and the future of our society. God is at work at Regent University, and He is doing miraculous works on the earth through our students and alumni. It's time to get ready to take your place at a world-changing university!

I trust that our vision will inspire you, and that Jesus Christ will provide for your every need.

*Paul G. Cerjan*

Paul G. Cerjan  
President

**R**egent University is pleased to offer graduate education in eight areas of study. While you may have selected a particular course of study, you may also wish to add interdisciplinary course offerings from other Regent schools. By taking interdisciplinary courses as electives, or by pursuing joint degrees, Regent students may design their educations to suit their individual career or ministry needs.

## SCHOOL OF BUSINESS

### Degrees Offered

M.B.A. (Master of Business Administration)  
M.A. in Management

### For More Information Contact:

School of Business  
Office of Admissions  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
(800) 477-3642 • (757) 579-4369 FAX  
e-mail: busschool@regent.edu  
www.regent.edu/acad/schbus/

## CENTER FOR LEADERSHIP STUDIES

### Degrees Offered via the Internet

M.A. in Organizational Leadership  
Ph.D. in Organizational Leadership

### For More Information Contact:

Center for Leadership Studies  
Office of Admissions  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
(757) 579-4122  
e-mail: leadercenter@regent.edu  
www.regent.edu/acad/cls

## COLLEGE OF COMMUNICATION AND THE ARTS

### Degrees Offered

M.A. in Communication  
M.A. in Journalism  
M.F.A. in Script & Screenwriting  
Ph.D. in Communication

### For More Information, Contact:

College of Communication and the Arts  
Office of Admissions  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
(757) 579-4243  
e-mail: comcollege@regent.edu  
www.regent.edu/acad/schcom/



## SCHOOL OF COUNSELING AND HUMAN SERVICES

### Degrees Offered

M.A. in Counseling  
Psy.D. (Doctor of Psychology)

### For More Information, Contact:

School of Counseling and Human Services  
Office of Admissions  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
(757) 579-4121  
e-mail: counschool@regent.edu  
www.regent.edu/acad/schcou/

## SCHOOL OF DIVINITY

### Degrees Offered

M.A. (Master of Arts)  
• Biblical Studies  
• Missiology  
• Practical Theology  
M.Div. (Master of Divinity)  
• Missiology  
• Practical Theology  
D.Min. (Doctor of Ministry)

### For more information, contact:

School of Divinity  
Office of Admissions  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
Phone: (800) 722-6102  
e-mail: divschool@regent.edu  
www.regent.edu/acad/schdiv/

## SCHOOL OF EDUCATION

### Degrees Offered

M.Ed. (Master of Education)  
C.A.G.S. (Certificate of Advanced Graduate Studies)

### For More Information Contact:

School of Education  
Office of Admissions  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
(757) 579-4123  
e-mail: eduschool@regent.edu  
www.regent.edu/acad/schedu/

## SCHOOL OF GOVERNMENT

### Degrees Offered

M.A. in Public Policy  
M.A. in Political Management  
M.P.A. (Master of Public Administration)

### For More Information Contact:

Robertson School of Government  
Office of Admissions  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
(888) 800-7735  
e-mail: govschool@regent.edu  
www.regent.edu/acad/schgov/

## SCHOOL OF LAW

### Degree Offered

J.D. (Juris Doctor)

### For More Information, Contact:

School of Law  
Office of Admissions  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800  
(757) 579-4584 • (757) 579-4595 FAX  
e-mail: lawschool@regent.edu  
www.regent.edu/acad/schlaw/



## MASTER OF ARTS IN COMMUNICATION AND MASTER OF ARTS IN JOURNALISM

The College of Communication and the Arts offers the M.A. in communication and the M.A. in journalism, each requiring the following core courses:

COM CMT	Career Management
COM 600	Research and Writing in Communication
COM 601	Communication Theory and Worldview

COM 600 must be taken within the first 12 hours of coursework; COM 601 must be taken within the first 18 hours of coursework. Career Management is a service of the college provided to assure that students have worked through a plan of action for their post graduate school career.

Two program options are available to all master's degree students:

### Option A - Thesis/Portfolio

The thesis/portfolio option is reserved for the highest achieving students who are nominated by faculty for their academic excellence.

### Thesis

This option requires a minimum of 38 credit hours of approved coursework and a two semester-hour thesis for a total of 40 credit hours. The thesis must demonstrate the student's understanding of research methods and the ability to apply those methods to a worthwhile research project. Students with broad interests in communication and the arts or interests in a particular area of scholarship and research are encouraged to write a thesis. The thesis is also an excellent opportunity to investigate how biblical principles relate to a particular area of study. For those considering pursuing a doctoral degree, a master's thesis is essential and therefore strongly encouraged.

### Portfolio

This option requires a minimum of 38 credit hours of coursework plus a two semester-hour portfolio for a total of 40 credit hours. A portfolio has two parts: 1) a comprehensive research portion related to a professional production; and 2) a copy or an extensive professional sample of the production.

### Option B - Comprehensive Examination

The majority of students choose this option, especially those for whom the M.A. will be their terminal degree. This option requires a minimum of 41 or 42 credit hours of coursework, one or two credit hours of internship and a one credit hour comprehensive examination for a total of 44 credit hours. The comprehensive examination is intended to provide the student with the opportunity to demonstrate the knowledge acquired from the courses taken during the degree program.

Policies and procedures relating to degree options are outlined under M.A. Guidelines, published on the homepage: <http://www.regent.edu/jacnd/schcom>

### JOINT DEGREES PROGRAM

Joint degrees programs between the College of Communication and the Arts and other schools at Regent University enable students to earn two separate degrees in a fraction of the time — approximately three years.



A description of joint degrees may be obtained by writing to the Communication Admissions Office.

## ADMISSIONS INTO M.A. PROGRAM IN COMMUNICATION

Applicants for the on-campus M.A. program must obtain an admissions packet and complete the following criteria:

1. Complete and submit the Application Form with a \$40 nonrefundable application fee. (Check or money order payable to Regent University.)
2. Review, sign and submit the Regent University Community Life Form.
3. Complete and submit the Personal Goals Statement.
4. Provide three completed recommendation forms, unopened: Clergy, Faculty, and General.
5. Arrange to have official final transcripts from all colleges/universities attended sent to Communication Admissions, Regent University. (Forms are included in the admissions packet for your convenience.)
6. Arrange to have official scores from GRE or MAT sent directly to the Communication Admissions Office.
7. The Test of English as a Foreign Language (TOEFL) is required of all students whose first language is not English. Arrange to have TOEFL scores sent directly to the Communication Admissions Office.
8. Submit a recent photo (if available).
9. Call the Communication Admissions Office to schedule your required admissions interview. (In-person interviews are preferred, but telephone interviews may be arranged.)

Students are encouraged to apply well in advance of the semester in which they wish to enroll. Recommended application dates are designed to assure priority consideration for scholarships, financial aid and student housing.

Application deadlines for the on-campus M.A. programs are as follows:

Fall semester - April 1

Spring Semester - October 15

## Master's Degree Through Online Distance Learning

The College of Communication and the Arts will offer an online distance learning track for the master's degree beginning in the summer of 1998 (pending final SACS approval). Full documentation of the program, as well as an electronic application form can be obtained at [http://www.regent.edu/acad/schcom/ma/home\\_dma.html](http://www.regent.edu/acad/schcom/ma/home_dma.html).

Students may choose from eight areas of study:

1. Rhetorical and communication studies
2. Organizational communication and development
3. Interpersonal, intercultural, international communication
4. Political communication
5. Professional writing/magazine journalism
6. Public relations
7. Script and screenwriting
8. Critical studies in cinema-television

Performance and production study areas will not be offered online.

## Admission Standards, Process and Deadlines

Prospective applicants can begin the application process at any time. Access to an electronic application form can be found at: <http://www.regent.edu/acad/schcom/ma/maapp1.html>

Online applicants must apply online, include a writing sample, and respond to a computer literacy survey/questionnaire located on the home page.

The M.A. distance program admits students once a year for the fall semester. Application materials must be submitted by May 1, and applicants must successfully complete the M.A. Pre-Study Workshop on campus.

## Online Distance Learning Requirements

Online distance learning students are required to have access to a computer with communications capability including a modem (28,800 baud preferred), communication software (Internet browser and e-mail application with the capability to transfer files), and an independent Internet provider. All permanent documents for the M.A. distance track, syllabi, faculty resumes, etc., are placed on the World Wide Web. Courses are conducted via e-mail between faculty and students. Other hardware (e.g., sound card) and software may be required for some courses.

## Residency Requirements

1. The M.A. Pre-Study Workshop (COM 575), which is an on-campus summer session preceding the first academic term of study; and
2. An annual master's seminar, an on-campus week-long session each subsequent summer following continued coursework.

## Degree Completion Requirements

Distance learning track students may choose one of two degree completion options: the thesis option or the comprehensive examination option. The portfolio option is not available to distance learning students.

## Academic Resources

Regent University maintains a highly accredited and extensive collection of print and electronic resources designed to support master's degree studies and research requirements of faculty and students. When M.A. students are working at a distance, students have access to academic support and resources through Regent University's Internet provider ARC (Access to Regent Computing). Course resources are provided through the United States Postal Service or over electronic file transfer.



## SCHOOL OF COMMUNICATION STUDIES

As a community of Christian scholars, we encourage and generate critical and creative thought that will develop persons who think as Christians about communication studies. This includes the analysis of major communication and rhetorical theories and research practices in the light of a Judeo-Christian worldview.

Through various programs, the School of Communication Studies seeks to prepare students to undertake further graduate studies or to enter professions related to, or dependent on, knowledge and skills in communication studies.

### REQUIREMENTS FOR COMMUNICATION STUDIES MAJOR

1. College Core Courses: COM CMT Career Management, COM 600 Research and Writing in Communication, and COM 601 Communication Theory and Worldview.
2. School Core Course: COM 662 Communication Ethics.
3. For students without a sufficient undergraduate background in communication studies: COM 504 Introduction to Communication Studies and any additional prerequisite courses assigned by the student's advisor.

### AREAS OF STUDY

There are four areas of study for communication studies majors: (1) rhetorical and communication studies, (2) organizational communication and development, (3) interpersonal, intercultural/international communication, and (4) political communication.

### Rhetorical and Communication Studies

Designed for the person who seeks a broad academic background in communication, this study area provides preparation for a career in undergraduate teaching, for continued graduate studies, or for a variety of careers in which understanding of communication is requisite.

#### Recommended Courses

The student's academic plan in this area of study should consist of at least 9 credit hours from the following courses as approved by the student's advisor.

COM 585 Seminar	1-3
COM 605 Studies in Persuasive Communication	3
COM 664 Studies in Rhetorical Theory	3
COM 667 Studies in Political and Public Discourse	3
COM 668 Christian Speakers and Speeches	3
COM 669 Communication, Culture and Technology	3
COM 674 Rhetorical Criticism	3
*COM 670 Special Topics: Research Methods	1-3

\*Repeatable for different topics but only six credit hours of COM 670 can count toward a degree.

### Organizational Communication and Development

This study area is intended to provide current and future organizational leaders with an understanding of how to

apply communication principles, strategies and technologies to the needs and development of their businesses, nonprofit organizations or ministries. Graduates of the program will be prepared for positions in the multi-faceted public relations industry, in communication consulting organizations, or denominational and parachurch organizations, particularly in development or advancement capacities. In addition, the coursework prepares experts or professionals coming from fields such as finance, health, politics, education, church administration, and the military to return to their original fields as communication experts or specialists.

#### **Recommended Courses**

The student's academic plan in this area of study should consist of at least 9 credit hours from the following courses as approved by the student's advisor.

COM 585 Seminar	1-3
COM 615 Studies in Intercultural/International Communication	3
COM 635 Studies in Organizational Communication	3
JRN 602 Principles, Campaigns and Cases of Public Relations and Advertising	3
JRN 648 Public Relations Research for Planning and Evaluating	3
JRN 649 Public Relations for Nonprofit Organizations	3
COM 661 Conflict Resolution and Negotiation	3
COM 669 Communication, Culture and Technology	3
*COM 670 Special Topics: Research Methods	1-3

*\*Repeatable for different topics but only six credit hours of COM 670 can count toward a degree.*

Students are strongly encouraged to take JRN 646, JRN 647, or an approved writing course.

### **Interpersonal/Intercultural/International Communication**

This study area prepares students to enter a variety of careers in business, government, ministry and other professions that require the application of communication skills and understanding in an age increasingly characterized by unprecedented local and global intercultural contacts. It also prepares students for further graduate study.

#### **Recommended Courses**

The student's academic plan in this area of study should consist of 9 credit hours from the following courses as approved by the student's advisor.

COM 585 Seminar	3
COM 605 Studies in Persuasive Communication	3

COM 610 Studies in Interpersonal Communication	3
COM 615 Studies in Intercultural/International Communication	3
COM 622 International Communication	3
COM 635 Studies in Organizational Communication	3
COM 656 Role of Communication in Development and Change	3
COM 661 Conflict Resolution and Negotiation	3
*COM 670 Special Topics: Research Methods	1-3

*\*Repeatable for different topics but only six credit hours of COM 670 can count toward a degree.*

### **Political Communication**

This study area combines selected courses in communication studies and journalism in order to develop communication specialists who can enter the political arena as consultants, campaign staff members, communication experts on staffs of elected officials or lobbying organizations, and other professions in which knowledge of communication interfaces with politics and political campaigns.

#### **Recommended Courses**

The student's academic plan in this area of study should include 9 credit hours from the following groups of courses as approved by the student's advisor.

##### *From the School of Communication Studies*

COM 585 Seminar	3
COM 605 Studies in Persuasive Communication	3
COM 660 Political Communication Theory	3
COM 667 Studies in Political and Public Discourse	3
COM 669 Communication, Culture and Technology	3
*COM 670 Special Topics: Research Methods	1-3

*\*Repeatable for different topics but only six credit hours of COM 670 can count toward a degree.*

##### *From the School of Journalism*

JRN 585 Seminar	1-3
JRN 615 Editorials, Columns and Essays	3
JRN 635 Journalism History	3
JRN 647 Media Relations and Crisis Management Communication	3

*Students are encouraged to select as electives courses from the School of Government that will enhance their preparation as political communication professionals. Such elective courses must be approved by the student's advisor.*



## SCHOOL OF JOURNALISM

In view of the importance of mass communication to both the church and society, the mission of the School of Journalism is to provide students with the opportunity to acquire the necessary knowledge, skill and spiritual understanding in order to work effectively as media professionals or educators. Graduates will be prepared to work in either broadcast or print media as publishers, producers, editors, writers, public relations practitioners, reporters, or as photojournalists.

Students enrolled in the School of Journalism have access to support facilities that will enhance their education. Students may use Macintosh computers, professional size and quality black-and-white as well as color printers and scanners, and graphics programs designed for journalism professionals. A journalism newsroom is available for the production of a community newspaper and a full-color, nationally distributed magazine. In conjunction with CBS News and the School of Cinema-Television and Theatre Arts, broadcast journalism students have access to a television news production facility. Students studying visual communication have access to photo labs, a studio, and a digital desktop publishing platform.

### REQUIREMENTS FOR JOURNALISM

All students in journalism are required to complete the following:

1. College core courses: COM CMT Career Management, COM 600 Research and Writing in Communication, and COM 601 Communication Theory and Worldview.
2. School core courses: JRN 600 Journalism Research for

Print and Broadcast, JRN 601 Mass Media Law, JRN 610 The Press: Theory, News Writing and Reporting, and JRN 655 Journalism History.

3. Two semesters of journalism practicum.
4. For those students without a sufficient undergraduate background in journalism: JRN 502 Introduction to Journalism and any additional prerequisite courses assigned by the student's advisor.

### AREAS OF STUDY

The School of Journalism offers four areas of study: (1) news journalism (print and broadcast), (2) visual communication, (3) professional writing/magazine journalism, and (4) public relations.

### News Journalism

This area is designed for students who want to focus on news journalism in either print or broadcast media.

### Recommended Courses

The student's academic plan in this area of study should include 9 credit hours from the following groups of courses as approved by the student's advisor.

At least one of the following writing courses:

JRN 611	Broadcast News Writing	3
JRN 612	Advanced Writing and Reporting	3
JRN 615	Editorials, Columns and Essays	3

At least one of the following editing courses:

JRN 630	Publication Editing, Design, Production	3
JRN 633	Electronic News Gathering and Editing	3

Additional recommended courses:

JRN 606	Religion and the Press	3
JRN 619	Reviewing Popular Entertainment	3

*Additional appropriate courses, approved by the student's faculty advisor, are to be selected in order to complete the required number of hours necessary for the degree option selected.*

## Visual Communication

- This area of study is designed for students seeking a career in photojournalism, publication design and related professional fields as staff/freelance photographers, publication art directors, graphic designers and reporters/writers.

### Recommended Courses

The student's academic plan in this area of study should include 9 credit hours from the following courses as approved by the student's advisor.

JRN 635	Aesthetics of Graphic Design	3
JRN 636	Desktop Publishing	3
JRN 639	Broadcast Graphics	2
JRN 640	Electronic Publishing	2
JRN 660	Theory, Principles, Techniques of Photography	3
JRN 661	Advanced Photography	2
JRN 662	Photography for Publications	3
JRN 637	Advanced Desktop Publishing	3
JRN 612	Advanced Writing and Reporting	3
JRN 613	Feature Writing	3

*Additional appropriate courses, approved by the student's faculty advisor, are to be selected in order to complete the required number of hours necessary for the degree option selected.*

## Professional Writing/Magazine Journalism

This area of study is designed for students interested in a career as a magazine editorial staff member or as a professional writer with interests and skills in fiction and/or nonfiction writing.

### Recommended Courses

The student's academic plan in this area of study should include 9 credit hours from the following courses as approved by the student's advisor.

JRN 612	Advanced Writing and Reporting	3
JRN 614	Craft of Good Writing	3
JRN 615	Editorials, Columns and Essays	3

JRN 616	Creative Writing: Fiction	3
---------	---------------------------	---

JRN 618	Writing for Christian Publications	3
---------	------------------------------------	---

JRN 619	Reviewing Popular Entertainment	2
---------	---------------------------------	---

JRN 630	Publication Editing, Design, and Production	3
---------	---	---

JRN 636	Desktop Publishing	3
---------	--------------------	---

JRN 660	Theory, Principles, Techniques of Photography	2
---------	---	---

*Additional appropriate courses, approved by the student's faculty advisor, are to be selected in order to complete the required number of hours necessary for the degree option selected.*

## Public Relations

This area of study is designed for students who want to gain or sharpen research and media management skills and gain an understanding of the public relations process. Students will be prepared as public relations professionals or as skilled media/press communicators to function in a number of professional contexts. In addition to the public relations courses, public relations students are encouraged to include coursework in their programs to prepare them to competently approach typical public relations tasks in both print and broadcast production, desktop publishing, graphics and photography, writing and editing.

### Recommended Courses

The student's academic plan in this area of study should include 9 credit hours from the following courses as approved by the student's advisor.

JRN 602	Principles, Campaigns and Cases of Public Relations	3
JRN 611	Broadcast News Writing	3
JRN 612	Advanced Writing and Reporting	3
JRN 613	Feature Writing	3
JRN 615	Editorials, Columns and Essays	3
JRN 630	Publication Editing, Design, and Production	3
JRN 633	Electronic News Gathering and Editing	3
JRN 636	Desktop Publishing	3
JRN 637	Advanced Desktop Publishing	3
JRN 647	Media Relations and Crisis Management Communication	3
JRN 649	Marketing for Nonprofit Organizations	3
JRN 660	Theory, Principles, Techniques of Photography	3



## SCHOOL OF CINEMA-TELEVISION AND THEATRE ARTS

The School of Cinema-Television and Theatre Arts is dedicated to equipping communication professionals with a biblically based perspective in the mass media and theatre arts. The programs are directed toward those who desire to be managers, editors, actors, directors, producers or other key media professionals. The various programs and courses in the school attempt to balance examination of the content with acquisition of practical production and management skills.

The school offers two majors, cinema-television and theatre arts, and multiple areas of study within each major such as critical studies, directing, editing, producing and managing, acting and directing, script and screenwriting, and theatre arts studies. As is true throughout the College of Communication and the Arts, programs are interrelated and are designed to be adapted to the career goals and instructional needs of individual students.

Production facilities are made available to all cinema-television and theatre arts students who have been properly trained and approved to operate specific equipment. Within the context of appropriate courses, faculty and staff members will provide training for specific equipment use. A fully equipped remote production truck, a fully outfitted grip truck, industry quality film and video cameras, multiple audio/video editing suites, multiple AVID editing systems, and a production theatre are examples of the school's commitment to providing ample equipment for student use.

---

### REQUIREMENTS FOR CINEMA TELEVISION MAJOR

All cinema-television students must complete the following:

1. College core courses: COM CMT Career Management, COM 600 Research and Writing in Communication, and COM 601 Communication Theory and Worldview.
2. School core course: CTT 503 Dynamic Communication.
3. Cinema-television students not pursuing a critical studies emphasis must take, as electives, at least two courses from the critical studies area.
4. Those students without a sufficient undergraduate background in cinema-television and communication studies must take CTT 500, COM 504 and any additional prerequisite courses required by this catalog or assigned by the student's advisor.

---

### AREAS OF STUDY

There are four areas of study for cinema-television majors: (1) critical studies, (2) directing, (3) editing and (4) producing and managing. As part of their academic plan, cinema-television students must choose an area of study and complete the three required courses for that area. It is recommended, but not required, that students complete two additional courses from the list of recommended courses from that area of study.

## Critical Studies in Cinema-Television

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

### Required Courses

CTT 504	Theory and Criticism of Cinema-Television	3
CTT 505	History of American Cinema	3
CTT 508	Redemptive Cinema	3

### Recommended Courses

CTT 506	Contemporary American Cinema	3
CTT 507	Topics in International Cinema	3
CTT 509	American Network Television	3

## Directing for Cinema-Television

This area of study is designed to prepare students for careers in the creative process of directing feature films and television programs. This area of study offers opportunity to develop a working knowledge of the process and practice of directing actors, as well as the conceptualization of the visuals, shot execution and creation of a directorial style.

### Required Courses

CTT 660	Introduction to Directing for Cinema-Television	3
CTT 661	Advanced Editing Aesthetics	3
CTT 550	Story Structure for Stage and Screen	3

### Recommended Courses

CTT 566	Actor Coaching for Theatre, Cinema-Television	3
CTT 630	Cinematography	3
CTT 634	TV Advertising: Theory and Production	3
CTT 635	Music Video: Theory and Production	3
CTT 636	The Documentary: Theory and Production	3
CTT 639	Audio Production for Cinema-Television	3
CTT 664	Advanced Directing for Cinema-Television	3

## Editing for Cinema-Television

This area of study is designed to prepare students for careers in the creative process of editing feature films and television programs. This area offers opportunity to develop a working knowledge of the process and practice of editing moving pictures in any and all current technological formats.

### Required Courses

CTT 661	Advanced Editing Aesthetics	3
CTT 662	Topics in Advanced Editing Technologies (taken twice for the equivalent of 6 credit hours)	3

### Recommended Courses

CTT 662	Topics in Advanced Editing Technologies (taken twice for the equivalent of 6 credit hours)	3
CTT 632	Advanced Television Production	3
CTT 638	Advanced Motion Picture Production	1-3
CTT 660	Introduction to Directing for Cinema-Television	3

## Producing and Managing

This area of study is designed to prepare students for a career in television and feature film in the various management roles such as producer, production manager, assistant director and production coordinator.

### Required Courses

CTT 600	Scheduling and Budgeting	3
CTT 602	The Producer's Unit	3
CTT 603	Business of Cinema-Television	3

### Recommended Courses

CTT 601	Entertainment Law	3
CTT 632	Advanced Television Production	3
COM 635	Organizational Communication and Leadership	3
CTT 638	Advanced Motion Picture Production	1-3
COM 645	Organizational Communication and Fundraising	3

---

## REQUIREMENTS FOR THEATRE ARTS MAJOR

All students in the School of Cinema-Television and Theatre Arts who are pursuing a theatre arts major must complete the following:

1. College core courses: COM CMT Career Management, COM 600 Research and Writing in Communication, and COM 601 Communication Theory and Worldview.
2. Required courses for this major: CTT 570 Text Analysis, and either CTT 569 History/Literature or CTT 571 Theories of Acting and Directing.
3. For those students without a sufficient undergraduate background in communication studies: COM 504 and any prerequisite courses required by this catalog or assigned by the student's advisor.

---

## AREAS OF STUDY

There are three areas of study for theatre arts majors: (1) acting and directing, (2) script and screenwriting, and (3) theatre arts studies.

### Acting and Directing

This area of study prepares students for all exigencies of the art of on-camera and theatre acting, from text analysis to commercial, stage, studio and field production. Performance experiences are emphasized in these areas.

#### Recommended Courses

The student's academic plan in this area of study must consist of at least 12 credit hours from the following:

CTT 560	Foundations of Acting and Directing	4
CTT 561	Camera Acting Fundamentals	3
CTT 562	Advanced Camera Acting	3
CTT 563	Advanced Acting for Theatre	3
CTT 565	Advanced Directing for Theatre	3
CTT 566	Actor Coaching for Theatre and Cinema-Television	3
CTT 571	Theories of Acting and Directing	3
CTT 589	Workshops in Specialized Theatre Topics	1-3

### Script and Screenwriting

Writing for the stage, film, and television is covered in this study area with an emphasis on seeing scripts produced.

#### Recommended Courses

The student's academic plan in this area of study must consist of at least 12 credit hours from the following:

CTT 550	Story Structure for Stage and Screen	3
CTT 551	Genre Writing	3
CTT 552	Advanced Feature Film Scriptwriting	3
CTT 553	Writing for Television	3
CTT 554	Writing the Short Film	3
CTT 556	Writing Christian Drama for Stage and Screen	3
CTT 557	Writing for Children: Stage and Screen	3

### Theatre Arts Studies

This area of study is for the student interested in a variety of academic courses in the theatre arts discipline: advanced research of theatre history and literature; writing; producing; acting and directing.

#### Required Courses

CTT 550	Story Structure for Stage and Screen	3
CTT 560	Foundations of Acting and Directing	4
*CTT 569	History/Literature of Theatre	3
*CTT 571	Theories of Acting and Directing	3

*\*Note: All Theatre Arts Studies students must take CTT 569 and CTT 571.*

#### Recommended Courses

Recommended courses in this area of study will be determined during consultation with the student's advisor.





## PH.D. STUDIES IN COMMUNICATION

---

### MISSION OF THE PROGRAM

The mission of the Ph.D. in communication offered by the College of Communication and the Arts is to prepare a select number of students to enter either the college teaching profession or to fill research and top-level administrative roles within firms, businesses, nonprofit organizations, parachurch ministries and other types of organizations in need of highly educated professionals. At the same time, the mission involves an intense effort to develop scholars who are able to integrate a Christian worldview with their chosen discipline within communication as they teach, conduct research and practice their professions. The goal of the program is to prepare graduates to become leaders who will contribute to communication research and writing which incorporates the truths and principles of the Word of God.

---

### PHILOSOPHY OF THE PROGRAM

The program leading to the doctor of philosophy in communication is concerned with each student's academic, professional and spiritual growth the growth of the whole person. Academically, the program is devoted to pure and applied research in all areas offered in the College of Communication and the Arts. These areas are determined by the strengths of current faculty. They include interpersonal communication studies, organizational communication studies, political communication studies, rhetorical studies, intercultural international communication studies, cinema studies, media effects/studies, theatre arts studies and journalism studies. The program provides the opportunity for in-depth study

using quantitative and qualitative approaches, including social sciences, humanities, critical, rhetorical, arts and biblical perspectives. It simultaneously offers each student a chance for broad interdisciplinary study and very specialized, field-specific coursework and research. To some degree, the program allows tailoring of coursework and research activities to the expressed interest, goals and vision of the individual student.

The doctoral program is rooted in the unique nature of Regent University and its mission. Students who enroll in the program will be able to identify with its overriding purposes and be willing to undertake the work demanded. The program itself is administered and shaped for the purpose of helping students integrate the Word of God with their chosen academic disciplines and professions.

---

### DESIGN OF THE PROGRAM

The Ph.D. program is structured in a way that quality instruction, mentoring and considerable professional guidance can be given to a relatively small number of doctoral students. Each student's doctoral program of study is developed in conjunction with and guided by an individually assigned doctoral mentor(s) chosen from faculty members whose expertise relates to the student's expressed goals and interests. In large measure, the structure of the doctoral student's individual program of study will be dependent upon the student's special interest in the communication fields and the topic and research needs relative to writing a dissertation. The dissertation topic normally will be chosen quite early

within the program. Other than the dissertation, each student's program will incorporate a combination of the following types of courses:

1. **Mandatory doctoral courses.** All doctoral students are required to take six courses so designed to expose the student to the theories and research methodologies common to the communication and arts fields and to the philosophical and theological perspectives of communication, the arts and their sub-disciplines. Each of these courses, though broad and interdisciplinary in scope, will provide flexibility in allowing students to undertake course projects and assignments which relate to their specific fields of study. Normally these courses are taken during the first two years or early part of the student's program of study.
2. **Doctoral seminars.** Doctoral students have the opportunity to take special topics courses either broad in nature and of interest to all students or reflecting subject matter in a particular discipline within the College of Communication and the Arts. During summer sessions, visiting professors are invited to teach doctoral seminars.
3. **Tutorials.** To help provide opportunities for students to pursue specialized areas of research and to be mentored by professors on a one-on-one basis, doctoral students may take tutorials in a particular area of communication and the arts. The tutorials are patterned after the Oxford and Cambridge models of higher learning.
4. **Master's degree program courses.** Certain master's degree program courses are approved for doctoral credit and may be chosen by doctoral students toward their program of study. These courses will require additional work for doctoral students. The nature of these courses is dependent upon the student's specific area of interest.
5. **Minor area of study.** Doctoral students may choose up to 12 credit hours of study in a minor area of study from participating colleges or schools of Regent University. Currently, the missions area from the School of Divinity participates in the minor area of study option in the online track.
6. **Supporting Courses.** Supporting courses are graduate courses available to doctoral students either outside the College of Communication and the Arts but in other schools within Regent University, or courses at graduate institutions outside Regent University that prepare them to complete their program of study.

---

## ADMISSION INTO THE PH.D. PROGRAM IN COMMUNICATION

The College of Communication and the Arts offers applicants the choice of one of two tracks within which they will complete their program of doctoral studies. The program of study within the tracks is identical except for residency

requirements and content delivery systems. The on-campus track reflects the traditional classroom style of learning with its residency requirement. The distance education track reflects innovative learning techniques with the use of the Internet and redefined residency requirements.

Those applicants interested in the Ph.D. program in the College must meet the following criteria for admission:

1. A completed Regent University Ph.D. degree application form. This specialized form requests demographic information, choices the applicant makes for a degree track (a computer literacy survey for distance education applicants), doctoral study area and also contains a Community Life Form.
2. A completed master's degree with a GPA of at least 3.0 (4.0 scale). A bachelor's and/or master's degree in communication is preferred. One should not generally expect to begin the study of communication at the doctoral level. Closely related fields to communication will be considered at application time. Applicants accepted into the distance education track are expected to commit to an intensive pre-study, on-campus seminar during the summer session preceding the beginning of distance doctoral studies, and may be assigned to take selected master's degree courses in communication studies.
3. **Undergraduate transcripts.** It is the responsibility of applicants to contact all undergraduate institutions and have them forward official transcripts to the Regent University Admissions Office.
4. **Graduate transcripts.** It is also the responsibility of applicants to contact all graduate institutions attended and request that an official transcript be forwarded to the Regent University Admissions Office. Regent University master's graduates must personally request all necessary transcripts from Academic Services. The Office of Admissions cannot accept the responsibility of obtaining transcripts.
5. **Graduate Record Examination (GRE) General Test.** The only admissible test scores for admission to the Ph.D. program are the GRE scores. Following the advice of the GRE examiners, only scores taken within the past five years of application are acceptable. Only official GRE scores are legitimate. If the GRE examination must be retaken, adequate lead time must be allowed in order that the test scores reach the Admissions Office before the deadline.
6. A TOEFL score of 550 for foreign students. The Test of English as a Foreign Language is the standard test for English language fluency for international applicants.
7. **Three recommendations:** two faculty and one clergy. The request for these recommendations is the personal responsibility of applicants. Adequate lead time must be accounted for in order that the receipt of these recommen-

dations precede the deadline for application materials. Regent University graduates may not use master's program recommendations for the Ph.D. program admission.

8. Two College of Communication and the Arts faculty interviews. College faculty interviews should normally be conducted in person. Consequently applicants must allow travel and scheduling time. Applicants living at extreme distances may request a telephone interview. All faculty interviews will be scheduled by the College of Communication and the Arts only for those applicants whose application materials are received by midnight February 15. (If an applicant chooses a minor area, an additional interview may be required by the college/school faculty of the minor area of study.)
9. Writing sample reflecting research skills. Writing samples play an important role in admission evaluation. The writing sample should be recent. E.g., "research skills" is meant both the skill to utilize a writing style sheet (e.g., APA or MLA) and the skill of integrating published research into an academic paper.
10. Writing sample indicating ability to integrate a Christian worldview with the field of communication and the arts. This writing sample should address a topic in the field of communication and directly relate that topic to the Word of God and/or the Judeo-Christian worldview.
11. Resume.

Distance learning applicants have three additional application requirements:

12. Professional development and achievements resume/curriculum vitae. A current resume or curriculum vitae of employment, accomplishments, and education is part of the application requirements. The unique challenge of distance education requires a successful employment history and career role stability.
13. Computer literacy survey. This survey is used to assess whether the applicant has the level of computer literacy necessary to undertake an online degree program.
14. Writing samples, sent as an e-mail attachment.

In evaluating student applications, close attention may be given to whether a particular student's goals, interests and desired area of study can be truly served by the program and the individual talents, interests, and experiences of the faculty of the college. Completed applications with all application materials must be received by the college Office of Admissions by midnight February 15 each year. Thereafter, each applicant will be interviewed by two doctoral faculty before March 15. Admission determinations will begin the next business day. Applicants will normally be notified by the end of March for fall semester admission. On-line track applicants are required to use the electronic

application process found on the World Wide Web at <http://www.regent.edu/acad/schcom/phd>.

## DEGREE REQUIREMENTS

The following degree requirements must be completed by all those pursuing the doctor of philosophy degree in the college:

1. Completion of a minimum of 42 credit hours beyond the master's degree. While the number of hours is dependent on a student's individually approved degree program in conjunction with his/her doctoral mentor(s), ordinarily no more than 52 credit hours are required of an individual student.
2. Completion of the six (24 credit hours) mandatory doctoral courses. These are included in the total hours required. These courses are:

COM 701	Communication Research Methods: Humanities and the Arts	4
COM 703	Communication Research Methods: Social Sciences	4
COM 705	Advanced Communication Theory	4
COM 707	Philosophy and Communication	4
COM 708	History of Communication	4
COM 709	Theology and Communication	4

3. Completion of at least four credit hours of doctoral seminar coursework (COM 750). The maximum number of this type of course is dependent upon the student's individual program.
4. The presentation of two scholarly works during the course of the degree program at regularly scheduled doctoral forums, or colloquia. Doctoral students may satisfy one of the presentation requirements with a scholarly paper at a convention or conference in the field. Attendance at six of these colloquia or academic conferences in the field is required of all doctoral students. Colloquia are held regularly during the academic year and during summer sessions.
5. Successful completion of a two-part qualifying examination following the doctoral student's coursework. The first part examines the student's knowledge of the whole field of communication and the ability to think in broad research terms. It is interdisciplinary in nature and is based in part on material covered in the mandatory doctoral courses and on a reading list of the most important books in various areas of communication and the arts as developed by the college's faculty. The second part of the qualifying examination covers the student's major field of study (and minor area of study if so chosen) as indicated in the application upon entry into the program. This part covers other coursework taken at Regent University and elsewhere. This examination contains both written and

oral elements and is developed and administered by the student's faculty and doctoral committee.

6. Completion of all requirements associated with the doctoral dissertation, including an oral defense. A student may apply from two to four credit hours of credit for the dissertation work. The doctoral candidate will have to remain registered for one dissertation research credit each semester until his/her dissertation committee signs the dissertation manuscript.

---

## RESIDENCY

Residency is defined as a necessary component to building academic fellowship, a community of scholars and camaraderie, for the successful completion of a Ph.D. degree program.

On-campus track doctoral students must meet the residence requirement that they complete two consecutive, full-time semesters of study on campus. A full-time doctoral student in the semester system is defined as taking nine credit hours per semester or three courses, excluding summer sessions.

Given the special nature of a distance education track, the distance doctoral program track defines the following residence requirements:

Chosen distance doctoral applicants must attend an on-campus Pre-Study Workshop (COM 675) scheduled during a four-week summer session preceding the applicant's first academic term of study. This serves as the final screening step to formal acceptance into the program. It meets final screening efforts by the College of Communication and the Arts faculty for all distance education applicants and serves as preparation for all applicants returning to the academic life after a period away from formal studies. This workshop is a daily, intensive reading, lecture/writing course in the field of Communication Studies at the graduate level. For all applicants a final grade of A-/B- or better must be achieved, and computer literacy skills must be demonstrated to be formally admitted into the program.

Each subsequent summer session following any semester with required coursework, the distance education doctoral student must attend a two-credit summer doctoral seminar. This residency requirement is also an opportunity to take additional courses advancing academic progress (a second seminar or doctoral tutorial) during either six-week summer session offered each summer at the Regent University Virginia Beach campus.

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

---

## ADMISSION TO CANDIDACY

Admission to the doctoral program of studies in the College of Communication and the Arts does not constitute a student's admission to candidacy for the Ph.D. degree.

Admission to candidacy is contingent upon successful completion of all coursework (with at least a B average maintained), successful completion of both portions of the qualifying examinations, meeting the residency requirement for the track in which the student is accepted into the program, fulfillment of the colloquium requirement, the recommendations by the student's doctoral committee/mentor(s), and the approval of the doctoral faculty committee and of the faculty of the college.

## Transfer of Credit

Students who have been admitted into the doctoral program of studies and who have completed graduate coursework in communication and the arts beyond the master's degree level at another college, may request that credits be applied toward the Ph.D. degree in the College of Communication and the Arts at Regent University. A maximum of 16 credit hours may be transferred dependent upon the quality of the work, the time interval since its completion, and its relationship to the degree program the student wishes to pursue. Only coursework with a grade B or above will be considered for transfer credit.



## M.F.A. PROGRAM IN SCRIPT AND SCREENWRITING

(Note: This is a new program which will fully commence in the fall of 1998 pending approval by the Southern Association of Colleges and Schools. Some changes may be made in the program during the time period covered by this catalog).

---

### MISSION OF THE PROGRAM

The mission of the Master of Fine Arts (M.F.A.) program in script and screenwriting is to provide a select number of students the opportunity to refine their creative abilities as media professionals, or as teachers of script and screenwriting and other cinema-television and theatre arts courses. Like the Ph.D., the M.F.A. is designed as a terminal degree, but places more emphasis on skills and performance than on original research. The goal of the program is to prepare graduates to become leaders who will be creative communicators through their script and screenwriting and their ability to implement the truths and principles of the Word of God.

---

### PHILOSOPHY OF THE PROGRAM

The M.F.A. program in script and screenwriting is concerned with each student's academic, professional and spiritual growth the growth of the whole person. Academically, the program is devoted to applying current knowledge, research and skills in communication to develop writers who effectively communicate through stage and media productions. Specific areas of writing focus are determined by the strengths of current faculty.

The M.F.A. program is based on the unique nature of Regent University and its mission. Each student who enrolls in the M.F.A. program will be challenged to grow academically, professionally, and spiritually. The program is administered and shaped for the purpose of helping students integrate the Word of God with their chosen profession.

---

### DESIGN OF THE PROGRAM

The M.F.A. program is structured in a way that quality instruction, mentoring and considerable professional guidance can be given to a relatively small number of students. Each student's program of study is developed in conjunction with, and guided by, an individually assigned mentor chosen from faculty members whose expertise relates to the student's expressed goals and interests. The structure of the M.F.A. student's individual program of study will be dependent upon the student's special interest in script and screenwriting and the nature of their M.F.A. portfolio. Each student's program will incorporate a combination of the following types of courses:

1. **Mandatory courses.** All M.F.A. students are required to take one College core course, one research course, and six cinema-television and theatre arts courses designed to provide the student with appropriate knowledge and theoretical understanding applicable to script and screenwriting. Each of these courses, though broad and interdisciplinary in scope, will provide flexibility in allowing students to undertake course projects and assignments which relate to their specific writing interests. These

courses are to be taken during the first two years of the student's program of study.

2. **Seminars.** M.F.A. students have the opportunity to take special topics courses either broad in nature and of interest to all students or reflecting subject matter in a particular area of interest within the College of Communication and the Arts.
3. **Workshops.** 1 or 2 credit hour workshops will be offered to provide opportunities for students to develop specialized knowledge and skills.
4. **Minor area of study.** M.F.A. students may choose up to 12 credit hours of courses in a minor area of study from participating colleges or schools of Regent University. This gives students the opportunity to develop a specialized area of knowledge that will enhance their writing abilities.
5. **Elective Courses.** Elective courses are graduate courses available to M.F.A. students in the School of Cinema-Television and Theatre Arts.
6. **Supportive Courses.** Supportive courses are graduate courses available to M.F.A. students in the College of Communication and the Arts or in other schools within Regent University, or courses at graduate institutions outside Regent University that can be taken to meet the specific needs of an individual's program of study.

---

## ADMISSION INTO THE M.F.A. PROGRAM

Those applicants interested in the M.F.A. program in the College must meet the following criteria and submit the following application materials:

1. A completed Regent University M.F.A. degree application form. This specialized form requests demographic information, choices the applicant makes for a degree track, a Community Life Form and Personal Goals Statement.
2. A completed bachelor's degree or master's degree with a GPA of at least 3.0 (4.0 scale). A bachelor's and/or master's degree in a communication-related field is preferred. One should not generally expect to begin the M.F.A. program without a substantial background in writing and the study of communication. Applicants with backgrounds in a field closely related to communication are preferred.
3. **Undergraduate transcripts.** It is the responsibility of the applicant to contact all undergraduate institutions and have them forward official transcripts to the College of Communication and the Arts, Admissions Office.
4. **Graduate transcripts.** It is also the responsibility of the applicant to contact all graduate institutions attended and request that an official transcript be forwarded to the College of Communication and the Arts, Admissions Office. Regent University master's graduates must personally request all necessary transcripts from the University's Academic Services. The Office of Admissions cannot accept the responsibility to obtain transcripts.
5. **Graduate Record Examination (GRE) General Test.** The only admissible test scores for admission to the M.F.A. program are the GRE scores. Following the advice of the GRE examiners, only scores taken within the past five years of application are acceptable. Only official GRE scores are legitimate. If the GRE examination must be retaken, adequate lead time must be allowed in order that the test scores reach the Admissions Office before the deadline.
6. A TOEFL score of 550 for foreign students. The Test of English as a Foreign Language is the standard test for English language fluency for international applicants.
7. **Three recommendations:** two faculty and one clergy. The request for these recommendations is the personal responsibility of the applicant. Adequate lead time must be accounted for in order that the receipt of these recommendations precede or coincide with the deadline for application materials. Regent University graduates may not use master's program recommendations for the M.F.A. program admission.
8. **Two College of Communication and the Arts faculty interviews.** College faculty interviews should normally be conducted in person. Consequently the applicant must allow travel and scheduling time. Applicants living at extreme distances may request a telephone interview. All faculty interviews will be scheduled by the College of Communication and the Arts only for those applicants whose application materials are received by March 15. (If an applicant chooses a minor area, an additional interview may be required by the college/school faculty of the minor area of study.)
9. **Writing sample reflecting script and screenwriting skills.** Writing samples play an important role in admission evaluation. The writing sample should represent recent work (within the last two years).

---

## DEGREE REQUIREMENTS

The following degree requirements must be completed by all those pursuing the M.F.A. degree in the College of Communication and the Arts:

1. Completion of a minimum of 60 credit hours beyond the bachelor's degree. While the number of hours is dependent on a student's individually approved degree program in conjunction with his/her faculty mentor(s), ordinarily no more than 70 credit hours are required of an individual student.
2. Completion of the following eight (25 credit hours) mandatory courses. These are included in the total hours required.

COM 601	Communication Theory and Worldview	4
CTT 503	Dynamic Communication	3
CTT 505	History of American Cinema	3
CTT 506	Topics in Contemporary American Cinema	3
CTT 550	Story Structure for Stage and Screen	3
CTT 552	Advanced Feature Film Scriptwriting	3
CTT 556	Writing Christian Drama for Stage and Screen	3
CTT 570	Text Analysis	3
3.	At least 3 credit hours of an approved research course (this course can be selected among the following: COM 600, COM 670, COM 701, COM 703, COM 761, or COM 760, a specially designed research course developed by one or more faculty member.	
4.	At least 15 credit hours of elective, supportive, or seminar courses.	
5.	Completion of at least six credit hours of M.F.A. practicum (CTT 680). Students must be enrolled in 1 credit hour each semester (excluding summer sessions) for as long as they are enrolled as active students in the M.F.A. program.	
6.	Completion of at least 6 credit hours of M.F.A. portfolio (CTT 698). There is no maximum number of portfolio credit hours that can be taken once all other requirements are met.	
7.	Completion of all requirements associated with the M.F.A. portfolio, including a public presentation of the portfolio project. A student may apply a maximum of 9 credit hours of portfolio credit toward the minimum requirement of 60 credit hours. After all coursework requirements outlined in items 1-4 above have been completed, students will be eligible to begin their M.F.A. portfolio. Once a student registers for CTT 698, the student must remain registered for 3 credit hours of CTT 698 each semester until his or her portfolio project is completed.	

---

## RESIDENCY

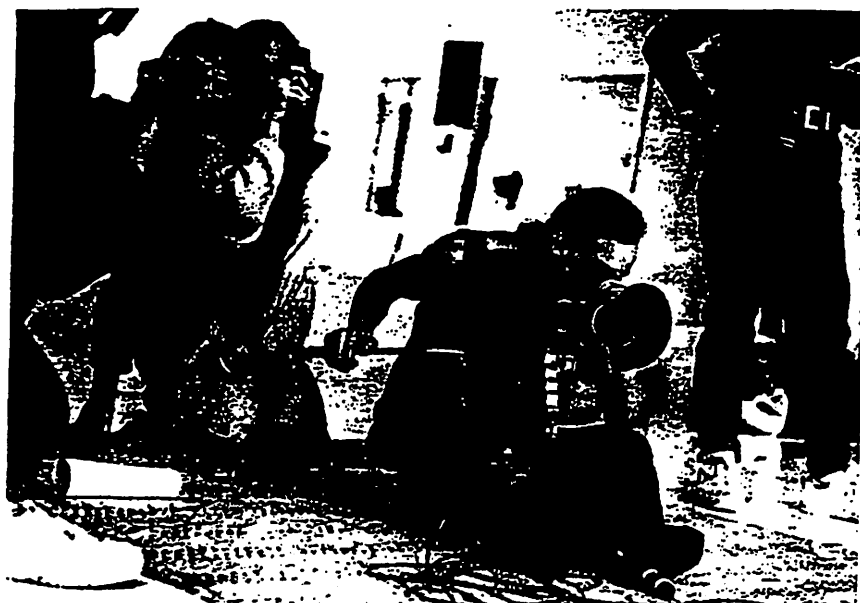
Residency is considered to be a necessary component to building academic fellowship and camaraderie among a community of professionals, and for the successful completion of the M.F.A. degree program.

All M.F.A. students must meet a residency requirement of two consecutive, full-time semesters of study on campus. A full-time M.F.A. student in the semester system is defined as taking nine credit hours per semester or three courses, excluding summer sessions. A distance component is available to M.F.A. students once the residency requirement is completed.

---

## TRANSFER OF CREDIT

Students who have been admitted into the M.F.A. program who have completed graduate coursework in communication and the arts beyond the bachelor's degree at Regent University or another college, may request that credits be applied toward the M.F.A. degree program at Regent University. A maximum of 36 credit hours can be transferred toward the M.F.A. degree. Transfer of credit is dependent upon the quality of the work, the time interval since its completion, and its relationship to the degree program the student wishes to pursue. Only coursework with a grade B or above will be considered for transfer credit. Students with an M.A. in Communication from Regent University can relinquish their M.A. degree and apply up to 36 credit hours of graduate coursework in the College of Communication and the Arts toward their M.F.A. program with approval from the Associate Dean. Students admitted into the M.F.A. degree program with a completed M.A. degree from another college or university will be eligible to test out of a maximum of 24 credit hours of coursework required for their program. No coursework previously applied to the completion of a master's degree outside of Regent University's College of Communication and the Arts can be applied toward Regent University's M.F.A. degree.



## COLLEGE COURSES AND DESCRIPTIONS

### COLLEGE-WIDE COURSES

The following course offerings are common to all schools within the college for the M.A. programs; the course letter designation will vary with the particular school in which the course is offered. Several seminars/workshops covering specialized areas will be offered during the course of an academic year.

An independent study or internship is not usually taken in the first year of study. A student may count no more than seven hours of independent study and internship toward his/her degree.

#### 580 Practicum (1-3)

Opportunities for practical and hands-on experience in a given area such as magazine, newspaper, public relations, performing arts. Pass/No Pass. (See listing under School of Journalism for specific description of Journalism practicum.) (Note: M.F.A. Practicum is 680.)

#### 585 Seminar (1-3)

Directed study, research, discussion in a given area. Topics offered on demand and/or depending on faculty availability.

#### 589 Workshop (1-3)

Directed study combining theory and knowledge with practical application; workshops may present opportunities for hands-on experience.

#### 590 Independent Study (1-3)

Opportunity for specialized research or project in an area of interest. An independent study cannot be offered for a course that is already designated and listed.

#### 595 Internship (1-3)

Application of classroom learning to professional work situations. Pass/No Pass.

#### 597 Comprehensive Examination (1)

Oral and written examination as a culminating activity. Pass/No Pass.

#### 598 M.A. Portfolio (2)

Designed to demonstrate professional competence and creativity in the student's specific area of study. Portfolios should be done close to the end of the student's program of study. Pass/No Pass. (Note: M.F.A. Portfolio is 698.)

#### 599 M.A. Thesis (2)

Valuable for students who are considering advanced graduate or doctoral studies leading to a career in higher education. Students writing a thesis must demonstrate a good understanding of research methods and the ability to apply those methods to a research project. Pass/No Pass.

#### COM CMT Career Management

Overview and practice of career planning, job search and interviewing skills. Special attention to resume writing. Offered fall and spring.

There are various advanced level master's courses that are available to doctoral students with appropriate approval. These courses are noted as, "May be taken for doctoral credit with approval."

### COURSES OFFERED BY THE SCHOOL OF COMMUNICATION STUDIES

#### COM 504 Introduction to Communication Studies (4)

An overview of the historical roots, methodological grounding and present state of the communication field with particular attention to its specialized vocabulary, important writers and works, and significant scholarly journals. Course designed for M.A. students without a background in communication. Required of all students accepted to the M.A. program with required prerequisite hours. Offered fall, spring and summer (on demand).



**COM 575 Pre-Study Workshop: M.A. Distance**

The students are introduced to the communication discipline and the master's degree programs in the College of Communication and the Arts. An overview of the history, theories, and methods of the broad field of communication study is provided. The course is designed for master's students without a strong background in communication and those returning to graduate education after a number of years away from studies. Required of all students accepted to the distance track of the M.A. program. Offered in the summer.

**COM 600 Research and Writing in Communication (4)**

Survey of the research process and research methodologies employed in the discipline of communication, including the full range of qualitative and quantitative approaches. Includes consideration of thesis or professional portfolio planning. This is a required course for all M.A. students and must be taken within first 12 hours of coursework after any assigned pre-requisite courses are completed.

**COM 601 Communication Theory and Worldview (4)**

Analysis of important communication theories through the lens of Christian theism. This course is required for all M.A. and M.F.A. students and must be taken within first 12 hours of coursework after any assigned pre-requisite courses are completed.

**COM 605 Studies in Persuasive Communication (3)**

Theoretical perspectives on persuasion through various methodological lenses. Includes a review of rhetorical, mass communication, social science, and propaganda studies approaches. Assessment of the state of the art in persuasion studies across the full range of communication contexts. May be taken for doctoral credit with approval.

**COM 610 Studies in Interpersonal Communication (3)**

Advanced study of relational communication from philosophical and social science perspectives. Assessment of current research and writing about interpersonal communication. May be taken for doctoral credit with approval.

**COM 612 The Creative Process (3)**

Designed to assist each student in discovering and making personal application of the principles and techniques of individual creative development. Research on the current findings in creativity presented along with exercises determined to focus upon and strengthen particular areas of creative development such as: mental blocks, tolerance of ambiguity, metaphor, artistic insight. Students make application of the findings wherever creative insight and production is necessary. May be taken for doctoral credit with approval.

**COM 615 Studies in Intercultural/International Communication (3)**

Analytic and comparative study of communication theory and practices in various cultures and subcultures with attention to implications for Christian communicators. May be taken more than once under varying subtitles. May be taken for doctoral credit with approval.

**COM 622 International Communication (3)**

Overview of international communication and how media systems vary between cultures with a focus on information flow, propaganda, and media use. Includes a descriptive and analytic study of the structure, ownership, and control of international media systems

with emphasis on the foreign press. May be taken for doctoral credit with approval.

**COM 635 Studies in Organizational Communication (3)**

Study of the nature of communication in organizations and the effects of leader interventions. Topics include: managing information flow, describing and assessing communication cultures, and various means of helping organizations develop. Selected research methodologies with respect to the study of organizational communication will be discussed and their practical applications to organizational development assessed. May be taken for doctoral credit with approval.

**COM 656 Role of Communication in Development and Change (3)**

Analysis of various approaches to economic, political and social development in international settings and use of communication in each area. May be taken for doctoral credit with approval.

**COM 660 Political Communication Theory (3)**

Overview of classical and contemporary political communication concepts, theories, models and research. Special consideration is given to defining a biblical approach to the study of politics as communication, and the role of the mass media in shaping political messages. May be taken for doctoral credit with approval.

**COM 661 Conflict Resolution and Negotiation (3)**

Study of the nature and functions of conflict and negotiation along with the various strategies for managing and resolving conflict and for conducting negotiations. May be taken for doctoral credit with approval.

**COM 662 Communication Ethics (4)**

Study of ethical principles and demands of the communication situation, with attention to discovering a biblical basis for ethics in the communication field. May be taken for doctoral credit with approval.

**COM 664 Studies in Rhetorical Theory (3)**

Focus on the development of Western rhetorical theory in selected time periods and cultures. Course may address the Classical, Medieval, Renaissance, Modern and/or Contemporary periods and authors. May be repeated once for credit. May be taken for doctoral credit with approval.

**COM 667 Studies in Political and Public Discourse (3)**

Study of appropriate and effective rhetorical strategies available and employed for differing political situations, both contemporary and historical. Specific course focus will vary. May be taken for doctoral credit with approval.

**COM 668 Contemporary Christian Speakers and Speeches (3)**

Detailed investigations of the content and delivery of speeches by speakers who are having a significant impact upon Christianity. Class may focus on a specific genre of speeches or speakers (e.g., sermons, testimonies, political speeches with Christian themes, homilies).

**COM 669 Communication, Culture and Technology (4)**

Exploration of the relationship between mass media and other forms of communication and cultures, with special emphasis on applications for the social, economic, political and religious impacts of newer communication technologies. May be taken for doctoral credit with approval.

**COM 670 Special Topics: Research Methods (1-3)**

Concentrated study of particular research methods, measurement procedures, or statistical techniques students need to do research papers and theses or portfolios. Repeatable for different topics but only 6 credit hours of COM 670 can count toward a degree. Topics: survey design, measurement of audience response, content analysis, political polling, sampling procedures, focus groups, interviewing/ethnography, factor analysis, path analysis, analysis of survey data, oral interpretation research, and other topics as required by students and faculty needs.

**COM 674 Rhetorical Criticism (3)**

Investigation of the various approaches to rhetorical criticism through close reading and response to theoretical and applied critical writing about a broad range of rhetorical phenomena. Students prepare criticism of communication events and artifacts including speeches, broadcasts, films, graphic arts, public letters, campaigns and other appropriate rhetorical objects and events. May be taken for doctoral credit with approval.

**COM 675 Pre-Study Workshop: Ph.D. Distance**

The students are introduced to the communication discipline and the doctoral program here at Regent. An overview of the historical roots, methodological grounding and present state of the communication field with particular attention to its specialized vocabulary; important writers and works, and significant scholarly journals. Course designed for doctoral students without a background in communication and those returning to graduate education after a number of years away from studies. Required of all students accepted to the distance track Ph.D. program. Offered in the summer.

**COM 687 Statistics and Computer Applications (4)**

A course to introduce differential and correlation statistics, statistical analysis, and interpretation and the use of computers and statistical packages for computational analysis. A prerequisite course for COM 703 students who have not completed a statistics course. May be taken for doctoral credit with approval.

**COM 692 Studies in Communication Education (3)**

Concentrated study of particular topics in communication education that will help to prepare students to teach specific communication courses. Repeatable for different topics but only six credit hours of COM 692 can count toward a degree. Topics: teaching the basic communication survey course, teaching introduction to interpersonal communication, teaching introduction to small group communication, teaching argumentation and debate, teaching courses by distance, and other topics as required by student and faculty needs. May be taken for doctoral credit with approval.

**COM 701 Communication Research Methods: Humanities and the Arts (4)**

An in-depth survey, analysis and practice of current humanities and arts research approaches and methodologies used in the study of communication and the arts.

**COM 703 Communication Research Methods: Social Sciences (4)**

Advanced study of classic and contemporary social science research methodologies and statistics utilized in the study of communication. Prerequisite: COM 687 or a course in statistics on academic record.

**COM 705 Advanced Communication Theory (4)**

An interdisciplinary examination of the most current theories, scholarship, published research, and trends and issues in all areas within the communication and arts fields.

**COM 707 Philosophy and Communication (4)**

Broad, yet intensive, study of the philosophical underpinnings of the communication and arts fields. The history of ideas, comparative worldviews, ethical issues and other philosophical concerns will be addressed from a biblical perspective.

**COM 708 History of Communication (4)**

Historical and interdisciplinary analysis of the development of communication and arts theories, concepts and practices from the classical rhetorical tradition to the present.

**COM 709 Theology and Communication (4)**

Analysis and evaluation from the Word of God for the purpose and practices of communication.

**COM 750 Doctoral Seminar in Communication Studies (2-4)**

Special topics in communication studies focusing on specific subdiscipline or involving broad interdisciplinary study. May be taken more than once under varying titles.

**COM 788 Tutorial in Communication and the Arts (1-2)**

An opportunity for doctoral students to do special research, projects, and readings under the direction of and in conjunction with a faculty member in the College of Communication and the Arts. Tutorials are not independent studies; they are courses with syllabi and structured meeting times. Tutorials are normally tailored to student's specialized academic and professional interests and/or dissertation area.

**COM 799 Doctoral Dissertation Research (variable credit; (2) required, (4) maximum applied to degree program)**

Specialized study in the doctoral student's special field of interest. After successfully passing the qualifying examination, the doctoral candidate must remain registered with one (1) dissertation research credit every academic term until the dissertation manuscript is signed by doctoral committee members.

---

## COURSES OFFERED BY THE SCHOOL OF JOURNALISM

**JRN 580 Journalism Practicum**

Designed to give students an opportunity to gain practical experience with newspaper, magazine or broadcast journalism. Various aspects of the laboratory experiences may be emphasized, including editorial or business, writing, reporting, editing, production, and advertising. Students enrolled for practicum credit will work on the School of Journalism's community newspaper, nationally distributed magazine, or nationally syndicated Christian news program prepared in conjunction with CBN News. Faculty advisors are assigned to the various laboratory experiences. Available for academic credit in fall and spring semesters. Pass/No Pass.

**JRN 585 Journalism Seminars (1-3)**

A variety of journalism seminars will be offered in specialized topics based on faculty availability and student demand. Seminar topics

have included Theory and Practice of Humor, Publication Management, Public Relations Management, Public Relations Research for Planning and Evaluation, and The Literature of Journalists.

**JRN 589 Journalism Workshops (1-3)**

Workshops will be offered to provide specialized knowledge and skills in the field. Workshop topics have included Advanced Public Relations Writing, Cartooning, Professional Television News, Advanced Photography for Publications, Broadcast Graphics and Medium and Large Format Photography for Photographic Illustration.

**JRN 600 Journalism Research for Print and Broadcast (2)**

Exploration of the methods of journalistic fact-gathering from library research to source interviewing. Attention given to finding and following leads, developing source files and future files, and using data bases for video and photographic libraries as well as other information. Applications made to all areas of the journalism curriculum.

**JRN 601 Mass Media Law (3)**

Analysis of legal implications of freedom of the press, particularly First Amendment guarantees, libel, contempt, obscenity, privacy, and "right-to-know." May be taken for doctoral credit with approval.

**JRN 602 Principles, Campaigns and Cases of Public Relations (3)**

Study of the principles and practices involved in the development of public relations and advertising campaigns for both corporate and nonprofit organizations. May be taken for doctoral credit with approval.

**JRN 606 Religion and the Press (3)**

Review of functions, current issues, research and practices of general assignment reporters and religion editors as these matters relate to the church, religion news and American culture. Attention given to developing an awareness of major supporting professional associations and information sources. May be taken for doctoral credit with approval.

**JRN 610 The Press: Theory, News Writing and Reporting (4)**

Examination of press theories and principles of news. Principles of gathering and writing news. Extensive reporting and writing activities. Use of the Internet for story research. Lab Fee.

**JRN 611 Broadcast News Writing (3)**

Examination of principles of gathering and writing television and radio news. Attention to formats and styles of broadcast stories. Prerequisite: JRN 610.

**JRN 612 Advanced Writing and Reporting (3)**

Examination of the gathering and reporting process for the advanced student in journalism, with special attention paid to the investigative and in-depth process. Use of Internet for story research. Lab Fee.

**JRN 613 Feature Writing (3)**

Examination of the various categories of nonfiction articles used in newspapers and magazines. Stories written in several categories.

**JRN 614 Craft of Good Writing (3)**

Study and practice of keys to successful writing of lengthy nonfiction,

from magazine articles to full-length books. Some attention to the use of fictional techniques in nonfiction writing. Goal is to develop advanced writing skills. Permission of instructor or chairperson of the School of Journalism.

**JRN 615 Editorials, Columns and Essays (3)**

Study and practice of the style and tone of editorials, columns and essays, with examination of some of the key journalists and publications which have made use of each.

**JRN 616 Creative Writing: Fiction (3)**

Examination of the elements involved in fiction writing including style, character development and plot construction. Application to short story and novel forms.

**JRN 618 Writing for Christian Publications (3)**

Survey of Christian publications and creative writing for specific publications. Students will prepare and submit publishable articles.

**JRN 619 Reviewing Popular Entertainment (2)**

Designed to help students develop strategies and methods as well as skills for reviewing artistic events, artifacts, or performances. Specific attention to film, television, music, drama, architecture, painting, photography, sculpture. Includes discussion of ethics in media and entertainment.

**JRN 620 Creative Writing: Special Genres (2)**

Surveys, analysis and writing in various genre such as children and adolescent literature, science fiction and fantasy literature, devotional literature, poetry, short story and novel forms. Opportunity will be given to work on individual projects such as a book or series in some classes. Prerequisite: JRN 616 or permission of instructor.

**JRN 630 Publication Editing, Design and Production (3)**

Designed to develop editorial, production and design/layout skills for newspaper or magazine editorial staff or publication managers. General concepts will be explored and then focused application will be made to both newspaper and magazine contexts.

**JRN 633 Electronic News Gathering and Editing (3)**

Use of electronic technology in the production of television news, with emphasis on single camera video production and editing. Permission of instructor. Lab Fee.

**JRN 635 Aesthetics of Graphic Design (3)**

Introduction to important aspects of visual communication including examination and use of design principles to help students become visually literate. Includes awareness of legal and ethical implications of visuals and impact of technology on production and dissemination of visual communication.

**JRN 636 Desktop Publishing (3)**

Overview of the basics of desktop publishing; introduction to major graphics and word processing programs as well as matters of design. Lab Fee.

**JRN 637 Advanced Desktop Publishing (3)**

Practical study and work with industry standard computer software (for example, Photoshop). This course provides a review of contemporary design trends as they apply to publishing. Prerequisite: JRN 633, 636 or permission of instructor. Lab Fee.

**JRN 640 Electronic Publishing (2)**

Theory and practice of working on the Internet, including access to the Internet, research, creation of WEB sites as well as linking or promoting the site on-line. Students will prepare home pages as well as other applications. Lab Fee.

**JRN 647 Media Relations and Crisis Management Communication (3)**

Skills course dealing with the news media at all levels. Understanding the makeup, methodology and motivation of today's news media. Tailoring media relations to meet the needs of an organization or client. Special attention given to methods of preparing for and dealing with crisis situations facing an organization. Prerequisite: JRN 602 or permission of instructor. May be taken for doctoral credit with approval.

**JRN 649 Public Relations for Non-Profit Organizations (3)**

Application of major concepts and tools of marketing to the operation of public and private nonprofit organizations, with special emphasis on Christian organizations. Prerequisite: JRN 602 or permission of instructor or chairperson of the School of Journalism.

**JRN 655 Journalism History (3)**

Study of the historical development of journalism in the United States with special emphasis upon the figures and ideas that influenced that history. Opportunity to focus on student's area of interest. May be taken for doctoral credit with approval.

**JRN 660 Theory, Principles, Techniques of Photography (3)**

Lecture and laboratory sessions familiarize students with photography, including black-and-white development and enlarging, learning "to see photographically," creative use of the camera and creative use of light. Offered on a non-credit basis for visual communication majors. Lab Fee.

**JRN 661 Advanced Photography (2)**

Advanced theory and practice. Portrait lighting; environmental studio and outdoor portraiture; developing photographic style; use of quartz and photo-flood lighting; and use of single and multiple electronic flash. Prerequisite: JRN 660 or permission of instructor. Lab Fee.

**JRN 662 Photography for Publications (3)**

Introduction to photojournalism with emphasis on news photography. Assignments approximate those of a working publication photographer. Field trips scheduled. Prerequisite: JRN 660 and 661 or permission of instructor. Lab Fee.

**JRN 667 Studies in Journalism (3)**

Special topics in journalism studies focusing on specific subdisciplines or involving broad interdisciplinary study. May be taken more than once under varying subtitles. May be taken for doctoral credit with permission.

---

## **COURSES OFFERED BY THE SCHOOL OF CINEMA-TELEVISION AND THEATRE ARTS**

**CTT 500 Introduction to Cinema-TV Production (4)**

Designed for students with little or no undergraduate work experi-

ence in motion picture or television production. This prerequisite course provides an introductory study of the fundamentals including the operation of various pieces of production and editing equipment, as well as orientation to various crew positions. Lab Fee.

**CTT 502 Christian Worldview and the Arts (3)**

An examination of how to integrate the Christian faith with what is often called "the lively arts", cinema-television, and theatre. Students will critically examine their faith alongside the influential theories popular in the various entertainment media today.

**CTT 503 Dynamic Communication (3)**

A theoretical and historical study of narrative storytelling through the medium of motion pictures and television. Strong emphasis is given to film grammar, the aesthetics of picture composition and audio designed as it applies to motion pictures and narrative television. The required core course for all cinema-television majors. Lab Fee.

**CTT 504 Theory and Criticism of Cinema-Television (3)**

A general understanding for the analysis of cinema and television. From the early realist-formalist analysis, this course moves on to examine auteur, genre, reception, semiotic, feminist, psycho-analytic, Marxist and deconstructive theories as they apply to both film and television research. The course will enable the student to understand and apply these theories to all types of television and cinematic texts.

**CTT 505 History of American Cinema (3)**

Historical survey of the development of narrative American cinema from the early silents, through the development of sound and the golden age of the "studio system" in Hollywood in the 1930s and 1940s, and finally to the retrenchment of the big studios in the late 1950s. Students investigate the various social, economic, political and aesthetic factors that influenced the classical Hollywood narrative. Lab Fee.

**CTT 506 Topics in Contemporary American Cinema (3)**

Historical survey of narrative American cinema from the decline of the studio system and the abolition of the production code through the turbulent 1960s, the complacent 70s and the conservative 80s. The rise of the new independents and the reliance on blockbuster movies is studied in the context of the continuing revolution in delivery systems, including made-for-cable movies, pay-per-view, home video rentals and international markets. Lab Fee.

**CTT 507 Topics in International Cinema (3)**

Historical/critical approach to important developments in feature filmmaking from around the world. Recent topics in this course have included French, Italian and German filmmaking traditions, as well as those of Eastern Europe, Asia, Africa and Latin America. Throughout the course students will examine how foreign cultures and ideologies affect film form, content and style. Lab Fee.

**CTT 508 Redemptive Cinema (3)**

Historical/critical investigation of the production of religious films both for specialized evangelistic and didactic purposes, as well as the religious dimensions of the secular film industry. Study for the latter will be focused on the works of such international directors as Bergman, Bresson and Dreyer and modern ethical Hollywood directors such as Aiken, Spielberg and Beresford. Lab Fee.

**CTT 509 American Network Television (3)**

Critical examination of the great cultural producer for our times: television. This course follows the creation of the networks as they were involved in the early days of radio, the wiring of America, the history of television programs and programming and the impact of new technologies, such as DVD, direct broadcast, cable and the Internet. Students will consider the impact of "human" agency vs. market forces in the development of this medium. Lab Fee.

**CTT 510 Topics in Film and Television Genres (3)**

Critical and historical study of film and television genres. Different genres will be examined each time the course is offered and students can retake the course for the study of a new genre. Some of the recent genres studied include: Film and Television Comedy; The American Genres: The Western and Film Noir; African-Americans, Women and Hollywood. Lab Fee.

**CTT 550 Story Structure for Stage and Screen (3)**

In-depth examination of the structural components of plays and film scripts. Character development studied in relation to structure. Scenarios, treatments, and a substantial amount of creative writing is realized as the students work toward the development of a full-length work.

**CTT 551 Genre Writing (3)**

A skills course teaching students how to write screenplays in specific genres such as detective, science fiction, family melodrama, western, screwball comedy and musical. Each student will complete a screenplay, teleplay or stage play in one of these genres.

**CTT 552 Feature Film Scriptwriting (3)**

Builds upon the skills of CTT 550: Story Structure. A skills course that guides the student from idea through treatment and step-outline to a finished first draft and the marketing of both the script and the writer. Special consideration given to format, story narration and dialogue polishing.

**CTT 553 Writing for Television (3)**

In-depth analysis of structural components of a variety of TV narrative program forms, such as situation comedies and one hour-long dramas. Survey of markets and pitching techniques will be part of this course.

**CTT 554 Writing the Short Film (3)**

This course examines the special circumstance of the short film script (less than 45 minutes running time). Students will learn the narrative conventions of this format and will write two film scripts through multiple drafts.

**CTT 555 Writing Drama (3)**

This course covers theoretical and practical aspects of playwriting for stage. Students will learn the fundamental principles and techniques necessary to compose a one-act play.

**CTT 556 Writing Christian Drama for Stage and Screen (3)**

This course covers critiques of contemporary media and stage scripts and productions, as well as the aesthetics of artistic expressions as applicable to the Christian worldview. The course objective is to write from Biblical narrative and create a contemporary script which incorporates some aspect of transcendent values.

**CTT 557 Writing for Children: Stage and Screen (3)**

In this course students will have the opportunity to adapt children's literature, learn how to critique children's programming in the media and create an original play or film script. Story structure, characterization, motifs in children's literature and the developmental stages in children are examined as effective tools in dramatic writing for children.

**CTT 560 Foundations of Acting and Directing for Theatre (4)**

This is the basic course designed to introduce students to the fundamental principles and techniques of dramatic stage acting and directing. Emphasis is placed on the application of principles in performance presentations.

**CTT 561 Camera Acting Fundamentals (3)**

An introductory class designed to familiarize students with the unique performance demands of acting for the camera. This course covers a variety of camera acting styles and topics, including theatrical performance, auditions, commercials, and working as a corporate spokesperson. Emphasis is placed on the application of various techniques in performance.

**CTT 562 Advanced Camera Acting (3)**

This class builds in intensity and focus on CTT 561. It is designed to help students sharpen and energize their camera acting skills. Emphasis is placed on professional development. Prerequisite: CTT 561.

**CTT 563 Advanced Acting for Theatre (3)**

A dynamic class providing students with intensive training in acting styles and techniques ranging from Shakespeare to Comedia dell'Arte. Emphasis is placed on the application of theory to performance or presentation. Prerequisite: CTT 560.

**CTT 565 Advanced Directing for Theatre (3)**

This class deals with contemporary and period dramatic analysis, especially with realization of the concept of central image. Students will be prepared for both the practical and visionary aspects of the art of directing. Prerequisite: CTT 560.

**CTT 566 Actor Coaching for Theatre and Cinema-Television (3)**

The focus of this course centers on the process of evaluating, coaching and directing actors by providing students with an acting "vocabulary." Intensive work in audition techniques, cold readings, blocking, improvisations, physicalization and prop work for both "live" and video performance.

**CTT 569 History/Literature Theatre (3)**

The purpose of this class is to provide students with an intensive and comprehensive overview of theatre history and dramatic literature. Emphasis will be placed on understanding the artistic, political and sociological contexts of different periods and their effects on the theatre world.

**CTT 570 Text Analysis (3)**

Examination of critical and analytical methods of understanding stage, film and television scripts. Historical conventions, text, dramatic genres, characterization and production style will receive special consideration. This course will serve all students who aspire to direct, act, or otherwise transform the written text of the script to an effective production.

**CTT 571 Theories of Acting and Directing (3)**

This course offers an historical overview of theories and perspectives on acting and directing, ranging from the early Greeks through post-modernism. Although some non-western styles will be covered the primary emphasis of this course will be on Western methods.

**CTT 589 Workshop (1-3)**

Workshops are offered based on student demand and faculty availability. Some of the regularly offered workshops include Dance, Voice, Improvisation, and Creative Drama.

**CTT 600 Scheduling and Budgeting (3)**

An in-depth study of the process of computerized scheduling and budgeting as applied to the motion picture and television. This course emphasizes techniques of efficient scheduling, real-world cost estimation and other issues of motion picture preproduction. The course assumes a working understanding of MS Word and computer literacy. Lab Fee.

**CTT 601 Entertainment Law (3)**

An investigation of issues in both broadcast and entertainment law, as well as an analysis of the legal ramifications of new media technologies. This course is especially of value to law students, who have regularly enrolled in this course.

**CTT 602 The Producer's Unit (3)**

A survey of the work of the organizational core of the production crew, including the unit production manager, the first and second assistant directors, the production office coordinator and the production auditor. Students will learn how a film is managed from producing and logistical point of view during production. Prerequisite: CTT 600.

**CTT 603 Business of Cinema-Television (3)**

Study of the realities of the business dimensions of the feature film and television sectors of the entertainment industry, including an examination of the workings of the major studios, television networks, and independent production companies. The course will also focus on the role of the independent producer and various financing options and distribution methods.

**CTT 630 Cinematography (3)**

A study of aesthetics of camera operation in both film and video, as well as their technical aspects. Positions of camera operator, as well as first and second assistant camera operators are examined. Also recommended for aspiring cinematographers. Lab Fee.

**CTT 631 Lighting for Cinema-Television (3)**

A study of aesthetic and technical aspects of lighting in television and film. Students become familiar with various lighting styles and the most important types of equipment used to implement them, as well as with the grip and electrical areas of motion picture production. Recommended for aspiring cinematographers. Lab Fee.

**CTT 632 Advanced Television Production (3)**

Provides opportunity for learning preproduction, production and postproduction of television programs using multi-camera production techniques. Student scripts selected competitively from appropriate genres. Qualifications for crew positions based on the student's experience and level of completed coursework. Permission of instructor. Lab Fee.

**CTT 634 Television Advertising: Theory and Production (3)**

An examination of the process of creating, writing and producing television advertising spots, particularly national ads shot on film and mastered on video. Careful attention is paid to the discipline of storyboarding and story-telling with a rigid time format, as well as relations with ad agencies. Lab Fee.

**CTT 635 Music Video: Theory and Production (3)**

A study of the phenomenon, form and design of music television, followed by the development and production of music videos for Christian musicians. Course represents the intersecting of several mass media: music industry (content), film (origination format) and television (exhibition). Lab Fee.

**CTT 636 The Documentary: Theory and Production (3)**

An investigation of history, theory and style of documentaries, culminating in production experience based on techniques studied in class. These class documentaries may be studied for issues-based content and/or viewed as exercises in visual persuasion. Lab Fee.

**CTT 637 Animation: Theory and Production (3)**

A survey of theory, aesthetics and production techniques of the animated image, including cell and stop-frame animation, as well as computerized imaging. Culminates in the conceptualization, storyboarding and production of animated programming originated on 16mm film. Lab Fee.

**CTT 638 Advanced Motion Picture Production (1-3)**

An opportunity for participation in the production of a 16mm film, shot feature-style and adhering to Hollywood customs and conventions. Student scripts selected competitively from all genres. Normally offered during the summer with the expectation that students will work on location for two or three weeks with shoot days averaging 10-12 hours. Qualification for crew positions based on the student's experience and level of completed coursework. Permission of instructor. Lab Fee.

**CTT 639 Audio Production for Cinema-Television (3)**

A study of sound design for television and feature film. This course examines aesthetic planning and technical implementation, as well as location sound recording and audio postproduction. The work of the recordist, boom operator, sound editor and mixer examined. Lab Fee.

**CTT 660 Introduction to Directing for Cinema-Television (3)**

This is a "hands-on" course in directing narrative feature film and television, using single-camera style shooting. Students will master the aesthetics, theory and practice of camera placement, shot execution, directing the actor and creation of directorial style. Prerequisite: CTT 661. Lab Fee.

**CTT 661 Advanced Editing Aesthetics (3)**

An advanced study of the development and practice of editing theory and style, including the practical impact on filmmaking. The course centers on an analysis of the evolution of editing aesthetics in the planning and visualization of moving pictures by the director in preproduction. Lab Fee.

**CTT 662 Topics in Advanced Editing Technologies (3)**

Advanced study of the various editing technologies used in the feature film and television industries. A different technology is fea-

tured each time the course is offered. Students may retake the course each time a new technology is featured. Featured topics include Video Editing, Film Editing, and Non-Linear Editing. Prerequisite CTT 661. Lab Fee.

**CTT 664 Advanced Directing for Cinema-Television (3)**

This course builds on CTT 660, focusing on refining techniques of directing the actor and developing a personal directoral style. Limited enrollment and permission of instructor. Prerequisite CTT 660. Lab Fee.

**CTT 680 M.F.A. Practicum (1)**

(all M.F.A. students are required to complete a minimum of 6 credit hours of CTT 680). The practicum will consist of regular meetings with a faculty mentor to work on script and screenwriting projects. Each M.F.A. student must enroll in 1 credit hour of M.F.A. each semester until they have completed their program. A maximum of 6 credit hours of CTT 680 can be applied to the minimum 60 credit hours needed to complete the M.F.A. program.

**CTT 698 M.F.A. Portfolio (3)**

(all M.F.A. students are required to complete a minimum of 6 credit hours of CTT 698). The portfolio will consist of a specialized script and screenwriting project in the M.F.A. student's area of interest. After successfully completing all required coursework, M.F.A. students must enroll in 3 credit hours of CTT 698 each semester until they have completed their program. A maximum of 9 credit hours of CTT 698 can be applied to the minimum 60 credit hours needed to complete the M.F.A. program.



## COLLEGE OF COMMUNICATION AND THE ARTS FACULTY

**William J. Brown (1992).** Dean of the College of Communication and the Arts. Ph.D., University of Southern California; M.A., University of Southern California; B.S., Purdue University.

Brown is a full professor who regularly publishes research on media effects, the influence of media personalities and celebrities, and the use of entertainment-education for social change. He teaches courses on communication campaigns, social influence, communication theory, and research methods.

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

Bounds is an assistant professor who writes on the criticism of popular culture as portrayed in television and film. He teaches courses on screen and scriptwriting, media criticism, and cinema history.

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

Elvgren is a full professor and author of original scripts and screen plays that are regularly produced all over the nation and around the world. He teaches courses on script and screenwriting, directing for theatre, and acting.

**Benson P. Fraser (1986).** Director for the Center for the Study of Faith and Culture. Ph.D., University of Washington; M.A., California State Fullerton; M.A., Pepperdine University; M.Div., Fuller Theological Seminary; B.A., Southern California College.

Fraser is an associate professor who conducts research on intercultural communication and conversion processes. He

teaches classes on communication and theology, intercultural communication, communication and development, and communication research and theory.

**Michael P. Graves (1987).** Associate Dean of the College of Communication and the Arts. Ph.D., University of Southern California; M.A., California State University at Los Angeles; B.A., California State University at Los Angeles.

Graves is a full professor who conducts research on religious rhetoric in historical contexts. He teaches courses on rhetoric, rhetorical criticism, and research methods for the humanities.

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

"Jack" Keeler is a full professor, a founding member of Regent University, and a former dean of the College of Communication and the Arts. He writes on communication and faith, media effects, and leadership. He teaches in the Center for Leadership Studies at Regent University and conducts research on organizational communication and social influence.

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

Lawing is a full professor and one of the founding professors of Regent University. He has been on the staff of Christianity Today, regularly produces editorial cartoons, and is recognized for his authority on the writings of G. K. Chesterton. He teaches cartooning, feature writing, and communication and theology.



Terrence R. Lindvall (1978), Distinguished Chair of Visual Communication. Ph.D., University of Southern California; M.Div., Fuller Theological Seminary; B.A., Southern California College.

Lindvall is President Emeritus, a full professor and one of the founding faculty members of Regent University. Dr. Lindvall writes media criticism articles and recently published *Surprised by Laughter: The Comic World of C.S. Lewis*. He occasionally teaches courses on silent film and on humor and communication.

Duane Meeks (1993), Ph.D. (in progress) University of Maryland; M.A., Regent University; B.A., University of Toronto.

An assistant professor, Meeks actively produces and consults on film, television, and music video projects. He teaches courses on the business of cinema and cinema production and conducts research on the film industry and new communication technology.

Donald E. Piper, Jr. (1990), Ph.D. (in progress) University of Maryland; M.A., Southwest Missouri State University; M.Div., Assemblies of God Theological Seminary; B.S., Shippensburg University.

Piper is an assistant professor. He conducts research on media effects and actively produces and consults on film, television, music video, and broadcast news projects, and teaches classes on television and cinema production and editing.

Andrew C. Quicke (1986), Ph.D. (in progress). M.A., Oxford University; B.A., Oxford University.

Quicke is a full professor who conducts analyses of popular culture, the history of religious media, and the freedom of religious media. He actively produces film and television projects and regularly teaches courses on the history and development of the French, Italian, and British film industry; the history of religious film, the structure of the media industry, and film or television production.

Kathaleen Reid-Martinez (1996), Director of the Center for Leadership Studies. Ph.D., University of Denver; M.A., University of Denver; B.A., University of Maryland.

Reid is an associate professor, researcher and consultant on media effects, intercultural communication, and religious communication. She teaches courses on communication theory, organizational communication, visual communication, and leadership.

Rodney A. Reynolds (1994), Ph.D., Michigan State University; M.A., Arizona State University; B.A., California Polytechnical State University - San Luis Obispo.

Reynolds is a full professor who regularly publishes research on message processing and interpersonal influence. He teaches courses on research methods, persuasion, interpersonal communication, and communication theory.

Robert J. Schihl (1978), Director of Doctoral Program and

Distance Learning. Ph.D., State University of New York at Buffalo; M.A., State University of New York at Buffalo; S.T.L., Gregorian University, Rome, Italy; S.T.B., Gregorian University, Rome, Italy; B.A., St. Bonaventure University.

Schihl is a full professor and one of the founding faculty members of Regent University. He frequently writes on communication and distance education and produces television and film projects. He teaches courses on research methods, philosophy and communication, television production, and communication ethics.

Bob G. Slosser (1984), Professional-in-Residence, School of Journalism. L.H.D., Oral Roberts University; B.A., University of Maine.

Slosser is President Emeritus of Regent University and former assistant news editor, Washington Bureau, New York Times. He has written several books on politics and Christian life experiences. He teaches classes on advanced writing and reporting and serves as a publishing consultant.

J. Douglas Tarpley (1987), Ph.D., Southern Illinois University; M.A., Central Missouri State University; M.A., Southwest Missouri State University; B.A., Southwest Missouri State University.

Tarpley is a full professor who writes on the history of journalism and First Amendment freedom. He teaches courses on the history of communication, theory of the press, reporting and writing, and mass media law.

Timothy D. Wright (1996), Ph.D., Regent University; M.A., Regent University; B.A., Gordon College.

Wright is an assistant professor who conducts research on impressionism and transcendence. He teaches courses on theater acting, stage management, stage production, scriptwriting, and camera acting.

---

## COLLEGE OF COMMUNICATION AND THE ARTS ASSOCIATE FACULTY

Thomas G. Addington (1994), Distinguished Lecturer. Ph.D., Pennsylvania State University; M.Div., Trinity Evangelical Divinity School; B.A., University of Minnesota.

Addington is the Senior Partner of the Cornerstone Group and teaches seminars and workshops on communication consulting.

Kriengsak Chareonwongsak (1996), Ph.D., (Economics) Monash University, Melbourne, Australia; B. Econ., Monash University, Melbourne, Australia; B. Ed., Thammasathit University, Thailand; B. Law (Can), Ramkhamhaeng University, Thailand.

Chareonwongsak is founder and senior overseer of Hope of Bangkok Church, member of the Committee for Drafting the Eighth National Economic and Social Development Plan

of Thailand, founder and president of Thailand Bible Seminary, and Chairman of Success Broadcasting Network. He is a professor at Chulalongkorn University in Bangkok, a Southeast Asian business consultant, and a political commentator in Thailand. He teaches seminars and workshops on international and business communication.

David W. Clark (1994), Distinguished Lecturer. Ph.D., University of Iowa; M.A., University of Iowa; M.Div., Northern Baptist Seminary; B.A., Evangel College.

Clark is executive vice president of the radio and television commission of the Southern Baptist Convention, president of Family Net and executive director of media technology for the North American Mission Board of the Southern Baptist Convention. Clark is a former dean of the College of Communication and the Arts. He teaches seminars and workshops on communication and fundraising.

Harvey Thomas (1994), Distinguished Lecturer. Educated at Northwestern College (Minnesota), University of Minnesota, and the University of Hawaii.

Thomas is the former public relations advisor to the prime minister of the United Kingdom. He was awarded Commander of the British Empire (CBE), 1990. He teaches seminars and workshops on public relations.

Jay K. Yoo (1996), Ph.D. (E.E.), University of Florida; M.E., University of Florida; B.S., Seoul National University.

Yoo is President of Jubilee Tech International in Virginia Beach, VA. He serves as a liaison between Regent University and Soonshin University in Korea, and teaches seminars and workshops on multimedia productions.

---

## COLLEGE OF COMMUNICATION AND THE ARTS ADJUNCT FACULTY

Beverly Duane. M.A., SUNY at Brockport. Bev Duane has studied ballet with members of the New York City Ballet while at Skidmore College for the New York State Summer School of the Arts. She has taught, choreographed, and performed at many institutes, schools and universities. She teaches dance courses in the Theatre Arts program.

Darlene R. Graves. Ed.D., Portland State University; M.A., California State University at Los Angeles. Graves is an expert on creativity. Her emphasis is on creative expression in religious contexts. She has directed numerous theatrical productions and is currently branching out into a variety of other forms of artistic expression. She teaches creative drama, theatre, and pedagogy courses, seminars, and workshops.

Douglas Miller, professional lighting director/director of photography. Miller has been on the production teams of many national television shows for several networks and has worked on films and over 100 commercials. He teaches courses on cinema-television production.

Tom McLauchlin, M.F.A., Syracuse University.

McLauchlin is creative director of marketing at the Christian Broadcasting Network. He has received numerous awards for his advertising copy and videos. He teaches aesthetics of graphic design and computer contemporary publication design as well as digital imaging.

Kerry L. Park, M.A., (Journalism), Regent University.

Park is the director of creative marketing at Regent University. She has won over 10 awards in the past six years for work in advertising and marketing. She teaches public relations and advertising courses.

Kenneth M. Wheeler, APR. A Phi Beta Kappa graduate of the University of North Carolina, Wheeler is director of marketing and communication for the City of Portsmouth. He is author of a national textbook on Effective Communication and is a leader in the Public Relations Society of American (PRSA). He teaches public relations courses, seminars and workshops.

Harry Young. M.B.A., Harvard Graduate School of Business Administration. Young is president of Youth Entertainment Studios, Inc. He teaches classes on entertainment programming.

---

## COLLEGE OF COMMUNICATION AND THE ARTS EMERITUS FACULTY

Paul Hunsinger. Ph.D., Northwestern University; M.A., Northwestern University; B.D., Garrett Evangelical Theological Seminary; B.A., North Central College. Hunsinger is the founding faculty member of Regent University. His work on the oral interpretation of the Bible continues to have a lasting impact on campus. He has retired to Denver, Colo., and continues to teach seminars and workshops.



1000 Regent University Drive, Virginia Beach, VA 23464-9800  
FAX (757) 579-1394 • E-mail: comcollege@regent.edu

# ON-CAMPUS APPLICATION FORM

College of Communication and the Arts

☐ M.A. Program ☐ M.F.A. Program ☐ Ph.D. Program

(Type or print in black ink.)

Full Legal Name \_\_\_\_\_ (Last) (First) (Middle) (Maiden)

Address \_\_\_\_\_ Valid until: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_ (Home) (\_\_\_\_\_) \_\_\_\_\_ (Work)

Applicant's FAX # (\_\_\_\_\_) \_\_\_\_\_ (If available) E-mail Address \_\_\_\_\_ (If available)

The information contained within this box will be used for statistical reporting purposes only.  
None of the items will be used in any way as a criterion for acceptance to Regent University.

Marital Status \_\_\_\_\_ Maiden Name \_\_\_\_\_

Social Security Number \_\_\_\_\_ Spouse's Name \_\_\_\_\_

Number of Dependent Children: \_\_\_\_\_

Gender ☐ Male ☐ Female Birthdate \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Country of Birth \_\_\_\_\_

Ethnicity ☐ AS Asian/ Pacific Islander ☐ BL Black, Non-Hispanic ☐ HS Hispanic  
☐ NA American Indian/ Alaskan Native ☐ WH White, Non-Hispanic  
☐ Other \_\_\_\_\_

Citizenship \_\_\_\_\_ Religion/Denomination \_\_\_\_\_

Name of Local Church \_\_\_\_\_

If not a U.S. citizen, are you a permanent resident of the U.S.A.? \_\_\_\_\_

If presently in U.S., date of entry \_\_\_\_\_ Present INS Status/Visa \_\_\_\_\_

The Test of English as a Foreign Language (TOEFL) is required of all students whose first language is not English. Test Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Permanent Address ☐ Self ☐ Parent ☐ Other ☐ Send mail here after \_\_\_\_\_ Date

Your name, or c/o: \_\_\_\_\_ (Last) (First) (Middle)

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

# Regent University Community Life Form

To understand more about Regent University community life, please review the articles on this page before signing below.

---

## Philosophy of Education

---

Regent University is a Christ-centered institution. The board of trustees, as well as the faculty and staff of the university, are 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 understand that they are receiving an education in accordance with the following articles:

- A. That the Holy Bible is the inspired, infallible, and authoritative source of Christian doctrine and precept.
- B. That there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- C. That man was created in the image of God but as a result of sin is lost and powerless to save himself.
- D. That the only hope for man is to believe in 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.
- E. That Jesus Christ will personally return to earth in power and glory.
- F. That the Holy Spirit indwells those who receive Christ, for the purpose of enabling them to live righteous and holy lives.
- G. 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 disciplining of Christians.

## Nondiscriminatory Policy

---

Regent University's policies governing the admission of students relate to its Philosophy of Education statement and mission, but are not applied to preclude a diverse student body in terms of disability, race, color, religion, national origin or gender.

## Standard of Personal Conduct

---

Biblical precepts constitute the guidelines for conduct by all members of the Regent University community. In matters of dress, students should recognize that they are preparing for career placement and thus should present themselves in a manner consistent with professional standards. While casual dress is normally acceptable on campus, the wearing of recreational and athletic attire is not in keeping with professional standards and is thus discouraged. Regent University students are expected to abide by biblical standards of holiness. Students are not to gamble, steal or cheat. Students are expected to abstain from sexual immorality, including the viewing and/or reading of pornographic literature and from other immoral activities. Regent University, in keeping with St. Paul's admonition to refrain from behavior that might be a stumbling block to the weaker brother, encourages students to appropriately set aside their personal freedom and refrain from the use of alcohol and tobacco. Abuse of alcohol is prohibited. Firearms, illegal narcotics, alcohol and tobacco are not permitted on university premises.

*I hereby certify that I have read the Regent University Community Life Form and understand that I will receive an education in accordance with the Philosophy of Education. I further certify that I will submit myself to the Standard of Personal Conduct throughout the course of my enrollment as a student.*

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

Regent program in which admission is sought \_\_\_\_\_

Regent University is a Christian graduate institution. Our students' goals should harmonize with the mission of Regent University in the areas of academic excellence, professional competence and spiritual development. To assist us in your evaluation, please complete this Personal Goals Statement as part of the admission procedure. Either type or print your responses on this form and confine them to the spaces provided or you may choose to create this form on your computer. Strive for clarity and specificity. This Personal Goals Statement will be reviewed as a writing sample by the admissions committee of the school you seek to enter. *Note: Webster's Dictionary defines a goal as "the end toward which effort is directed; to forecast for one's future" — for the Christian, this is a statement of faith in God's will for his or her life.*

A. Develop a summary of the overall goal you have for your life.

B. Describe your personal background, including family, friends, community and church.

C. Given Regent's commitment to a Christ-centered educational philosophy, explain how your personal and spiritual objectives relate to that commitment.

D. Academic Goals

1. Why do you feel Regent University is the place to pursue your academic goals?
2. What do you expect to obtain from your academic experiences at Regent University?
3. What attracts you to the study of communication?



# CLERGY RECOMMENDATION

College of Communication and the Arts

(Type or print legibly in BLACK ink.)

To the applicant: This form should be completed by someone who understands your spiritual goals and objectives, such as a pastor, priest, rabbi, or other religious/moral leader. If someone other than your clergyman completes this form, please explain here.

Applicant's Name \_\_\_\_\_

Degree Pursuing: ☐ M.A. ☐ M.F.A. ☐ Ph.D.

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Regent program in which admission is sought \_\_\_\_\_

☐ I waive my right to review this recommendation when completed and understand it will remain confidential.

☐ I do not waive my right to review this recommendation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

To the recommender: The person named above is applying to Regent University and has requested your recommendation. The university is an evangelical Christian graduate-level institution committed to educating and training leaders for society according to Christian principles. Your thoughtful and candid responses will assist us in our admission evaluation.

How long have you known the applicant and in what capacity? \_\_\_\_\_

2. How well do you know the applicant? (Check one)

☐ By name/sight

☐ Fairly well—numerous personal contacts

☐ Casually—few personal contacts

☐ Very close relationship

3. To your knowledge has the applicant made a meaningful personal commitment to Jesus Christ?

☐ Yes

☐ No

☐ I don't know

Comments \_\_\_\_\_

Please evaluate the applicant's qualifications by checking the appropriate spaces below.

Qualifications	No Chance to Observe	Poor	Below Average	Average	Above Average	Superior
Reliability dependability, responsibility						
Maturity personal development, ability to cope with life situations						
Emotional Stability calm, mood stability, reaction to stress						
Spiritual Commitment genuineness and depth of commitment						
Judgment ability to analyze a problem						
Oral Expression clarity, coherence						

Qualifications	No Chance to Observe	Poor	Below Average	Average	Above Average	Superior
Interpersonal Relationships cooperation, attitudes toward supervision, rapport						
Empathy sensitivity to the needs of others						
Leadership competence, self-confidence						
Personal Appearance cleanliness, grooming						
Work Habits perseverance, resource- fulness, initiative						
Integrity honesty, moral character						

- j. In light of Regent University's commitment to be a Christ-centered institution, please evaluate how you feel the applicant would function and relate to the Regent community.

- e. If the applicant is an international student, please assess his/her ability to comprehend, write and speak in English.

Listening Comprehension	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> No Ability	<input type="checkbox"/> No Chance to Observe
Writing	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> No Ability	<input type="checkbox"/> No Chance to Observe
Speaking	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> No Ability	<input type="checkbox"/> No Chance to Observe

- f. Do you recommend this applicant to Regent University?

☐ Highly recommend   ☐ Recommend   ☐ Recommend with reservations   ☐ Do not recommend

Signature \_\_\_\_\_ Date \_\_\_\_\_

Recommender's Name \_\_\_\_\_ Title \_\_\_\_\_

Church \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_

Please sign across the seal of the enclosed envelope and mail recommendation to the student. Thank you for taking the time to complete and return this recommendation. Your thoughtfulness in its preparation is appreciated.



## ADMISSION APPLICATION CHECKLIST

### To Be Considered For Admission:

- ☐ 1. Complete and submit the College of Communication and the Arts Application Form with a \$40 non-refundable application fee. (Check or money order made payable to Regent University.)
- ☐ 2. Review, sign and submit the Regent University Community Life Form.
- ☐ 3. Complete and submit the Personal Goals Statement.
- ☐ 4. Provide three completed recommendation forms:
  - ☐ General/Faculty\* Recommendation (Unopened)
  - ☐ Faculty Recommendation (Unopened)
  - ☐ Clergy Recommendation (Unopened)
- ☐ 5. Arrange to have official final transcripts from all colleges/universities attended sent directly to Communication Admissions, Regent University. (Three Transcript Request Forms are included in the admissions packet for your convenience.)
- ☐ 6. Arrange to have official scores from the GRE or MAT sent directly to Communication Admissions, Regent University. (Note: GRE required for M.F.A. and Ph.D. applicants.). Regent University GRE code is R5135-9 and the MAT code is 2358-00. For more information on the test site nearest you, call MAT (800) 622-2331. For GRE, call (609) 921-9000 (NJ) or (510) 873-8100 (CA).

\* General, if for M.A.; Faculty, if for Ph.D. or M.F.A.

- ☐ 7. The Test of English as a Foreign Language (TOEFL) is required of all students whose first language is not English. Arrange to have TOEFL scores sent directly to Communication Admissions, Regent University.

- ☐ 8. Submit a writing sample as follows: (Note: Writing samples may be sent under separate cover.)

#### *Journalism Applicants*

Two five-page research papers, articles or reports

#### *M.F.A. Applicants*

A completed teleplay, screenplay or stageplay

#### *Ph.D. Applicants*

A writing sample reflecting research skill and a writing sample indicating ability to integrate a Christian worldview with the field of communication and the arts.

- ☐ 9. Submit a recent photo (if available).

- ☐ 10. Interviews:

M.A. - Call (757) 579-4116 to schedule admissions interview.

M.F.A./Ph.D. - Applicants will be called to schedule faculty interviews if application materials are received by program deadline.

Note: If you are accepted into the M.A., Ph.D., or M.F.A. program, we will notify you by both phone and letter and will mail an Acceptance Packet which includes Regent Village housing information and application.

Remember, applications for Financial Aid and for housing at Regent Village may be submitted, but cannot be processed until you have been accepted.

### Joint Degrees Applications

Consult the Communication Admissions Office for special admissions procedures for joint degrees.

### Admissions Application Deadlines

Students are encouraged to apply well in advance of the semester for which they wish to enroll. Recommended application dates to assure priority consideration for scholarships, financial aid and student housing are as follows:

Fall semester — April 1

Spring Semester — October 15

### Reach Us On the Internet

Online information: <http://www.regent.edu/acad/schcom>

### Campus Visits

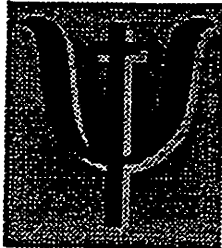
Call the Communication Admissions Office to arrange a visit or attend one of our Preview Weekends held twice a year.

### For More Information

College of Communication and the Arts Admissions  
Regent University  
1000 Regent University Drive  
Virginia Beach, VA 23464-9600  
Phone: (757) 579-4243 • Fax: (757) 579-4394  
e-mail: [comcollege@regent.edu](mailto:comcollege@regent.edu)

For information or questions pertaining to other programs offered at Regent University, please call the corresponding number listed below:

Counseling .....	(757) 579-4121
Business .....	(757) 579-4096
Divinity .....	(757) 579-4016
Education .....	(757) 579-4123
Government .....	(757) 579-4583
Law .....	(757) 579-4584
Organizational Leadership .....	(757) 579-4122



[Introduction](#)

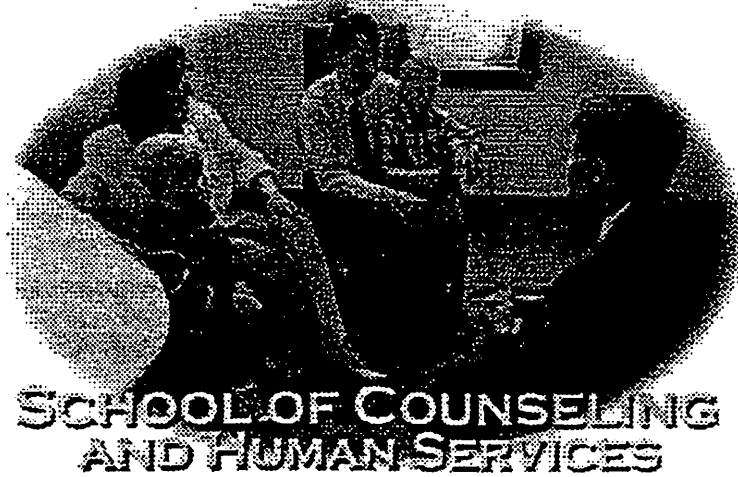
[Dean's Message](#)

[Mission](#)

[Philosophy](#)

[Distinctives](#)

[Overview](#)



Helping Others Maintain Balance in an Unbalanced World

**Overview**

**Admission**

**Financial Assistance**

**Faculty**

**Programs**

**Degrees**

**Dist. Education**

**M.A. Tracks**

**Psy. D. Track**

**Tuition & Fees**

**Joint Degrees**

**Course Descriptions**

**Syllabi**

**Therapeutic Model**

**Advisory Board**

**Download Gallery**

It is exciting to be a counselor or psychologist as we approach a new millennium. We are in an age of technology, but technology has not resolved the basic problems of the human condition. With a mission to family, church, and community, the School of Counseling and Human Services offers an opportunity to be a leader in a still-emerging field. The challenge to the Christian mental health professional is to synergize personal faith with practice in public, private, academic, and corporate arenas. Our master's program alumni work in educational and mental health offices across the country and internationally. Our doctoral program in clinical psychology is the only evangelical program of its kind on the East Coast. Today's students are tomorrow's leaders in helping people and organizations make sense out of the strife and chaos of modern life through understanding, healing, reconciliation, and faith.

---

Please use the links to the left to navigate through the School of Counseling and Human Services' website. The banner at the top of each page allows you to return to the Regent University website. Thank you for visiting us!!!

Distance Education has come to the School of Counseling and Human Services. Check out the first on-line course, Introduction to Lifestyle Mentoring, taught by Dr. Dennis Morgan.

If you would like to download the School of Counseling's catalog, please click this link and it will be downloaded on Word97 format, or you can view it as an HTML document and print it directly from your screen.

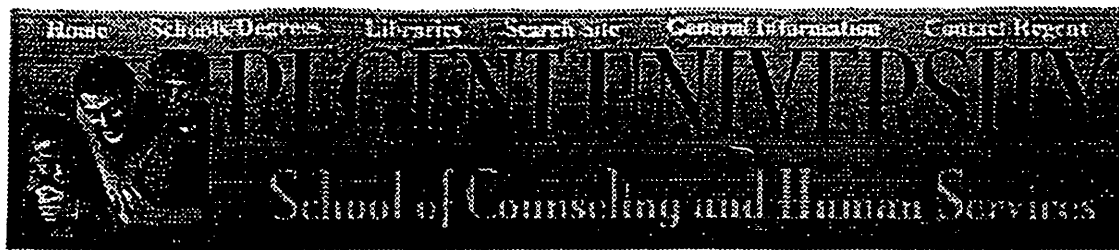
Other important documentation, such as Admission Applications, Financial Aid applications, and Financial Aid Policies and Procedures, will be found in the Download Gallery very soon!!

Contacting the School of Counseling and Human Services' Admission Department is easy. They can be reached via email, regular mail, phone, or fax:

School of Counseling and Human Services  
1000 Regent Dr., Virginia Beach, VA 23464-9956  
Phone (757) 226 4121 - FAX (757) 226-4263

Created by: C. Christopher Ritterspach

© June 1999 Regent University, All Rights Reserved.



<a href="#">Home</a>
<a href="#">Introduction</a>
<a href="#">Dean's Message</a>
<a href="#">Mission</a>
<a href="#">Philosophy</a>
<a href="#">Distinctives</a>
<a href="#">Overview</a>
<a href="#">Therapeutic Model</a>
<a href="#">Faculty</a>
<a href="#">Programs</a>
<a href="#">Degrees</a>
<a href="#">M.A. Tracks</a>
<a href="#">Psy. D. Track</a>
<a href="#">Joint Degrees</a>
<a href="#">Tuition &amp; Fees</a>
<a href="#">Course Descriptions</a>
<a href="#">Syllabi</a>
<a href="#">Admission</a>
<a href="#">Financial Assistance</a>
<a href="#">Advisory Board</a>
<a href="#">Download Gallery</a>

## Helping Others Maintain Balance in an Unbalanced World

Please use the links to the left to navigate through the School of Counseling and Human Services' website. The banner at the top of each page allows you to return to the Regent University website. After perusing this overview of the Master's programs, click on the links at the **bottom** of this page for specific information regarding these degree programs. Thank you for visiting us!!!

## Master's Degrees Information

### Community Counseling Emphasis — 51 Hours

This program provides the academic and applied training necessary for someone seeking employment as a counselor in a private practice, community agency or church counseling center. For qualified students, it can be structured for predoctoral studies. Students may extend the number of credit hours within their degree to meet the Virginia Board of Licensed Professional Counselors, Marriage and Family Therapists, and Substance Abuse Treatment Providers academic requirement for licensure of 60 credit-hours, or may graduate at 51 credit-hours and continue this academic work in a post-master's status.

#### Philosophical Foundations Requirements (9 credit-hours)

COUN 500 Introduction to Helping Relationships  
COUN 526 Theories of Counseling  
COUN 527 Counseling Techniques

#### Skills Courses Requirements (9 credit-hours)

COUN 521 Practicum I  
COUN 523 Practicum II  
COUN 554 Group Counseling

#### Clinical Content Area Requirements (24 credit-hours)

COUN 517 Research and Statistics  
COUN 532 Assessment Techniques in Counseling  
COUN 536 Career and Lifestyle Development  
COUN 538 Psychopathology  
COUN 540 Human Growth and Development  
COUN 561 Ethics, Professional Orientation and Legal Issues of Counseling  
COUN 562 Community Counseling  
COUN 570 Multicultural Counseling

**Internship Requirement (6 credit-hours)**

**COUN 595 Internship**

**Electives (minimum 3 credit-hours)**

**COUN 502 Healing Metaphors  
COUN 514 Counseling Children and Adolescents  
COUN 515 Adult and Gerontological Counseling  
COUN 535 Substance Abuse  
COUN 545 Introduction to Family Systems  
COUN 547 Models of Family Therapy  
COUN 548 Human Sexuality  
COUN 549 Issues in Sexual Abuse  
COUN 559 Focused-action Therapies  
COUN 655 Advanced Group Counseling  
COUN 663 Counselor Supervision  
COUN 647 Adv. Tech. in Marriage & Family Therapy**

**School Counseling Emphasis — 51 Hours**

This program provides the courses necessary for meeting the State of Virginia school counselor licensure requirements for employment as a school counselor at the elementary, middle and secondary school levels. Students are able, if they choose, to meet requirements for more than one level of certification (i.e., elementary and middle school counseling). The program awards the master of arts in counseling degree.

As with the community counseling degree plan, students may extend the number of credit-hours within their degree program to meet the Virginia Board of Licensed Professional Counselors, Marriage and Family Therapists, and Substance Abuse Treatment Providers academic requirement for licensure of 60 semester-hours, or may graduate at 51 semester-hours and continue academic work in a post-master's status.

**Philosophical Foundations Requirements (9 credit-hours)**

**COUN 500 Introduction to Helping Relationships  
COUN 526 Theories of Counseling  
COUN 527 Counseling Techniques**

**Skill Courses Requirements (9 credit-hours)**

**COUN 521 Practicum I  
COUN 523 Practicum II  
COUN 554 Group Counseling**

**Content Area Requirements (21 credit-hours)**

**COUN 514 Counseling Children and Adolescents  
COUN 517 Research and Statistics  
COUN 532 Assessment Techniques in Counseling  
COUN 536 Career and Lifestyle Development  
COUN 540 Human Growth and Development  
COUN 561 Ethics, Professional Orientation and Legal Issues of Counseling  
COUN 570 Multicultural Counseling**

**School Content Area Requirements (3 credit-hours)**

(choose one or more of the following three courses)

COUN 503 Elementary School Counseling  
COUN 504 Middle School Counseling  
COUN 505 Secondary School Counseling

COUN 516 Principles of School Counseling

**Internship Requirement (6 credit-hours)**

COUN 592 Internship in Elementary School Counseling  
(varies)  
COUN 593 Internship in Middle School Counseling (varies)  
COUN 594 Internship in Secondary School Counseling  
(varies)

**Electives (minimum of 3 credit-hours)**

COUN 502 Healing Metaphors  
COUN 515 Adult and Gerontological Counseling  
COUN 535 Substance Abuse  
COUN 538 Psychopathology  
COUN 545 Introduction to Family Systems  
COUN 547 Models of Family Therapy  
COUN 548 Human Sexuality  
COUN 549 Issues in Sexual Abuse  
COUN 559 Focused-action Therapies  
COUN 562 Community Counseling  
COUN 647 Adv. Tech. in Marriage & Family Therapy  
COUN 655 Advanced Group Counseling  
COUN 663 Counselor Supervision  
EDMTP 503 Character Development and Classroom  
Management

**[Back to the Top](#)**

**Ministry and Human Services Emphasis (MHS),  
Nonclinical — 30 Hours**

This program is designed to offer human relations training to clergy and others active in Christian ministry who desire counseling skills. The purpose of this nonclinical track is to provide training and practice in interpersonal skills using a foundation of biblical human nature. The primary objective of this program is to place in the community, churches, and work place, people who are skillful, caring, and can help develop the spiritual and emotional well-being of those with whom they interact. The goal of the program is not to develop clinical professionals, but to train students who seek to help others within a church/ministry setting.

**Philosophical Foundations Requirements (6 credit-hours)**

CMHS 500 Introduction to Helping Relationships  
CMHS 526 Theories of Counseling

**Skill Courses Requirements (12 credit-hours)**

CMHS 524 Counseling Skills I  
CMHS 525 Counseling Skills II  
CMHS 527 Counseling Techniques  
CMHS 552 Group Dynamics

Human Services Content Area Requirements (6 credit-hours)

CMHS 544 Issues in Marriage and Family Ministry  
CMHS 562 Community Counseling

Ministry Content Area Courses (6 credit-hours)

CMHS 513 Church-Based Counseling  
CMHS 511 Integrative Issues in Counseling

Note: The Ministry and Human Services major fulfills all requirements for a joint degree for all schools in the university. A listing of the courses that comprise the partner component of this joint-degrees program may be obtained from the partner school.

For more information regarding the M.A. degree programs, please use the following links:

The [Financial Aid](#) webpage.  
The [Admissions](#) webpage.  
The [Tuition and Fees](#) webpage.  
The [Course Description](#) webpage.

[Back to the Top](#)

Created by: <u><a href="#">C. Christopher Ritterspach</a></u> © June 1999 Regent University, All Rights Reserved.
--



<a href="#">Home</a>
<a href="#">Introduction</a>
<a href="#">Dean's Message</a>
<a href="#">Mission</a>
<a href="#">Philosophy</a>
<a href="#">Distinctives</a>
<a href="#">Overview</a>
<a href="#">Therapeutic Model</a>
<a href="#">Faculty</a>
<a href="#">Programs</a>
<a href="#">Degrees</a>
<a href="#">M.A. Tracks</a>
<a href="#">Psy. D. Track</a>
<a href="#">Tuition &amp; Fees</a>
<a href="#">Joint Degrees</a>
<a href="#">Course Descriptions</a>
<a href="#">Syllabi</a>
<a href="#">Admission</a>
<a href="#">Financial Assistance</a>
<a href="#">Advisory Board</a>
<a href="#">Download Gallery</a>

### Helping Others Maintain Balance in an Unbalanced World

Please use the links to the left to navigate through the School of Counseling and Human Services' website. The banner at the top of each page allows you to return to the Regent University website. The links just below navigate you to information further down this page. Thank you for visiting us!!!

## The Therapeutic Model of the SCHS

### Biblical Foundations

### Self Understanding

### Counseling Knowledge Base

### Assessment and Problem Clarification

### Goal Setting and Intervention

### Spiritual Maturity

### THERAPEUTIC MODEL

The master's and doctoral programs of study in the School of Counseling and Human Services embody a model of Christian counseling that was developed by the faculty of the school (see below). This model is based upon scriptural understanding of human nature and addresses the emotional and spiritual issues of individuals. It encompasses a systematic, sequential, developmental succession of courses as well as the progression of the counseling of an individual by using the knowledge and experience gained in the program. The various elements of the model provide a framework for assessing and diagnosing problem areas, and for the design and implementation of preventative and remediation strategies.

The degree programs are designed to provide a unique combination of academic instruction and clinical fieldwork, both reflecting various components of the model. When students have completed their program of study, they will have received a comprehensive graduate experience that prepares them cognitively, clinically and spiritually. A distinctive of our programs are the integration of counseling knowledge, skills, and strategies with biblical foundations and faith practices.

However, since there is no agreed-upon definition regarding the use of faith within the counseling process, we present integration as a process rather than a separate course or series of techniques. Integration begins in our own Christian walk. Our programs give additional tools and guides for the process and, hopefully, plant seeds that continue to grow and mature long after the degree is obtained. We intentionally teach faith principles as integrated within counseling practice, recognizing that in an academic setting this encounter may be artificial. A student's understanding and knowledge of integration brings fruition in a counseling practice setting with continued processional and spiritual maturation and experience.



[Back to the Top](#)

### **Biblical Foundations**

We believe that God exists, is the source of all truth, and is a just, loving, compassionate Creator and Redeemer who calls us to relationship with Himself and others. Theory and practice in the field of counseling are taught in conjunction with application of biblical principles and values. Students are encouraged to study in such theological areas as hermeneutics, systematic theology, Christian ethics, the nature of God and man, and the use of biblical principles and Christian disciplines in the counseling setting.

[Back to the Top](#)

### **Self-Understanding**

We believe that the most important instrument for assessment, understanding and change that counselors and psychologists bring to the counseling setting is themselves. Therefore, we promote the enhancement of accurate self-awareness and understanding on the part of our students. Self-understanding is a continual process, and is part of growth for both counselor and counselee. As people-helpers, counselors and psychologists must be able to accurately assess their own strengths, areas in need of change and their resources for growth.

Hopefully, these same processes are conveyed to those we counsel. In this program a dual benefit occurs: through classes and other experiences, the student gains knowledge that ultimately helps effect positive change in counselees, but in matriculation towards the degree, the student also uses the same processes for self-development. Experiential and didactic courses are joined together to formulate this self-understanding. Accurate self-understanding also recognizes our relatedness to others. For the Christian, this is expressed by the concept of the Church as the Body of Christ. Involvement in local communities of faith is a vital component for accurate self-understanding in the Christian tradition.

[Back to the Top](#)

### **Counseling Knowledge Base**

In addition to a biblical knowledge base, Christian counselors and psychologists gain a thorough understanding of counseling principles and techniques. While we maintain that there is no higher counseling goal for the Christian than that of the abundant life (John 10:10), and no more powerful intervention than prayer, it is our opinion that in addition to knowledge of prayer and biblical precepts, the preparation of mental health professionals must include instruction in core counseling and psychology courses designed to meet state licensure.

We further believe that specialty preparation for Christian counselors and psychologists in areas such as marriage and family therapy, group work, church-based counseling, school counseling, and therapy in the private practice setting are critical for the student in training.

[Back to the Top](#)

### **Assessment and Problem Clarification**

Christian counselors and psychologists are knowledgeable diagnosticians. Part of the counseling process entails maintaining a sensitivity to the

physical, mental, emotional and spiritual aspects of human pain and conflict. Therefore, the Christian counselor must have a functional knowledge of diagnostic techniques and classifications, assessment instruments, and the Holy Bible to be effective.

### **Goal-Setting and Intervention**

We believe that Christian counselors and psychologists must be able to build upon accurate diagnosis, goal-setting and treatment. They must maintain a knowledge of both classic and current counseling literature so as to be informed of effective interventions. Additionally, Christian counselors must stay informed of the Christian disciplines and techniques that reflect Scripture and Church traditions. Therefore, an accurate diagnosis building on the counselee's strengths helps people set realistic goals for therapy through encouragement.

[Back to the Top](#)

### **Spiritual Maturity**

The understanding and application of the counselor in our model is dependent upon Spiritual Maturity. The ultimate goal of the therapeutic process is to assist people in the process of maturation in the image of Christ. We believe that a reflection of this goal is the fruit of the Holy Spirit. Because of the multifaceted training available within the context of the model, graduates of the school are able to function effectively as Christian professionals in both secular and Christian settings. For doctoral students, a Spiritual Formation track emphasizes Christian disciplines and practices to be integrated in the therapeutic setting.

Created by: [C. Christopher Ritterspach](#)

© June 1999 Regent University, All Rights Reserved.



<a href="#">Home</a>
<a href="#">Introduction</a>
<a href="#">Dean's Message</a>
<a href="#">Mission</a>
<a href="#">Philosophy</a>
<a href="#">Distinctives</a>
<a href="#">Overview</a>
<a href="#">Therapeutic Model</a>
<a href="#">Faculty</a>
<a href="#">Programs</a>
<a href="#">Degrees</a>
<a href="#">M.A. Tracks</a>
<a href="#">Psy. D. Track</a>
<a href="#">Tuition &amp; Fees</a>
<a href="#">Joint Degrees</a>
<a href="#">Course Descriptions</a>
<a href="#">Syllabi</a>
<a href="#">Admission</a>
<a href="#">Financial Assistance</a>
<a href="#">Advisory Board</a>
<a href="#">Download Gallery</a>

## Helping Others Maintain Balance in an Unbalanced World

Please use the links to the left to navigate through the School of Counseling and Human Services' (SCHS) website. The banner at the top of each page allows you to return to the Regent University website. The links below take you to a general introduction to the SCHS and Regent University. Thank you for visiting us!!!

## Intro to the SCHS and the University

### Programs

#### Research Facilities

#### Cost of Study

#### Student Groups

#### The University

#### Student Profile

### Financial Aid

#### Living and Housing Costs

#### Location

#### Applying

#### Career Objectives

#### Correspondence

### Programs of Study

Regent University School of Counseling and Human Services offers fully accredited master's and doctoral programs that balance psychological and biblical principles. The Master of Arts (M.A.) in counseling may be earned as either a clinical (licensure) or nonclinical degree. The clinical M.A. is available in two study tracks, community and school counseling. Graduates of these programs are prepared with the educational requirements for licensure in Virginia and in states with compatible requirements. The nonclinical M.A. is known as the ministry and human services track and is designed to accommodate the counselor training needs of pastors and other counselors in non-profit settings. The Regent Psy.D. program is a rigorous and scholarly program of study with heavier emphasis on the practice, rather than the research, of psychology.

While the School of Counseling and Human Services adhere to a Judeo-Christian worldview, it is not a Bible school. The Judeo-Christian perspective provides a sound basis from which human behavior might be studied and sets a standard by which counseling and psychology methods might be most effectively applied—one that recognizes the individual as body, soul, and spirit. The research and experience of those who have pioneered the field are highly valued, as are biblical resources that contextually define and analyze the patterns and motives of human behavior from man's earliest days. Joint degrees are available in conjunction with the Regent School's of Business, Communication, Education, Divinity, Government and Law.

[Back to the Top](#)

Research Facilities

The School operates the Psychological Services Center, which provides psychotherapy services for the campus and the residents of the local community. The on-campus clinic is manned in-part by qualified Psy.D. students, enabling them to earn clinical hours in supervised practice. The University Library provides more than 160,000 bound volumes and 560,000 microforms, and 1,425 journal subscriptions. Microforms include the backfiles of many journals and special sets, such as the Library of American Civilization, the complete New York Times, NEWS-BANK, and Resources in Education (ERIC) documents.

Computer users at Regent enjoy the benefits of a completely wired campus with a high-speed connection to the Internet. There are microcomputer labs for students in each campus building. Productivity software, e-mail, WWW, and laser-printing are available from all PC labs. Students may publish personal homepages conforming to the University's policies. Copy services include photocopying, paper copy of microforms, lamination, and spiral binding.

A centrally-located automated media delivery system provides high-quality transmission to and from the majority of classrooms over a fiber-optic network. Dozens of audio, video, film, and slide machines provide scheduled playback on demand by faculty members in the equipped classrooms. Class activities can be audiotaped or videotaped over the same system.

[Back to the Top](#)

### **Financial Aid**

To reduce redundancy, information regarding SCHS financial aid can be found [here](#).

### **Cost of Study**

Tuition rates for the School of Counseling and Human Services are \$330 (M.A.) and \$425 (Psy.D.) per semester credit-hour. Rates do not include books, supplies, room, board, health and liability insurance, and other personal expenses. Lab fees are posted in advance on each course schedule. A nonrefundable leave of absence fee of \$400 per semester of absence is charged for nonenrolling Psy.D. students who have dropped out of the program for more than one semester.

[Back to the Top](#)

### **Living and Housing Costs**

Regent University students may choose to live in Regent Village, a complex located less than a mile from campus. Shuttle service is available to and from campus every 10 minutes. Village apartments (two and three bedrooms) rent for approximately \$505 to \$650 per month, a conservative rate for comparable apartments in the area. Leases are on a semester basis. Security deposits consist of \$100 for single students (with roommates) or \$300 per single or family occupancy.

### **Student Group**

Regent counseling and psychology students are diverse in religious, national, and ethnic origins and number 153 students, 39 of whom are part-time. Ninety-four are women, 38 are members of ethnic minority groups. the average student age is 34.

### **Location**

Regent University has two campus locations. The main campus is in Virginia Beach, Virginia and is situated on a 700-acre suburban complex. The Regent University campus is a fascinating study of Georgian architecture accented with arched windows and hand-hewn brick. Virginia Beach is part of the great Hampton Roads metropolitan area, which encompasses Norfolk, Virginia Beach, Chesapeake, Portsmouth, Suffolk, Hampton, and Newport News. The total area population is more than one million. The campus extension in Washington, D.C., is scheduled for completion before the year 2000. Temporary facilities are located in northern Virginia.

[Back to the Top](#)

## **The University**

Regent University is a graduate institution that offers 21 master's and doctorate degrees from a Judeo-Christian worldview. Regent's eight colleges and schools include Business, Communications, Counseling, Divinity, Education, Government, Law, and Organizational Leadership. Since its founding in 1977 by Dr. M. G. "Pat" Robertson, Regent has grown to an enrollment of 1,700 students. In addition to the main campus programs in Virginia Beach, Regent offers several degree programs via the Internet and distance learning. Regent University is also accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award master's and doctoral degrees. The Regent University School of Law is fully accredited by the American Bar Association.

[Back to the Top](#)

## **Applying**

Master's program admission requirements include a minimum 2.75 GPA (min. of 3.0 in major), the equivalent of a minor in psychology or other behavioral science, and GRE or MAT scores. A \$40 application fee for the M.A. program and \$50 for the Psy.D. is charged. A \$100 nonrefundable deposit (toward tuition) is required for the M.A. programs, while the Psy.D. program requires \$1000.

The doctor of psychology program may be entered with either a bachelor's or a master's degree. Regent University offers the Accelerated Scholars and Professionals Program (ASAP), which allows some students to enter their master's program without having received a bachelor's degree. Successful applicants to this program have accrued a minimum of 90 credits toward their undergraduate degree and are at least 25 years of age with evidence of job success since leaving their undergraduate program.

## **Career Objectives**

The objective of career planning services in the School of Counseling and Human Services is to help students and alumni pursue leadership positions in their chosen fields. Individual job search consultations, résumé assistance, and job research strategies are available. Job opportunities and job notices are posted on the School of Counseling and Human Services bulletin board in the Classroom Building, Suite 221.

[Back to the Top](#)

## **Student Profile**

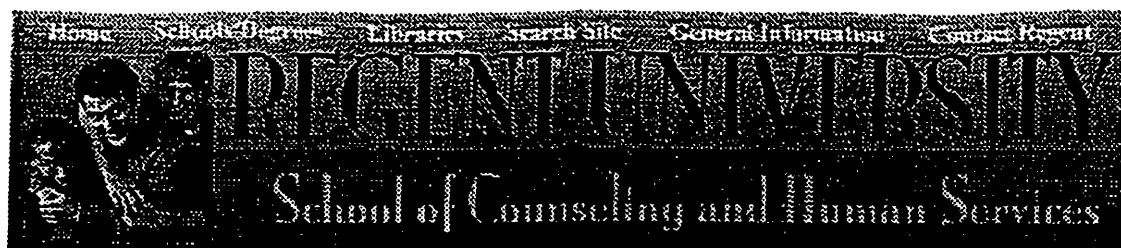
Regent counseling and psychology students are diverse in religious, national and ethnic origins, and number approximately 153 students, 39 of whom are

part time. Ninety-four, or 61 percent, are women; 38 or 25 percent are minority students. The average student age is 34.

### **Correspondence and Information**

**Regent University School of Counseling and Human Services**  
1000 Regent Dr., Virginia Beach, VA, 23464-9800  
Phone (757) 226-4121  
FAX (757) 226-4263  
Email: [counschoo@regent.edu](mailto:counschoo@regent.edu)

<p>Created by: <u>C. Christopher Ritterspach</u> © June 1999 Regent University. All Rights Reserved.</p>
--



<a href="#">Home</a>
<a href="#">Introduction</a>
<a href="#">Dean's Message</a>
<a href="#">Mission</a>
<a href="#">Philosophy</a>
<a href="#">Distinctives</a>
<a href="#">Overview</a>
<a href="#">Therapeutic Model</a>
<a href="#">Faculty</a>
<a href="#">Programs</a>
<a href="#">Degrees</a>
<a href="#">M.A. Tracks</a>
<a href="#">Psy. D. Track</a>
<a href="#">Tuition &amp; Fees</a>
<a href="#">Joint Degrees</a>
<a href="#">Course Descriptions</a>
<a href="#">Syllabi</a>
<a href="#">Admission</a>
<a href="#">Financial Assistance</a>
<a href="#">Advisory Board</a>
<a href="#">Download Gallery</a>

## Helping Others Maintain Balance in an Unbalanced World

Please use the links to the left to navigate through the School of Counseling and Human Services' website. The banner at the top of each page allows you to return to the Regent University website. Thank you for visiting us!!!



### MISSION AND PHILOSOPHY

The Regent University School of Counseling and Human Services endeavors to provide leadership in integration of sound clinical procedure and biblically based values in program development and health service provision with a focus on family, church and community. Our efforts stem from two central Scriptures, "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself," (Matthew 22:37-39); and "... Love each other as I have loved you," (John 15:12). The methods and purposes of counseling and psychology are always to be held against these biblical standards.

[Back to the Top](#)

### DISTINCTIVES OF THE SCHOOL

The School of Counseling and Human Services prepares counselors and clinical psychologists from a Christian worldview, while striving to adhere to the highest standards of the profession, meeting accreditation, certification and licensure standards.

These programs are designed for individuals to take their knowledge into every corner of the world in order to assist people in the prevention and resolution of the problems of human living. A strong emphasis is placed on the restoration of relationships: Individual to God, individual to individual and restoration within the family, the church and the community. It is our goal that individuals who graduate from the School of Counseling and Human Services will be exemplary counselors and clinical psychologists who will reflect the character of Christ within their professional involvements.

Some unique features of the school are:

- Integration of Judeo-Christian principles into the curriculum and programs.
- A clinic to train students in the practice of counseling and psychology practice as well as to conduct research on the

efficacy of Christian counseling.

- Cooperative ventures with other schools at Regent, such as law and education, in programs for families, churches, and the larger community.
- Curriculum established to meet national accrediting standards and state licensure.

[Back to the Top](#)

Created by: C. Christopher Ritterspach

© June 1999 Regent University, All Rights Reserved.





<a href="#">Home</a>
<a href="#">Introduction</a>
<a href="#">Dean's Message</a>
<a href="#">Mission</a>
<a href="#">Philosophy</a>
<a href="#">Distinctives</a>
<a href="#">Overview</a>
<a href="#">Therapeutic Model</a>
<a href="#">Faculty</a>
<a href="#">Programs</a>
<a href="#">Degrees</a>
<a href="#">M.A. Tracks</a>
<a href="#">Psy. D. Track</a>
<a href="#">Tuition &amp; Fees</a>
<a href="#">Joint Degrees</a>
<a href="#">Course Descriptions</a>
<a href="#">Syllabi</a>
<a href="#">Admission</a>
<a href="#">Financial Assistance</a>
<a href="#">Advisory Board</a>
<a href="#">Download Gallery</a>

### Helping Others Maintain Balance in an Unbalanced World

Please use the links to the left to navigate through the School of Counseling and Human Services' website. The banner at the top of each page allows you to return to the Regent University website. The links just below navigate you to information further down this page. After perusing this overview of the SCHS' programs, click on the corresponding link to the left for a more in-depth look at each Degree Program. Thank you for visiting us!!!

## Overview of Degree Programs

<a href="#">M. A. in Counseling, Clinical</a>	<a href="#">Practical Experience</a>
<a href="#">M. A. in Counseling, Nonclinical</a>	<a href="#">Accreditation</a>
<a href="#">Joint Degree</a>	<a href="#">Your Next Step</a>
<a href="#">Doctor of Psychology (Psy.D.)</a>	<a href="#">Contact Information</a>

A skilled counselor with special insight can make all the difference to someone wrestling with a crisis or struggling with depression. It can mean the difference between giving up and going on. Sometimes it's the difference between living and dying.

Regent School of Counseling and Human Services recognizes the tremendous responsibilities of counselors and therapists to provide sound insight and guidance to their clients. That is why we strive to offer the best in therapeutic education, integrating biblical principles with the study of complex human nature. This scriptural approach creates a strong emphasis on the restoration of relationships\* individual to God, individual to self, and individual to individual, including family, church, and community.

It is our goal that graduates of our M.A. and Psy.D. programs will be exemplary counselors and psychologists, reflecting the character of Christ within their professional involvements, in every corner of the world.

Regent University has done a great service to the community by affecting leaders and counselors. Those leaders and counselors will spread the love they experienced to many clients, friends, and family members. My hat is off to Regent for an excellent job carrying out the vision God gave them.

– Dr. Everett Worthington, Founding Editor, Marriage and Family: A Christian Journal; Professor, Virginia Commonwealth University

## **Master of Arts in Counseling**

In order to help meet the different counseling needs of schools, communities and churches, we offer two types of master's degrees: clinical and non-clinical.

### **The Clinical Degree**

The clinical M.A. in counseling prepares the student for professional licensure\*. Those pursuing the clinical M.A. in counseling may choose an emphasis in either Community Counseling or School Counseling.

The **Community Counseling Program** (51 semester hours) combines contemporary counseling techniques and theories with a solid biblical foundation for a spiritual balance in the counseling approach. Graduates will be prepared for subsequent career positions with public agencies, private practices or mental health facilities. And those who desire further study will be poised for the pursuit of doctoral degrees including the doctor of psychology (Psy.D.).

The **School Counseling Program** (51 semester hours) equips students for the challenges of counseling positions in public and private schools. Again, a biblical foundation combined with the latest techniques and counseling theories provides students with a wholesome balance in approaching the challenges of public and private school counseling. Graduates will be qualified to pursue doctoral degrees.

\*In accordance with the Commonwealth of Virginia. Other state requirements may differ.

**[Back to the Top](#)**

### **The Nonclinical Degree**

Counseling in church and other ministry and professional setting may not require state licensure. For this reason, Regent School of Counseling and Human Services offers an accredited M.A. program geared toward the specific educational needs of nonclinical counselors.

The **Ministry and Human Services** track is a 30 semester-hour program that offers an emphasis on church and parachurch counseling and related services. Through this program, a master of arts in counseling may be earned in only 10 months by attending evening and weekend classes on scheduled Thursday, Friday, and Saturdays. This nonclinical degree is designed for pastors, counselors in other ministry settings, and counseling positions in human services that do not require state licensure. The convenient class scheduling accommodates students with busy work and family schedules. This program is recommended for joint degree students who are not pursuing counseling licensure.

**[Back to the Top](#)**

### **The Joint Degree**

Counseling students have the opportunity to combine degrees with other schools within Regent University. **Joint degrees** may be earned in education, communication, divinity, law, business, and government. This interdisciplinary approach

enriches careers by broadening the student's scope of understanding.

[Back to the Top](#)

### ***Doctor of Psychology (Psy.D.)***

Beyond master's level counseling education lies a tremendous opportunity to those who would pursue higher areas of leadership within the mental health professions. Christian psychologists are in great demand throughout the world as a growing number of individuals seek to be counseled from a biblical perspective. **Regent's doctor of psychology degree** prepares qualified candidates for that kind of leadership. And it's the only program of its kind on the East Coast.

The Regent Psy.D. is a rigorous and scholarly program of study, and unlike the Ph.D., it applies heavier emphasis upon the practice rather than the research of psychology. The program combines scholarship with intensive practitioner training, preparing graduates to immediately impact their communities as practitioners, writers, administrators, conference speakers, and researchers, as well.

The Psy.D. is a four- to five-year, full-time program, consisting of 127 semester hours beyond the bachelor's degree. Admission to the program requires a B.A. degree with a minimum of 18 hours in psychology. For post-graduate admission, the applicant's M.A. or M.Ed. degree must be in counseling, psychology, or related human behavioral fields to apply toward the Psy.D.

Applications are due no later than February 15. Unlike applicants to the M.A. programs, prospective Psy.D. students are considered for the fall semester entrance only, due to the structure of course offerings for program completion.

[Back to the Top](#)

### ***Practical Experience***

Your Regent counseling/psychology education will offer vital hands-on experience as well as the finest academic studies. Each master's and doctoral-level program includes practical skills courses where applied counseling/psychotherapeutic methods may be practiced, video-taped, and critiqued in class. M.A. students complete a 600 hour internship. Under faculty supervision, Psy.D. students may apply their skills in real psychotherapy situations at the school-sponsored Psychological Services Center located on the Regent campus. The center, which offers family and individual psychotherapy services to the local community, gives students the benefit of practical experience with the guidance and input of seasoned psychologists in every case.

**Regent offers a very appealing education to those who want to go into counseling. I recommend these programs to anyone interested in advanced education for Christian counselors [and psychotherapists].**

**– Dr. Beverly LaHaye, Founder and Chairperson of Concerned Women of America; Member of the National Board of Advisors for Regent School of Counseling and Human Services**

[Back to the Top](#)

### **Accreditation**

Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the master's and doctor's degrees.

Regent admits students without regard to disability, race, color, gender, and national or ethnic origin.

### **Your Next Step**

Your God-given skills of perception and empathy are greatly needed in our complex society. Regent School of Counseling and Human Services can provide you with the timely disciplines you need to turn those skills into effective ministry tools and career advantages.

### **Put Your Counseling Career on Track Today**

1. Call the Admissions Department at (757) 226-4121, or
2. Email your query to [counschool@regent.edu](mailto:counschool@regent.edu), or
3. FAX (757) 226-4263

[Back to the Top](#)

Created by: C. Christopher Ritterspach

© June 1999 Regent University. All Rights Reserved.



<a href="#">Home</a>
<a href="#">Introduction</a>
<a href="#">Dean's Message</a>
<a href="#">Mission</a>
<a href="#">Philosophy</a>
<a href="#">Distinctives</a>
<a href="#">Overview</a>
<a href="#">Therapeutic Model</a>
<a href="#">Faculty</a>
<a href="#">Programs</a>
<a href="#">Degrees</a>
<a href="#">M.A. Tracks</a>
<a href="#">Psy. D. Track</a>
<a href="#">Tuition &amp; Fees</a>
<a href="#">Joint Degrees</a>
<a href="#">Course Descriptions</a>
<a href="#">Syllabi</a>
<a href="#">Admission</a>
<a href="#">Financial Assistance</a>
<a href="#">Advisory Board</a>
<a href="#">Download Gallery</a>

## Helping Others Maintain Balance in an Unbalanced World

Please use the links to the left to navigate through the School of Counseling and Human Services' (SCHS) website. The banner at the top of each page allows you to return to the Regent University website. The links just below take you to specific information on this page regarding each SCHS degree program. The links at the bottom of the page take you to other pages that contain a general introduction to each of the SCHS degree programs. Thank you for visiting us!!!

[M.A. in Community Counseling](#)    [M. A. in Ministry & Human Services](#)

[M.A. in School Counseling](#)    [Doctor of Psychology \(Psy.D.\)](#)

### Master of Arts in Counseling Degree Program

#### Community Counseling Emphasis — 51 Hours

This program provides the academic and applied training necessary for someone seeking employment as a counselor in a private practice, community agency or church counseling center. For qualified students, it can be structured for predoctoral studies. Students may extend the number of credit hours within their degree to meet the Virginia Board of Licensed Professional Counselors, Marriage and Family Therapists, and Substance Abuse Treatment Providers academic requirement for licensure of 60 credit-hours, or may graduate at 51 credit-hours and continue this academic work in a post-master's status.

#### Philosophical Foundations Requirements (9 credit-hours)

COUN 500 Introduction to Helping Relationships  
COUN 526 Theories of Counseling  
COUN 527 Counseling Techniques

#### Skills Courses Requirements (9 credit-hours)

COUN 521 Practicum I  
COUN 523 Practicum II  
COUN 554 Group Counseling

#### Clinical Content Area Requirements (24 credit-hours)

COUN 517 Research and Statistics  
COUN 532 Assessment Techniques in Counseling  
COUN 536 Career and Lifestyle Development  
COUN 538 Psychopathology  
COUN 540 Human Growth and Development

COUN 561 Ethics, Professional Orientation and Legal Issues of Counseling  
COUN 562 Community Counseling  
COUN 570 Multicultural Counseling

Internship Requirement (6 credit-hours)

COUN 595 Internship

Electives (minimum 3 credit-hours)

COUN 502 Healing Metaphors  
COUN 514 Counseling Children and Adolescents  
COUN 515 Adult and Gerontological Counseling  
COUN 535 Substance Abuse  
COUN 545 Introduction to Family Systems  
COUN 547 Models of Family Therapy  
COUN 548 Human Sexuality  
COUN 549 Issues in Sexual Abuse  
COUN 559 Focused-action Therapies  
COUN 655 Advanced Group Counseling  
COUN 663 Counselor Supervision  
COUN 647 Adv. Tech. in Marriage & Family Therapy  
CMHS 568 Lifestyle Mentoring (online only)

[Back to the Top](#)

School Counseling Emphasis — 51 Hours

This program provides the courses necessary for meeting the State of Virginia school counselor licensure requirements for employment as a school counselor at the elementary, middle and secondary school levels. Students are able, if they choose, to meet requirements for more than one level of certification (i.e., elementary and middle school counseling). The program awards the master of arts in counseling degree.

As with the community counseling degree plan, students may extend the number of credit-hours within their degree program to meet the Virginia Board of Licensed Professional Counselors, Marriage and Family Therapists, and Substance Abuse Treatment Providers academic requirement for licensure of 60 semester-hours, or may graduate at 51 semester-hours and continue academic work in a post-master's status.

Philosophical Foundations Requirements (9 credit-hours)

COUN 500 Introduction to Helping Relationships  
COUN 526 Theories of Counseling  
COUN 527 Counseling Techniques

Skill Courses Requirements (9 credit-hours)

COUN 521 Practicum I  
COUN 523 Practicum II  
COUN 554 Group Counseling

Content Area Requirements (21 credit-hours)

COUN 514 Counseling Children and Adolescents  
COUN 517 Research and Statistics

COUN 532 Assessment Techniques in Counseling  
 COUN 536 Career and Lifestyle Development  
 COUN 540 Human Growth and Development  
 COUN 561 Ethics, Professional Orientation and Legal Issues of Counseling  
 COUN 570 Multicultural Counseling

School Content Area Requirements (3 credit-hours)

(choose one or more of the following three courses)

COUN 503 Elementary School Counseling  
 COUN 504 Middle School Counseling  
 COUN 505 Secondary School Counseling

COUN 516 Principles of School Counseling

Internship Requirement (6 credit-hours)

COUN 592 Internship in Elementary School Counseling (varies)  
 COUN 593 Internship in Middle School Counseling (varies)  
 COUN 594 Internship in Secondary School Counseling (varies)

Electives (minimum of 3 credit-hours)

COUN 502 Healing Metaphors  
 COUN 515 Adult and Gerontological Counseling  
 COUN 535 Substance Abuse  
 COUN 538 Psychopathology  
 COUN 545 Introduction to Family Systems  
 COUN 547 Models of Family Therapy  
 COUN 548 Human Sexuality 3  
 COUN 549 Issues in Sexual Abuse  
 COUN 559 Focused-action Therapies  
 COUN 562 Community Counseling  
 COUN 647 Adv. Tech. in Marriage & Family Therapy  
 COUN 655 Advanced Group Counseling  
 COUN 663 Counselor Supervision  
 CMHS 568 Lifestyle Mentoring (online only)  
 EDMTP 503 Character Development and Classroom Management

[Back to the Top](#)

Ministry & Human Services (MHS), Nonclinical — 30 Hours

This program is designed to offer human relations training to clergy and others active in Christian ministry who desire counseling skills. The purpose of this nonclinical track is to provide training and practice in interpersonal skills using a foundation of biblical human nature. The primary objective of this program is to place in the community, churches, and work place, people who are skillful, caring, and can help develop the spiritual and emotional well-being of those with whom they interact. The goal of the program is not to develop clinical professionals, but to train students who seek to help others within a church/ministry setting.

Philosophical Foundations Requirements (6 credit-hours)

CMHS 500 Introduction to Helping Relationships  
CMHS 526 Theories of Counseling

Skill Courses Requirements (12 credit-hours)

CMHS 524 Counseling Skills I  
CMHS 525 Counseling Skills II  
CMHS 527 Counseling Techniques  
CMHS 552 Group Dynamics

Human Services Content Area Requirements (6 credit-hours)

CMHS 544 Issues in Marriage and Family Ministry  
CMHS 562 Community Counseling

Ministry Content Area Courses (6 credit-hours)

CMHS 513 Church-Based Counseling  
CMHS 511 Integrative Issues in Counseling

Note: The Ministry and Human Services major fulfills all requirements for a joint degree for all schools in the university. A listing of the courses that comprise the partner component of this joint-degrees program may be obtained from the partner school.

[Back to the Top](#)

**Doctor of Psychology**

**Program in Clinical Psychology — 127 Hours**

The Doctor of Psychology is a terminal professional degree. The degree is designed to be responsive to society's need for Christian psychologists functioning in a variety of leadership roles. Graduates have the potential to serve in such diverse roles as clinical directors of agencies, hospital staff members, directors of Christian counseling centers and private practices, consultants to business and industry, academic instructors, supervisors of new clinicians, psychiatric testing specialists, office holders in local, state and national professional organizations, members of boards of directors of human services agencies, members of licensing boards, consultants to churches and schools, managed care case managers and administrators, and a variety of other roles.

The program is approximately 127 credit-hours beyond the bachelor's degree (four years plus internship). Full-time students entering at the master's level may be able to complete the coursework in three years with an additional year of internship for a total of four years. Admission into the doctor of psychology program is limited to fall semester.

The doctor of psychology program in clinical psychology is designed to prepare students to be a generalist psychologist. The program coursework content includes biological, social, behavioral, and affective bases of behavior, as well as study of individual differences. These courses provide a foundation for preparation as a clinical psychologist. The program has an integrative approach: integration of clinical work and coursework, integration of faith and practice, and integration of



multicultural, ethical, and diversity issues in both didactics and practice. The program culminates in a 2000-hour internship and the doctoral project.

The research sequence introduces the student to statistical methods, research design, program evaluation and research literature in psychotherapy. These experiences prepare the student for completing the doctoral project requirement. The doctoral project may be empirical, theoretical or applied, normally completed during the later part of the third and fourth year. The goal of the research sequence is to equip a student with the knowledge and skills to effectively understand and apply the research literature to areas of appropriate clinical need.

Students will be encouraged to apply to a wide variety of internship sites to include the military, veteran's hospitals, state psychiatric hospitals; and community and private outpatient clinics. The emphasis will be on obtaining the best APA internship available for each student.

The faculty brings a wealth of experience and a diversity of theoretical background. Among these professionals are both full-time and adjunct faculty members. Despite a diversity of theoretical orientation, the faculty is united by a common commitment to a Christian worldview and to providing quality professional training.

#### History and Systems of Psychology (6 hours)

PSY 600 Introduction to Clinical Psychology  
PSY 723 History and Systems of Psychology

#### Individual Behavior (6 hours)

PSY 626 Personality Theory  
PSY 638 Psychopathology

#### Cognitive/Affective Bases of Behavior (3 hours)

PSY 716 Affect, Cognition, and Motivation

#### Biological Bases of Behavior (3 hours)

PSY 715 Biological Bases of Behavior

#### Human Development (5 hours)

PSY 640 Lifespan Psychology  
PSY 751 Adult and Gerontological Psychology

#### Social Bases of Behavior (3 hours)

PSY 717 Social Psychology

#### Research, Statistics, and Design (5 hours)

PSY 714 Statistics  
PSY 617 Research Design

#### Methods of Assessment (11 hours)

PSY 725 Intelligence Testing and Psychometrics (Lab)  
PSY 726 Personality Assessment (Lab)  
PSY 732 Introduction to Clinical Assessment and Treatment Planning

Clinical Practice (39 hours)

PSY 614 Child and Adolescent Psychotherapy  
PSY 621 Practicum I: Techniques  
PSY 623 Practicum II: Advanced Techniques  
PSY 627 Psychotherapy Techniques  
PSY 645 Introduction to Family Systems  
PSY 647 Models of Family Therapy

PSY 654 Group Therapy  
PSY 662 Community Psychology  
PSY 733-738 Clinical Practica  
PSY 763 Supervision and Consultation

Ethics, Standards and Diversity (6 hours)

PSY 661 Ethics, Professional Orientation, and Legal Issues in Psychotherapy  
PSY 670 Multicultural Psychology

Spiritual Formation Sequence (15 hours)

PSY 612 Hermeneutics and Applications  
PSY 776 Psychology of Religion  
PSY 630 Christian Pilgrimage: Spiritual Direction and the Classic Disciplines  
PSY 631 Traditions in Christian Healing: An Integrated Approach  
PSY 632 Pastoral Care, Counseling and Conflict Issues

Psy.D. Doctoral Project (11 hours)

PSY 700 Doctoral Project Seminar  
PSY 701-703 Doctoral Project  
PSY 718 Doctoral Project Proposal

Internship (3 hours minimum)

PSY 801-803 Clinical Internship (at one credit each)

Psy.D. Electives (9 hours)

PSY 602 Healing Metaphors  
PSY 635 Substance Abuse  
PSY 648 Human Sexuality  
PSY 649 Issues in Sexual Abuse  
PSY 720 Philosophy of Psychology  
PSY 730 Manualized Treatments  
PSY 745 Family Psychology  
PSY 747 Advanced Techniques in Marriage and Family Therapy  
PSY 749 Advanced Marriage and Family Psychotherapy  
PSY 750 Psychology of Women  
PSY 755 Advanced Group Psychotherapy  
PSY 759 Human Neuropsychology

**PSY 760 Neuropsychological Assessment**

**PSY 767 Object Relations**

**PSY 768 Forensic Psychology**

**PSY 770 Design and Management of Human Services  
Programs.**

**PSY 771 Clinical Psychopharmacology**

**PSY 774 Health Psychology**

**PSY 775 Seminar in Child Clinical Issues**

**PSY 781-786 Research Group 1-6 (at one credit each)**

(does not count toward the 9-credit-hour elective  
requirement)

[Back to the Top](#)

## Overview of Degree Programs

[M. A. in Counseling, Clinical](#)

[M. A. in Counseling, Nonclinical](#)

[Joint Degree](#)

[Doctor of Psychology \(Psy.D.\)](#)

[Practical Experience](#)

[Accreditation](#)

[Your Next Step](#)

[Contact Information](#)

[Back to the Top](#)

Created by: [C. Christopher Ritterspach](#)

© June 1999 Regent University, All Rights Reserved.

<a href="#">Philosophy</a>
<a href="#">Distinctives</a>
<a href="#">Overview</a>
<a href="#">Therapeutic Model</a>
<a href="#">Faculty</a>
<a href="#">Programs</a>
<a href="#">Degrees</a>
<a href="#">M.A. Tracks</a>
<a href="#">Psy. D. Track</a>
<a href="#">Tuition &amp; Fees</a>
<a href="#">Joint Degrees</a>
<a href="#">Course Descriptions</a>
<a href="#">Syllabi</a>
<a href="#">Admission</a>
<a href="#">Financial Assistance</a>
<a href="#">Advisory Board</a>
<a href="#">Download Gallery</a>

# SCHS Course Descriptions

Nonclinical M.A.      Clinical M.A.      Doctor of Psychology

<u>CMHS 500</u>	<u>CMHS 511</u>	<u>COUN 500</u>	<u>COUN 502</u>	<u>PSY 600</u>	<u>PSY 602</u>
<u>CMHS 513</u>	<u>CMHS 524</u>	<u>COUN 503</u>	<u>COUN504</u>	<u>PSY 612</u>	<u>PSY614</u>
<u>CMHS 525</u>	<u>CMHS 526</u>	<u>COUN 505</u>	<u>COUN511</u>	<u>PSY617</u>	<u>PSY621</u>
<u>CMHS 527</u>	<u>CMHS 544</u>	<u>COUN514</u>	<u>COUN515</u>	<u>PSY623</u>	<u>PSY626</u>
<u>CMHS 552</u>	<u>CMHS 562</u>	<u>COUN516</u>	<u>COUN517</u>	<u>PSY627</u>	<u>PSY635</u>
<u>CMHS568</u>		<u>COUN521</u>	<u>COUN523</u>	<u>PSY638</u>	<u>PSY640</u>
		<u>COUN526</u>	<u>COUN527</u>	<u>PSY645</u>	<u>PSY647</u>
		<u>COUN532</u>	<u>COUN535</u>	<u>PSY648</u>	<u>PSY649</u>
		<u>COUN536</u>	<u>COUN538</u>	<u>PSY654</u>	<u>PSY661</u>
		<u>COUN540</u>	<u>COUN545</u>	<u>PSY662</u>	<u>PSY670</u>
		<u>COUN547</u>	<u>COUN548</u>	<u>PSY678</u>	<u>PSY679</u>
		<u>COUN549</u>	<u>COUN554</u>	<u>PSY680</u>	<u>PSY700</u>
		<u>COUN559</u>	<u>COUN561</u>	<u>PSY 701-3</u>	<u>PSY714</u>
		<u>COUN562</u>	<u>COUN570</u>	<u>PSY715</u>	<u>PSY716</u>
		<u>COUN579</u>	<u>COUN590</u>	<u>PSY718</u>	<u>PSY720</u>
		<u>COUN592</u>	<u>COUN593</u>	<u>PSY723</u>	<u>PSY725</u>
		<u>COUN594</u>	<u>COUN595</u>	<u>PSY726</u>	<u>PSY730</u>
		<u>COUN647</u>	<u>COUN655</u>	<u>PSY732</u>	<u>PSY733-8</u>
		<u>COUN663</u>	<u>EDMTP503</u>	<u>PSY745</u>	<u>PSY747</u>
				<u>PSY749</u>	<u>PSY750</u>
				<u>PSY751</u>	<u>PSY755</u>
				<u>PSY759</u>	<u>PSY 760</u>
				<u>PSY763</u>	<u>PSY767</u>
				<u>PSY768</u>	<u>PSY770</u>
				<u>PSY771</u>	<u>PSY774</u>
				<u>PSY775</u>	<u>PSY776</u>
				<u>PSY795</u>	<u>PSY800-2</u>

OPTIONAL

## CMHS 500 Introduction to Helping Relationships

This course is designed to familiarize students with basic therapeutic skills used in the relationship between counselor and client. Focus is on listening, observational and

explorational skills. In addition, attention is given to understanding the professional and personal nature of this healing relationship as well as the resources in the belief system of the client, that may be mobilized as growth-producing agents. To be taken concurrently with CMHS 524 Counseling Skills I.

### **CMHS 511 Integrative Issues in Counseling**

An exploration of the possibilities and limits for integrating various psychological theories and Christian faith in counseling. Students will review and assess previous models for integration as a step toward developing their own approach to integrating theory and Christian faith in clinical practice. Prerequisite: 12 credit-hours or permission of instructor.

[Back to the Top](#)

### **CMHS 513 Church-Based Counseling Programs**

An overview course designed to acquaint students with a variety of subjects including, but not limited to, the following: ethical issues including limitations of competence and church exemption laws; identification of community resources and referrals; setting up lay counseling programs in the church; and organizing and using small group ministries in the church.

### **CMHS 524 Counseling Skills I**

This is the first in a sequence of two courses that focuses on the experiential application of the theories courses, and practice of basic counseling skills. In this course, students will meet regularly in a group to critique videotaping experience of basic counseling skills.

[Back to the Top](#)

### **CMHS 525 Counseling Skills II**

This course is a sequel to CMHS 524 and allows students to move on to more advanced counseling skills in their videotaping. Students will continue to meet regularly in small groups to critique their application of counseling skills. Prerequisite: CMHS 524 Counseling Skills I.

### **CMHS 526 Theories of Counseling**

An introduction to the major personality and psychotherapeutic theories that undergird current counseling practice. Various psychodynamic, humanistic, behavioral, cognitive and family systems theories are summarized and evaluated.

### **CMHS 527 Counseling Techniques**

A successive course to Theories of Counseling. Surveys techniques and practice derived from the major psychotherapeutic systems. Includes demonstration and practice of specific counseling techniques. Prerequisite: CMHS 526 Theories of Counseling.

[Back to the Top](#)

### **CMHS 544 Issues in Marriage and Family Ministry**

An in-depth analysis of aspects of marital and family relationships across the family life cycle. Students will examine systems theory within a multicultural framework for evaluating the ministry needs of families throughout their development.

### **CMHS 552 Group Dynamics**

An introductory course focusing on interpersonal and small group dynamics, interpersonal small group communication, and leadership of task-oriented groups. Students will also be involved in experiential activities throughout the course.

### **CMHS 562 Community Counseling**

The foundations, contextual dimensions, and basic knowledge and skills for the students to function as a competent counselor in the community. Emphasis will be placed on helping the clients in a variety of settings and stages of needs, such as crisis, referral, support and advocacy.

[Back to the Top](#)

### **CMHS 568 Introduction to Lifestyle Mentoring**

This course provides an overview of Lifestyle Mentoring both in its process as well as its content. Lifestyle Mentoring is a way of influencing Christians to grow and mature spiritually and personally. Students, in this course, will review and reflect on material related to the various aspects of Lifestyle Mentoring. The material is designed to train church leaders who will in turn train others to become lifestyle mentors.

The course will show how Lifestyle Mentoring serves functions that are preventative in addition to restorative. Students will be required to identify a target community in which they could select leaders to be trained as mentors and which would have individuals in need of mentoring.

The format for the class will focus primarily around students reading materials and responding to learning activities involving discussion and application questions.

[Back to the Top](#)

### **COUN 500 Introduction to Helping Relationships**

This course is designed to familiarize students with basic therapeutic skills used in the relationship between counselor and client. Focus is on listening, observational and explorational skills. In addition, attention is given to understanding the professional and personal nature of this healing relationship as well as the resources in the belief system of the client, that may be mobilized as growth-producing agents. To be taken concurrently with COUN 521 Practicum I.

### **COUN 502 Healing Metaphors**

An investigation and critique of metaphor in its broad definition as symbol, image, story, and myth; and the application of metaphors as a tool for approaching client's issues in living. Includes metaphors as they relate to issues of thinking, feeling, and the experience of spirituality.

[Back to the Top](#)

**COUN 503 Elementary School Counseling**  
**COUN 504 Middle School Counseling**  
**COUN 505 Secondary School Counseling**

Each of these courses will provide the student with an intensive examination of specific school counselor expectations of the elementary, middle, and/or secondary population. Students focus on specific plans for achieving counseling, consulting, coordinating, and guidance objectives with emphasis on principles as well as methods.

**COUN 511 Integrative Issues in Counseling**

An exploration of the possibilities and limits for integrating various psychological theories and Christian faith in counseling. Students will review and assess previous models for integration as a step toward developing their own approach to integrating theory and Christian faith in clinical practice. Prerequisite: 12 credit-hours or permission of instructor.

[Back to the Top](#)

**COUN 514 Counseling Children and Adolescents**

An intensive examination of the counseling strategies used with school-aged children. Assessment strategies and diagnosis will be examined. Recognition of the rights of special student populations will be given attention. Problems, concerns, and dynamics underlying the behavior of children and adolescents and their treatment in counseling will be examined. Prerequisite: COUN 526 Theories of Counseling, COUN 540 Human Growth and Development.

**COUN 515 Adult and Gerontological Counseling**

An overview course focusing on knowledge, skills and techniques for counseling older persons. Issues regarding sensitivity to aging as well as application of counseling skills to special problems of aging will be explored and examined.

[Back to the Top](#)

**COUN 516 Principles of School Counseling**

This course will provide an understanding of comprehensive K-12 counseling programs to include planning, organizing, implementing, and evaluating. The students will learn how to provide preventive and remedial services that meet and enhance developmental needs and the educational program of the school. The students will learn how to be flexible in reacting to differing consumer demands and proactive in providing counseling, consulting, coordinating, and guidance services within a school counseling program.

### **COUN 517 Research Methods**

A course designed to acquaint students with the underlying principles of social science research and to provide them with an adequate understanding of academic writing, logical thinking, and basic research methods. Designed to further students' knowledge of research methods as well as to acquaint them with the use of various descriptive and inferential statistics. This will assist students in developing strategies to assess research literature.

[Back to the Top](#)

### **COUN 521 Practicum I**

This is the first in a sequence of two courses that focuses on the experiential application of the theories courses, practice of basic counseling skills, and field experience in a mental health setting. In this course, students will meet weekly in a group to critique videotaped experience of basic counseling skills as well as being on site at a mental health agency. This on-site experience will primarily be spent observing professionals as they function, and developing primary level mental health service provision skills. (Pass/No Pass grading)

### **COUN 523 Practicum II**

This course is a sequel to COUN 521 and allows students to move on to more advanced counseling skills in their videotaping and move in their field experience to more practical application of clinical skills. Students will continue to meet in weekly small groups to critique their application of counseling skills and also will continue to have weekly field experience under the supervision of a practicing mental health professional. (Pass/No Pass grading) Prerequisite: COUN 521 Practicum I.

[Back to the Top](#)

### **COUN 526 Theories of Counseling**

An introduction to the major personality and psychotherapeutic theories that undergird current counseling practice. Various psychodynamic, humanistic, behavioral, cognitive and family systems theories are summarized and evaluated.

### **COUN 527 Counseling Techniques**

A successive course to Theories of Counseling. Surveys techniques and practice derived from the major psychotherapeutic systems. Includes demonstration and practice of specific counseling techniques. Prerequisite: COUN 526 Theories of Counseling.

### **COUN 532 Assessment Techniques in Counseling**

Principles of measurement and assessment. Counseling use of various assessment instruments: achievement, aptitude, intelligence, interest and personality. Supervision in administering, scoring and interpreting individual evaluation



methods.

[Back to the Top](#)

### **COUN 535 Substance Abuse**

This course will investigate addictive processes associated with chemical dependencies as well as assessment, diagnosis, treatment planning, and intervention within a family systems framework. Issues related to substance abuse counseling such as family dynamics, structure, and roles will be explored. Emphasis will be given to a structural model of therapy.

### **COUN 536 Career and Lifestyle Development**

Theories of career and lifestyle development, counseling approaches, ethical issues, and applications to the diversity of work settings are studied. Lifespan career program planning, changing roles of men and women, dual career families, and decision making theories are addressed. The interrelationship of work, family, and leisure along with relevant assessment instruments, career counseling resources, and information systems are included. Also included are major issues that impact career choices and work settings such as family issues, mobility of people and work settings, and other relevant concerns.

[Back to the Top](#)

### **COUN 538 Psychopathology**

An examination of abnormal behavior as defined by DSM IV. Includes an introduction to the etiology, diagnosis, treatment, and spiritual dimension of these disorders.

### **COUN 540 Human Growth and Development**

A study of the processes of human growth and developing patterns of behavior throughout the lifespan. Particular emphasis will be placed on the physical, mental, emotional, intellectual, and spiritual growth of the individual.

### **COUN 545 Introduction to Family Systems**

An in-depth analysis of marital and family relationships. Students will explore topics such as systems theory, family life development, communication processes and conflict resolution from a scriptural and interaction systems perspective. Students will examine and evaluate various family structures.

[Back to the Top](#)

### **COUN 547 Models of Family Therapy**

Students will examine models of family systems therapy and techniques. Application of the techniques to specified populations will be discussed. Students will learn and apply a family assessment instrument. Prerequisite: COUN 545 Introduction to Family Systems.

### **COUN 548 Human Sexuality**

A course designed to introduce students to issues in human sexuality across the life span. Assessment and treatment of sexual dysfunction as well as sexuality and Scripture will be considered. Prerequisite: COUN 540 Human Growth & Development.

#### **COUN 549 Issues in Sexual Abuse**

A course designed to provide a comprehensive overview of various issues related to sexual abuse. The diagnosis, assessment, and treatment of child and adult victims and of the perpetrator will be addressed.

[Back to the Top](#)

#### **COUN 554 Group Counseling**

A conceptual and practical overview of group counseling including the role of group leadership; tools for forming a group and orienting members; and catalysts for interaction skills for conducting and evaluating counseling/therapy groups. Emphasis will be given to leadership techniques used at different stages in the life of a group as well as ethical issues. Students are provided an opportunity to participate in a small group to promote self-awareness, interpersonal skills, and an understanding of group skills and techniques. Prerequisite: COUN 500 Introduction to Helping Relationships, COUN 526 Theories of Counseling or concurrent.

#### **COUN 559 Focused-action Therapies**

This course will allow students to expand on their experience of action therapies. The course will often be a workshop-like experiential learning experience, including psychodrama, sculpting, music and art. Prerequisite: Permission of the instructor.

[Back to the Top](#)

#### **COUN 561 Ethics, Professional Orientation and Legal Issues of Counseling**

A culminating seminar in which comprehensive concepts of ethical, legal, moral and spiritual issues in counseling are presented. Case studies often form a basis for discussion. Prerequisite: 24 credit-hours.

#### **COUN 562 Community Counseling**

The foundations, contextual dimensions, and basic knowledge and skills for the students to function as a competent counselor in the community. Emphasis will be placed on helping the clients in a variety of settings and stages of needs, such as crisis, referral, support and advocacy.

#### **COUN 570 Multicultural Counseling**

Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Religion is explored as

an aspect of diversity.

[Back to the Top](#)

### **COUN 579 Seminar in Clinical Training**

This course is intended for students who require remediation, or additional hours of clinical supervision; or for extended circumstances regarding clinical training and application of clinical skills.

### **COUN 590 Independent Study**

Under this designation, students will be able to research and study subject matter not included in regular course offerings. Any proposed independent study will be significantly beyond regular course offering and will be under the direction of a School of Counseling faculty member. Prerequisite: Permission of the instructor.

[Back to the Top](#)

### **COUN 592 Internship in Elementary School Counseling**

Student will be assigned to work at an elementary school setting and will be closely supervised on site by a trained school counselor. This is designed to be a culminating experience and will allow the student to apply the knowledge and experience gained during their counselor training program as a member of a school counseling team. In addition to supervision on site, students will participate in a weekly internship seminar led by a professor on the counseling faculty. (Pass/No Pass grading.)

### **COUN 593 Internship in Middle School Counseling**

Student will be assigned to work at a middle school setting and will be closely supervised on site by a trained school counselor. This is designed to be a culminating experience and will allow the student to apply the knowledge and experience gained during their counselor training program as a member of a school counseling team. In addition to supervision on site, students will participate in a weekly internship seminar led by a professor on the counseling faculty. (Pass/No Pass grading)

[Back to the Top](#)

### **COUN 594 Internship in Secondary School Counseling**

Student will be assigned to work at a secondary school setting and will be closely supervised on site by a trained school counselor. Designed to be a culminating experience, it will allow the student to apply the knowledge and experience gained during their counselor training program as a member of a school counseling team. In addition to supervision on site, students will participate in a weekly internship seminar led by a counseling faculty professor. (Pass/No Pass grading)

### **COUN 595 Internship**

Student will be assigned to work at a professional counseling

work setting and will be closely supervised on site by a trained mental health professional. This is designed to be a culminating experience and will allow the student to apply the knowledge and experience gained during his or her counselor training program as a member of a professional mental health team. In addition to supervision on site, students will participate in a weekly internship seminar led by a professor on the counseling faculty. (Pass/No Pass grading)

[Back to the Top](#)

### **COUN 647 Advanced Techniques in Marriage and Family Therapy**

This course provides the student an understanding, demonstration, and application of marriage and family assessment, and techniques from various family systems therapy models. Attention will be given to developing an integrative model. Prerequisite: COUN 547 Models of Family Therapy.

### **COUN 655 Advanced Group Counseling**

Key concepts and techniques that flow from major theories of group counseling will be explored with a focus on application and integration of theory to group practice. Emphasis is placed on developing leadership skills, techniques toward personal styles of leadership, and ethical considerations. This course will provide students with supervised experience in organizing, implementing and evaluating a counseling group. Class material will focus on helping the student understand group content and process, as well as group counselor skills. Prerequisite: Master's degree in counseling or related field and COUN 554 Group Counseling.

[Back to the Top](#)

### **COUN 663 Counselor Supervision**

Focus of this course is on developing skills to effectively supervise counselors in professional preparation. The supervision/mentorship process will be examined as a vehicle for developing professionalism and competence as well as serving in a disciplining capacity. Prerequisite: Permission of the instructor or completion of an approved master's program.

### **EDMTP 503 Character Development and Classroom Management**

This course is designed to enable the learner to integrate character principles into the school environment and curriculum. Discipline and character development are also shown to be one in the same process. Effective intervention strategies will be presented and practiced.

[Back to the Top](#)

### **PSY 600 Introduction to Clinical Psychology**

This course is designed to familiarize students with the field of professional psychology. The course provides a graduate survey of the development of various training models for professional psychology, ethical issues, licensing laws, and

specialties within clinical psychology. Attention is also given to the application of scientific thinking and research to clinical issues. A survey of diverse approaches to integration of faith and psychology is also provided.

#### **PSY 602 Healing Metaphors**

An investigation and critique of metaphor in its broad definition as symbol, image, story, and myth; and the application of metaphors as a tool for approaching client's issues in living. Includes metaphors as they relate to issues of thinking, feeling, and the experience of spirituality.

[Back to the Top](#)

#### **PSY 612 Hermeneutics and Application**

This course analyzes and synthesizes principles of biblical hermeneutics and psychological practice. Students are taught basic skills in the inductive method of observing, interpreting and applying the Christian Scriptures. As a means to this end, an intensive inductive study is made of the Gospel of Mark (chapters 1-3). Other passages from the Bible are considered as they address areas of therapeutic application for various psychological problems and disorders. Role-play and demonstration of application of skills are analyzed, critiqued and synthesized.

#### **PSY 614 Child and Adolescent Psychotherapy**

An intensive examination of the therapeutic strategies used with pre-school and school-aged children. Attention will be given to recognition of the rights of special student populations. Problems, concerns and dynamics underlying the behavior of children and adolescents and their treatment in therapy will be examined. Prerequisites: PSY 626 Personality Theory, PSY 640 Lifespan Psychology.

[Back to the Top](#)

#### **PSY 617 Research Methods**

This course provides a conceptual understanding of approach, methods, language and thinking inherent to social science research and how such research is applied in the modern healthcare environment. Students will present a project related to research applications in managed care or other contemporary environments. Foundational assumptions and working propositions of experimental/survey research are also examined.

#### **PSY 621 Practicum I: Techniques**

This is the first in a sequence of two courses that focuses on the experiential application of the theories courses, practice of basic counseling skills, and field experience in a mental health setting. In this course, students will meet weekly in peer groups to critique videotaped experiences of basic counseling skills. (Pass/No Pass grading)

[Back to the Top](#)

### **PSY 623 Practicum II: Advanced Techniques**

This course is a sequel to PSY 621 and allows students to move on to more advanced counseling skills in their videotaping, and move in their field experience to more hands-on application of clinical skills. Students will continue to meet in weekly small groups to critique their application of counseling skills. (Pass/No Pass grading) Prerequisite: PSY 621 Practicum I.

### **PSY 626 Personality Theory**

An introduction to the major personality and psychotherapeutic theories that undergird current therapy practice. Various psychodynamic, humanistic, behavioral, cognitive and family systems theories are summarized and evaluated.

### **PSY 627 Psychotherapy Techniques**

A successive course to Personality Theory. Surveys techniques and practice derived from the major psychotherapeutic systems. Includes demonstration and practice of specific counseling techniques. Prerequisite: COUN 626 Personality Theory.

[Back to the Top](#)

### **PSY 635 Substance Abuse**

An in-depth examination of substances that are abused in society. Characteristics, physical and psychological components, spiritual aspects, treatment options, and prevention will be considered.

### **PSY 638 Psychopathology**

An examination of abnormal behavior as defined by DSM IV. Includes an introduction to the etiology, diagnosis, treatment and spiritual dimension of these disorders. Designed to develop clinical skills in the use of the DSM IV.

### **PSY 640 Lifespan Psychology**

A study of the processes of human growth and developing patterns of behavior throughout the lifespan. Particular emphasis will be placed on the physical, mental, emotional, intellectual and spiritual growth of the individual.

[Back to the Top](#)

### **PSY 645 Introduction to Family Systems**

An in-depth analysis of marital and family relationships. Students will explore topics such as systems theory, family life development, communication processes, and conflict resolution from a scriptural and interaction systems perspective. Students will examine and evaluate various family structures. Prerequisite: 24 credit-hours.

### **PSY 647 Models of Family Therapy**

Students will examine models of family systems therapy and techniques. Application of the techniques to specified populations will be discussed. Students will learn and apply a family assessment instrument. Prerequisite: PSY 645 Introduction to Family Systems.

#### **PSY 648 Human Sexuality**

A course designed to introduce students to issues in human sexuality across the life span. Assessment and treatment of sexual dysfunction as well as sexuality and Scripture will be considered. Prerequisite: PSY 640 Human Growth & Development.

[Back to the Top](#)

#### **PSY 649 Issues In Sexual Abuse**

A course designed to provide a comprehensive overview of various issues related to sexual abuse. The diagnosis, assessment, and treatment of child and adult victims and of the perpetrator will be addressed.

#### **PSY 654 Group Therapy**

A conceptual and practical overview of group therapy including the role of group leadership, tools for forming a group and orienting members, and catalysts for interaction skills for conducting and evaluating counseling/therapy groups. Emphasis will be given to leadership techniques used at different stages in the life of a group as well as ethical issues. Students are provided an opportunity to participate in a small group to promote self-awareness, interpersonal skills and an understanding of group skills and techniques. Prerequisite: PSY 626 Personality Theory or concurrent.

[Back to the Top](#)

#### **PSY 661 Ethics, Professional Orientation, and Legal Issues in Psychotherapy**

A seminar in which in-depth concepts of ethical, legal, moral and spiritual issues in therapy are presented. Case studies often form a basis for discussion. Understanding of APA ethics standards are explored. Prerequisite: 24 master's credit-hours.

#### **PSY 662 Community Psychology**

The foundations, contextual dimensions, and basic knowledge and skills for the students to function as a competent psychologist in the community. Emphasis will be placed on helping the clients in a variety of settings and stages of needs, such as crisis referral, support and advocacy. Focus on community mental health theory, consultation, program planning and prevention services.

[Back to the Top](#)

#### **PSY 670 Multicultural Psychology**

Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary, pluralistic society. Religion is explored as an aspect of diversity.

### **PSY 678 The Christian Pilgrimage: Spiritual Direction and Classic Disciplines**

An experiential, formational approach to exploring the Christian pilgrimage of faith by analyzing the developing traditions of spiritual direction and the classic spiritual disciplines: how the synthesis of spiritual direction and disciplines may be appropriately integrated into therapeutic processes, holistic healing and the spiritual maturation of both practitioners and clients.

### **PSY 679 Traditions in Christian Healing: An Integrated Approach**

A holistic Christological approach to exploring and reconsidering the gifts and graces of God for healing the various aspects of the human person. An integrated approach will include a biblically based analysis and synthesis of historical Christian traditions pertaining to healing and deliverance as these relate to the practice of counseling.

[Back to the Top](#)

### **PSY 680 Pastoral Care, Counseling and Conflict Issues**

This course analyzes strategies for relational, emotional, and spiritual healing and reconciliation in the unique context of the church. Relationships among the roles generated by professional/clinical/psychotherapeutic models and the mentoring/discipling model in the church are re-examined and evaluated.

### **PSY 700 Doctoral Project Research Seminar**

This is an intensive coverage of current topics in the clinical psychology field with emphasis on the appropriate research methodology and design. The philosophy and ethics of scientific research will be evaluated. Intent is for students to determine research for doctoral project and to develop a concept paper around the particular topic.

[Back to the Top](#)

### **PSY 701-703 Doctoral Project**

Research will be under the direction of a dissertation committee. Content of the study can be an empirical study, case study, or other suitable professional activity/product. The student must register for 3 consecutive semesters, at 3 credits per semester.

### **PSY 714 Statistics**

Statistical methods and application to psychological research. The collection; organization; and analysis of data, frequency distribution, measures of central tendency, dispersion, skewness and kurtosis, theoretical distributions, including



hypothesis-testing for large and small samples with point and interval estimations.

### **PSY 715 Biological Bases of Behavior**

Covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

[Back to the Top](#)

### **PSY 716 Affect, Cognition and Motivation**

Topics include the biological bases of emotion; the interface between emotion and cognition; cultural variation in emotion; and individual differences. Specific cognitive activities such as perception, memory, mental representation, and affective development are discussed.

### **PSY 717 Social Psychology**

An overview of the major theories, issues, data, and research methodologies of social psychology.

### **PSY 718 Doctoral Project Proposal**

Student develops proposal for doctoral project with supervision by a faculty member.

[Back to the Top](#)

### **PSY 720 Philosophy of Psychology**

This course is a survey of various topics in the philosophy of psychology. Students will explore current work in the philosophy of science, theories of knowledge, the freedom vs. determinism debate, and philosophy of mind. Examinations of such issues provide a key impetus for the development of an integrated worldview for psychological practice.

### **PSY 723 History and Systems of Psychology**

Traces the emergence of psychology as an independent discipline from its roots in philosophy, theology, and the natural sciences.

[Back to the Top](#)

### **PSY 725 Intelligence Testing and Psychometrics (Lab)**

This course introduces the diverse area of intelligence testing, with particular emphasis on multicultural dimensions of the topic. The student will administer, score, and evaluate the findings of standard intelligence and achievement tests. Primary emphasis will be on current versions of the WAIS, WISC, WPPSI Raven's Progressive Matrices, and the Woodcock Johnson-R. Brief IQ tests and brief neuropsychiatric screening instruments will also be examined. The course will use the student's experiences with each of the above tests to

explore the critical area of psychometrics found in all psychological testing.

#### **PSY 726 Personality Assessment (Lab)**

This course covers standard objective and projective tests of personality and psychopathology. Tests covered include the MMPI-II, MCMI-III, 16-PF, Rorschach (introductory material only), TAT, Foyer Structured Sentence Completion Test, and various drawings. The student will learn to integrate these findings into a comprehensive testing report.

[Back to the Top](#)

#### **PSY 730 Manualized Treatments**

This advanced therapy course provides students with an overview of treatment protocols that have been empirically supported through efficacy studies. Manualized treatments for a range of conditions, such as panic disorder, major depression, oppositional-defiant disorder and insomnia will be covered. Students will be expected to present at least one case in which they have implemented a manualized treatment.

#### **PSY 732 Introduction to Clinical Assessment and Treatment Planning**

This course is designed as an introduction to psychodiagnostic assessment and treatment planning. A variety of related topics will be covered including: diagnostic interviewing/decision making, case conceptualization, mental status exams, standards of practice, establishing appropriate treatment plans, and using manualized treatment protocols. Methods of note taking and report writing are also reviewed.

[Back to the Top](#)

#### **PSY 730-733 Clinical Practice**

A supervised clinical practicum experience in an appropriate work environment for six semesters for two credits per semester. Students will learn how to integrate their Christian worldview and practice with the theory and practice of psychology.

#### **PSY 745 Family Psychology**

This course is designed to give students an overview of the family that includes the importance of personality in relationships, social factors influencing families, the nature of relationships, and psychological factors in mate selections. Attention is given to developing a systemic framework for understanding families.

[Back to the Top](#)

#### **PSY 747 Advanced Techniques in Marriage and Family Therapy**

This course provides the student an understanding, demonstration, and application of marriage and family assessment, and techniques from various family systems therapy models. Attention will be given to developing an

integrative model. Prerequisite: PSY 647 Models of Family Therapy.

#### **PSY 749 Advanced Marriage and Family Psychotherapy**

Emphasis is on an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Supervision skills in family and couples' treatment are a second major emphasis in this course. Prerequisites: PSY 645 Introduction to Family Systems, PSY 647 Models of Family Therapy, PSY 745 Family Psychology, PSY 747 Advanced Techniques in Marriage and Family Therapy.

[Back to the Top](#)

#### **PSY 750 Psychology of Women**

Through the use of readings, lecture, and group process; theories are examined dealing with female personality development and gender-related psychopathology. Issues relevant to clinical practice such as therapist gender, transference problems, and role conflict are discussed.

#### **PSY 751 Adult and Gerontological Psychology**

A study of the processes of adult development and aging with a focus toward clinical applications. The course will explore physical, mental, emotional, social, and spiritual aspects of adult development and aging.

#### **PSY 755 Advanced Group Psychotherapy**

This course focuses on the development of interpersonal competency through the small, face-to-face group interaction and in the experiential mode. There are also opportunities for presentations and analysis of significant issues. Students must be presently facilitating a therapy group. Prerequisite: PSY 654 Group Therapy.

[Back to the Top](#)

#### **PSY 759 Human Neuropsychology**

Overview of basic principles of human brain functioning including neuropsychological theories, a review of basic neuroanatomy, neurophysiology, and neurochemistry, and an emphasis on the behavioral and psychological manifestations of brain damage and disease.

#### **PSY 760 Neuropsychology Assessment**

Basic considerations about the problem of assessment in neuropsychology. The assessment of disturbances in memory, language, constructional abilities, movements, attention, and concept formation. Main neuropsychological batteries will be reviewed.

#### **PSY 763 Supervision and Consultation**

The major models of supervision are explored. Discussion of ethical issues as well as typical dilemmas for the practicing

supervisor. Consultations with other professionals as well as organizations are evaluated. Must be in a supervisory role in order to enroll in class.

[Back to the Top](#)

#### **PSY 767 Object Relations**

A review of several major theoretical models employed in the current practice of psychoanalytic psychotherapy is presented. Emphasis will be placed on the works of Guntrip, Fairbairn, Kline, Mahler, Ogden, Kohut, Scharff, and others in the application of object relations theory to therapy practice. Clinical material illustrating these major approaches to the understanding of technique, personality and the psychotherapeutic relationship are discussed.

#### **PSY 768 Forensic Psychology**

Basic principles and concepts of forensic psychology. Emphasis will be given to legal process when danger and competence are at issue. Critical review of pertinent literature is emphasized.

[Back to the Top](#)

#### **PSY 770 Design and Management of Human Services Programs**

Exposes the student to the relationship between the community and mental health services, and the importance of the administrative process in human service programs. Emphasis on the need for developing specific programs and procedures for target populations.

#### **PSY 771 Clinical Psychopharmacology**

An introduction is provided to psychotropic drugs, their neurochemical bases, their model of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

#### **PSY 774 Health Psychology**

This course will cover the settings in which health psychology are practiced, and how psychologists function in those settings; health policy, health promotion and epidemiology; an introduction to the relationship between psychological factors and medical illnesses; an introduction to stress management and coping strategies; and an introduction to methods of consultation in health settings.

[Back to the Top](#)

#### **PSY 775 Seminar in Child Clinical Issues**

Theory and practice of child therapy. Emphasis on the practical aspects of therapeutic intervention such as goal-setting analysis and strategies.

#### **PSY 776 Psychology of Religion**

This course analyzes and evaluates the contributions of psychology to the understanding of religious experience. Case studies provide opportunities to synthesize and integrate course material and clinical experience.

### **PSY 795 Doctoral Project Continuation**

Students must register for one credit per semester if the doctoral project is not complete after the nine credit-hours of 701-703.

[Back to the Top](#)

### **PSY 801-803 Clinical Internship**

This course involves 2,000 clock hours of supervised psychological activities in an APA-approved internship. Permission of clinical director is necessary for enrollment.

### **Optional Curricula**

The academic programs at Regent University provide opportunities for students to pursue individual study under the guidance of a competent faculty member. Special courses and seminars, that are not part of the listed catalog courses, are taught periodically to supplement each school's regular course offerings. The following course numbers apply to various schools in the university. Consult with your advisor or dean's office for specific policies and procedures for these courses in your school.

#### **689 Workshops**

Workshops provide an opportunity for students to get hands-on experience in a variety of areas. Faculty members will combine theory and knowledge of a particular topic with practical application of that theory and knowledge in a classroom setting. Workshops may be scheduled to meet throughout a semester or for a shorter concentrated time.

#### **695 Seminar**

Seminars offer an opportunity for in-depth study and discussion of various specific topics related to each school. The format of a seminar may include faculty presentations, student presentations, outside speakers and/or a combination of these. Seminars may be scheduled to meet throughout a semester or to meet for a shorter concentrated time.

#### **698 Independent Study**

An independent study is a learning experience that allows a student to research and evaluate subject matter or to conduct other comparable academic activities with minimum faculty guidance. Independent studies are available to students as faculty expertise, time, and resources permit.

[Back to the Top](#)

Created by: C. Christopher Ritterspach © June 1999 Regent University, All Rights Reserved.
---



<a href="#">Home</a>
<a href="#">Introduction</a>
<a href="#">Dean's Message</a>
<a href="#">Mission</a>
<a href="#">Philosophy</a>
<a href="#">Distinctives</a>
<a href="#">Overview</a>
<a href="#">Therapeutic Model</a>
<a href="#">Faculty</a>
<a href="#">Programs</a>
<a href="#">Degrees</a>
<a href="#">M.A. Tracks</a>
<a href="#">Psy. D. Track</a>
<a href="#">Tuition &amp; Fees</a>
<a href="#">Joint Degrees</a>
<a href="#">Course Descriptions</a>
<a href="#">Syllabi</a>
<a href="#">Admission</a>
<a href="#">Financial Assistance</a>
<a href="#">Advisory Board</a>
<a href="#">Download Gallery</a>

## Helping Others Maintain Balance in an Unbalanced World

Please use the links to the left to navigate through the School of Counseling and Human Services' website. The banner at the top of each page allows you to return to the Regent University website. Thank you for visiting us!!!

## SCHS Board of Advisors

### From the Dean

This is a remarkable time of growth, expansion and outreach for the Regent School of Counseling and Human Services. Since our establishment under Regent University in 1982, we have grown to offer two types of biblically-based master's degrees in counseling and the doctor of psychology degree. This is also an exciting time for the counseling field in general, with the growth of international Christian counseling organizations, the growing recognition of the importance of values in the American society, and the rise of interest in spirituality by the population as a whole.

This growth has created some challenges for the helping professionals, as regulations and litigations threaten the legitimacy of church-based counseling. As a graduate institution for counselors and psychologists, we take these challenges very seriously, designing our educational program in accordance with the needs as well as the regulations of our society. And we do not make these decisions alone.

### A Multitude of Counselors

In the book of Proverbs, King Solomon wrote that there is wisdom and safety in a multitude of counselors. This truth of this statement is personified by the board of advisors of Regent School of Counseling and Human Services.

Our board of advisors is an invaluable resource as we seek wisdom on key issues relating to the fields of mental health and counselor education. This team is comprised of some of the most gifted and successful men and women in the helping professions—doctors, clergymen, psychologists and administrators linked by a common concern for the future of the counseling profession.

Members of our board are actively involved in various helping organizations throughout the country, bringing a wide spectrum of ideas and expertise to Regent School of Counseling and Human Services. We are honored that each of these men and women have chosen to participate in the molding of the future of our school.

Together, with our board and a dynamic faculty, we are facing the challenges

of counseling education, fully equipped for the task.

### **Board of Advisors**

**Donald B. Harris**, a licensed clergyman for the Episcopal Diocese of Southern Virginia, is the executive director of the Credo Institute in Williamsburg, VA. He has over 33 years experience as a chaplain for Colonial Hospital in Newport News, VA, the College of William and Mary, and the U.S. Armed Services. Rev. Harris also serves on the board of directors for the Institute of Clinical Theology at PSI/Georgia State University. He received a Certificate of Recognition for Public Service in 1993 from the College of William and Mary in addition to Commendation Medals in 1988 from the U.S. Navy and Coast Guard. Rev. Harris earned his master of divinity degree from Church Divinity School in June 1964. He has authored seven publications covering issues concerning ministry within the armed services as well as ministry in the late 20th century.

**Beverly LaHaye** is a nationally recognized advocate, author, and spokeswoman on issues affection women, the family, and traditional Judeo-Christian values in society. She is the founder and chairman of the board of Concerned Women for America, headquartered in Washington, D.C. It is the nation's largest politically active women's organization with 600,000 members. Mrs. LaHaye has appeared on numerous television shows including Good Morning America, CBS News in the Morning, and The MacNeil Lehrer Newhour. She has testified many time before the U.S. House and Senate Committees regarding legislation and presidential nominees to the Supreme Court. She received an Honorary Doctorate of Humanities from Liberty University in 1992, the Religious Freedom Award from the Southern Baptist Convention in 1991, the Christian Woman of the Year Award, and hosts the award-winning daily talk radio program Beverly LaHaye Live.

**Lu Anne Kern Lewis** is a specialist in internal medicine. Born in Hornell, NY, she now resides in Chesapeake, VA. Dr. Lewis also holds an M.A. in counseling from Regent University, and is affiliated with the Society of General Internal Medicine and the American College of Physicians. She was a faculty member of the Institute of Clinical Theology at Regent University from 1993 to 1994. Currently, Dr. Lewis represents Gates County Medical Center, Coastal Emergency Services, and Maryview Medicare.

**Grant L. Martin** is a psychologist at Heritage Counseling Associates in Seattle, WA, focusing on the special needs of children and marriage and family therapy. He received his doctorate in educational psychology from the University of Washington. He is a licensed psychologist with approximately 30 years experience. He also serves as an adjunct professor in the doctoral clinical family psychology program at Seattle Pacific University teaching courses on clinical interventions for children. Focusing on children with ADHD, he has authored a bestselling book, *The Hyperactive Child: What You Need to Know about Attention Deficit/Hyperactivity Disorder*. He serves on the advisory board for the the American Association of Christian Counselors and has been a featured guest on radio talk shows and TV programs such as *Focus on the Family*.

**George Olschlager** is a licensed clinical social worker with the Redwood Family Institute. He holds a M.A. in counseling psychology, an M.S.W., and a J.D. from the University of Iowa. In 1996, he celebrated his 20th year of Christian counseling ministry and interdisciplinary professional practice. Olschlager serves as chairman of the the American Association of Christian Counselors' Law and Ethics Committee and has conceived and drafted the new the American Association of Christian Counselors' Christian Code of

Ethics. his expertise on ethics and divorce issues has prompted the writing of four books, two of which are in progress with his co-author Tim Clinton. Olschlager has taught both undergraduate and graduate level courses at the University of Iowa, Buena Vista University, and Sierra University. In the near future, he will be appointed the executive director of a new credentialing agency, the National Academy of Christian Counselors.

Les Parrott III is presently associate professor of clinical psychology and co-director of the Center for Relationship Development and the School of Social and Behavioral Sciences at Seattle Pacific University in Washington. He also serves as an adjunct professor at Fuller Theological Seminary in California where he earned his doctorate in clinical psychology. He has approximately 10 years of clinical experience and 10 years teaching experience. Parrott is a member of the American Psychological Association, Christian Association of Psychological Studies, American Association for Christian Counselors, and Travis Institute for Biopsychological Research. He has written 15 books, 63 booklets and magazine articles, 51 scholarly publications, has created audio and video media, and has prepared many professional presentations covering topics about relationships involving children and adolescents.

Leslie L. Parrott is presently co-director of the Center for Relationship Development at Seattle Pacific University in Washington, and a faculty member of its Counseling and Family Therapy Graduate Program. She received her Ed.D. in educational leadership at Seattle University. Parrott has accrued 10 years teaching experience at higher educational institutions, and has professional experience as a marriage and family therapist, board development coordinator, and program coordinator for the Institute for Christian Organizational Development at Fuller Theological Seminary. Her professional memberships include the American Association of Marriage and Family Therapists, National Association of Student Personnel Administrators, and the Association of Christian Student Development Professionals. Dr. Parrott has released 19 publications, has prepared many presentations, and has created both audio and video media. These publications cover issues about family, relational, and career leadership material.

Claude O. Pressnell is the executive vice president and chief operating officer of the Tennessee Foundation for Independent Colleges. Pressnell was ordained in 1987 and earned his Ed.D. from Vanderbilt University. He has extensive professional experience, including the position of Vice President for Focus on the Family, and acting dean of admissions and financial aid at Belmont University, where he was also an educational consultant. His consultation served to derive a new core and streamlined student services, which contributed to winning the Tennessee Quality Improvement Award. He also designed and completed a study for the Institute for Family Studies. During this project, he was working with the Christian College Coalition (C.C.C.) looking at curriculum development, staffing and faculty needs, budgetary requirements, as well as many other areas.

Michael Alan Rosebush is the executive director for Focus on the Family's Institute for Family Studies, and is the senior fellow for Leadership Development and Family Studies. Prior to working at Focus on the Family, Dr. Rosebush spent 20 years in the Air Force. As a fighter pilot, he won the Jabra Award as the most outstanding pilot in Europe. He also invested a lot of time as a professor, director of the Leadership Programs, and director of Faculty and Curriculum Development at the U.S. Air Force Academy. Dr. Rosebush has developed the Leadership Development Manual that is used in the training of every officer in the armed forces for a supervisory role. He is a nationally certified counselor (N.C.C.) and has had over 10 years of



counseling experience. During the past 16 years, he has taught a majority of courses on marriage and family, the emphasis of his current ministry at Focus on the Family.

**Douglas E. Rosenau** is a licensed psychologist at Atlanta Counseling Center, Atlanta, GA. He received a master's degree in theology from Dallas Theological Seminary. He went on to do post-graduate work at Northern Illinois University, earning his master's degree in education and an Ed.D. in counseling. His areas of specialization are sex therapy, divorce adjustment, and relational counseling, including premarital relations, marital relations, and family relations. Dr. Rosenau is a clinical member of the Society for Sex Therapy and Research and the American Association of Marriage and Family Therapists. He has conducted many workshops and is committed to the integration of Christian values with relationships and sexuality.

**Verley G. Sangster**, who has given more than 21 years of service to Young Life, is now president of the Center for Urban Theology in Philadelphia, PA. An accredited institution, C.U.T.S. is "committed to providing the skills to develop servant leaders". on the B.A. and M.A. levels. Sangster earned the doctor of divinity degree (D.D.) from Colorado Christian University, and was ordained in 1976. His notoriety spans more than four continents, including Europe, Asia, and Africa. His professional affiliations include the NAACP, Lilly Endowment, World Vision National Urban and Rural, The Navigators, and Princeton Theological Seminary Institute in Youth Ministry.

**John Kie Vining** is currently the counseling director at the Church of God Center for Ministerial Care, and is a faculty member at the Church of God School of Theology. An ordained minister, he holds the doctor of ministry degree, and is a licensed professional counselor. Dr. Vining is a member of the American Association of Counseling and Development, American Association of Pastoral Counselors, and Christian Association of Psychological Studies. He has been pastoring for 16 years and is currently founder and executive director of the Institute for Pastoral Care.

**Sandra Wilson** is a psychotherapist specializing in the personal, relational, and spiritual struggles of Christian with painful pasts. She received her doctorate in counseling psychology at the Union Institute. She is a visiting professor at the Associated Canadian Theological School, Denver Conservative Baptist Seminary, and Trinity Evangelical Divinity School. She is also an accomplished author of several self-help books. Wilson has done pioneer research with evangelical Christian adult children of alcoholics for which she is an internationally sought conference speaker. She is a member of the American Psychological Association, Christian Association for Psychological Studies, and the executive board of the American Association of Christian Counselors.

**Everett Worthington, Jr.** has been a professor of psychology at Virginia Commonwealth University for 18 years. He has also taught courses at Denver Seminary, Liberty University, and the University of Missouri-Columbia. Worthington is a board-member of the Christian Association of Psychological Studies, and is also on the advisory board of the American Association of Christian Counselors. He has published more than 100 journal articles and chapters, 10 video and audio tape series, and 12 books. He has prepared over 30 workshops and has been interviewed for many publications as well as television and radio broadcasts. Dr. Worthington currently serves as chair of the Mental Health Planning Council for the Commonwealth of Virginia Department of Mental Health, Mental Retardation, and Substance Abuse.

[Back to the Top](#)

Created by: C. Christopher Ritterspach

© June 1999 Regent University, All Rights Reserved.



<a href="#">Home</a>
<a href="#">Introduction</a>
<a href="#">Dean's Message</a>
<a href="#">Mission</a>
<a href="#">Philosophy</a>
<a href="#">Distinctives</a>
<a href="#">Overview</a>
<a href="#">Therapeutic Model</a>
<a href="#">Faculty</a>
<a href="#">Programs</a>
<a href="#">Degrees</a>
<a href="#">M.A. Tracks</a>
<a href="#">Psy. D. Track</a>
<a href="#">Tuition &amp; Fees</a>
<a href="#">Joint Degrees</a>
<a href="#">Course Descriptions</a>
<a href="#">Syllabi</a>
<a href="#">Admission</a>
<a href="#">Financial Assistance</a>
<a href="#">Advisory Board</a>
<a href="#">Download Gallery</a>

### Helping Others Maintain Balance in an Unbalanced World

Please use the links to the left to navigate through the School of Counseling and Human Services' website. The banner at the top of each page allows you to return to the Regent University website. The links just below navigate you to information further down this page. If you want to request information regarding any of the degree programs offered by the SCHS, please use this [link](#). Thank you for visiting us!!!

## Admissions Information - 1999-2000

<a href="#">Master of Arts Requirements</a>	<a href="#">Non-Degree Requirements</a>
<a href="#">Doctor of Psychology Requirements</a>	<a href="#">Processing and Notification</a>
<a href="#">Joint Degree Requirements</a>	<a href="#">Application Process</a>
<a href="#">ASAP Requirements</a>	<a href="#">Deadline for Application</a>

### ADMISSIONS

Generally, admission to the master's and doctoral degree programs of the School of Counseling and Human Services requires a completed four-year bachelor's degree from a post-secondary institution with state and regional accreditation. Applicants with a bachelor's degree from a four-year program at a nonaccredited institution will be considered on an individual basis by the admissions committee of the school in which enrollment is desired. Applicants who have completed at least 90 credit-hours in their bachelor's program may be eligible for admission through the Accelerated Scholars and Professionals (ASAP) program.

All applicants must possess maturity in spiritual and/or character qualities, and must display personal goals that are consistent with the mission and the goals of Regent University. Students are admitted into the master's degree program in the School of Counseling and Human Services in the fall, spring and summer semesters of each year. Applicants must meet the following criteria for acceptance as degree-seeking students:

[Back to the Top](#)

### Master of Arts Admission Requirements

#### Degree Requirements

A completed bachelor's degree with a cumulative undergraduate grade point average of 2.75 based on a 4.00 scale. A minimum 3.00 grade point average in the major is desired (preferably in psychology, counseling or related social services field).

### **Prerequisites**

Applicants should have completed the equivalent of a minor in psychology or other behavioral science. All students must have taken three courses in psychology within the past five years, with a grade of B or better. Recommended courses include Introduction to Psychology, Abnormal Psychology, Human Development, and Personality Theory.

### **Tests**

Both the Graduate Record Exam (G.R.E.) and Miller Analogies Test (MAT) are acceptable tests. Scores on the general portion of the G.R.E. or MAT of the 50th percentile or higher are preferred. The test must have been taken within the last five years.

### **Recommendations**

A clergy, faculty, and professional recommendation are required.

### **Application**

A completed M.A. application is required along with a \$40 nonrefundable application fee.

### **Interview**

An interview with a member of the admissions staff is required.

### **Deposit**

A nonrefundable \$100 tuition deposit is required upon acceptance that will be applied toward tuition.

[Back to the Top](#)

## **Doctor of Psychology Admission Requirements**

### **Degree Requirements**

A B.A. or B.S. with a minimum of a 3.0 GPA or an M.A. or M.Ed. with at least a 3.5 GPA. Accepted degrees include those in counseling, psychology, or related human behavioral fields.

### **Prerequisites**

At least 18 completed semester-hours in psychology courses. The following courses are recommended: Introduction to Psychology, Psychological Statistics/Research Methods, Personality Theory, Human Development, Abnormal Psychology, Psychological Tests and Measurements, Social Psychology, and Physiological Psychology.

### **Tests**

Official GRE scores for both the general and psychology subject tests are required. The tests cannot be waived, and

must have been taken within the last five years. A minimum combined score of 1000 between the verbal and quantitative portions of the exam is desired. A score on the subject portion of GRE above the 50th percentile is also preferred.

### **Recommendations**

Three recommendations are required from faculty, employers and clinical supervisors.

### **Application**

A completed Psy.D. application is required along with a \$50 nonrefundable application fee.

### **Interview**

Interviews for the Psy.D. program are by invitation only, after review of the completed application. The interview process occurs only on designated dates in the spring and summer. Applicants participate in both individual and group interviews. In extreme cases, for example, travel from a foreign country, telephone interviews are considered.

### **Deposit**

A nonrefundable \$1,000 tuition deposit is required upon acceptance that will be applied toward tuition.

### **Graduate Admittance Tests**

Information regarding the various graduate tests may be obtained by contacting a local university's testing office, or by contacting:

- Educational Testing Service  
Princeton, New Jersey 08541  
Phone: (609) 771-7670.

- The Psychological Corporation  
555 Academic Court  
San Antonio, Texas 78204-2498;  
Phone: (800) 622-3231 and ask for closest Miller  
Analogy Test Site.

- Tests may be taken in pencil-and-paper format or on computer.

[Back to the Top](#)

## **Joint Degree Applicants**

### **Joint Degrees — New Applicant Procedure**

An applicant who has never been admitted to Regent University follows the regular application process for both programs in which admittance is sought. The applicant should indicate on each application his or her desire to be admitted in two schools.

Two interviews are necessary: one with the director of

admissions from each school in which enrollment is desired. The applications will be evaluated separately by each school.

#### **Joint Degrees — Enrolled Student Applicant Procedure**

An enrolled student who is applying to a joint-degrees program must obtain the proper form from the Dean's office and follow other procedural instructions from his or her school. The completed joint-degrees program form, a new goals statement demonstrating expressions of calling and interest for both schools, and the student's current file must be submitted to the dean of the school in which admission is desired. Finally, the student must establish a meeting time with that dean, or his or her designate, to discuss the application.

[Back to the Top](#)

#### **Accelerated Scholars and Professionals Program (ASAP)**

The Accelerated Scholars and Professionals Program (ASAP) is designed for students who have had significant life experience preparing them to undertake graduate studies. It meets the special needs of mature professionals established in their fields who have completed at least 90 semester-hours of a four-year undergraduate degree and have limited time to further their education. A completed application must be submitted in accordance with the guidelines set forth for the master's program. Generally, students accepted into the ASAP program have significant work experience and possess a high cumulative GPA and test scores.

Individuals must meet the following criteria to be accepted into the School of Counseling and Human Services as an ASAP student.

1. The prospective student must have completed a minimum of 90 semester hours (135 quarter-hours).
2. The student must be at least 25 years of age.
3. The student must have evidence of job success since leaving his or her undergraduate program.

[Back to the Top](#)

#### **Nondegree Status**

Applicants desiring to enroll in the School of Counseling and Human Services master's degree program who do not intend to obtain a degree may be accepted on a nondegree basis. Nondegree students are not eligible to receive financial aid and may enroll in courses on a space-available basis only. Nondegree students are limited to a maximum of 12 credits. They may not enroll in Practicum I or Practicum II. Nondegree students may be accepted for doctoral courses on a case-by-case basis.

Applicants seeking nondegree status must meet the entrance requirements for the master's degree program, and must submit the following in the application packet.

1. Application Data Form.
2. Nonrefundable \$40 application fee. (CEN/Regent employees may pay only \$10.)
3. Personal Goals Statement.

4. One interview.
5. Official transcripts.
6. A professional or faculty recommendation.
7. A signed Regent University Community Life Form.

Nondegree students may apply for degree status through the school's admissions office after completing the minimum number of hours and course and grade requirements established by the School of Counseling and Human Services. A maximum of 12 Regent University credits may be allowed toward a degree if a nondegree student later applies for regular degree status. The applicant must submit the additional material required for degree status. The admissions committee will consider the application in the same way it would a new applicant.

[Back to the Top](#)

### **Application Process**

The following items are necessary to be considered for admission to degree seeking status at Regent University School of Counseling and Human Services:

1. Regent University Application Data Form and School of Counseling and Human Services Application Form.
2. Nonrefundable application fee.
3. Signed Community Life Form.
4. Clergy, faculty, supervisor/professional recommendation.
5. Current résumé.
6. Official transcripts.
7. Entrance test(s).
8. Required interview(s).
9. Personal goals statement.
10. Writing sample (Psy.D. only). A maximum of 10 pages of scholarly writing.
11. Photograph (optional).

Note: Make a photocopy of all completed application materials to keep for your records.

[Back to the Top](#)

### **Processing and Notification**

It is the applicant's responsibility to ensure that all of the required information is available to Regent University for an admission decision. The Admissions Committee will review the applicant's records when all information is complete. Applications are reviewed and evaluated in the order in which they are received and completed. An admission decision will be communicated to the applicant in writing as soon as possible after the decision has been made.

Upon notification of acceptance, the applicant will be asked to sign an enrollment agreement that must be returned with an enrollment deposit. This deposit will be applied toward tuition at the time of registration. The enrollment deposit is nonrefundable.

[Back to the Top](#)

### **Deadline for Application**

Applicants for the master of arts degree should submit the completed application packet by the following deadlines:

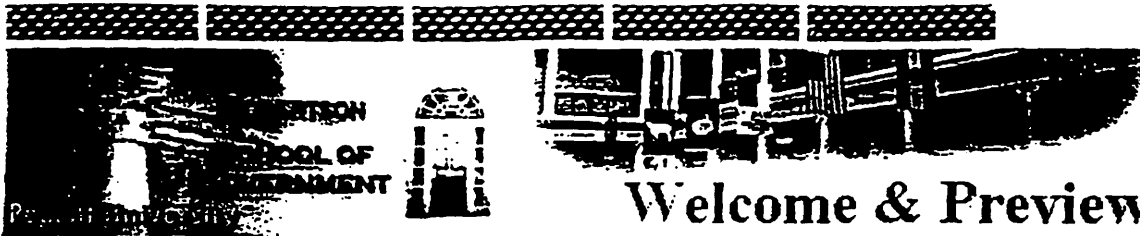
- Fall Semester April 1
- Spring Semester November 1
- Summer Session March 1

Complete Psy.D. applications are due no later than February 15. If the class admission goal is met, incomplete Psy.D. applications and/or applications received after the deadline will automatically be considered for the following academic year. An application will be considered complete when all required pieces have arrived.

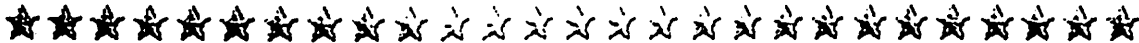
Created by: C. Christopher Ritterspach

© June 1999 Regent University, All Rights Reserved.





## Welcome & Preview



### From Dean Kay James

The United States of America is a nation founded upon biblical principles. Our founders espoused biblical views, and our founding documents reflect this influence. As a result, our nation has enjoyed two centuries of rarely paralleled political freedom and religious liberty. It is the goal of the Robertson School of Government that this heritage be restored, renewed and enhanced in America, and that this heritage also be planted and nurtured in other nations.



All areas of human endeavor need Christian influence and witness; the various fields of government service are presently in particular need of Christian influence. Ultimately, in every nation, the future well-being and perhaps the survival of freedom and democracy depend upon enlarged Christian participation in public affairs.

The Robertson School of Government at Regent University is dedicated to preparing leaders for government, politics and policy-making. A community formed of students, faculty and guest scholars with a common commitment to public affairs leadership, the school carries on a vigorous program in three areas: graduate education, policy and political research, and professional development opportunities for public servants and aspiring leaders.

By embodying the best in the university tradition, in development of leaders well-trained in scholarship, principles, and practical skills, the school prepares goal-oriented graduates who will help to shape the future course of world events. To that end, the Robertson School is engaged in training leaders to proclaim and implement sound public policy at home and around the world.

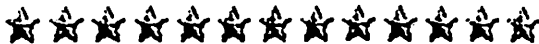
We welcome your interest in the Robertson School of Government. Interest and enrollment in our School continue to grow as more and more people are realizing God's call to make a difference in the areas of politics, government, and policy-

making. Please prayerfully consider joining us. For more information, call our Admissions Office at (757) 226-4583. God bless you as you seek His will for your future.

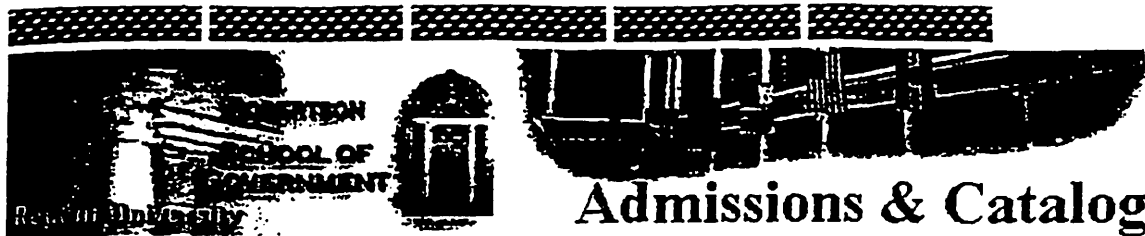
Please Click the Preview Button



[ [School of Government](#) ] [ [Calendar](#) ] [ [Site Map](#) ]  
[ [Preview](#) ] [ [RSG Photo Album](#) ]



Copyright © 1998 by the Robertson School of Government.  
Regent University. All Rights Reserved.



Up One Level

Graduate Catalog

Distance Education

Financial Aid

Welcome & Preview

Admissions Catalog

Career Services

Political Resources

RSG Faculty

Students & Alumni

Apply Now for Financial Aid and Housing  
for Fall 1999 Semester

## Admissions Information

*"Ask not what your age wants, but what it needs. Not what it will reward, but what, without which, it cannot be saved. And that, go and do."*

-Orestes Brownson, 1803-1876

The Robertson School of Government admits applicants who exhibit the qualities of high academic potential, spiritual maturity, well-defined personal and professional goals, and high motivation to learn. The school looks for applicants who have a strong desire to receive a Judeo-Christian education in government and public policy and to enter public life with a foundation based on enduring principles validated by traditional analytical methods.

Two academic years of study are required to earn the master's degree. Students who take part-time course loads will need more time to complete the degree.

## Admissions Requirements

Regent University admits students of any disability, race, color, and national or ethnic origin. Students as a group are characterized by a strong commitment to Judeo-Christian principles and a strong desire to bring those principles into the public arena. The following items are considered in the admissions process of degree-seeking status at Regent:

- ◆ Bachelor's degree
- ◆ Graduate School Record Examination (GRE) or LSAT (for joint law/government applicants)
- ◆ Application Form
- ◆ Three letters of recommendation
- ◆ Public Policy Writing Sample
- ◆ Personal Essay
- ◆ Resume
- ◆ Admissions Interview
- ◆ Official transcripts of all colleges and universities attended at the graduate or undergraduate level
- ◆ Signed Community Life Form

In extraordinary circumstances, factors such as significant professional experience may be considered in lieu of certain admissions requirements. Individuals should contact the Robertson School of Government Director of Admissions for more information.

For more information, contact the Admissions Office at: (757) 226-4583 (888) 800-7735 Fax # (757) 226-4536
Office of Admissions Robertson School of Government 1000 Regent University Drive Virginia Beach, Virginia 22461-9933
or email: <a href="mailto:govschool@regent.edu">govschool@regent.edu</a>
Apply Now for Fall '99 Admission

### Joint Degree Applicants

Applicants seeking entry into the joint degrees program must apply and gain admission to each school separately. Applicants should contact the individual schools they are interested in for complete admissions details.

### International Students

Regent University encourages diversity and appreciates the special contributions that current principled, international students bring to a graduate institution of learning. However, international students applying to RSG must complete a few additional application steps. In addition to the GRE or LSAT, international students must take the Test of English as a Foreign Language (TOEFL). International students should contact the school and request a special international student application packet.

## Admission Deposit

Applicants who are admitted to the Robertson School of Government are required to pay a nonrefundable US \$100 enrollment deposit. This deposit is then applied toward tuition in the applicant's first year.

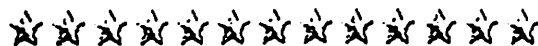
## Deferred Admission

Applicants who are admitted to the Robertson School of Government, but who need to delay their matriculation, can defer their admission for up to one year. If the applicant does not enroll within the year of deferment, they must reapply to the school.

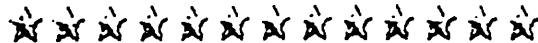
[Graduate Catalog](#) [Distance Education](#) [Financial Aid](#)



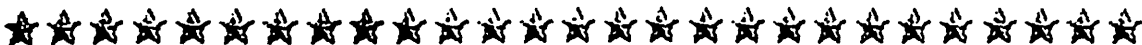
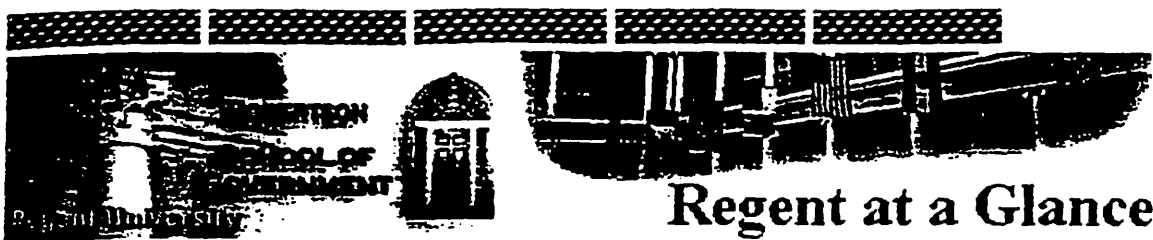
[Back](#) [Up One Level](#) [Next](#)



[\[ School of Government \]](#) [\[ Calendar \]](#) [\[ Site Map \]](#)  
[\[ Graduate Catalog \]](#) [\[ Distance Education \]](#) [\[ Financial Aid \]](#)



Copyright © 1998 by the Robertson School of Government.  
Regent University. All Rights Reserved.



[Up One Level](#)

[Academic Programs](#)

[Joint Degree Programs](#)

[Regent at a Glance](#)

[Online & DC Courses](#)

[Academic Lecture Series](#)

[Degree Requirements](#)

[Course Descriptions](#)



*The mission of Regent University is to provide Christian Leadership to the nation. Regent University is a Christian university that is committed to the restoration of the nation and the world.*

## Regent University

**General Information.** Regent University was incorporated in 1977 to recover the Christian heritage of our nation, to confront the destructive trends of society, and to help meet the leadership challenges of the future both at home and abroad. Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Master's and Doctor's degrees. Fourteen graduate-level programs are available including: government, business administration, management, journalism, communication, counseling, divinity, education, and law.

**Mission.** The mission for the Robertson School of Government is to prepare students for service in the public policy arena, thereby contributing to the restoration of both our nation's Judeo-Christian foundation and corresponding values of citizenship to public affairs. Governance and public policy issues are addressed using principles drawn from the humanities in a rigorous interdisciplinary endeavor. The program is designed to produce principled graduates who are not only philosophically and intellectually well-grounded, but who are practically and technologically equipped to accept the challenges for leadership in government, policy making, and politics.

## Location

**Hampton Roads/Virginia Beach.** Regent is prominently located in Virginia Beach, Virginia, one of several cities that comprise Hampton Roads. The fifteenth largest metropolis area in the country, Hampton Roads is well known for its military naval operations, international shipping and shipbuilding, strong tourism and seafood industries

**Historic Colonial Williamsburg and Jamestown.** The Regent campus is surrounded by a kaleidoscope of historic sites, important to our nation's heritage. Just 45 minutes from campus is the Jamestown settlement historic Yorktown, and Colonial

Williamsburg.

**Richmond.** The Virginia state capital is located just an hour and a half away, and offers great opportunities for students to gain valuable experience working in state government.

**Washington, D.C.** The main Campus is located just three and a half hours south of D.C., which allows graduate students the ability to take advantages of the nation's capital, without the day to day distractions or expenses of living there. Students are offered frequent opportunities to take part in activities in the city, and benefit from public policy experts, who travel to the main campus to conduct classes.

### **A Sampler of Student Organizations**

**Student Political Foundation.** SPF is intended to provide practical training in the application of Biblical principles to the political arena through student involvement in local, state and national politics, public policy analysis, voter education and mobilization.

**Neopolitique.** Facing the challenging issues that today's generation deals with, RSG's online magazine allows students the opportunity to investigate, write, and edit articles for the internet's electronic forum.

**Westside Young Republicans.** WYR's mission is to develop an organization for young conservatives who are interested in Republican politics and desire to be leaders within the political arena.

**Council of Graduate Students.** COGS, Regent's student government association, gives students the practical opportunity to represent other students before faculty, administration, and staff. The group also sponsors many social events and ministry opportunities.

**Parliamentary Club.** Designed for students interested in learning the formalities of parliamentary procedure, this club gives students the opportunity to practice Robert's Rules of Order, as well as other parliamentary systems.

**International Toastmasters Club.** Regent's premier public speaking and debate club, Toastmasters is a well-established organization that provides students the chance to formulate oral arguments and presentations.

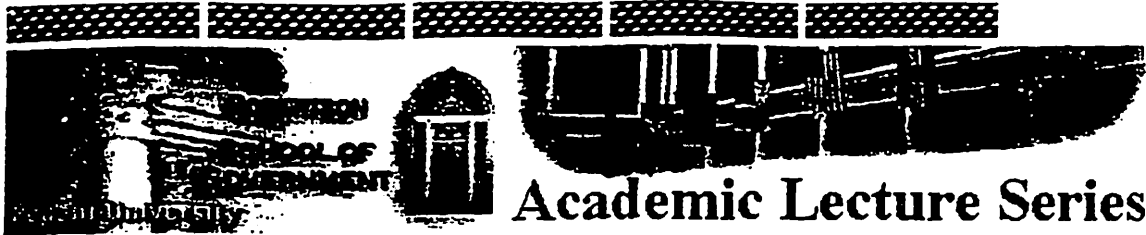


[\[ Graduate Catalog \]](#) [\[ Distance Education \]](#) [\[ Financial Aid \]](#)

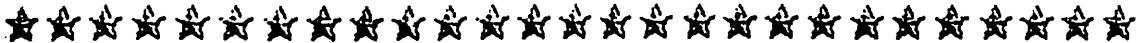


Copyright © 1998 by the Robertson School of Government.  
Regent University. All Rights Reserved.





## Academic Lecture Series



Up One Level

Academic Programs

Joint Degree Programs

Regent at a Glance

Online & DC Courses

Academic Lecture Series

Degree Requirements

Course Descriptions



Students at Robertson School of Government take advantage of a wide array of special lectures, given by selected experts in various areas of public policy, government, and law. Previous lecturers have included Bill Bennett, former Vice President Dan Quayle, Supreme Court Justice Clarence Thomas, Activist and Educator Morton Blackwell, Ralph Reed, pollster Kellyanne Fitzpatrick, to name a few.

### Profiles in Excellence

The Profiles in Excellence program is designed to introduce Regent University students to nationally prominent and respected conservatives with experience in shaping this nation's public policy and political process. By exposing students to the wealth of insight and expertise that these individuals possess, Regent students develop a unique insight and appreciation for the Founding Father's principles of personal liberty and religious tolerance.

### Masterworks Series

The Masterworks series is designed to introduce Regent students to the great works of moral, philosophical and political literature, such as *The Federalist Papers*, *The Prince*, by Niccolo Machiavelli, and *The Art of War* by ancient Chinese military philosopher and leader Sun Tzu.

### Annual William Wilberforce Lecture

Named in honor of William Wilberforce, an Eighteenth Century Member of the British Parliament who boldly highlighted the immorality of the slave trade in the face of fierce political opposition and personal attack, this series brings to the campus nationally prominent Christians who have been or are presently involved in government. Through the experience and insights of these individuals, the need for Christians to serve in public life is highlighted, and the unique challenges to values and faith that inevitably confront those who are active in public service.

### World Affairs Council

Sponsored by the Student Political Foundation, the World Affairs

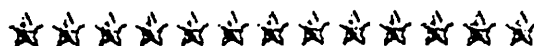
Council is a student initiated and run group which seeks to attract speakers with an international focus. The group has brought in such individuals as U.S. Navy Captains John Taylor and Peter Monte from the Supreme Allied Command Atlantic who gave a multimedia presentation on the origin, mission, and infrastructure of NATO. The group's mission is to give students an inside look at U.S. participation in world affairs.

<p><b>Morton Blackwell</b></p> <p><i>Executive Director of the Council for National Policy and president of the Leadership Institute</i></p> <p><i>"I am envious of you as students to be able to get this kind of training. Here you have a Christian, Biblically-based, traditional, values-oriented approach to getting an advanced degree in government."</i></p>	<p><b>Terry Eastland</b></p> <p><i>Served as President Reagan's Director of Public Affairs, U.S. Department of Justice, author of Ending Affirmative Action: The Cases for Colorblind Justice, Editor at the Ethics and Public Policy Center in Washington, D.C., and the Groover Herman Freedom Lecturer, Young America's Foundation</i></p> <p><i>"This is a special place, it strikes me, a place where ideas are taken seriously and where ideas can have consequences."</i></p>
<p><b>Leonard Liggio</b></p> <p><i>Executive Vice President of the Atlas Economic Foundation, Professor, George Mason University</i></p> <p><i>"Religion has been . . . one of the strengths of the transatlantic civilization of Europe and the Americas. This is important if you want to understand the Founding Fathers . . . within the religious structure would be placed the political or other social aspects."</i></p>	<p><b>Ken Blackwell</b></p> <p><i>Ohio State Treasurer, nominated Jack Kemp for Office of Vice President, 1996 Presidential Election</i></p> <p><i>"Centralized government in Washington is not the answer to our social problems. The result is public policies that are morally adrift. Public policy in America today needs a foundation of faith to anchor it once again."</i></p>

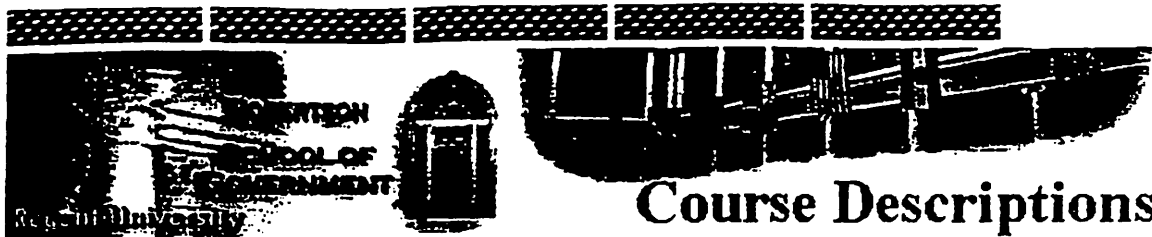
[Back](#)
[Up One Level](#)
[Next](#)



[\[ Graduate Catalog \]](#)
[\[ Distance Education \]](#)
[\[ Financial Aid \]](#)



Copyright © 1998 by the Robertson School of Government, Regent University. All Rights Reserved.



## Course Descriptions



Up One Level

Academic Programs

Joint Degree Programs

Regent at a Glance

Online & DC Courses

Academic Lecture Series

Degree Requirements

Course Descriptions

*The Robertson School of Government is continually adding new classes to help prepare students to become both philosophically sound, and technically efficient. Here are just some of the many options available to the Regent student.*

[Note: For a description of upcoming Distance Education courses, see the '99 Distance Education Courses.]

	Course	Cr	Description
PPI 501	International Foundations	(3)	A study of religion and modernization, along with language, and culture, as the main forces driving all p and nations, forces more fundamental than ideology a economy. Multicivilizational variety and conflict along faultlines, with implications for politics and diplomacy.
PPI 503	Middle East Politics	(3)	A survey of the twentieth-century political history of th East and its regional issues, such as the Arab-Israeli territories, arms, oil, and both Western and Islamic alli with emphasis on forming an appropriate U.S. foreign view of these realities and in response to Biblical prop and mission teachings.
PPI 504	Islamic Fundamentalism	(3)	A survey of the religio-political ideology of Islam and it global Muslim expansionism, with emphasis on the implications of this world-view for human rights by givi Chnstian analysis of the Koran and along with other r doctrines.
PPI 505	International Human Rights	(3)	A critical analysis of international human rights docum with special emphasis on the contributions of the Unit Nations, legal and religious scholars, international law church organizations, and other groups. [Cross-listed as LAW 883]
PPI 506	Church and State in Europe/C.I.S.	(2)	A critical study of policy formulation on church and st relations in communist countries, and the restructunn relations between religion and politics in the post-com era.
PPI 507	Latin America Political Culture	(3)	Study of the historical and cultural roots of Latin Amer political behavior with special reference to the role of r belief and organization, including contemporary politic developments and trends.
PPI 508	Hemispheric Integration	(2)	A critical analysis of the integration of the America's, with the development of (sub)regional economic interdependence, the restructuring of the OAS, and th proposed formation of Central and North American parliaments.
PPL 510	Political Philosophy	(3)	A historical survey of the thought and sources of the philosophers of politics and government, spanning fro ancient Greek and Roman times to the modern era. Contributions include classical Jewish, Chnstian, and thinkers.
PPL 511	Principles of Law	(3)	A study of the Judeo-Chnstian foundations of law and institutions, including conceptions of law, jurisdiction, fault, vow, dominion, and restitution. Includes an histo survey of the principles of Anglo-American common l an examination of those principles in light or current l issues.

PPL 512	Constitutional Law	(2)	A survey of American Constitutional Law, its origins, and practice during different eras of our nation's history addresses the political theory behind the Constitution addition to the later developments of case precedents legal practice considerations.
PPL 513	Human Life and Death	(3)	The spiritual and physical aspects of human life and death presented in the Bible and as illuminated by biomedicine. Legal and public policy considerations for abortion, infirmity and terminal illness, eugenics, genetic engineering and population control. [Cross-listed as LAW 861]
PPL 514	Crime and Punishment	(2)	An inquiry into the Scriptural principles which govern responsibility for punishing and controlling sinners, and redressing the consequences of sin. Included is a study of the historical foundations of the criminal justice system, the differences between a sin and a crime, appropriate sanctions and other current issues in criminal justice. [Cross-listed as LAW 831]
PPL 515	Inalienable Rights and Liberties	(2)	Definition, source and nature of inalienable rights. Discussion of several theories of rights, plus a Biblical perspective on inalienable rights. Historical and current application of views. [Cross-listed as LAW 881]
PPL 516	School Law	(2)	Examination of constitutions, federal, state, and local regulations, and court decisions relating to current issues in educational practice, in home, private, Christian, and public schooling. [Cross-listed as LAW 882 and EDADM 538]
PPL 517	International Law	(3)	A discussion and study of the nature of international law, jurisdiction; the individual legal system, statehood, and recognition of states; diplomatic and consular immunity; international agreements; the use of force and as various international organizations [Cross-listed as LAW 881]
PPL 518	Constitutional Liberty Strategies	(3)	The study of hermeneutical principles useful in constitutional interpretation, radical egalitarian challenges to a classic understanding of law and liberty and conservative responses. Case studies of conflict over liberty.
PPL 519	Biblical Law	(3)	An exegetical course in the laws of the Bible, using the Decalogue as its own principle of organization. The meaning of the laws in context and their appropriate application developed, with emphasis on the nature of their application to policy issues, such as pluralism, penology, lawful oaths, laws, church and state jurisdiction, gender roles, personal injury, capital punishment, war, marriage, divorce, the restitution, usury, perjury, and fraud. [Cross-listed as LAW 811]
PPH 522	Modern Events	(3)	An examination of the twentieth-century historical background of current issues, using the historical perspective as a guide for present and future public policy initiatives. Topics include world view shifts; world wars; communism and the Cold War; government growth and the welfare state; and pivotal leaders.
PPH 523	Religion, Philosophy and Culture	(3)	A Judeo-Christian perspective of the religious, philosophical and cultural underpinning of the contemporary Western world as expressed in education, law, politics, political theory, media and popular culture.
PPH 525	American Founding Principles	(3)	An examination of the philosophical and religious roots of early America from the colonial era to the formation of the Constitution. A special emphasis is given to the consequences of differing interpretations of the founding principles on current American public policy.
PPH 526	American Founding Issues	(3)	American Founding Issues offers, by means of assigned scholarly readings, a trip to significant historical sites, a research paper, a more in-depth study of the American Founding Era, focusing on issues such as the Founders' understanding of religious liberty, Biblical resistance to tyranny, slavery, the role of women in society, and class distinctions. Classroom study both before and after the trip itself, and a research project form the components of the course. Sites visited will include Plymouth, Quincy, Boston, Lexington and Concord, Philadelphia, Valley Forge and Mount Vernon.
PPH 527	Modern Political History	(2)	The twentieth-century historical background of current issues using the historical perspective as a guide for present and future public policy initiatives. Topics include world view shifts, world wars, communism and expansion, and the Cold War; government growth and the welfare state; and pivotal leaders and events.

PPS 531	Science, Faith and Politics	(3)	Biblical perspectives on nature and science: creation natural order as real, lawful, teleological, and theological scientific method; purposes of science; Bible-science controversies. Impact on scientific research and science education policy in political context.
PPS 533	Natural Resources Conservation	(2)	Geographical distributions, uses, and management of resources. Consumer, industrial, governmental, and international roles in resource management and conservation. Policies from the perspective of Biblical mandates for dominion, stewardship, provision, charity and civil duty. Case focus on one or more of energy, fishery, forest, agriculture or water resources.
PPS 534	War and Peace	(3)	Biblical analysis of war and peace, just-war theory, rearmament and intervention, and Christian views in the nuclear arms race, nuclear strategies, SDI, and defense politics in a changing world. Roles of individuals, churches, and governments in peace movements and in war. Analysis of current conflicts.
PPS 535	Energy and Geopolitics	(2)	Energy resources and their geographical and political distribution. Energy planning by country and region. Christian perspectives on traditional principles of political geography and geopolitics, particularly the impact of oil on international relations.
PPS 536	Environmental Protection	(2)	Man as God's regent in dominion and stewardship. Civil, industrial, governmental and Christian roles in environmental preservation and pollution problems. Domestic and international environmental issues and policies. Case study of one or more of global warming, biodiversity, air quality, or land contamination.
PPG 541	Principles of Government	(3)	An integration of political realism, social science, and biblical understanding, to see how authority works within constitutional limits. Explores the contributions of civil thinking and practice to modern federalism, culture, politics and government. Defines the duties of the individual, church, voluntary association, business, and civil government that are needed to create a healthy polity.
PPG 543	Family and Society	(2)	An analysis of all policy as family policy, tracking the positive and negative impacts of civil government on families, of marriage and family law and policy.
PPG 544	International Politics	(2)	A Christian perspective on basic concepts and approaches to international politics, global politics of middle and super powers, and the development and restructuring of international organization.
PPG 545	Politics in Education	(2)	A study of the shaping of educational policy and the goals of educational programs; the relationship between faith, church, school, and state, and contemporary issues from a Christian perspective.
PPG 546	Race, Sex, Law and Politics	(3)	The treatment of ethnicity and gender in contemporary politics from the perspective of Biblical creation and American history. Discussion of equality of opportunity, appropriate implementing legislation, and current reform.
PPG 547	Civil Society	(3)	An examination of the role of civil society broadly defined, the management of problems specific to public administration including education, environment, family, energy, and health.
PPE 551	Economics	(3)	A study of the Judeo-Christian foundations of economic activity, work and wealth, enterprise and stewardship, interest and debt, trade and development, and the role of government in the economy.
PPE 553	Welfare and Community	(2)	An examination of current welfare reforms, searching for immediate and long term structural change in public and private social programs. A thoughtful reconsideration of best explanations for poverty, reviewing historical efforts, solutions, and prescribing plausible policy alternatives.
PPE 554	New International Economic Order	(2)	Examination from a Christian perspective of the principles and programs for a new world economic order, the Charter of Economic Rights and Duties of States, international cooperation and division of labor, trade and sustainable development, and negotiations for global governance.
PPA 560	Public Negotiation Theory and Practice	(3)	Considers analysis of positions, bargaining process of setting, establishing a range of acceptable solutions.
PPP 561	Research and	(1)	Methods of choosing a topic, preparing a preliminary proposal, evaluating evidence, gathering and selecting pertinent

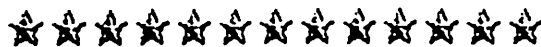
	Communication		information, organizing materials for writing, and communicating findings and conclusion concerning policy issues.
PPA 563	Finance	(3)	Examines the planning and management of public finance from a Judeo-Christian perspective. The study of state national budgeting and investment lead to the preparation of detailed public financial plan.
PPP 564	Quantitative Methods	(3)	Skills for quantitative data gathering, measurement, analysis, and program evaluation. Research and sampling design, surveys, data collection, and data reduction and display. Review of basic statistics through multivariate analysis and stepwise regression. Use of statistical computer packages. Judeo-Christian perspective on use of statistics.
PPP 567	Policy Development	(3)	Examines all aspects of developing policy, including research and evaluation, policy drafting, and policy promotion.
PPP 568	Policy Writing	(3)	Development of research, communication and writing clear political and policy communication. Examination of different types of persuasive techniques and rhetorical writing, including speeches, advertisements, and commentaries, and forms of practical communication memos, press releases, and briefing books.
PPP 569	Policy Analysis Methods	(3)	Analysis and methods of the policy process: problem structuring, data gathering and analysis, discovery of normative and other constraints, study of factor interactions including the use of modeling, decision-making process tools, and political calculus.
PPP 570	Language Policy	(2)	A national and international study of world politics (including such issues as Doublespeak, Newspeak and Transpeak language policy, especially in the United States and Canada (including such issues as English First, English Only, and Canadian French). Useful grammatical discovery techniques for cross-cultural communication and language learning will be surveyed.
PPP 571	Political Leadership	(2)	Examines the nature of principled political leadership in a seminar format with nationally prominent guest lecturers. Students have the opportunity to hear from and interact with characterized political leaders of differing ideology.
PPP 572	Legislative Process	(2)	A practical introduction on how both the federal and state legislative processes really work particular emphasis on legislative process, the intricacies of lawmaking, and the workings of state legislation and congressional staffs, against a Judeo-Christian positive ethical and moral background.
PPP 573	Election Law/Campaign Finance	(2)	The course provides students with current information on federal election laws governing direct and indirect campaign contributions. An analysis of "soft money" contribution and other types of funding mechanisms and current issues conducted through case study work. Student will develop skills necessary to manage campaign finance reporting requirements.
PPA 574	Public Budgeting & Taxation	(3)	Examination of the budgeting process, the tools of public budgeting, the interrelationship between fiscal and monetary policy, and the administrative and political dimensions of policy.
PPP 574	Campaign Management	(3)	A practical survey of all aspects of managing a successful electoral campaign. Topics include planning, budget, and candidate promotion.
PPP 575	Political Communications	(2)	An examination of the forms of communication needed for victorious campaigns and successful tenure in public office. Topics include research and message development in various media.
PPT 575	Anglo Hispanic Relations	(2)	The attitudes, mutual perceptions, and experiences of the relationship between English and Spanish-speaking peoples critiqued from a Biblical perspective, including consideration of U.S. relations with Mexico, Latin America and the growing Hispanic community in the U.S.
PPA 576	Organizational Theory & Behavior	(3)	Beginning course focusing on theories of organization structure, dynamics, policy, and issues within the public organization.
PPA 577	Politics of the Administrative Processes	(3)	A study of the political realm of the administrative process especially focusing on the executive body and the checks and balances, policy, political, and organizational environments associated with it.
			The course trains students with skills necessary to communicate

PPP 578	Political/Policy Polling & Surveys	(3)	analyze and critically review public opinion polling use both the public policy and political campaigns. Specific emphasis is placed on analysis, validity, focus groups tracking polls, theme and message development.
PPP 579	Public Policy Non-Profit Management	(2)	This specifically designed course provides students with detailed knowledge and skills necessary to plan, develop, manage and secure funding for non-profit think tanks. course also provides current information on IRS tax law affecting non-profit organizations, as well as instruction to publicize and secure substantive recognition for their research and written products.
PPP 580	Asian Politics	(2)	An examination of the present state of Asia, in an effort to better understand what is happening, especially in China in the national relationships so important for the future.
PPP 580	Grass Roots Politics	(3)	A survey of major electoral and public policy issues which have incorporated sophisticated and spontaneous grassroots campaigns to achieve political objectives. Emphasis is on an understanding of how different coalitions are organized and tactics used to build organizations. Primary emphasis given to highlighting the importance of grass roots coalitions after election victories.
PPP 581	Crisis Management	(2)	Management of crisis situations by government executives in public positions. Timely, principled responses are formulated and analyzed using hypothetical and historical examples. Emphasis is placed on avoiding unnecessary crisis situations.
PPP 582	Seminar	(2)	Analysis of policy on a current topic. Student presents critical responses from students and staff. Enrollment [Prerequisite: 25 hours of approved course credits]
PPP 583	Professional Speaking	(2)	Students will learn techniques for successful public speaking through study and practice. Topics include rhetoric, and principles of public speaking.
PPA 584	Public Personnel Administration	(3)	Core course which focuses on the history, evolution, modern day dynamics, policy, and issues within human resource management. Examples will be discussed from three levels of government.
PPP 585	Education Reform Seminar	(2)	An examination of the many avenues of education reform currently being promoted, and an analysis of the viability of reform proposals. Reform both within and apart from the public education system will be considered. The course conducted in a seminar format, with students sharing research and analyses.
PPP 585	Historical/Theological Foundations of the Constitution	(3)	The history of the development of the American legal system with particular emphasis upon the influence of theological beliefs upon the development and interpretation of law.
PPA 586	Administrative Law and Regulation	(3)	Examination of the legal and administrative sources of jurisdiction of administrative agencies, rules and regulations made by agencies through hearings and investigation and the role of judicial decision making of administrative agencies.
PPA 588	Public Management	(3)	Examination of the management process in federal government and agencies, focusing on contemporary problems facing the modern day federal manager. The manager addresses these issues, and with what tools. Case studies will be used.
PPA 589	Local Government Administration and Planning	(3)	Discussion and examination of variations of local government operations, administrative techniques, types of local government structure, and strategic planning models. Particular emphasis will be placed on several areas of government policy making including transportation, law, education, and other areas.
PPA 591	Issues in State Government	(3)	Historical and empirical overview of the role of state government and its operational practices as well as details of its administrative, financial, taxation, and general public making functions. Emphasis will be placed on innovative management and administration, particularly in dealing with issues such as education, health and human services, safety, and other areas.
PPA 592	Ethics in Public Administration	(3)	Overview of the ethical, moral and legal dilemmas that public administrators face on a daily basis. Attention will be given to various models of ethical behavior, including a Biblical understanding of ethics. Issues will be covered in a case study format, including topics such as fraud, waste, and corrupt practices.

PPA 593	Intergovernmental Relations	(3)	Examination of the relations between the various unit governments and between agencies. Emphasis will be on the changing pattern of IGR strategies, management relations, with particular attention paid to issues such as decentralization, regionalism, inter-local agreements, management of resources.
PPP 595	Internship	(2)	Supervised work experience for the purpose of applying curriculum content to current policy issues. Placement consistent with God's call on student's life.
PPP 598	Directed Research Project	(2)	Research paper on a public policy issue or activity, arising out of the Internship.
PPP 599	Thesis	(2)	Research paper on a public policy issue or activity, arising out of the Internship.

 [Back](#)

 [Up One Level](#)



[\[ Graduate Catalog \]](#) [\[ Distance Education \]](#) [\[ Financial Aid \]](#)



Copyright © 1998 by the Robertson School of Government.  
Regent University. All Rights Reserved.





*Robertson School of Government*  
**Application for Admission**  
Page 1 of 3

---

**Subject:**

---

**Start Term:**

- ☐ Fall
- ☐ Spring
- ☐ Summer

**Start Term Year**

**Campus:**

- ☐ Main Campus-Virginia Beach
- ☐ D.C. Campus
- ☐ On-line

**Degree:**

- ☐ M.A. in Public Policy
- ☐ M.A. in Political Management
- ☐ Master of Public Administration

**Joint Degree?:**

Are you applying for Joint Degrees? If not, check No. If you are, check the other school to which you are applying.

- ☐ No
- ☐ Law
- ☐ Business
- ☐ Communication
- ☐ Divinity
- ☐ Counseling
- ☐ Education

**Full Name**

**Current Contact Information:**

Current Address

Current Home Phone

Current Work Phone

Current Fax

Current E-mail Address

Last date to use this address:

**Permanent Contact Information:**

Permanent Address

Permanent Home Phone

Permanent Work Phone

Permanent Fax

Permanent E-mail Address

**Statistical Reporting Data:** This information, though optional, is needed for institutional research purposes.

U.S. Social Security Number

Date of Birth

Gender: ☐ Male ☐ Female

Denomination/Church Affiliation

**Ethnic Origin:**

☐ Caucasian

☐ Black

☐ Native American

☐ Hispanic

☐ Asian

☐ Other

**Marital Status:**

- ☐ Single
- ☐ Married
- ☐ Divorced
- ☐ Separated
- ☐ Widowed

Country of Citizenship:

Country of Birth:

If not a U.S. citizen, are you a permanent resident of the U.S.A.? ☐ Yes ☐ No

If presently in U.S., date of entry:

Present INS Status:

The Test of English as a Foreign Language (TOEFL) is requested of all students whose first language is not English.

Test Date:

Test Score:

---

*You have completed page 1 of this application. Submit it and then go on to page 2. After you click submit, click the BACK button on your browser (which will return you to this page), and then click the PAGE 2 link below.*

[Link to Page 2 of this Form](#) (after submitting it)  
[Back to Government School Home Page](#)

---

In an effort to understand more about Regent University life, please review the articles on this page and sign below.

## **Philosophy of Education**

---

Regent University is a Christ-centered institution. The board of trustees, as well as the faculty and staff of the university are committed to an evangelical interpretation and application of the Christian faith. The campus 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 understand that they are receiving an education in accordance with the following articles:

1. That the Holy Bible is the inspired, infallible, and authoritative source of Christian doctrine and precept.
2. That there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
3. That man was created in the image of God but as a result of sin is lost and powerless to save himself.
4. That the only hope for man is to believe in 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.
5. That Jesus Christ will personally return to earth in power and glory.
6. That the Holy Spirit indwells those who receive Christ, for the purpose of enabling them to live righteous and holy lives.
7. That the Church is the Body of Christ and is comprised of 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.

## **Nondiscriminatory Policy**

---

Regent University's policies governing the admission of students relate to its Philosophy of Education statement and mission, but are not applied to preclude a diverse student body in terms of disability, race, color, gender, religion, and national or ethnic origin.

## **Standards of Personal Conduct**

---

Biblical precepts constitute the guidelines for conduct by all members of the Regent University community. In matters of dress, students should recognize that they are preparing for career placement and thus should present themselves in a manner consistent with professional standards. While casual dress is normally acceptable on campus, the wearing of recreational and beach attire is not in keeping with professional standards and is thus discouraged. Regent University students are expected to abide by biblical standards of holiness. Students are not to gamble, steal, or cheat. Students are expected to abstain from sexual impurity, including the viewing and/or reading of pornographic literature and from other immoral activities. Regent University, in keeping with Paul's admonition to refrain from behavior that might be a stumbling block to the weaker brother, encourages students to set aside personal freedom and refrain from the use of alcohol or tobacco. The

abuse of alcohol is prohibited. Firearms, illegal narcotics, alcohol, and tobacco are not permitted on university premises.

*I certify that I have read the Regent University Community Life Form and understand that I will receive an education in accordance with the Philosophy of Education. I further certify that I will submit myself to the Standard of Personal Conduct throughout the time of my enrollment as a student.*

Applicant's signature \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_



## Robertson School of Government Clergy Recommendation

(Type or print legibly in **BLACK** ink.)

**To the applicant:** Give this form to someone who understands your spiritual goals and objectives, such as a pastor, priest, rabbi, or other religious/moral leader. If someone other than your clergy completes this form, please explain here.

---

---

---

**Applicant's Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Home Phone** (\_\_\_\_) \_\_\_\_\_

**Work Phone** (\_\_\_\_) \_\_\_\_\_

**FAX** (\_\_\_\_) \_\_\_\_\_

- I waive my right to review this recommendation when completed and understand it will remain confidential.
- I do not waive my right to review this recommendation.

**Signature** \_\_\_\_\_

**Date** \_\_\_\_/\_\_\_\_/\_\_\_\_

**To the recommender:** The person named above is applying to Robertson School of Government at Regent University and has requested your recommendation. The university is an evangelical Christian graduate-level institution committed to educating and training leaders for society according to Christian principles. Your thoughtful and candid responses will assist us in our admission evaluation.

**1. How long have you known the applicant and in what capacity?**

---

**2. How well do you know the applicant? (Check or circle one)**

- By name/sight
- Casually - few personal contacts
- Fairly well - numerous personal contacts
- Very close relationship

- Yes
- No
- I don't know

[illegible]

Qualifications	No Chance To Observe	Poor	Below Average	Average	Above Average	Superior
<b>Reliability</b>  dependability, responsibility						
<b>Maturity</b>  personal development, ability to cope with life situations						
<b>Emotional stability</b>  poise, mood stability, reaction to stress						
<b>Spiritual Commitment</b>  genuineness and depth of commitment						
<b>Judgment</b>  ability to analyze a problem						

<b>Oral Expression</b> clarity, coherence						
<b>Interpersonal Relationships</b> cooperation, attitudes toward supervision, rapport						
<b>Empathy</b> sensitivity to the needs of others						
<b>Leadership</b> competence, self-confidence						
<b>Personal Appearance</b> cleanliness, grooming						
<b>Work Habits</b> perseverance, resourcefulness, initiative						
<b>Integrity</b> honesty, moral character						

6. In light of Regent University's commitment to be a Christ-centered institution, please evaluate how ready the applicant is for graduate study and how you feel the applicant would relate to the Regent community.

---



---



---



---



---



---

7. If the applicant is an international student, please assess his/her ability to comprehend, write, and speak in English.

Listening Comprehension

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ No Ability
- ☐ No Chance to Observe

Writing

- ☐ Excellent
- ☐ Good



Robertson School of Government, Clergy Recommendation

- Fair
  - No Ability
  - No Chance to Observe
- Speaking
- Excellent
  - Good
  - Fair
  - No Ability
  - No Chance to Observe

8. Do you recommend this applicant to Robertson School of Government at Regent University?

- Highly recommend
- Recommend
- Recommend with reservations
- Do not recommend

Signature \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Recommender's Name and Title \_\_\_\_\_

Church \_\_\_\_\_

Address \_\_\_\_\_

City, State and Zip \_\_\_\_\_

Home Phone (\_\_\_\_) \_\_\_\_\_

Work Phone (\_\_\_\_) \_\_\_\_\_

FAX (\_\_\_\_) \_\_\_\_\_

No action can be taken on this student's application until this form is returned. Thank you for taking the time to complete and return this recommendation. Your thoughtfulness in its preparation is appreciated. Questions may be directed to the Office of Admissions, (888) 800-7735 or e-mail [govschool@regent.edu](mailto:govschool@regent.edu). Please mail this form to:

Regent University  
Robertson School of Government  
Office of Admissions  
1000 Regent University Drive  
Virginia Beach, VA 23464-9800

## **Regent University Village Mission Statement**

*The mission of Regent Village is to provide the student community with an environment that will glorify God. Regent Village should be a safe place where students and their families can live while dealing with the challenges associated with student life. It should be a place where life long friendships are forged. The staff are to serve the community and the University with an attitude of Christian love and diligence. The staff are also responsible to the University to oversee the management and maintenance of the Village as efficiently and cost effectively as possible.*

*Our aim is to communicate effectively with the University and to cooperate with other departments within the University. We desire to use sound judgment and discernment in the application of Regent Village policy. We will strive to maintain effective, efficient use of resources and to be honest and fair in our judgments.*

---

VILLAGE HOME PAGE/ ABOUT THE STAFF/ ON CAMPUS LIVING/  
FLOOR PLANS (under construction)/ RENTAL RATES/ REGENT VILLAGE POLICIES/ REGENT VILLAGE SAFETY RULES AND TIPS/  
INCOMING RESIDENT INFORMATION/  
MOVING IN TIPS/ SERVICES OFFERED BY REGENT VILLAGE/ MAINTENANCE INFORMATION/  
REGENT VILLAGE GUEST APARTMENTS/ OTHER AREA HOTELS



## Admission to Regent University

To request an admissions packet for Regent University, prospective students for all schools except law may contact Central Enrollment Management at (800) 373-5504, (757) 226-4127; [admissions@regent.edu](mailto:admissions@regent.edu); 1000 Regent University Drive, Virginia Beach, VA 23464-9800 or [request information online](#). School-specific questions may be directed to the individual schools.

To request an admissions packet for the School of Law, prospective students may contact the law school admissions office at (757) 226-4584; [lawschool@regent.edu](mailto:lawschool@regent.edu); 1000 Regent University Drive, Virginia Beach, VA 23464-9800 or [request information online](#). Application information for the International Tax program may be requested from (877) 850-8435 or (757) 226-4660; [ionbisc@regent.edu](mailto:ionbisc@regent.edu); 1000 Regent University Drive, Virginia Beach, VA 23464-9800 or [request information online](#).

The admission process used by each school has been designed to obtain information about your personal and academic background in order to assess your potential for graduate study at Regent University. Your careful attention to the process and Regent's prayerful and professional evaluation of your credentials and potential will result in a final decision that will work not only to your benefit, but also to that of your fellow students, Regent University, and the kingdom of God.

Submitting an application to the university assumes that you have carefully reviewed our graduate programs and understand their requirements and options, including the Philosophy of Education and the Standard of Personal Conduct presented in the General Information section of this catalog.

[Back to Top](#)

## NONDISCRIMINATORY POLICY

Regent University does not discriminate on the basis of disability, race, color, gender, and national or ethnic origin in the according or making available of all the rights, privileges, programs and activities generally open to students at the university. We do not discriminate on the basis of disability, race, color, gender, and national or ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs, and athletic and other university administered programs.

[Back to Top](#)

## GENERAL CRITERIA FOR ADMISSION

*(Specific criteria are outlined in the individual school sections of this catalog.)*

Generally, admission to a master's or professional degree program at Regent University requires a completed four-year bachelor's degree from a state and regionally accredited post-secondary institution. Applicants possessing an earned degree from a nonaccredited institution will be considered on an individual basis by the admissions committee of the school in which enrollment is desired. Applicants without a fully completed degree may be considered through the Accelerated Scholars and Professionals program.

The following criteria must be met for acceptance to degree-seeking status. Individual schools may have additional requirements.

1. High intellectual achievement and scholarship as evidenced by college grades, graduate entrance exams and academic recommendations. Specifically, those include:

a. A cumulative undergraduate grade point average of 2.75, based on a 4.00 scale. A minimum 3.00 grade point average in the major is desired.

b. Submission of test scores, normally taken within the last five years, as required by each school. If the applicant has earned a previous graduate degree, this requirement may be waived by the school.

[Back to Top](#)

2. Maturity in spiritual and/or character qualities.

3. Personal goals consistent with the mission and goals of Regent.

#### **Accelerated Scholars and Professionals Program (ASAP)**

The Accelerated Scholars and Professionals (ASAP) program is designed for students who have not completed a bachelor's degree program but have, as mature professionals, accumulated significant life experience preparing them to undertake graduate studies.

At least three years (90 semester hours/135 quarter hours) of undergraduate study is required for eligibility to earn a master's degree. Policies regarding ASAP admittance to Regent University may vary among its schools.

Regent ASAP students who complete their programs will receive a master's degree from Regent University, not a bachelor's degree and a master's degree.

#### **Post-Master's and Doctoral Programs**

Normally, applicants must have a master's degree in the same academic discipline as the one to which admission is sought or in a closely related field. Students with professional experience in the academic discipline are preferred, but such experience is not necessarily required. In addition to the steps set forth in the application process for all applicants, those seeking admission to a post-master's or doctoral program may be required to submit a writing sample reflecting research skills. Each school may establish additional criteria or requirements for acceptance to a doctoral program.

[Back to Top](#)

#### **STEPS IN APPLICATION PROCESS**

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

1. Application form.

2. Nonrefundable application fee.

3. Signed Community Life Form (which includes Philosophy of Education, Nondiscriminatory Policy, and Standard of Personal Conduct).

4. Personal goals statement.

5. Personal recommendations as required by each school.

6. Official transcripts from all previous colleges or universities attended at the undergraduate or graduate level. Transcripts cannot be returned to the applicant nor forwarded. Photocopies of transcripts are not acceptable.

[Back to Top](#)

7. Photograph (optional).

8. Tests. Not all Regent schools require entrance exams. If test scores are required by your school of interest, you must register for and take the particular test required by that school. An official copy of the score results should be sent to the Regent University Registrar's Office when you include the Regent University code number on the test registration form.

9. Required interviews. Each school determines the number of interviews required and designates who may conduct the interviews. In-person interviews are preferred, but telephone interviews may be arranged.

10. Writing samples. Some Regent schools may require a writing sample. These samples, at the discretion of the schools, may be an essay or article written for college credit, a newspaper article or letter to the editor, or an article published in a church newspaper, magazine, journal, or business or political publication. If necessary, applicants may submit instead a typed, 500-word essay on some topic of public importance.

[Back to Top](#)

### **Law School Applicants**

The law school application deadline is April 1 for the fall semester. Every law school applicant must take the Law School Admission Test (LSAT) and submit a Law School Data Assembly Service (LSDAS) report. Once this is done, the applicant will be placed on a 12-month subscription service, which will make the applicant eligible to take the required LSAT.

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

[Back to Top](#)

### **Joint-Degrees Applicants**

To meet the growing demand for professionals who are trained in more than one field, Regent offers joint-degrees programs between various schools within the university. Thus, a student may earn two graduate degrees in fewer total credit requirements than if the two degrees were earned separately. Joint-degrees applicants must apply for admission to both schools of a joint-degrees program and meet admissions criteria specific to each school. Each school shall notify the applicant regarding acceptance to its degree program. A joint-degrees applicant

who is accepted in only one school may enroll in that school but not in a joint-degrees program.

A student already enrolled who is applying to a joint-degrees program must comply with the admissions procedures set forth by the other Regent school in which they seek admission. The student will be notified of the status of their application after all requirements have been satisfied.

### **Processing and Notification**

It is the applicant's responsibility to ensure that all required information is made available to Regent University for an admission decision. The admissions committee of the school to which application is being made will review the applicant's records when all information is complete. Applications are reviewed and evaluated in the order in which they are received. Admission decisions will be communicated to applicants in writing as soon as possible after the decision has been made.

Upon notification of acceptance, the applicant will be asked to sign an enrollment agreement, which must be returned with a \$100 enrollment deposit. This deposit will be applied toward tuition at the time of registration, and is refundable if the applicant notifies the Admissions Office of an intent not to enroll by July 1 for the fall semester, December 1 for the spring semester, and May 1 for the summer semester.

[Back to Top](#)

### **ENROLLMENT STATUS CLASSIFICATION**

#### **Regular (Degree-Seeking) Students**

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

#### *Provisional*

If the admissions committee believes the applicant has the potential for success in the degree program to which admission is sought, they may accept the applicant into the degree program on a provisional basis. Students accepted on a provisional basis may be considered for need-based assistance grants and student employment, but will not be considered for scholarships until the provisional designation is removed.

The student on provisional enrollment basis must meet the following requirements to no longer be classified as provisional.

[Back to Top](#)

1. Law School: Students admitted to the J.D. program on a provisional basis must register for a minimum of 10 credits the first semester and must receive a grade point average of 2.00 for the courses taken that term. If a student does not earn a grade point average of 2.00 or better for courses taken the first semester, the student will be placed on academic probation. All provisions of the Academic Probation and Dismissal policy will then apply. After completing a minimum of 14 credits with a cumulative grade point average of 2.00 or better the student will no longer be considered provisional.

2. Other Degree Programs: Students accepted on a provisional enrollment basis in all other degree programs are limited to a maximum of 12 credits the first semester

of enrollment. Each school may establish specific course requirements for the provisional student's first term of enrollment. After completing a minimum of nine credits with a 3.00 or better grade point average (2.00 for the M.Div. program) and meeting the course requirements set by the school, the provisional designation will be removed. Students entering Regent on a provisional basis who do not achieve a 3.00 grade point average (2.00 for the M.Div. program) for the first term of enrollment, subject to immediate dismissal. All provisions of the Academic Probation and Dismissal policy will then apply.

#### *Conditional*

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

#### **Nondegree Students**

Applicants desiring to enroll in courses at Regent University who do not intend to obtain a degree may be accepted on nondegree status. Admission requirements for nondegree students are specified in the Admission Criteria policy #2:02:01.

[Back to Top](#)

#### **READMISSION**

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

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

[Back to Top](#)

#### **INTERNATIONAL ADMISSION**

In addition to the normal admission requirements, an international applicant must comply with the following:

1. An applicant's admission materials should be received four months prior to enrollment.
2. To be considered for admission, 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).
3. The applicant must meet the normal minimum undergraduate grade point average or provide evidence of equivalent academic performance if a standard grade point system was not used.
4. All foreign language documents must be accompanied by an official translation into English.
5. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and score a 550 or higher to be considered for

admission. Those who have taken the TOEFL and scored a 550 or higher need not take the test again. Applicants who have previously taken the TOEFL and scored less than 550 may retake the test to achieve the required score. The test should include the Written Test (TWE).

[Back to Top](#)

6. Recommendations must include an assessment of the applicant's English ability.

7. Applicants must register for and take the entrance test required by the school to which they are making application.

8. 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.

9. 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.

[Back to Top](#) • [Catalog Homepage](#) • [Regent University Homepage](#) • [Schools](#) • [Contact Regent](#) • [Request Information](#)



ARTICLES OF AMENDMENT  
OF THE ARTICLES OF INCORPORATION OF REGENT UNIVERSITY

---

Regent University, pursuant to Section 13.1-888 of the Code of Virginia, and for the purpose of amending its original Articles of Incorporation, sets forth the following:

- (a) The name of the corporation is Regent University.
- (b) The amendments of the Articles of Incorporation adopted by the Board of Directors of the corporation are as follows:

The Articles of Incorporation are amended by adding new Article 11 and Article 12 which read as follows:

ARTICLE 11

In accordance with the provisions of Section 13.1-870.1 of the Code of Virginia, in any proceeding brought by or in the right of the corporation, the damages assessed against an officer or director arising out of a single transaction, occurrence or course of conduct, whether heretofore or hereafter occurring, shall not exceed one thousand dollars (\$1,000.00).

ARTICLE 12

The corporation shall indemnify and also advance all reasonable expenses incurred by any director, officer, employee or agent of the corporation against any liability or expense incurred or to be incurred by him arising from the performance or failure to perform the duties of such position, whether heretofore or hereafter occurring, with respect to proceedings brought by third parties or proceedings brought by or in the right of the corporation. This requirement for the advance for reasonable expenses and indemnification by the corporation shall be to the fullest extent permitted by the statutory or common law of the Commonwealth of Virginia as the same may now exist or hereafter be established.

- (c) There being no members of the corporation the foregoing amendments were duly adopted at a meeting of the Board of Directors (known as the Board of Regents/Trustees) held on the 25th day of April, 1992, at which meeting said amendments received the vote of eighteen directors, being more than two-thirds of the directors (i.e., Regents/Trustees) in office.

(d) The foregoing amendments were further approved and concurred in by a majority of the members of the Board of Directors of The Christian Broadcasting Network, Inc.

REGENY UNIVERSITY

By R. Greg Schulte  
Vice President, Administration and Finance

Date October 16, 1992

COMMONWEALTH OF VIRGINIA  
STATE CORPORATION COMMISSION

October 20, 1992

The State Corporation Commission has found the accompanying  
articles submitted on behalf of

**REGENT UNIVERSITY**

to comply with the requirements of law, and confirms payment of  
all related fees.

Therefore, it is ORDERED that this

**CERTIFICATE OF AMENDMENT**

be issued and admitted to record with the articles of amendment in  
the Office of the Clerk of the Commission, effective October 20,  
1992.

The corporation is granted the authority conferred on it by law in  
accordance with the articles, subject to the conditions and  
restrictions imposed by law.

STATE CORPORATION COMMISSION

By



Commissioner

AMENACT  
CIS20436  
92-10-20-0026

ARTICLES OF AMENDMENT  
OF THE ARTICLES OF INCORPORATION OF CBN UNIVERSITY

---

CBN University, pursuant to Section 13.1-888 of the Code of Virginia, and for the purpose of amending its original Articles of Incorporation, sets forth the following:

(a) The name of the corporation is CBN University.

(b) The amendment of the Articles of Incorporation adopted by the Board of Directors of the corporation is as follows:

Article 1 of the Articles of Incorporation is amended so as to read in its entirety as follows:

ARTICLE 1

The name of the corporation is Regent University. *Regent 1/13*

(c) There being no members of the corporation the foregoing amendment was duly adopted at a meeting of the Board of Directors (known as the Board of Regents) held on the 28th day of October, 1989, at which meeting said amendment received the vote of seventeen directors, being more than two-thirds of the directors (i.e., Regents) in office.

(d) The foregoing amendment was further approved and concurred in by a majority of the members of the Board of Directors of The Christian Broadcasting Network, Inc.

CBN UNIVERSITY

By

*KM Zenzel*  
Kenneth M. Zenzel, Vice President, Admin & Finance

Date 12/20/89

COMMONWEALTH OF VIRGINIA  
STATE CORPORATION COMMISSION

December 22, 1989

The State Corporation Commission has found the accompanying  
articles submitted on behalf of

REGENT UNIVERSITY  
(FORMERLY CBN UNIVERSITY )

to comply with the requirements of law, and confirms payment of  
all related fees.

Therefore, it is ORDERED that this

CERTIFICATE OF AMENDMENT

be issued and admitted to record with the articles of amendment in  
the Office of the Clerk of the Commission, effective December 22,  
1989.

The corporation is granted the authority conferred on it by law in  
accordance with the articles, subject to the conditions and re-  
strictions imposed by law.

STATE CORPORATION COMMISSION

By

  
Commissioner

AMENACPT  
CIS20436  
89-12-21-0073

ARTICLES OF AMENDMENT  
OF THE ARTICLES OF INCORPORATION OF  
CBN UNIVERSITY

---

CBN University, pursuant to Section 13.1-888 of the Code of Virginia, and for the purpose of amending its original Articles of Incorporation, sets forth the following:

- (a) The name of the corporation is CBN University.
- (b) The amendment of the Articles of Incorporation adopted by the Board of Directors of the corporation is as follows:

Article 6 of the Articles of Incorporation is amended so as to read in its entirety as follows:

ARTICLE 6

The entire voting power except as provided in these articles shall be vested in the Board of Regents. The Regents may, by resolution passed by a majority of the whole Board of Regents, designate not less than two nor more than five of their number to constitute an Executive Committee who shall have and exercise the power of the Board of Regents in the management of the business and affairs of the Corporation during the interim between board meetings to the extent permitted by law. Qualifications, election, and term of office of the regents shall be as follows:

- (a) The initial Board of Regents shall be three in number and they by appropriate bylaws shall provide for such other members as the Regents from time to time deem appropriate. The names and address of the initial Regents are as follows:

M.G. Robertson    P.O.Box 6322, Portsmouth, VA  
A.E. Robertson    P.O.Box 6322, Portsmouth, VA  
S. Tucker Yates    P.O.Box 100, Asheboro, NC

- (b) The initial Board of Regents shall serve for one year. As soon as the Board is reconstituted, the term of office of the regents shall be as follows:

One fourth shall be elected for one year;  
One fourth shall be elected for two years;  
One fourth shall be elected for three years;  
One fourth shall be elected for four years.

Thereafter, all trustees shall be elected for a four year term.

- (c) The election of individual Regents, and the selection of the Chairman of the Board of Regents, shall be made by a

majority vote of the Directors of the Christian Broadcasting Network, Inc.

(d) No Regent may be appointed to office who does not subscribe to the philosophy of the institution and its Statement of Faith.

(e) Any member of the Board of Regents may be removed for cause at a meeting called for that purpose and by unanimous vote of the members present (excluding the member in question) and with concurrence according to Article 6(c).

(c) There being no members of the Corporation the foregoing amendment was duly adopted at a meeting of the Board of Directors (known as the Board of Regents) held on the 15 day of June, 1985, at which meeting said amendment received the vote of nineteen directors, being more than two-thirds of the directors (i.e., Regents) in office.

(d) The foregoing amendment was further duly approved and concurred in by a majority of the members of the Board of Directors of The Christian Broadcasting Network, Inc.

CBN UNIVERSITY

By KM Zand  
Vice President, Administration and Finance

SCC9

8 7 0 8 6 0 2 2 7

177501

COMMONWEALTH OF VIRGINIA  
STATE CORPORATION COMMISSION

RICHMOND, August 24, 1987

The accompanying articles having been delivered to the State Corporation Commission on behalf of

CBN UNIVERSITY

and the Commission having found that the articles comply with the requirements of law and that all required fees have been paid, it is

ORDERED that this CERTIFICATE OF AMENDMENT

be issued, and that this order, together with the articles, be admitted to record in this office of the Commission; and that the corporation have the authority conferred on it by law in accordance with the articles, subject to the conditions and restrictions imposed by law, effective August 24, 1987 .

Upon the completion of such recordation, this order and the articles shall be forwarded for recordation in the office of the Clerk of the Circuit Court, City of Virginia Beach .

STATE CORPORATION COMMISSION

BY *Richard A. Foley*  
Commissioner

128



ARTICLES OF AMENDMENT  
OF THE ARTICLES OF INCORPORATION OF  
CBN UNIVERSITY

---

CBN University, pursuant to Section 13.1-888 of the Code of Virginia, and for the purpose of amending its original Articles of Incorporation, sets forth the following:

- (a) The name of the corporation is CBN University.
- (b) The amendment of the Articles of Incorporation adopted by the Board of Directors of the corporation is as follows:

Article 3 of the Articles of Incorporation is amended so as to read in its entirety as follows:

ARTICLE 3

In fulfilling its stated purposes, the Corporation shall not engage, except to an insubstantial extent of its activities, in any course of action which is not deemed educational, religious, or charitable under the applicable sections of the Internal Revenue Code dealing with tax exempt foundations and educational institutions.

Provided also that all real property acquired by the Corporation through purchase or otherwise shall be used, kept, maintained and disposed of with the advice and consent of the Board of Directors of The Christian Broadcasting Network, Inc.

- (c) There being no members of the Corporation the foregoing amendment was duly adopted at a meeting of the Board of Directors (known as the Board of Regents) held on the 26 day of April, 1986, at which meeting said amendment received the vote of seventeen directors, being more than two-thirds of the directors (i.e., Regents) in office.

- (d) The foregoing amendment was further duly approved and concurred in by a majority of the members of the Board of Directors of The Christian Broadcasting Network, Inc.

CBN UNIVERSITY

By KM Zengel  
Vice President, Administration and Finance

177501

COMMONWEALTH OF VIRGINIA  
STATE CORPORATION COMMISSION

RICHMOND, August 24, 1987

The accompanying articles having been delivered to the State Corporation Commission on behalf of

CBN UNIVERSITY

and the Commission having found that the articles comply with the requirements of law and that all required fees have been paid, it is

ORDERED that this CERTIFICATE OF AMENDMENT

be issued, and that this order, together with the articles, be admitted to record in this office of the Commission; and that the corporation have the authority conferred on it by law in accordance with the articles, subject to the conditions and restrictions imposed by law, effective August 24, 1987 .

Upon the completion of such recordation, this order and the articles shall be forwarded for recordation in the office of the Clerk of the Circuit Court, City of Virginia Beach .

STATE CORPORATION COMMISSION

By *Elizabeth B. Lacy*  
Commissioner

BOOK 38 PAGE 602  
ARTICLES OF AMENDMENT  
OF THE ARTICLES OF INCORPORATION OF  
CBN UNIVERSITY

---

CBN University, pursuant to Section 13.1-237 of the Code of Virginia, and for the purpose of amending its original Articles of Incorporation, sets forth the following:

- (a) The name of the corporation is CBN University.
- (b) The amendment of the Articles of Incorporation adopted by the board of directors of the corporation is as follows:

Article 3 of the Articles of Incorporation is amended so as to read in its entirety as follows:

ARTICLE 3

In fulfilling its stated purposes, the Corporation shall not engage, except to an insubstantial extent of its activities, in any course of action which is not deemed educational, religious, or charitable under the applicable sections of the Internal Revenue Code dealing with tax exempt foundations and educational institutions.

Provided also that all real and personal property acquired by the Corporation through purchase or otherwise shall be used, kept, maintained and disposed of with the advice and consent of the Board of Directors of The Christian Broadcasting Network, Inc.

Article 4 of the Articles of Incorporation is amended so as to read in its entirety as follows:

ARTICLE 4

In the event of the dissolution of the Corporation, all assets remaining after the payment of all lawful debts will be distributed to The Christian Broadcasting Network, Inc., a public foundation exempt under Section 501(c)(3) of the Internal Revenue Code.

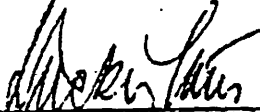
However, if the named recipient is not then in existence or no longer a qualified distributee, or unwilling or unable to accept the distribution, then the assets of this Corporation shall be distributed to a fund, foundation or corporation organized and operated exclusively for the purposes specified in Section 501(c)(3) of the Internal Revenue Code.

(c) There being no members of the Corporation, the foregoing amendment was duly adopted at a meeting of the board of directors (known as the Board of Regents) held on the 27th day of July, 1978, at which meeting said amendment received the vote of nine directors, being more than two-thirds of the directors (i.e., Regents) in office.

(d) The foregoing amendment was further duly approved and concurred in by a majority of the members of the board of directors of The Christian Broadcasting Network, Inc.

CBN UNIVERSITY

By

  
Chairman of the Board of Regents

By

  
Secretary

COMMONWEALTH OF VIRGINIA  
STATE CORPORATION COMMISSION

AT RICHMOND,  
August 4, 1978

The accompanying articles having been delivered to the State Corporation Commission on behalf of  
CBN University

and the Commission having found that the articles comply with the requirements of law and that all required fees have been paid, it is

ORDERED that this CERTIFICATE OF AMENDMENT

be issued, and that this order, together with the articles, be admitted to record in the office of the Commission; and that the corporation have the authority conferred on it by law in accordance with the articles, subject to the conditions and restrictions imposed by law.

Upon the completion of such recordation, this order and the articles shall be forwarded for recordation in the office of the clerk of the Circuit Court City of Virginia Beach

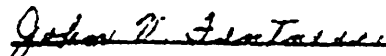
STATE CORPORATION COMMISSION

By   
Commissioner

VIRGINIA:

In the Clerk's Office of the Circuit Court City of Virginia Beach

The foregoing certificate (including the accompanying articles) has been duly recorded in my office this 15<sup>th</sup> day of August, 1978 and is now returned to the State Corporation Commission by certified mail.

  
By: Melba L. Henley, D.C. Clerk

We, the undersigned, hereby associate to form a non-stock corporation under the provisions of Title 13.1 of the Code of Virginia, and to that end set forth the following:

ARTICLE 1

The name of the corporation is CBN University.

ARTICLE 2

The Corporation shall exist for the purpose of bringing glory to God and His Son Jesus Christ by providing an institution or institutions of learning in which those who are mature in the knowledge of God and His ways can assist and guide, in a spirit of free inquiry and scholarly excellence, those who would learn of Him, His ways, and His creation, while together they study ways to glorify God and better their world.

Guided by this overriding purpose and philosophy, the Corporation shall provide, and maintain, under the auspices of The Christian Broadcasting Network, Inc., schools or colleges devoted to the study of communications, theology, government, music and drama, business and finance, law, education, and other appropriate fields of spiritual, professional, and intellectual inquiry, and shall grant upon satisfactory completion of prescribed courses of study such undergraduate or graduate degrees, certificates, or diplomas as are appropriate to the level of instruction offered, as well as honorary degrees to persons distinguished for learning, ability, and character in their respective vocations.

The Corporation shall have all other powers granted to corporations similarly situated under the laws of the State of Virginia except as stated below.

ARTICLE 3

In fulfilling its stated purposes, the Corporation shall not engage, except to an insubstantial extent of its activities, in any course of action which is not deemed educational, religious, or philanthropic under the applicable sections of the Internal Revenue Code dealing with tax exempt foundations and educational institutions.

Provided also that all real and personal property acquired by the Corporation through purchase or otherwise shall be used, kept, maintained and disposed of with the advice and consent of the Board of Directors of The Christian Broadcasting Network, Inc.

ARTICLE 4

In the event of the dissolution of the Corporation, all assets remaining after the payment of all lawful debts will be distributed to The Christian Broadcasting Network, Inc., a public foundation, or if The Christian Broadcasting Network, Inc. has ceased to exist, to educational institutions with purposes and organizational structure related to its own.

ARTICLE 5

The Corporation is to have no members.

ARTICLE 6

The entire voting power except as provided in these articles shall be vested in the Board of Regents. The Regents may by resolution passed by a majority of the whole Board of Regents designate not less than two nor more than five of their number to constitute an Executive Committee who shall have and exercise the power of the Board of Regents in the management of the business and affairs of the Corporation during the interim between board meetings to the extent permitted by law. Qualifications, election, and term of office of the Regents shall be as follows:

(a) The initial Board of Regents shall be three in number and they by appropriate by-laws shall provide for such other members as the Regents from time to time deem appropriate. The names and addresses of the initial Regents are as follows:

M. G. Robertson	P. O. Box 6322, Portsmouth, VA
A. E. Robertson	P. O. Box 6322, Portsmouth, VA
S. Tucker Yates	P. O. Box 100, Asheboro, NC

(b) The initial Board of Regents shall serve for one year. As soon as the Board is reconstituted, the term of office of the regents shall be as follows:

One fourth shall be elected for one year;  
One fourth shall be elected for two years;  
One fourth shall be elected for three years;  
One fourth shall be elected for four years.

Thereafter, all trustees shall be elected for a four year term.

B-35  
P-541

COMMONWEALTH OF VIRGINIA  
STATE CORPORATION COMMISSION

AT RICHMOND,  
August 8, 1977

The accompanying articles having been delivered to the State Corporation Commission on behalf of

CBN University

and the Commission having found that the articles comply with the requirements of law and that all required fees have been paid, it is

ORDERED that this CERTIFICATE OF INCORPORATION be issued, and that this order, together with the articles, be admitted to record in the office of the Commission; and that the corporation have the authority conferred on it by law in accordance with the articles, subject to the conditions and restrictions imposed by law.

Upon the completion of such recordation, this order and the articles shall be forwarded for recordation in the office of the clerk of the Circuit Court City of Virginia Beach

STATE CORPORATION COMMISSION

By Thomas P. Hammond, Jr.  
Commissioner

VIRGINIA:

In the Clerk's Office of the Circuit Court City of Virginia Beach

The foregoing certificate (including the accompanying articles) has been duly recorded in my office this 24<sup>th</sup> day of August, 1977 and is now returned to the State Corporation Commission by certified mail.

John V. Jentles  
Clerk  
By: Mildred X. Henley, S.C.



BOOK 33 PAGE 540

to the foregoing articles of incorporation, bearing date on the 21<sup>st</sup> day of July, 1977, have acknowledged the same before me in my city and state aforesaid.

My term of office expires on the 1<sup>st</sup> day of January, 1978.

Given under my hand this 21<sup>st</sup> day of July, 1977.

James W. Leford  
Notary Public

City of  
Pembroke Four, Virginia Beach, Virginia 23463. The initial registered agent is  
M. G. Robertson who is a director of the corporation and whose business office  
is the same as the registered office of the corporation.

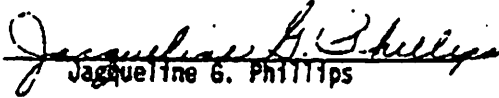
ARTICLE 10

The duration of this corporation is perpetual.

Given under our hands this 21st day of July, 1977.

  
M. G. Robertson

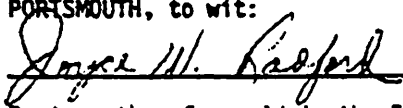
  
A. E. Robertson

  
Jacqueline G. Phillips

Incorporators

STATE OF VIRGINIA

CITY OF PORTSMOUTH, to wit:

I, , a Notary Public in and for the  
City of Portsmouth aforesaid in the State of Virginia, do certify that M. G.  
Robertson, A. E. Robertson, and Jacqueline G. Phillips, whose names are signed

Provided also that all real and personal property acquired by the Corporation through purchase or otherwise shall be used, kept, maintained and disposed of with the advice and consent of the Board of Directors of The Christian Broadcasting Network, Inc.

#### ARTICLE 4

In the event of the dissolution of the Corporation, all assets remaining after the payment of all lawful debts will be distributed to The Christian Broadcasting Network, Inc., a public foundation, or if The Christian Broadcasting Network, Inc. has ceased to exist, to educational institutions with purposes and organizational structure related to its own.

#### ARTICLE 5

The Corporation is to have no members.

#### ARTICLE 6

The entire voting power except as provided in these articles shall be vested in the Board of Regents. The Regents may by resolution passed by a majority of the whole Board of Regents designate not less than two nor more than five of their number to constitute an Executive Committee who shall have and exercise the power of the Board of Regents in the management of the business and affairs of the Corporation during the interim between board meetings to the extent permitted by law. Qualifications, election, and term of office of the Regents shall be as follows:

(a) The initial Board of Regents shall be three in number and they by appropriate by-laws shall provide for such other members as the Regents from time to time deem appropriate. The names and addresses of the initial Regents are as follows:

M. G. Robertson	P. O. Box 6322, Portsmouth, VA
A. E. Robertson	P. O. Box 6322, Portsmouth, VA
S. Tucker Yates	P. O. Box 100, Asheboro, NC

(b) The initial Board of Regents shall serve for one year. As soon as the Board is reconstituted, the term of office of the regents shall be as follows:

One fourth shall be elected for one year;  
One fourth shall be elected for two years;  
One fourth shall be elected for three years;  
One fourth shall be elected for four years.

Thereafter, all trustees shall be elected for a four year term.

majority of the whole Board of Regents designate not less than two nor more than five of their number to constitute an Executive Committee who shall have and exercise the power of the Board of Regents in the management of the business and affairs of the Corporation during the interim between board meetings to the extent permitted by law. Qualifications, election, and term of office of the Regents shall be as follows:

(a) The initial Board of Regents shall be three in number and they by appropriate by-laws shall provide for such other members as the Regents from time to time deem appropriate. The names and addresses of the initial Regents are as follows:

M. G. Robertson	P. O. Box 6322, Portsmouth, VA
A. E. Robertson	P. O. Box 6322, Portsmouth, VA
S. Tucker Yates	P. O. Box 100, Asheboro, NC

(b) The initial Board of Regents shall serve for one year. As soon as the Board is reconstituted, the term of office of the regents shall be as follows:

- One fourth shall be elected for one year;
- One fourth shall be elected for two years;
- One fourth shall be elected for three years;
- One fourth shall be elected for four years.

Thereafter, all trustees shall be elected for a four year term.

(c) The election of individual Regents, and the selection of the Chairman of the Board of Regents, shall be made by a majority vote of the Directors of The Christian Broadcasting Network, Inc.

(d) No Regent may be appointed to office who does not subscribe to the philosophy of the institution and its Statement of Faith.

#### ARTICLE 7

These articles may be amended only by a two-thirds vote of the Regents taken at a meeting called for that purpose, followed by the duly certified concurrence of a majority of the Board of Directors of The Christian Broadcasting Network, Inc.

#### ARTICLE 8

This Corporation is organized and shall be operated not for profit. It shall have no capital stock and in the carrying out of its purposes no part of the net income or principal except for the payment of reasonable salaries and expenses shall inure to the benefit of any private individual.

#### ARTICLE 9

The post office address of the initial registered office is:  
City of  
Pembroke Four, Virginia Beach, Virginia 23463. The initial registered agent is M. G. Robertson who is a director of the corporation and whose business office is the same as the registered office of the corporation.

#### ARTICLE 10

The duration of this corporation is perpetual.

Given under our hands this 21st day of July, 1977

  
M. G. Robertson

  
A. E. Robertson

  
Jacqueline G. Phillips


Incorporators

(c) There being no members of the Corporation, the foregoing amendment was duly adopted at a meeting of the board of directors (known as the Board of Regents) held on the 27th day of July, 1978, at which meeting said amendment received the vote of nine directors, being more than two-thirds of the directors (i.e., Regents) in office.

(d) The foregoing amendment was further duly approved and concurred in by a majority of the members of the board of directors of The Christian Broadcasting Network, Inc.

CBN UNIVERSITY

By   
Chairman of the Board of Regents

By   
Secretary

COMMONWEALTH OF VIRGINIA  
STATE CORPORATION COMMISSION

AT RICHMOND,  
August 4, 1978

The accompanying articles having been delivered to the State Corporation Commission on behalf of  
CBN University

and the Commission having found that the articles comply with the requirements of law and that all required fees have been paid, it is

ORDERED that this CERTIFICATE OF AMENDMENT

be issued, and that this order, together with the articles, be admitted to record in the office of the Commission; and that the corporation have the authority conferred on it by law in accordance with the articles, subject to the conditions and restrictions imposed by law.

Upon the completion of such recordation, this order and the articles shall be forwarded for recordation in the office of the clerk of the Circuit Court City of Virginia Beach

STATE CORPORATION COMMISSION

By

Commissioner

VIRGINIA:

In the Clerk's Office of the Circuit Court City of Virginia Beach

The foregoing certificate (including the accompanying articles) has been duly recorded in my office this 15<sup>th</sup> day of August, 1978 and is now returned to the State Corporation Commission by certified mail.

James W. Fentress  
By: Melbael R. Henley, D.C. Clerk

We, the undersigned, hereby associate to form a non-stock corporation under the provisions of Title 13.1 of the Code of Virginia, and to that end set forth the following:

ARTICLE 1

The name of the corporation is CBN University.

ARTICLE 2

The Corporation shall exist for the purpose of bringing glory to God and His Son Jesus Christ by providing an institution or institutions of learning in which those who are mature in the knowledge of God and His ways can assist and guide, in a spirit of free inquiry and scholarly excellence, those who would learn of Him, His ways, and His creation, while together they study ways to glorify God and better their world.

Guided by this overriding purpose and philosophy, the Corporation shall provide, and maintain, under the auspices of The Christian Broadcasting Network, Inc., schools or colleges devoted to the study of communications, theology, government, music and drama, business and finance, law, education, and other appropriate fields of spiritual, professional, and intellectual inquiry, and shall grant upon satisfactory completion of prescribed courses of study such undergraduate or graduate degrees, certificates, or diplomas as are appropriate to the level of instruction offered, as well as honorary degrees to persons distinguished for learning, ability, and character in their respective vocations.

The Corporation shall have all other powers granted to corporations similarly situated under the laws of the State of Virginia except as stated below.

ARTICLE 3

In fulfilling its stated purposes, the Corporation shall not engage, except to an insubstantial extent of its activities, in any course of action which is not deemed educational, religious, or philanthropic under the applicable sections of the Internal Revenue Code dealing with tax exempt foundations and educational institutions.



Provided also that all real and personal property acquired by the Corporation through purchase or otherwise shall be used, kept, maintained and disposed of with the advice and consent of the Board of Directors of The Christian Broadcasting Network, Inc.

#### ARTICLE 4

In the event of the dissolution of the Corporation, all assets remaining after the payment of all lawful debts will be distributed to The Christian Broadcasting Network, Inc., a public foundation, or if The Christian Broadcasting Network, Inc. has ceased to exist, to educational institutions with purposes and organizational structure related to its own.

#### ARTICLE 5

The Corporation is to have no members.

#### ARTICLE 6

The entire voting power except as provided in these articles shall be vested in the Board of Regents. The Regents may by resolution passed by a majority of the whole Board of Regents designate not less than two nor more than five of their number to constitute an Executive Committee who shall have and exercise the power of the Board of Regents in the management of the business and affairs of the Corporation during the interim between board meetings to the extent permitted by law. Qualifications, election, and term of office of the Regents shall be as follows:

(a) The initial Board of Regents shall be three in number and they by appropriate by-laws shall provide for such other members as the Regents from time to time deem appropriate. The names and addresses of the initial Regents are as follows:

M. G. Robertson	P. O. Box 6322, Portsmouth, VA
A. E. Robertson	P. O. Box 6322, Portsmouth, VA
S. Tucker Yates	P. O. Box 100, Asheboro, NC

(b) The initial Board of Regents shall serve for one year. As soon as the Board is reconstituted, the term of office of the regents shall be as follows:

One fourth shall be elected for one year;  
One fourth shall be elected for two years;  
One fourth shall be elected for three years;  
One fourth shall be elected for four years.

Thereafter, all trustees shall be elected for a four year term.

8-35  
P-541

COMMONWEALTH OF VIRGINIA  
STATE CORPORATION COMMISSION

AT RICHMOND,  
August 8, 1977

The accompanying articles having been delivered to the State Corporation Commission on behalf of

CBN University

and the Commission having found that the articles comply with the requirements of law and that all required fees have been paid, it is

ORDERED that this CERTIFICATE OF INCORPORATION be issued, and that this order, together with the articles, be admitted to record in the office of the Commission; and that the corporation have the authority conferred on it by law in accordance with the articles, subject to the conditions and restrictions imposed by law.

Upon the completion of such recordation, this order and the articles shall be forwarded for recordation in the office of the clerk of the Circuit Court City of Virginia Beach

STATE CORPORATION COMMISSION

By Thomas P. Howard, Jr.  
Commissioner

VIRGINIA:

In the Clerk's Office of the Circuit Court City of Virginia Beach

The foregoing certificate (including the accompanying articles) has been duly recorded in my office this 24th day of August, 1977 and is now returned to the State Corporation Commission by certified mail.

John V. Jenkins  
Clerk  
By: Mildred X. Henley, S.C.

BOOK 33 PAGE 340

to the foregoing articles of incorporation, bearing date on the 21<sup>st</sup> day of July, 1977, have acknowledged the same before me in my city and state aforesaid.

My term of office expires on the 1<sup>st</sup> day of January, 1978.

Given under my hand this 21<sup>st</sup> day of July, 1977.

Jane W. Lippard  
Notary Public

City of  
Pembroke Four, Virginia Beach, Virginia 23463. The initial registered agent is  
M. G. Robertson who is a director of the corporation and whose business office  
is the same as the registered office of the corporation.

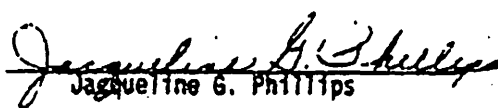
ARTICLE 10

The duration of this corporation is perpetual.

Given under our hands this 21st day of July, 1977.

  
M. G. Robertson

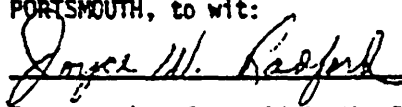
  
A. E. Robertson

  
Jacqueline G. Phillips

Incorporators

STATE OF VIRGINIA

CITY OF PORTSMOUTH, to wit:

I, , a Notary Public in and for the  
City of Portsmouth aforesaid in the State of Virginia, do certify that M. G.  
Robertson, A. E. Robertson, and Jacqueline G. Phillips, whose names are signed

Provided also that all real and personal property acquired by the Corporation through purchase or otherwise shall be used, kept, maintained and disposed of with the advice and consent of the Board of Directors of The Christian Broadcasting Network, Inc.

#### ARTICLE 4

In the event of the dissolution of the Corporation, all assets remaining after the payment of all lawful debts will be distributed to The Christian Broadcasting Network, Inc., a public foundation, or if The Christian Broadcasting Network, Inc. has ceased to exist, to educational institutions with purposes and organizational structure related to its own.

#### ARTICLE 5

The Corporation is to have no members.

#### ARTICLE 6

The entire voting power except as provided in these articles shall be vested in the Board of Regents. The Regents may by resolution passed by a majority of the whole Board of Regents designate not less than two nor more than five of their number to constitute an Executive Committee who shall have and exercise the power of the Board of Regents in the management of the business and affairs of the Corporation during the interim between board meetings to the extent permitted by law. Qualifications, election, and term of office of the Regents shall be as follows:

(a) The initial Board of Regents shall be three in number and they by appropriate by-laws shall provide for such other members as the Regents from time to time deem appropriate. The names and addresses of the initial Regents are as follows:

M. G. Robertson	P. O. Box 6322, Portsmouth, VA
A. E. Robertson	P. O. Box 6322, Portsmouth, VA
S. Tucker Yates	P. O. Box 100, Asheboro, NC

(b) The initial Board of Regents shall serve for one year. As soon as the Board is reconstituted, the term of office of the regents shall be as follows:

One fourth shall be elected for one year;  
One fourth shall be elected for two years;  
One fourth shall be elected for three years;  
One fourth shall be elected for four years.

Thereafter, all trustees shall be elected for a four year term.

majority of the whole Board of Regents designate not less than two nor more than five of their number to constitute an Executive Committee who shall have and exercise the power of the Board of Regents in the management of the business and affairs of the Corporation during the interim between board meetings to the extent permitted by law. Qualifications, election, and term of office of the Regents shall be as follows:

(a) The initial Board of Regents shall be three in number and they by appropriate by-laws shall provide for such other members as the Regents from time to time deem appropriate. The names and addresses of the initial Regents are as follows:

M. G. Robertson	P. O. Box 6322, Portsmouth, VA
A. E. Robertson	P. O. Box 6322, Portsmouth, VA
S. Tucker Yates	P. O. Box 100, Asheboro, NC

(b) The initial Board of Regents shall serve for one year. As soon as the Board is reconstituted, the term of office of the regents shall be as follows:

One fourth shall be elected for one year;  
One fourth shall be elected for two years;  
One fourth shall be elected for three years;  
One fourth shall be elected for four years.

Thereafter, all trustees shall be elected for a four year term.

(c) The election of individual Regents, and the selection of the Chairman of the Board of Regents, shall be made by a majority vote of the Directors of The Christian Broadcasting Network, Inc.

(d) No Regent may be appointed to office who does not subscribe to the philosophy of the institution and its Statement of Faith.

#### ARTICLE 7

These articles may be amended only by a two-thirds vote of the Regents taken at a meeting called for that purpose, followed by the duly certified concurrence of a majority of the Board of Directors of The Christian Broadcasting Network, Inc.

#### ARTICLE 8

This Corporation is organized and shall be operated not for profit. It shall have no capital stock and in the carrying out of its purposes no part of the net income or principal except for the payment of reasonable salaries and expenses shall inure to the benefit of any private individual.

#### ARTICLE 9

The post office address of the initial registered office is:  
City of  
Pembroke Four, Virginia Beach, Virginia 23463. The initial registered agent is M. G. Robertson who is a director of the corporation and whose business office is the same as the registered office of the corporation.

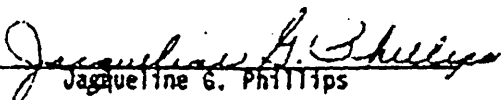
#### ARTICLE 10

The duration of this corporation is perpetual.

Given under our hands this 21st day of July, 1977

  
M. G. Robertson

  
A. E. Robertson

  
Jacqueline G. Phillips

Incorporators

# **KPMG** Peat Marwick LLP

2100 Dominion Tower  
999 Waterside Drive  
Norfolk, VA 23510

## **Independent Auditors' Report**

The Board of Trustees  
Regent University:

We have audited the accompanying statements of financial position of Regent University (the University) as of June 30, 1998 and 1997, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Regent University at June 30, 1998 and 1997, and its changes in its net assets and its cash flows for the years then ended in conformity with generally accepted accounting principles.

Our audits were made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information included in the schedule is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

*KPMG Peat Marwick LLP*

August 21, 1998



# REGENT UNIVERSITY

## Statements of Financial Position

June 30, 1998 and 1997

(dollars in thousands)

	1998	1997
<b>Assets:</b>		
<b>Current assets:</b>		
Cash and cash equivalents (note 3 and 7)	\$ 1,068	311
Accounts and loans receivable, net of allowance for doubtful accounts of \$116 and \$85 in 1998 and 1997, respectively	244	206
Current portion of contributions receivable (note 4)	279	384
Accrued investment income	1,040	573
Inventories	194	240
Prepaid expenses and other assets	303	223
<b>Total current assets</b>	<b>3,128</b>	<b>1,937</b>
Contributions receivable, net (note 4)	167	267
Investments (notes 5, 9 and 11)	304,103	287,816
Property, plant and equipment, net (notes 6, 7 and 8)	42,362	40,632
<b>Total assets</b>	<b>\$ 349,760</b>	<b>330,652</b>
<b>Liabilities and Net Assets:</b>		
<b>Current liabilities:</b>		
Accounts payable and accrued expenses	3,024	2,628
Current portion of mortgages payable (notes 2 and 7)	490	1,318
Current portion of capital lease obligations (note 8)	210	504
<b>Total current liabilities</b>	<b>3,724</b>	<b>4,450</b>
Mortgages payable (notes 2 and 7)	5,342	8,370
Capital lease obligations (note 8)	-	201
Line of credit facility (note 9)	12,052	12,052
<b>Total liabilities</b>	<b>21,118</b>	<b>25,073</b>
<b>Net assets:</b>		
Unrestricted	222,186	200,626
Temporarily restricted (note 12)	5,244	5,186
Permanently restricted (note 13)	101,212	99,767
<b>Total net assets</b>	<b>328,642</b>	<b>305,579</b>
<b>Commitments and contingencies (notes 8 and 15)</b>		
<b>Total liabilities and net assets</b>	<b>\$ 349,760</b>	<b>330,652</b>

See accompanying notes to financial statements.

# REGENT UNIVERSITY

## Statements of Activities

Years ended June 30, 1998 and 1997

(dollars in thousands)

	1998				1997			
	Unrestricted net assets	Temporarily restricted net assets	Permanently restricted net assets	Total	Unrestricted net assets	Temporarily restricted net assets	Permanently restricted net assets	Total
Revenues:								
Tuition and fees:								
Gross tuition and fees	\$ 14,029	—	—	14,029	13,088	—	—	13,088
Institutional scholarships	(2,935)	—	—	(2,935)	(3,159)	—	—	(3,159)
Tuition and fees, net	11,094	—	—	11,094	9,929	—	—	9,929
Private gifts	534	661	1,292	2,487	630	390	990	2,010
Investment income, net (note 5)	7,460	283	9	7,752	3,004	176	3	3,183
Realized gains on investments, net	17,320	570	24	17,914	10,171	398	9	10,578
Unrealized gains (losses) on investments, net	7,302	(39)	98	7,361	79,978	1,331	28	81,337
Auxiliary services	2,278	—	—	2,278	2,270	—	—	2,270
Contributions from Christian Broadcasting Network	—	80	—	80	—	1,515	—	1,515
Other sources	338	61	22	421	473	19	1	493
Net assets released from restrictions (note 14)	1,558	(1,558)	—	—	2,249	(2,249)	—	—
Total revenues	47,884	58	1,445	49,387	108,704	1,580	1,031	111,315
Expenses:								
Program services:								
Instruction	13,785	—	—	13,785	12,533	—	—	12,533
Student services	857	—	—	857	774	—	—	774
Auxiliary services	1,723	—	—	1,723	1,632	—	—	1,632
Total program services	16,365	—	—	16,365	14,939	—	—	14,939
Supporting services:								
Academic support	3,705	—	—	3,705	3,959	—	—	3,959
Fundraising	356	—	—	356	417	—	—	417
Institutional support	5,898	—	—	5,898	5,738	—	—	5,738
Total supporting services	9,959	—	—	9,959	10,114	—	—	10,114
Total expenses	26,324	—	—	26,324	25,053	—	—	25,053
Changes in net assets	21,560	58	1,445	23,063	83,651	1,580	1,031	86,262
Net assets at beginning of year	200,626	5,186	99,767	305,579	116,975	3,606	98,736	219,317
Net assets at end of year	\$ 222,186	5,244	101,212	328,642	200,626	5,186	99,767	305,579

See accompanying notes to financial statements.

# REGENT UNIVERSITY

## Statements of Cash Flows

Years ended June 30, 1998 and 1997

(dollars in thousands)

	1998	1997
Cash flows from operating activities:		
Changes in net assets	\$ 23,063	86,262
Adjustments to reconcile changes in net assets to net cash used in operating activities:		
Depreciation and amortization	2,610	2,459
Allowance for doubtful accounts	27	29
Contributions of investments	(159)	(118)
Realized gain on sales of investments, net	(17,914)	(10,578)
Unrealized gain on investments, net	(7,361)	(81,337)
Permanently restricted contributions and investment income	(1,323)	(994)
Payments on gift annuities	13	13
Gift for payment of mortgages payable	-	(1,262)
Changes in assets and liabilities:		
Accounts and loans receivable	(65)	12
Contributions receivable	205	(651)
Accrued investment income	(467)	81
Inventories	46	39
Prepaid expenses and other assets	(80)	55
Accounts payable and accrued expenses	396	345
Total adjustments	(24,072)	(91,907)
Net cash used in operating activities	(1,009)	(5,645)
Cash flows from investing activities:		
Purchases of property, plant and equipment	(4,323)	(925)
Purchases of investments	(532,910)	(143,540)
Proceeds from sales of investments	542,040	149,183
Net cash provided by investing activities	4,807	4,718
Cash flows from financing activities:		
Payments on mortgages payable	(3,856)	(1,281)
Gift for payment of mortgages payable	-	1,262
Payments on capital lease obligations	(495)	(508)
Payments on gift annuities	(13)	(13)
Permanently restricted contributions and investment income	1,323	994
Net cash provided by (used in) financing activities	(3,041)	454
Net increase (decrease) in cash and cash equivalents	757	(473)
Cash and cash equivalents at beginning of year	311	784
Cash and cash equivalents at end of year	\$ 1,068	311
Supplemental disclosure of cash flow information:		
Cash paid for interest	\$ 1,264	1,694
Contributions of investments	\$ 159	118

See accompanying notes to financial statements.

## REGENT UNIVERSITY

### Notes to Financial Statements

June 30, 1998 and 1997

---

#### (1) Nature of Operations and Significant Accounting Policies

Regent University (the University) is a nonstock, nonprofit graduate educational institution established in 1977. The University is accredited by the Southern Association of Colleges and Schools. The University presently includes the College of Communication and the Arts, School of Business, School of Counseling and Human Services, School of Divinity, School of Education, School of Government, School of Law and the Center for Leadership Studies.

The affairs of the University are governed by a Board of Trustees. The election of individual trustees and the selection of the University's Chairman of the Board is made by a majority vote of the Directors of Christian Broadcasting Network (CBN).

##### *Basis of Presentation*

The financial statements of the University have been prepared on the accrual basis of accounting.

These financial statements have been prepared to focus on the University as a whole and to present balances and transactions according to the existence or absence of donor-imposed restrictions.

Net assets and revenues, gains and losses, are classified based on the existence or absence of donor-imposed restrictions. The University's net assets are segregated into three net asset groups:

Unrestricted net assets - Net assets not subject to donor-imposed restrictions.

Temporarily restricted net assets - Net assets subject to donor-imposed stipulations that may or will be met by actions of the University and/or the passage of time.

Permanently restricted net assets - Net assets subject to donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the University.

(Continued)

## REGENT UNIVERSITY

### Notes to Financial Statements

---

#### (1) Continued

Revenues are reported as increases in the unrestricted net assets unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Expirations of temporary restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications from temporarily restricted net assets to unrestricted net assets (see note 14). Temporary restrictions on gifts to acquire long-lived assets are considered met in the period the assets are acquired or placed in service.

#### *Cash Equivalents*

The University considers all highly liquid financial instruments purchased with an original maturity of three months or less to be cash equivalents. Cash equivalents which are utilized within a managed investment portfolio are accounted for as investments.

#### *Contributions Receivable*

Contributions receivable to the University are recognized as revenues in the period the promise is made by the donor. Contributions to be received after one year are discounted at an appropriate discount rate commensurate with the risks involved. Amortization of the discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the contributions. Contributions of assets other than cash are recorded at their estimated fair value. Conditional contributions to give are not recognized until the conditions on which they depend are substantially met.

#### *Inventories*

Inventories are valued at the lower of cost or market. Cost is determined by the first-in, first-out method.

#### *Investments*

Investments in real estate, oil and gas leases and royalty interests and annuities are stated at cost and all other investments are stated at fair market value. The net realized and unrealized gains and losses on investments are reflected in the statements of activities. Investment income is reported net of related investment expenses.

(Continued)

## REGENT UNIVERSITY

### Notes to Financial Statements

---

#### (1) Continued

##### *Financial Instruments*

The carrying amount of cash and cash equivalents, accounts and loans receivable and accounts payable and accrued expenses approximate fair value because of the short maturity of these financial instruments. The carrying amount of the investments that are considered to be financial instruments is fair market value (see note 5). In addition, the fair value of the line of credit facility, mortgages payable and capital lease obligations approximate carrying amount as the related interest rates approximate market rates.

##### *Property, Plant and Equipment*

Property, plant and equipment is stated at the cost of the asset acquired or fair value at the date of donation in the case of gifts. Depreciation is computed under the straight-line method over estimated remaining useful lives of 45 years for buildings and improvements, five to 10 years for furniture and equipment, 15 years for library books and materials and three to seven years for computer hardware and software.

##### *Income Taxes*

The University has been recognized by the Internal Revenue Service as tax-exempt under section 501(c)(3) of the Internal Revenue Code.

##### *Use of Estimates*

The preparation of financial statements in conformity with generally accepted accounting principles requires management of the University to make estimates and judgments that affect the reported amounts of assets and liabilities and the disclosures of contingencies at the date of the financial statements and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

##### *Functional Expenses*

The University allocates its expenses on a functional basis among its various programs and supporting services. Expenses that can be identified with a specific program or supporting service are allocated directly. Other expenses that are common to several functions are allocated by various statistical bases.

##### *Reclassifications*

Certain reclassifications have been made to the 1997 financial statements to conform to the 1998 presentation.

(Continued)

## REGENT UNIVERSITY

### Notes to Financial Statements

---

#### (2) Related Party Transactions

The University was charged \$1,265,000 and \$1,286,000 during fiscal years 1998 and 1997, respectively, for various services performed by CBN and paid CBN an additional \$6,216,000 and \$1,262,000 in 1998 and 1997, respectively, for mortgage, building and land payments. The University also received cash support of \$1,262,000 from CBN during fiscal year 1997.

Three members of the University's Board of Trustees are also members of the Board of Directors of CBN.

#### (3) Cash and Cash Equivalents

Cash and cash equivalents at June 30 consist of the following (in thousands):

	1998	-	1997
Cash	\$ 253		151
Common fund - The Short Term Fund	814		159
Money market accounts	1		1
	\$ 1,068		311

#### (4) Contributions Receivable

Contributions receivable at June 30, 1998 are expected to be received as follows (in thousands):

By June 30, 1999	\$ 279
By June 30, 2003	200
	479
Less unamortized discount	(33)
	\$ 446

(Continued)

# REGENT UNIVERSITY

## Notes to Financial Statements

### (5) Investments

Investments at June 30 consist of the following (in thousands):

	1998		1997	
	Cost	Carrying value	Cost	Carrying value
Cash and money market accounts	\$ 9,784	9,784	4,927	4,927
Corporate bonds	16,297	16,089	8,316	8,177
U.S. government securities	30,749	32,141	17,987	17,701
Mortgage-backed securities	11,735	11,876	10,573	10,467
Common stock - domestic	136,183	161,282	94,382	216,009
Common stock - foreign	72,414	72,471	24,653	30,065
Real estate	275	275	275	275
Oil and gas leases, royalty interest, annuities and other	202	185	206	195
	\$ 277,639	304,103	161,319	287,816

The University's investment strategy incorporates certain financial instruments which involve, to varying degrees, elements of market risk and credit risk. Management does not anticipate that losses resulting from its market or credit risks would materially affect the financial position of the University.

Investment expenses netted against investment income on the statement of activities were \$1,458,000 and \$877,000 for the years ended June 30, 1998 and 1997, respectively.

### (6) Property, Plant and Equipment

Property, plant and equipment at June 30 consist of the following (in thousands):

	1998	1997
Land	\$ 1,891	1,485
Buildings and improvements	41,280	38,878
Furniture and equipment	6,324	6,129
Library books and materials	12,150	11,464
Computer hardware and software	4,204	3,570
	65,849	61,526
Less accumulated depreciation and amortization	23,487	20,894
	\$ 42,362	40,632

(Continued)



# REGENT UNIVERSITY

## Notes to Financial Statements

### (7) Mortgages Payable

Mortgages payable at June 30 consist of the following:

	1998	1997
Industrial Revenue Bond, Housing Phase I, interest at 9-3/4%; payable in equal monthly installments of \$38,000 including interest, through September 2006. The Phase I complex with a net book value of \$3,152,000 is pledged as collateral. The University is to maintain a compensating bank balance with the lender of at least 5% of the average outstanding loan balance.	\$ 2,684	2,864
First Virginia Bank, Housing Phase II, interest at 7-1/4%; payable in equal monthly installments of \$42,000 including interest, through September 2006. The Phase II complex with a net book value of \$3,895,000 is pledged as collateral. The University is to maintain a compensating bank balance with the lender of at least 5% of the average outstanding loan balance.	3,148	3,414
Payable to CBN, interest at 10%; principal due in quarterly installments of \$217,000 plus interest. The library building and land with a net book value of \$8,949,000 at June 30, 1997 was pledged as collateral.	-	3,410
	\$ 5,832	9,688

Principal payments due are as follows (in thousands):

	IRB	Phase II	Total
1999	\$ 202	288	490
2000	223	309	532
2001	246	332	578
2002	271	357	628
2003	299	384	683
Thereafter	1,443	1,478	2,921
	\$ 2,684	3,148	5,832

During the fiscal years ended June 30, 1998 and 1997 the interest costs incurred related to mortgages payable were \$514,000 and \$945,000, respectively.

(Continued)

## REGENT UNIVERSITY

### Notes to Financial Statements

#### (8) Leases

The University is obligated under various capital equipment leases that expire at various dates during the next year. The assets capitalized under these agreements have a cost of \$2,845,000 and related accumulated amortization of \$1,367,000 and \$1,063,000 at June 30, 1998 and 1997, respectively. Amortization for the years ended June 30, 1998 and 1997 was \$304,000. During the fiscal years ended June 30, 1998 and 1997, the interest cost related to capital leases was \$37,000 and \$78,000, respectively.

Additionally, the University also leases certain office equipment under various noncancelable operating lease agreements that expire over the next five years.

Future minimum lease payments under noncancelable operating leases and future minimum capital lease payments are as follows (in thousands):

	Capital leases	Operating leases
Year ending June 30,:		
1999	\$ 214	89
2000	-	83
2001	-	64
2002	-	61
2003	-	26
Total minimum lease payments	214	\$ 323
Less amount representing interest	4	
	\$ 210	

Total rental expense for fiscal years 1998 and 1997 was \$51,000 and \$91,000, respectively.

#### (9) Line of Credit Facility

The University maintains a \$15,000,000 line of credit facility that expires on January 1, 2000. A portion of the managed investment portfolio of \$55,793,000 has been pledged as collateral. The University pays a quarterly commitment fee of 1/8 of 1% per annum on the unused portion of the credit facility and the Federal Funds or LIBOR rate plus 1/2% on the used portion. The outstanding balance under this line was \$12,052,000 at June 30, 1998 and 1997. The outstanding balance is due at expiration of the line of credit agreement. During the fiscal years ended June 30, 1998 and 1997, the interest cost related to the line of credit facility was \$761,000 and \$724,000, respectively.

(Continued)

## REGENT UNIVERSITY

### Notes to Financial Statements

---

#### (10) Pension Plan

The University provides retirement benefits through a defined contribution plan adopted pursuant to section 403(b) of the Internal Revenue Code. Regular full-time employees are eligible to participate in the plan after two years of employment. The plan allows employees and the University to make contributions. The University's total contributions for the years ended June 30, 1998 and 1997 were \$625,000 and \$508,000 at a rate of 8% and 7% of eligible employees' base salaries, respectively.

#### (11) Financial Instruments - Concentrations of Credit Risk

At June 30, 1998 and 1997, the University had certain concentrations of credit risk in the form of cash and investments which amounted to approximately \$302,968,000 and \$141,653,000, respectively. If the investment managers failed to completely perform under the terms of the financial instruments, the exposure for credit loss would be the amount of the financial instruments less amounts covered by regulatory and private insurance.

#### (12) Temporarily Restricted Net Assets

The amounts included as temporarily restricted net assets at June 30 consist of the following (in thousands):

	1998	1997
Scholarships	\$ 4,107	4,384
Law School Chair	872	649
Annuity funds	47	51
Other	218	102
	<u>\$ 5,244</u>	<u>5,186</u>

#### (13) Permanently Restricted Net Assets

The amounts included as permanently restricted net assets at June 30 are to be held in perpetuity and the related income is to be used as follows (in thousands):

	1998	1997
General operations	\$ 95,296	95,198
Scholarships	3,186	3,120
Law School Chair	1,012	1,012
Student films	1,280	-
Loan funds	180	180
Other	258	257
	<u>\$ 101,212</u>	<u>99,767</u>

(Continued)

## REGENT UNIVERSITY

### Notes to Financial Statements

---

#### (14) Net Assets Released From Restrictions

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by the occurrence of other events specified by donors. Total net assets released were \$1,558,000 and \$2,249,000 for the years ended June 30, 1998 and 1997, respectively.

#### (15) Contingencies

The University is from time-to-time subject to litigation and other matters arising from the normal course of operations. Management does not believe that the results of these matters will have a materially adverse effect on the University's financial condition.

Final expenditure reports of student financial aid submitted to the U.S. Department of Education in current and prior years are subject to audit. As a result, the reimbursed expenditures are subject to adjustment. The effect of such adjustments, if any, is not determinable at this time. Management is of the opinion that the liability, if any, would not have a material adverse effect of the University's financial position.

---

HOME SCHOOLS LIBRARIES SEARCH SITE GENERAL INFO CONTACT REGENT

# REGENT UNIVERSITY



[CLS Home Page](#)

[About the Center](#)

[History](#)

[Accreditation](#)

[What's New](#)

[Faculty and Staff](#)

[Admissions](#)

[On-Line Programs](#)

[Students](#)

[Virtual Classroom](#)

[Contact the Center](#)



Regent University's Center for Leadership Studies (CLS) is charged with becoming a premier leadership-training center for the Christian world. As we approach the third millenium, society cries out for successful organizations to build upon the foundation of a commitment to ethical practice and professional excellence. Leaders exhibiting these characteristics are in great demand. Here at Regent we seek to train true leaders within an ethical, moral and professional framework grounded in biblical truths.

At the heart of the Center is its academic program. The Ph.D. in organizational leadership seeks to immediately enhance the leadership abilities and roles of strategic mid-career professionals. The MA provides students with a foundational understanding of leadership so they may effectively transform their organizations into change agents that meet the demands of the next century.

*Kathaleen Reid-Martinez, Ph.D.*  
*Dean*

## Regent University

Center for Leadership Studies

1000 Regent University Drive, Virginia Beach, VA, 23464

Phone (757) 226-4122, FAX (757) 226-4042

[Home](#) | [General Info](#) | [Schools](#) | [News & Info](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#) |

[Site Search](#)

To contact Regent University, [click here](#).

© January 1999 Regent University

All Rights Reserved.

# Admission Application Organizational Leadership Ph.D.

(Type or print in black ink.)

Name \_\_\_\_\_ Nickname \_\_\_\_\_  
First Last Middle Initial

Social Security Number \_\_\_\_\_ Maiden Name \_\_\_\_\_  
(Optional)

Present Mailing Address: \_\_\_\_\_  
Street City State ZIP Country

Present Phone: \_\_\_\_\_  
Home Work Extension

E-Mail Address: \_\_\_\_\_

The information requested in this box is optional and is used for institutional statistical research only. This information is not a criterion for acceptance.

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: ☐ Male ☐ Female

Marital Status: \_\_\_\_\_ Number of dependent children: \_\_\_\_\_ Spouse's Name: \_\_\_\_\_

Residency: ☐ Non resident of Virginia ☐ Resident of Virginia  
☐ International ☐ Permanent resident

Ethnic Origin: ☐ Caucasian-American ☐ African-American ☐ Asian-American  
☐ Hispanic-American ☐ Native-American ☐ Foreign Born (Other) \_\_\_\_\_

Church: \_\_\_\_\_ Denomination: \_\_\_\_\_

Country of Birth: \_\_\_\_\_ Country of Citizenship: \_\_\_\_\_

If not a U.S. citizen, are you a permanent resident of the United States? ☐ Yes ☐ No

If presently in the U.S., date of entry: \_\_\_\_\_ Present INS Status: \_\_\_\_\_

The Test of English as a Foreign Language (TOEFL) is required of all students whose first language is not English.

Test Date: \_\_\_\_\_

Year you seek enrollment: August 19 \_\_\_\_\_

Organizational Leadership  
Cognate Areas of Study: ☐ Business ☐ Divinity ☐ Education ☐ Government ☐ Individualized (choose below)  
☐ Business ☐ Divinity  
☐ Education ☐ Government

Educational institutions attended since high school: (Please note that an official transcript must be submitted for each institution attended.)

Institution	State/Country	Major	Degree or Hours Earned Undergraduate	Degree or Hours Earned Graduate	GPA	Dates Attended

Do you consider your school record an adequate index of your ability to achieve in graduate work?

☐ Yes    ☐ No    If no, please explain: \_\_\_\_\_

Have you previously applied for admission to Regent University?

☐ No    ☐ Yes    Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    Which degree program or school? \_\_\_\_\_

Accepted? ☐ No    ☐ Yes    If yes, when? \_\_\_\_/\_\_\_\_/\_\_\_\_

Graduated? ☐ No    ☐ Yes    If yes, when? \_\_\_\_/\_\_\_\_/\_\_\_\_

List all academic and non-academic honors and distinctions you have received.

---

---

---

---

---

List community and church experiences in which you have been involved.

---

---

---

---

---

It has sometimes been unclear on an application how an applicant has spent the time in the years preceding application. Please account for any apparent gaps of time within the last five years.

---

It would help us evaluate our course offerings if you would list any other graduate institutions you are considering attending (optional): \_\_\_\_\_

From what source did you first learn of Regent University? (Check one)

☐ CBN, The 700 Club   ☐ Friend   ☐ Magazine \_\_\_\_\_   ☐ Internet   ☐ Other \_\_\_\_\_

Have you had, or do you currently have, any health conditions or other limitations that would impact your educational activity at Regent University?

☐ No   ☐ Yes   If yes, please explain: \_\_\_\_\_

Have you had, or are you now receiving, counseling for chemical dependency or a mental/emotional condition? If yes, please explain. Also, if you check yes, you will be sent an information form to complete and return to Regent University.

☐ No   ☐ Yes \_\_\_\_\_

If your answer to any of the following questions is "yes," please explain on a separate enclosure. A "yes" response will not affect consideration for acceptance.

Were you ever on probation or dismissed from any educational institution?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Were you ever convicted of a crime other than a minor traffic or juvenile offense?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are there any criminal charges pending or expected to be brought against you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you ever been the subject of a court martial hearing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you ever been dishonorably discharged from military service?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

I hereby apply to Regent University Center for Leadership Studies. I affirm that, to the best of my knowledge, all of this information is complete and accurate.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please enclose the \$100 application fee (\$200 for international applicants) made payable by check or money order to Regent University.

*Regent University's policies governing the admission of students relate to its Philosophy of Education Statement and mission, but are not applied to preclude a diverse student body in terms of disability, race, color, religion, national origin or gender.*



# Admission Application Personal Goals Statement

---

Regent University is a Christian graduate institution. Our students' goals should harmonize with the mission of Regent University in the areas of academic excellence, professional competence and spiritual development. To assist us in your evaluation, please complete this Personal Goals Statement as part of the admission procedure. Strive for clarity and specificity. These goals will be reviewed by the Admissions Committee. Note: Webster's Dictionary defines a goal as "the end toward which effort is directed; to forecast for one's future." For the Christian, this is a statement of faith in God's will for his or her life.

---

Please type or print in black ink on a separate sheet.

- A. Develop a summary of the overall goal you have for your life.
- B. Describe your personal background including family, friends, community and church.
- C. Given Regent's commitment to a Christ-centered educational philosophy, explain how your personal and spiritual objectives relate to that commitment.
- D. Academic and Professional Goals
  - 1. What are your academic/educational goals following your time at Regent University?
  - 2. Summarize the most significant experiences and achievements of your professional life.
  - 3. Indicate your greatest strengths, interests and abilities and describe their relationship to your professional goals.



## Professional Recommendation Ph.D. In Organizational Leadership

Type or print legibly in BLACK ink

**To the Applicant:** Please give this form to a professional colleague

Applicant's Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

☐ I waive my right to review this recommendation when completed and understand it will remain confidential.

☐ I do not waive my right to review this recommendation.

**To the Recommender:** The person named above is applying to Regent University and has requested your recommendation. The University is an evangelical Christian graduate-level institution committed to educating and training leaders for society according to Christian principles. Your thoughtful and candid responses will assist us in our admissions evaluation.

1. How long have you known the applicant and in what capacity? \_\_\_\_\_

2. How well do you know the applicant? (Check one)

☐ By name/sight ☐ Fairly well-numerous personal contacts  
☐ Casually-few personal contacts ☐ Very close relationship

3. To your knowledge has the applicant made a meaningful personal commitment to Jesus Christ? ☐ Yes ☐ No ☐ Don't Know

4. Please evaluate the applicant's qualifications by circling the appropriate numbers.

	1	2	3	4	5
<b>Reliability</b> (dependability, responsibility)	Superior	Above	Average	Below	Poor
<input type="checkbox"/> No chance to observe		Average		Average	
<b>Maturity</b> (personal development, ability to cope with life situations)	Superior	Above	Average	Below	Poor
<input type="checkbox"/> No chance to observe		Average		Average	
<b>Emotional Stability</b> (poise, mood stability, reaction to stress)	Superior	Above	Average	Below	Poor
<input type="checkbox"/> No chance to observe		Average		Average	
<b>Spiritual Commitment</b>	1	2	3	4	5
<input type="checkbox"/> No chance to observe	Superior	Above	Average	Below	Poor
		Average		Average	
<b>Judgment</b> (ability to analyze a problem)	1	2	3	4	5
<input type="checkbox"/> No chance to observe	Superior	Above	Average	Below	Poor
		Average		Average	
<b>Interpersonal Relationships</b> (cooperation, attitudes toward supervision, rapport)	1	2	3	4	5
<input type="checkbox"/> No chance to observe	Superior	Above	Average	Below	Poor
		Average		Average	

<b>Empathy</b> (sensitivity to the needs of others)	1	2	3	4	5
<input type="checkbox"/> No chance to observe	Superior	Above Average	Average	Below Average	Poor
<b>Leadership</b> (competence, self-confidence)	1	2	3	4	5
<input type="checkbox"/> No chance to observe	Superior	Above Average	Average	Below Average	Poor
<b>Personal Appearance</b> (cleanliness, grooming)	1	2	3	4	5
<input type="checkbox"/> No chance to observe	Superior	Above Average	Average	Below Average	Poor
<b>Work Habits</b> (perseverance, resourcefulness, initiative)	1	2	3	4	5
<input type="checkbox"/> No chance to observe	Superior	Above Average	Average	Below Average	Poor
<b>Integrity</b> (honesty, moral character)	1	2	3	4	5
<input type="checkbox"/> No chance to observe	Superior	Above Average	Average	Below Average	Poor

5. In light of Regent University's commitment to be a Christ-centered institution, please evaluate how you feel the applicant would function and relate to the Regent community.

---



---



---

6. If the applicant is an international student, please assess his/her ability to comprehend, write and speak in English.

<b>Listening Comprehension</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No chance to observe	Excellent	Good	No Ability
<b>Writing</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No chance to observe	Excellent	Good	No Ability
<b>Speaking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No chance to observe	Excellent	Good	No Ability

7. Do you recommend this applicant to Regent University?

☐ Highly recommend ☐ Recommend ☐ Recommend with reservations ☐ Do not recommend

Recommender's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recommender's printed name: \_\_\_\_\_ Title: \_\_\_\_\_

Department: \_\_\_\_\_ Institution/Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_

**To the Recommender:** Please place these pages in an envelope and seal it. Then write your signature on the back of the envelope and mail the recommendation to the student. Thank you for taking the time to complete and return this recommendation. Your thoughtfulness in its preparation is appreciated.

10/7/98

# REGENT UNIVERSITY EMPLOYEE HANDBOOK

## PURPOSE OF THIS HANDBOOK

---

This Handbook contains official policies of Regent University as of May 1, 1997, superseding all other statements of policy including handbooks prepared and distributed by any department of the University, other than the Faculty and Academic Policy Handbook. For policies affecting students, see the Graduate Catalog and the Student Handbook.

This Handbook is provided for guidance only, and is not meant to create a binding contract. Policies are under continuous review and are subject to change without notice.

For further details on current personnel policies and employee benefits, contact the Human Resource Department. Employees should not rely on oral statements by supervisors or other persons concerning policies, benefits or conditions of employment.

## TABLE OF CONTENTS

The handbook is divided into five main sections. Within each section you may select a specific policy from the list of topics at the beginning of each section, or you may read the entire section. At the end of each section, you may return to this Table of Contents to select another main section of the handbook.

### INTRODUCTION

### EMPLOYMENT POLICIES

### ATTENDANCE AND CONDUCT POLICIES

### COMPENSATION & BENEFITS POLICIES

### SAFETY & SECURITY POLICIES

[Back to Human Resources main page](#)

# ATTENDANCE AND CONDUCT POLICIES

## ATTENDANCE AND CONDUCT

- Alcohol and Narcotics

## BEREAVEMENT

## CHAPEL

## COMPUTER POLICIES

## COMMUNICABLE DISEASE CONTROL POLICY

## CONFLICT RESOLUTION

## COPYRIGHT POLICY

## EXTERNAL RELATIONS

- Public Relations
- Media Inquiries

## HOLIDAYS

## INCLEMENT WEATHER

## LEAVE WITH PAY (Non-medical)

- Missionary Leave of Absence

## LEAVE WITHOUT PAY

## LEGAL PROCEEDINGS, JURY DUTY AND VOTING

## MEDICAL LEAVE

- Doctor and Dentist Appointments
- Pregnancy-related Illnesses

## COMPASSIONATE LEAVE

## FAMILY AND MEDICAL LEAVE (FMLA) POLICY

## MILITARY DUTY

## PERSONAL TELEPHONE CALLS

## POLITICAL ACTIVITY

## SALES AND SOLICITATIONS

## SEXUAL HARASSMENT POLICY

## SUBSTANCE ABUSE POLICY

## VACATION

# ATTENDANCE AND 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 Christlike and professional manner and maintain an exemplary and involved lifestyle including regular church attendance, participation in activities of the Regent community and its founding

including regular church attendance, participation in activities of the Regent community and its founding organization.

Regent University requires that members of the Regent community—faculty, staff and students—refrain from the illegal use of drugs and abuse of addictive substances controlled by law.

Regent also forbids the use of alcohol and tobacco on campus and prohibits the abuse of these substances. 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 behaviour 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 and tobacco. (Board of Trustees, Resolution #502, April 26, 1997)

### Alcohol and Narcotics

[Click here for Substance Abuse Policy](#)

## BEREAVEMENT

Regular employees bereaved of an immediate family member, including spouse, children, parents, brothers, or sisters, will be granted time off from work up to five work days with pay. In the event of the death of a relative not within the immediate family, up to three work days off with pay will be given. This is to include aunts, uncles, nieces, nephews, grandparents, grandchildren and parents-in-law, brothers-in-law, and sisters-in-law. Time off must be approved using a Leave Request Form.

[Click here for payroll instructions on bereavement leave.](#)

## CHAPEL

The University ministry is grounded in prayer, and in God's grace in response to petitions made to Him. Because the purpose of the University is to serve and to glorify the Lord Jesus Christ, it is essential that all members of the University community approach Him as a body to seek His guidance, strength and blessings. Therefore, for approximately thirty minutes at least one day of each week, at or near the noon hour, the University convenes corporately for chapel services. All employees are expected to be in chapel unless specifically exempted by their supervisor.

Chapel time is a paid benefit for full-time employees who attend. Part-time employees are to be paid for hours actually worked. This policy should not be interpreted to encourage work during chapel.

## COMPUTER POLICIES

## COMMUNICABLE DISEASE CONTROL POLICY

## CONFLICT RESOLUTION

In the event that an employee feels that he/she has been mistreated, wronged or harassed knowingly or willfully by an employee or supervisor, and that reconciliation by personal confrontation has been ineffective or would be inappropriate because of the nature of the wrong, the matter should be addressed



## FACULTY APPLICATION FORM

Regent University is a distinctive graduate-based educational institution holding the highest academic standards, with the ultimate purpose of glorifying God and His Son, Jesus Christ. Members of the institution take seriously the Apostle Paul's call to a renewed mind (Romans 12:1-2) as a requisite to establish the kingdom of God throughout the earth (Habakkuk 2:14). Therefore, the university seeks faculty members who subscribe to the Christian witness as expressed in the Statement of Faith and the Statement of Academic Freedom.

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 Christlike and professional manner and maintain an exemplary and involved lifestyle including regular church attendance, participation in activities of the Regent community and its founding organization.

Regent University requires that members of the Regent Community—faculty, staff and students—refrain from the illegal use of drugs and the abuse of addictive substances controlled by law.

Regent also forbids the use of alcohol and tobacco on campus and prohibits the abuse of these substances. 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 and tobacco.

NAME OF APPLICANT \_\_\_\_\_

POSITION APPLIED FOR \_\_\_\_\_

DATE \_\_\_\_\_

### INSTRUCTIONS:

Please answer all questions to the best of your ability. When an item does not apply to you, put N/A in the appropriate space. The information you provide is confidential and will be made available only to those who are involved in the selection process. Your application will remain active only until the position applied for is filled.

You may be expected to provide certified transcripts of academic credit earned beyond high school. If a placement dossier is available, please arrange to have a copy forwarded in support of your application.

Regent University is an equal opportunity employer with an evangelical Christian perspective.

*Qualified prospective faculty members will receive consideration without discrimination because of race, color, gender, age, disability, or national or ethnic origin.*

P. 07

**P.02**

**NAME** \_\_\_\_\_  
Last First Middle (or Maiden)

ADDRESS \_\_\_\_\_  
Number and Street

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

TELEPHONE: Personal ( ) \_\_\_\_\_ Business ( ) \_\_\_\_\_

U.S. Citizen? ☐ Yes ☐ No If no, can you legally work in the U.S.? \_\_\_\_\_

**EDUCATION BEYOND HIGH SCHOOL.** (List your most recent educational experience first. If doctorate is incomplete, indicate present state of progress.)

Institution	Dates of Attendance	Major Field	Degree	Date of Degree
-------------	---------------------	-------------	--------	----------------

**HONORS (Honor Societies, Awards, Fellowships)**

**EXPERIENCE** (List your teaching experience and other significant post-college employment. Put your current or most recent position first.)

Institution	Dates of Service	Position/Rank	Field
-------------	------------------	---------------	-------

**PUBLICATIONS** (List publications and publisher in most recent order of publication. Use extra sheet, if necessary.)



Please comment on how you see the relationship of your discipline and Christian beliefs to the mission of Regent University.

[illegible]

In evaluating your potential role as a member of our university, please include a statement regarding your conversion, your Christian commitment, and your acquaintance with the present-day renewal movement which emphasizes the gifts, fruits and ministries of the Holy Spirit.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**REFERENCES**

Please list names, complete addresses, and phone numbers of four persons (one personal reference, two employers or professional associates, and one pastor) whom we may contact regarding your educational background, experience, personality and spiritual commitment.

Name \_\_\_\_\_ Phone (    ) \_\_\_\_\_

Address \_\_\_\_\_

Relationship \_\_\_\_\_

Name \_\_\_\_\_ Phone (    ) \_\_\_\_\_

Address \_\_\_\_\_

Relationship \_\_\_\_\_

Name \_\_\_\_\_ Phone (    ) \_\_\_\_\_

Address \_\_\_\_\_

Relationship \_\_\_\_\_

Pastor \_\_\_\_\_ Phone (    ) \_\_\_\_\_

Address \_\_\_\_\_

Of what church and/or denomination are you a member? \_\_\_\_\_

For how long? \_\_\_\_\_

In what church, civic or community activities are you currently engaged? \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

**GENERAL**

Why are you open to leaving your present position? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you ever been discharged from any employment? ☐ Yes ☐ No If yes, please explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are you doing to stay current in your field? Describe any research and/or writing you have in progress or are planning.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are you currently active in any professional and learned societies? ☐ Yes ☐ No If yes, please list.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STATEMENT OF FAITH OF REGENT UNIVERSITY**

Regent University is a Christ-centered institution. The board of trustees, along with the faculty and staff of the university, are 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, fruit and ministries of the Holy Spirit. It is expected that all trustees, officers, administrators and faculty will subscribe to this statement in writing.

- A. That the Holy Bible is the inspired, infallible and authoritative source of Christian doctrine and precept.
- B. That there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- C. That man was created in the image of God but, as a result of sin, is lost and powerless to save himself.
- D. 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.
- E. That Jesus Christ will personally return to earth in power and glory.
- F. That the Holy Spirit indwells those who receive Christ for the purpose of enabling them to live righteous and holy lives.
- G. 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.

I hereby subscribe to all tenets of this Statement of Faith.

---

Date

---

Signature**STATEMENT OF ACADEMIC FREEDOM OF REGENT UNIVERSITY**

Regent University recognizes that institutions of higher education are to be established for the common good. The university also recognizes that the common good can never be realized unless opportunities exist for freedom of teaching, research and services among all institutions of higher education as well as within individual institutions.

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. The 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.

Forward to: Regent University, Human Resources, 1000 Regent University Drive, Virginia Beach, VA 23464-9826

# CRITERIA

## FOR ACCREDITATION

### COMMISSION ON COLLEGES

Southern Association of Colleges and Schools

1866 Southern Lane

Decatur, Georgia 30033-4097

404-679-4501

404-679-4558 (Fax)

Approved by the College Delegate Assembly

December 1984

Modified: December 1996

Tenth Edition

First Printing

Copyright 1996 by the Commission on Colleges of the Southern Association of Colleges and Schools.

All rights reserved. No part of this document may be used or reproduced in any manner whatsoever without written permission from the Executive Director of the Commission on Colleges.

#### Special Notes to the Reader

##### 1. The Classification of Institutions

Each candidate and member institution of the Commission on Colleges is classified according to its highest level of degree offered. Within the institution's level, it may also offer diploma and certificate programs as long as such programs are at or below the level of the highest degree offered. The following classification is used: Level I—institutions offering Associate degrees; Level II—institutions offering Baccalaureate degrees; Level III—institutions offering

in the committee's report. Because "should" statements are advisory, an institution is not required to address the committee's suggestions in its response to the Commission.

##### 3. Application of the *Criteria*

When a visiting committee finds that an institution has failed to comply with a requirement of the *Criteria* which did not exist when the institution initiated its self study, the committee will write a recommendation citing the deficiency. However, the committee will also acknowledge, with appropriate narrative, that the

**4.8.5 Faculty Compensation**

An institution should provide adequate salaries and benefits to attract and retain able faculty members. The institution should also provide a retirement plan, to which it contributes a reasonable percentage of the cost, and a plan for adequate insurance coverage. Salary increases must be based on clearly stated criteria.

**4.8.6 Academic Freedom and Professional Security**

Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline. Institutions may endorse particular religious or philosophical beliefs, or specific social principles as they relate to the institutional statement of purpose. Such beliefs and principles may influence the curriculum and the selection of students, faculty and staff. Nevertheless, institutions of higher education exist to further the pursuit and dissemination of knowledge.

An institution must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication. Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution. Although tenure policy is not mandated, each institution must provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment. All policies regarding employment, as established by the governing board, must be published and distributed to the faculty. If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication. Termination and non-renewal procedures must contain adequate safeguards for protection of

**4.8.7 Professional Growth**

An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs. Among the means of accomplishing this goal are leaves of absence for study and research, additional graduate work in the discipline, participation in professional meetings, and in-service training such as instruction in computer usage. The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners.

**4.8.8 The Role of the Faculty and Its Committees**

Primary responsibility for the quality of the educational program must reside with the faculty. The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published. Much of their business will normally be conducted through such structures as committees, councils, and senates, operating within the broad policies determined by the administration and governing board.

**4.8.9 Faculty Loads**

An institution must provide a faculty of adequate size to support its purpose. It must have procedures for the equitable and reasonable assignment of faculty responsibilities--including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public. The institution should have policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon the quality or the quantity of the work they are employed to perform for the institution. The calculation of instructional loads should take into account such factors as number of preparations, number of students taught, nature of the subject, and help available from secretaries and teaching assistants.

**4.8.10 Criteria and Procedures for Evaluation**

An institution must conduct periodic evaluations of the performance of individual faculty members. The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured. The criteria must be consistent with the purpose and goals of the institution and be made

level. Exceptions must be approved by the Commission in advance of the formation of or participation in the consortium.

The member institution must maintain the quality of all courses/programs offered through the consortium. Educational courses/programs offered through a consorcial relationship must be related to the teaching purpose of the institution and comply with the *Criteria*.



## Application for Employment

1. Please print name in all capitals: \_\_\_\_\_

First, M, Last \_\_\_\_\_

Current address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Day phone \_\_\_\_\_

Night phone \_\_\_\_\_

2. Date: \_\_\_\_\_

3. Available for employment: \_\_\_\_\_

Earliest \_\_\_\_\_

Latest \_\_\_\_\_

4. I am a:

☐ Regent student desiring employment (School: \_\_\_\_\_)

☐ Spouse of a Regent student

☐ Other

5. Employment desired:

☐ Full-time

☐ Part-time

6. Position applied for: \_\_\_\_\_

7. Pay desired: \_\_\_\_\_

NOTE: Application will remain active only until position applied for is filled.

8. List your special skills, licenses, and/or qualifications relevant to the position for which you are applying.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. List any machines you can operate with proficiency (if relevant to the position). For example, adding machine, calculator, word processor, typing speed, shorthand speed.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

No Yes

10. ☐ ☐ Are you a U. S. citizen? \_\_\_\_\_

11. ☐ ☐ If not, can you legally work in the U.S.? \_\_\_\_\_

12. Why do you desire to work for Regent University? \_\_\_\_\_

13. ☐ ☐ Are you under 18? If "yes" state date of birth. \_\_\_\_\_

14. ☐ ☐ Have you ever been refused bond? \_\_\_\_\_

15. ☐ ☐ Have you been convicted of a crime in the past 10 years? \_\_\_\_\_

16. ☐ ☐ Are you currently serving a suspended sentence, on parole, or have other special court status? \_\_\_\_\_

17. ☐ ☐ Have you been previously employed by CBN or Regent? If "yes", when? \_\_\_\_\_

Department \_\_\_\_\_

## 18. Education – Two highest levels attended (you may be asked to provide certified transcripts)

Name and location of school	Dates attended	Graduated (Yes/No)	Diploma/Degree received	Course of study

## 19. References – One pastor and two others (not employers or relatives)

Name and address	Phone	Occupation

## 20. Record of employment – Start with your present or most recent employer

1	Company name	Telephone ( )
	Address	Employed (month and year) From To
	Name of supervisor	Salary Start Last
	State job title and describe your work	Reason for leaving
2	Company name	Telephone ( )
	Address	Employed (month and year) From To
	Name of supervisor	Salary Start Last
	State job title and describe your work	Reason for leaving
3	Company name	Telephone ( )
	Address	Employed (month and year) From To
	Name of supervisor	Salary Start Last
	State job title and describe your work	Reason for leaving

We may contact the employers listed above unless you indicate those you do not want us to contact.

Do not contact—Employer number(s) \_\_\_\_\_ Reason \_\_\_\_\_

21. Did you serve in the U. S. Armed Forces? ☐ Yes ☐ No If "yes," in what branch? \_\_\_\_\_  
Describe any training received relevant to the position for which you are applying \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## STATEMENT OF FAITH

Regent University is a Christ-centered institution. The board of trustees, along with the faculty, staff, and students of the university, are 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, fruit and ministries of the Holy Spirit. All employees are expected to understand and adhere to the following articles of belief:

- A. That the Holy Bible is the inspired, infallible and authoritative source of Christian doctrine and precept.
- B. That there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- C. That man was created in the image of God but, as a result of sin, is lost and powerless to save himself.
- D. 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.
- E. That Jesus Christ will personally return to earth in power and glory.
- F. That the Holy Spirit indwells those who receive Christ for the purpose of enabling them to live righteous and holy lives.
- G. That the Church is the Body of Christ and is composed 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.

Briefly state your Christian testimony (attach additional paper if needed) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 Christlike and professional manner and maintain an exemplary and involved lifestyle including regular church attendance, participation in activities of the Regent community and its sponsoring organization.

Regent University requires that members of the Regent Community—faculty, staff and students—refrain from the illegal use of drugs and the abuse of addictive substances controlled by law.

Regent also forbids the use of alcohol and tobacco on campus and prohibits the abuse of these substances. 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 and tobacco.

I hereby certify that the answers given and statements made are true and correct. I understand that supplying false or misleading information may result in denial of employment or subsequent termination of employment. I hereby authorize all my previous employers or references to furnish any information concerning my personal character, habits, morals, or employment records, and I further authorize investigation through credit and other investigative agencies. I hereby release all such persons from liability or damages incurred as a result of inquiring and furnishing this information. Further, I understand and agree that employment is for no definite period and may be terminated at any time without prior notice. I further agree that if and when my employment is terminated, the university has the right to release any information concerning my employment including but not limited to my character, habits, ability, and cause of separation, and I release the company from any and all liability concerning such information.

Date \_\_\_\_\_ Signature \_\_\_\_\_

Forward to: Regent University, Human Resources, 1000 Regent University Drive, Virginia Beach, VA 23464-9826

Qualified prospective employees will receive consideration without discrimination because of race, color, gender, age, disability, or national or ethnic origin.

## FOR HUMAN RESOURCES USE ONLY

Interviewed by \_\_\_\_\_ Date \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interviewed by \_\_\_\_\_ Date \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interviewed by \_\_\_\_\_ Date \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Neatness _____	Personality _____	Character _____	Ability _____
_____	_____	_____	_____
Typing speed _____	Shorthand _____	Dictaphone _____	Other _____
Clerical tests			Score
1. _____			_____
2. _____			_____
3. _____			_____
4. _____			_____

## Personnel Policies and Procedures

---

- Communicable Disease Control Policy
- Contracted Services/Independent Contract Agreements
- Employee Status Change Forms - How to Complete
- Family and Medical Leave Policy
- Interviewing
- I-9 Forms - How to Complete
- Moving/Relocation Policy
- Overtime/Compensatory Time Off
- Personnel Files
- Performance Review
- Recruitment Advertising, Interviewing and Hiring - Faculty
- Recruitment Advertising, Interviewing and Hiring - Staff
- References
- Sexual Harassment Policy
- Substance Abuse Policy
- Vacation Policy
- Workers Compensation/On-the-Job Injuries and Accidents

## Interviewing

---

July 27, 1992

Of necessity, all persons involved in pre-employment interviewing are to have a basic knowledge of Equal Employment Opportunity guidelines, the Americans with Disabilities Act and other civil rights laws and regulations governing employment practices. When put to a legal test, ignorance of the laws and lack of discriminatory intent are insufficient excuses for non-conforming behavior.

The newest employment law is Title I of the Americans with Disabilities Act, effective July 26, 1992. ADA training was offered in July 1992 for Regent employees engaged in employment interviewing and/or employee supervision. A videotape and written materials from that training program are available in the Human Resource Department. **DO NOT interview job candidates without this required training.**

The best way to avoid violations of laws which prevent discrimination on the basis of gender, age, race, color, national origin, or disability is to direct all your questions toward determining the candidate's qualifications for the position. Your questions should focus solely upon the following:

- the essential duties and responsibilities of the job;
- the mission, goals, and programs of the department, and the University; and
- the individual's qualifications, experience, education and interests relevant to the essential functions of the job applied for.

In general, if a question is job-related, and if it is asked of all applicants, and if it does not discriminate against a certain class of applicants, it is likely to be acceptable.

As a religious organization, we may ask questions relating to the applicant's religious beliefs and spiritual maturity which would not be allowed in secular organizations. Ever since the inception of the University in 1977 it has been Regent's position that specific denominational affiliation is not a factor in employment.

On two separate occasions, the Board of Trustees have taken official action stipulating that the only faith conditions for employment are agreement with the university's statement of faith and a willingness to behave in conformity with the historical evangelical interpretation of biblical standards of conduct. In addition, there is to be a sincere effort made to inform employees of Regent's "spirit-filled" orientation with the assumption that no employee will be resistant or opposed to the "present day renewal movement."

Two basic rules to bear in mind at all times are:

1. Ensure that all inquiries are directly related to the applicant's ability to perform the job applied for; and
2. Treat women, men, applicants with disabilities, and minority applicants in exactly the same way.

For example, women are increasingly aware and resentful of discriminatory questions relating to:

- marital status;
- what her husband does, how much he earns, whether he is subject to transfer, how he feels about her working or traveling;

- whether she has children, how many, their ages, and arrangements for child care, as well as plans to have children in the future;
- assumptions made about a woman's competence based on her soft voice or feminine appearance.

Pregnant applicants may be rejected only if the pregnancy prevents them from satisfactorily performing the essential duties of the position, even with reasonable accommodations.

**The new ADA law mandates that we NOT ask questions which relate to a physical or mental impairment or disability, medical history, worker's compensation claims or absences from work due to illness. Questions should focus on the applicant's *abilities*, not on disabilities.**

Applicants must be shown a job description which lists the "essential functions" of the position. Once this is done, you are permitted to ask the applicant:

- Are you able to perform all essential functions of the position for which you are applying, with or without an accommodation?
- How would you perform the tasks, and with what accommodations, if any?

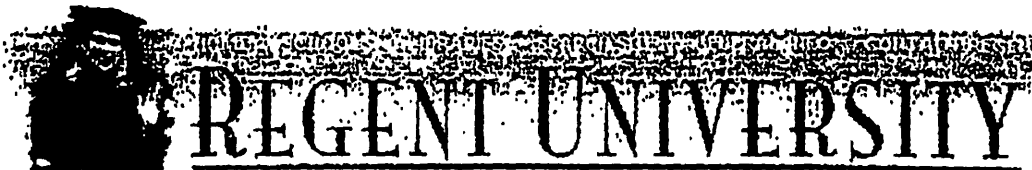
Describe the work schedule, especially any overtime, evening or weekend work requirements. Refer to the *Employee Handbook* to explain the University's vacation, medical leave and holiday policies. Ask the person if he or she can meet the attendance requirements of the job.

The following are some suggestions for effective interviewing techniques:

1. Try to put the applicant at ease at the beginning of the interview. If the applicant feels comfortable, he/she will be more likely to share information with you.
2. If you find that the applicant freezes on a particular question, you may want to go on to the next question. It takes some applicants time before they relax and feel comfortable with the interviewing process.
3. Try to ask questions which will facilitate discussion. Avoid questions which only require a yes or no answer.
4. Don't ask leading questions. Keep the questions open ended so that the employee has the opportunity to speak freely.
5. Be sure to ask only job related questions.
6. Listening skills are essential in an interview. It is important to let the applicant speak without being interrupted. Remember, the purpose of the interview is to obtain as much information as possible.

You are not obligated to interview every person who applies. Select the best qualified individuals for interview, based on applications and resumes. As a matter of courtesy, please keep all interview appointments you set up, and follow up each interview with a letter after a hiring decision is made. Contact Human Resources if you need assistance with follow-up letters.

Please contact the Human Resource Department for additional information on interviewing. We have a 17-page booklet and a 16-minute videotape from CUPA entitled "Interview Guide for Supervisors" that would be well worth your time to review. These contain excellent information on the relevant legal issues, as well as on the preparation for and conduct of an effective interview.



[Employment  
Information](#)

[Human Resources  
Staff Listing](#)

[Employee Benefits  
Information](#)

[Emergency, Weather  
and Security  
Information](#)

[Employee Handbook](#)

[Personnel Policies  
and Procedures](#)

[Holiday Schedule](#)

[Employee Awards for  
Excellence](#)

[Training](#)

[Employee Directory](#)

[Human Resources  
Home Page](#)

## Regent University Employment Information

### Current Job Openings

[Faculty Positions](#)  
[Staff Positions](#)

[Policy on Accepting Applications](#)  
[Employment Opportunities for Students](#)  
[Student Employment Policy](#)  
[Faculty Employment](#)

---

### [BACK TO TOP](#)

Regent University  
Human Resources Department  
1000 Regent University Drive  
Virginia Beach, VA, 23464  
Phone (757) 226-4021, FAX (757) 226-4317  
[Home](#) | [General Info](#) | [Schools](#) | [News](#) | [Campus](#) | [Administration](#) | [Libraries](#) |  
[E-Mail Search](#) | [Site Search](#)  
To contact Regent University, [click here](#).  
© November 1998 Regent University  
All Rights Reserved.

# REGENT UNIVERSITY VIRGINIA BEACH, VA

[HOME](#) [SCHOOLS / DEGREES](#) [LIBRARIES](#) [SEARCH SITE](#) [GENERAL INFO](#) [CONTACT REGENT](#)

[Employment  
Information](#)[Human Resources  
Staff Listing](#)[Employee Benefits  
Information](#)[Emergency, Weather  
and Security  
Information](#)[Employee Handbook](#)[Personnel Policies  
and Procedures](#)[Holiday Schedule](#)[Employee Awards for  
Excellence](#)[Training](#)[Employee Directory](#)[Human Resources  
Home Page](#)

## Policy on Accepting Applications

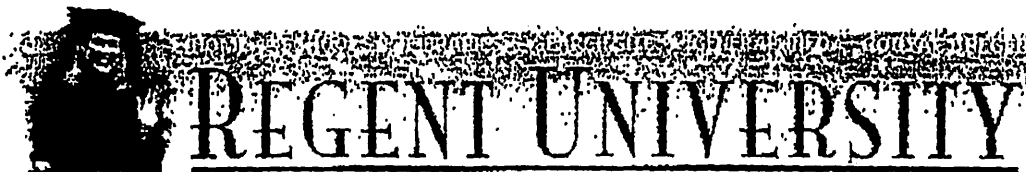
The Regent University Human Resources Department accepts applications for employment only from applicants who are applying for positions listed on our "Current Job Posting." Applications will remain active only until the position applied for is filled.

Qualified prospective employees will receive consideration without discrimination because of race, color, sex, age, national origin, or disability.

---

### BACK TO TOP

Regent University  
Human Resources Department  
1000 Regent University Drive  
Virginia Beach, VA, 23464  
Phone (757) 228-4021, FAX (757) 228-4317  
[Home](#) | [General Info](#) | [Schools](#) | [News](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#) | [Site Search](#)  
To contact Regent University, [click here](#).  
© November 1998 Regent University  
All Rights Reserved.



## Regent University Employment Information

[Employment  
Information](#)

[Human Resources  
Staff Listing](#)

[Employee Benefits  
Information](#)

[Emergency Weather  
and Security  
Information](#)

[Employee Handbook](#)

[Personnel Policies  
and Procedures](#)

[Holiday Schedule](#)

[Employee Awards for  
Excellence](#)

[Training](#)

[Employee Directory](#)

[Human Resources  
Home Page](#)

### Current Job Openings

[Faculty Positions](#)  
[Staff Positions](#)

[Policy on Accepting Applications](#)  
[Employment Opportunities for Students](#)  
[Student Employment Policy](#)  
[Faculty Employment](#)

### [BACK TO TOP](#)

Regent University  
Human Resources Department  
1000 Regent University Drive  
Virginia Beach, VA, 23464

Phone (757) 226-4021, FAX (757) 226-4317

[Home](#) | [General Info](#) | [Schools](#) | [News](#) | [Campus](#) | [Administration](#) | [Libraries](#) |  
[E-Mail Search](#) | [Site Search](#)

To contact Regent University, [click here](#).

© November 1998 Regent University  
All Rights Reserved.



## Faculty Employment

Page 1 of 1

**REGENT UNIVERSITY VIRGINIA BEACH VA**[HOME](#) [SCHOOLS / DEGREE](#) [LIBRARIES](#) [SEARCH SITE](#) [GENERAL INFO](#) [CONTACT REGENT](#)[Employment  
Information](#)[Human Resources  
Staff Listing](#)[Employee Benefits  
Information](#)[Emergency, Weather  
and Security  
Information](#)[Employee Handbook](#)[Personnel Policies  
and Procedures](#)[Holiday Schedule](#)[Employee Awards for  
Excellence](#)[Training](#)[Employee Directory](#)[Human Resources  
Home Page](#)

## Faculty Employment

Regent University is an accredited Christian graduate school, with primary emphasis on academic excellence coupled with an understanding of Biblical principles. Eleven graduate degrees, including the juris doctor degree, are conferred by the University's seven schools: The College of Communication and the Arts; The School of Business; The School of Education; The School of Counseling and Human Services; The School of Divinity; The School of Law; and The Robertson School of Government. Our students come from all 50 states, as well as 34 foreign nations, and represent virtually every Christian denomination.

Because we are a graduate-level institution, our faculty are required to hold the terminal degree in their discipline.

Applications for faculty employment should be forwarded to the Dean of the appropriate school.

If you wish to download a Faculty Application you must be running a copy of Adobe Acrobat. Otherwise, call us at (757)226-4021 to request a Faculty Application to be mailed to you.

---

### BACK TO TOP

Regent University  
Human Resources Department  
1000 Regent University Drive  
Virginia Beach, VA 23464

Phone (757) 226-4021, FAX (757) 226-4317

[Home](#) | [General Info](#) | [Schools](#) | [News](#) | [Campus](#) | [Administration](#) | [Libraries](#) | [E-Mail Search](#) | [Site Search](#)

To contact Regent University, [click here](#).

© November 1998 Regent University  
All Rights Reserved.

Not Reported in S.E.2d  
(Cite as: 1981 WL 180503 (Va. Cir. Ct.))

Page 1

Industrial Development Authority of the City of  
Winchester  
v.  
Taxpayers, Property Owners and Citizens of the  
City of Winchester, Including  
Non-Residents Owning Property or Subject to  
Taxation Therein, and All Other  
Persons Interested in or Affected in Any Way by  
the Issuance by the Industrial  
Development Authority of the City of  
Winchester, of Approximately \$750,000  
Educational Facility Revenue Bonds for the  
Benefit of Shenandoah College and  
Conservatory of Music

AT LAW NO. L-1321.

Circuit Court of Virginia, City of Winchester.

February 24, 1981.

\*1 The following is my opinion in the above matter. I realize that it has been some time since the matter was heard. I appreciate the extensive additional research done by counsel, and I have also had the benefit of research from the Supreme Court Legal Research Assistance Project. I did not deem it necessary to furnish the additional research from the Supreme Court Legal Research Assistance Project because it did not disclose any significant additional authorities. As counsel realize, the question is involved, complex and difficult of resolution. To quote Mr. Chief Justice Burger:

Henry H. Whiting, Judge.

... candor compels the acknowledgement that we can only dimly perceive the boundaries of permissible government activity in this sensitive area of constitutional adjudication. *Tilton v. Richardson*, 403 U.S. 672 at 678.

A resolution of the decision has thus necessarily taken a good deal of time. I am sorry that this time was required because I realize how important a prompt decision is to the College.

#### STATEMENT OF CASE

This is an authentication proceeding by Plaintiff (IDA) authorized under Article 1 (\*15.1-293, et seq.), Chapter 5 (Public Finance Act), Title 15.1

Virginia Code, seeking judicial determination of the validity of industrial revenue bonds proposed to be issued under that Act, \* 15.1-1373, et seq. (the Act). The facility to be financed is a "chapel/recital hall" in the Shenandoah College complex.

#### ISSUES PRESENTED

- I. Have all necessary procedural steps been taken?
- II. May this method of financing be used to refinance an existing obligation?
- III. Does financing this chapel/recital hall violate either the First Amendment of the United States Constitution or Article VIII, '11, of the Virginia Constitution as an improper intrusion by a quasi-governmental body in a religious activity?
- IV. Does this financing violate '15.1-1379(d), Virginia Code?

#### FINDINGS OF FACT

##### (1) A Need to Finance.

Shenandoah College and Conservatory of Music (the College) has already built the facility and incurred the indebtedness upon the facility, but only on short-term loans. It has not obtained long-term financing and needs it at this time.

##### (2) College Board, Student Body and Relation to Methodist Church.

The College is a non-stock Virginia corporation which has a self-perpetuating Board. The College receives an annual unrestricted contribution from the United Methodist Church comprising approximately two percent of its budget. Although approximately forty percent of the Board is comprised of members who are Methodists, the Methodist Church exercises no direct or indirect control over the affairs of the College. About twenty-two percent of the students in the College are Methodists, although ten percent of the population in Virginia is of the Methodist persuasion.

##### (3) Its Relation to Religious Studies.

Religious education is only one of a number of courses offered by the College, its dominant purpose being a liberal arts education with graduate degrees in music and other non-sectarian areas. The College

Not Reported in S.E.2d

(Cite as: 1981 WL 180503, \*1 (Va. Cir. Ct.))

Page 2

has developed a close relationship with the Methodist Church over the years, grounding its educational program in the religious and educational traditions of the United Brethren in Christ, which later became the United Methodist Church. While continuing to honor its religious and educational heritage, it does not require the attendance of its students at any religious events but does require completion of a course in religion or philosophy. The College gives credit for chapel attendance in its requirement of attendance at a minimum number of cultural events each year, but a student need not attend any religious events to meet that requirement.

\*2 While religion courses are taught, they are only as a supplement to a curriculum normal to a liberal arts college and they are not aimed at proselytizing Methodists or Christians. Nothing requires that the instructor be an ordained minister and, in the past, both ordained and non-ordained persons have taught the courses, the emphasis being upon the educational qualifications of the instructor rather than ordination.

The College has one course of its numerous courses which does provide for a Bachelor's Degree in church music, and those persons in that course would use the organ in the facility for twelve to fifteen percent of the time it is available for use by the students.

(4) The Purpose of the Facility.

The minutes of a meeting of a sub-committee of the College in 1977, while the facility was in the planning stage, describe its proposed functions in part as:

Dr. Hanner (Chaplain): Two things that I see we need very much in religion. One is worship, a very functional multi-kind of purpose place so that we can do all different kinds of worship experiences including those which would include dance and drama. So, essentially, we need a beautiful, functional place to worship. Secondly, we need desperately a place where we can have our student programs and functions. A room where we can meet and have activities. We did mention something in the original plan. These are the two purposes about which I am interested -- a place of worship and a place for student activities. We have a group that meets Wednesday night and the place is one not

appropriate for our meeting. There are smaller groups that have really no central place to meet. A small chapel, apart from a big chapel would be very nice, sort of a prayer or meditation room. The students are always asking for a place where they can go individually, where they can go with me for counselling, that is not like an office.

Dr. Cooksey (Organ Professor): As of the present time, you all know there is really no place on the campus for adequate organ instruction. So, the chapel/recital hall would be the building in which the main instrument, the performing instrument, would be housed. And as such it should be acoustically adequate to the needs of an organ and it should be constructed in such a way that the organ case would fit into the room and meet all requirements thereof. But again, we are in desperate need for a good instrument on campus if we are to attract good students and keep them, because we are probably the only one of the few musicians who have to go to the instrument, we can't carry ours around with us, and so this will house the main instrument of the institution and as such it will be recital hall, and a teaching studio, and a learning laboratory in essence, and so it is very important that the acoustics and the environment be sympathetic to the sounds and the life of a pipe organ.

Mr. Herman (Director of Drama): Well, I really see the chapel/recital hall being used more for dance than actually for theatre. I think it would be a marvelous place to have dance concerts. I would like to do some theatre work in there, but it would be drama that would go along with church service or religious plays. (Court's Exhibit "A.")

\*3 The facility itself is described in the current bulletin of the College as "designed to meet the religious needs of the student body and provides many academic music areas (especially church music and organ) in addition to serving as a cultural center" (Petitioner's Exhibit 6, page 4). The facility is called a "chapel and recital hall" (Petitioner's Exhibit 3). The architect describes the building thus:

This building, for multiple cultic uses, is to provide the visual focal point of the Shenandoah campus. Its steeply roofed mass contrasts with the surrounding low functional structures among which it is placed, yet harmony is achieved by repetition of existing

Not Reported in S.E.2d  
(Cite as: 1981 WL 180503, \*3 (Va. Cir. Ct.))

Page 3

materials. A free-standing tower dominating the entrance facade is a symbol of the religious dynamic of the activities housed. These activities are varied. Basic worship requirements are accommodated in a space emphasized by twelve stained glass windows. In these, contemporary abstract symbolism is employed to express the theme of education as preparation in the various disciplines for service to God and fellowman. Except for a small number of tiered fixed concert seats, all seating is flexible and capable of being arranged in varied configurations to accommodate experimental worship arrangements, religious dance, drama and concert activities. A dominant element of the room is to be the freestanding classical tracker action pipe organ. This is located in one of the two musician's galleries and is meant to represent the capstone of the College's musical program. The chapel, in its configuration and materials, is an acoustical space designed to complement the organ and the other musical activities of the curriculum. There will be modern audio visual facilities for flexible media use. Overall, the design is characterized by restraint and freedom from excessive decorative embellishments or unessential elements.

The ground story provides unique facilities for studio and rehearsal activities, each space being designed to provide an optimum acoustical environment. For the school of religious studies, there will be a central administrative space and two multi-purpose meeting, class and seminar spaces. Personal religious expression of the students will be accommodated in a small meditation chapel conveniently accessible from the main lobby." (Petitioner's Exhibit 3.)"

Petitioner's Exhibit 3 also illustrates a cross in the center of the main assembly room of the facility, which will be placed there only while religious services are in progress. The facility also contains a smaller chapel off the area described as the "narthex." This chapel is used only by individual students for private prayer and meditation, but apparently is not to be used for group services as the multi-purpose room will.

#### CONCLUSIONS OF LAW

I. Have all necessary procedural steps been taken? The Court finds that all such steps have been taken in the institution of this action and it has duly

maimed. Further, the Court finds that no parties defendant have appeared in person, by counsel or otherwise and they are in default. The necessary procedural steps have all been taken to enable the Court to determine the validity of the issuance of the bonds in question.

\*4 II. May this method of financing be used to refinance an existing obligation? This method may be used to refinance an existing obligation. This was expressly so held in *Hunt v. McNair*, 255 S.C. 71, 177 S.E.2d 362 (1970), *Fort Saunders Presbyterian Hospital v. Health and Educational Facilities Board*, 224 Tenn. 240, 453 S.W.3d 771 (1970), *Board of County Comm'rs. v. Idaho Health Facilities Auth.*, 96 Idaho 498, 531 P.2d 588 (1975) and *Stare ex rel. Taft v. Campanella*, 364 N.E.2d 21 (Ohio 1977). The Court finds nothing in the Virginia statute which militates against a similar conclusion in this case.

III. Does Financing this chapel/recital hall violate either the First Amendment of the United States Constitution or Article VIII, '11. of the Virginia Constitution as an improper intrusion by a quasi-governmental body in a religious activity?

This is the issue that has taken too long to decide. The Court told counsel for IDA at the hearing in November that it had serious doubts as to whether revenue bond financing of a "chapel/recital hall" could be done without running afoul of the establishment clauses of both the Virginia and United States Constitutions. Counsel supplied one memorandum at the time of the hearing (1 M), later furnishing additional cases in a second memorandum, on points raised by the Court at the hearing (2 M). Both reflect a diligent search and a well-reasoned presentation of IDA's position.

There can be no doubt of the value of this facility to the College and this community. The College has had a key role in developing trade and promoting industry in this area (set forth in the purposes of the Act under consideration, '15.1-1375) and has also raised the educational and cultural standards in this community. The facility will undoubtedly further contribute to the vital role already played by the College in this community.

The project should receive a quick approval from the Court were it not for the constitutional and

Not Reported in S.E.2d  
(Cite as: 1981 WL 180503, \*4 (Va. Cir. Ct.))

Page 4

statutory issues raised in the proposal.

We deal primarily with the boundary between church and state which the Supreme Court of the United States has so often been asked "to police." *Roemer v. Maryland Public Works Board*, 426 U.S. 736, 739 (1976). In fact, there have been many decisions on this issue "... so the state we write on is anything but clean" (*Id.*, at 754). Unfortunately, none of the prior cases bear directly on this point, each shading off on its particular facts, and often turning on matters of degree, thus continuing to present "... some of the most perplexing problems to come before [the United States Supreme] Court." *Committee for Public Education and Religious Liberty v. Nyquist*, 413 U.S. 756, 760 (1973). The Act itself is to be "liberally construed" ('15.1-1375 Virginia Code), and every presumption is indulged in favor of IDA's legislative determination of the legality and validity of the proposed plan of financing.

\*5 However, if a possible statutory or constitutional violation appears, the Court must examine that issue and declare the action invalid if it does trespass that constitutional boundary or clearly violate the Virginia revenue bond statute.

The statute itself leaves little room for doubt as to its validity. On the constitutional issue, it steers clear of any church-state involvement by limiting the financing of educational facilities to "... academic or administration buildings or any other structure or application usual and customary to a college campus other than chapels and the like." (Emphasis added.) '15.1-1374(d) Virginia Code.

The problem arises in IDA's exercise of its authority to provide revenue bond financing for this facility.

While it is intimated that such an exercise is not the same thing as direct governmental action and "two steps removed" (1 M) (see in tacit support of IDA's position *Menorah*, *infra*, 584 S.W.2d at 73), revenue bond financing clearly is subject to the same constitutional restraints as the government itself. In fact, IDA avers that it is "a political subdivision of the Commonwealth of Virginia." (P. 1, Motion for Judgment.) Many of the Federal cases discussed later, as well as the Attorney General's Opinion on Saint Mary's Hospital (AG 1973-1974, P. 179),

dealt with similar "indirect" financing by a quasi-governmental body such as IDA. None of them suggested a less stringent constitutional standard for those bodies. However (and this may be all IDA intended to argue), the quasi-governmental status of IDA is a factor the Court should consider in the total picture.

While the Court's research has gone beyond the cases cited by IDA, most of it was a background study of the history of the establishment clause, how it came to be incorporated in both Constitutions and the earlier Supreme Court of the United States' constructions dealing with the establishment clause problems. It is sufficient to say that Virginia, through both James Madison and Thomas Jefferson, led in the fight for this principle. (A. E. Dick Howard, *Comment on the Constitution of Virginia*, Vol. I, P. 296.) In Justice Black's words, the First Amendment "... has erected a wall between church and state. That wall must be kept high and impregnable. We could not approve the slightest breach." *Everson v. Board of Education*, 330 U.S. 1, 18 (1946.) The wall may not have been breached in later cases but, as Chief Justice Burger has admitted, "the line of separation, far from being a wall, is a blurred, indistinct and variable barrier depending on all the circumstances of a particular relationship." *Lemon*, *infra*, 403 U.S. 614. Justice Jackson is reported to have remarked: "Jefferson's wall of separation was in danger of becoming as serpentine as the wall Jefferson had built at the University of Virginia." (*Howard* *fn.* 83 *Id.*, at 302.)

\*6 Because the memoranda present cases which IDA believes should require this Court to find no breach of Jefferson's wall, this opinion will respond to those cases as they have been presented by IDA.

*Lemon v. Kurtzman*, 403 U.S. 602 (1971) (1 M, 4-5) does set forth the three-prong tests which, as Justice Powell has said, "are no more than helpful signposts." *Hunt v. McNair*, 413 U.S. 734, 741 (1973). At the outset of *Lemon*, Chief Justice Burger pointed out the establishment clause:

... commanded that there should be "no law respecting an establishment of religion." A law may be one "respecting" the forbidden objective while falling short of its total realization. A law "respecting" the proscribed result, that is, the

Not Reported in S.E.2d  
(Cite as: 1981 WL 180503, \*6 (Va. Cir. Ct.))

Page 5

establishment of religion, is not always easily identifiable as one violative of the Clause. A given law might not establish a state religion but nevertheless be one "respecting" that end in the sense of being a step that could lead to such establishment and hence offend the First Amendment. 403 U.S. 612.

Those three tests, to quote Chief Justice Burger again, are:

First, the statute must have a secular legislative purpose; second, its principal or primary effect must be one that neither advances nor inhibits religion. *Board of Education v. Allen*, 392 US 236, 243, 20 L Ed 2d 1060, 1065, 88 S Ct. 1923 (1968);

[403 US 613]

finally, the statute must not foster "an excessive government entanglement with religion." *Walz*, supra, at 674, 25 L Ed 2d at 704, Id., at 612-613.

*Lemon* struck down government aid to parochial elementary and secondary schools providing supplemental pay to teachers and subsequent state supervision of school expenditures as both an excessive entanglement and a co-mingling of secular instruction with the potential for concurrent religious instruction (even though expressly forbidden in the aid statute) to such an extent as to create a "potential for impermissible fostering of religion" (403 U.S. at 619). The predominantly religious orientation of these Catholic schools, coupled with the distinction between aid to secondary schools and to colleges, make the holding in that case inapplicable to this case.

Shenandoah's "Chapel/Recital Hall."

IDA originally argued that the "chapel" was only an incidental use of a primarily academic building, just as a classroom might be if used for worship services (1 M, 8-9). Its very definition of "chapel" admittedly labelled it as a "place of worship," although "for special purposes." The "chapel" in question is actually two chapels; one chapel used only occasionally for group services, but a large space where "basic worship requirements are accommodated in a space emphasized by twelve stained glass windows . . . to express the theme of education as preparation in the various disciplines

for service to God and fellowman" (Petitioner's Exhibit 3), and the other small chapel for "personal religious expression of the students" (Ibid.).

\*7 There can be no doubt that this building has been designed as a religious building. It is called "The Chapel and Recital Hall" (Petitioner's Exhibit 3). The word "chapel" is defined in the Oxford Universal Dictionary as:

Chapel - from the cappella or cloak of St. Martin, the name was applied to the sanctuary in which this was kept under the care of its cappellani or chaplains, and thence generally to a sanctuary and ultimately to a building for worship not being a church; a place of Christian worship, not being a parish or cathedral church. The Oxford Universal Dictionary.

The drawing of the building (Petitioner's Exhibit 3) shows it as an ecclesiastical structure; the architect says it is a building for "multiple cultic uses" whose "free standing tower . . . is a symbol of the religious dynamic of the activities housed." (Ibid.) The large cross in the free standing tower which "dominates the entrance facade" of the building which is "the visual focal point of the Shenandoah campus" (Ibid.) is visible for quite some distance, even off the campus and from two busy highways.

IDA and the College say the religious use is to be only a small part of the total use; the College says it will pay for that part. There is no limitation of the religious use except the College's presently expressed plan of use.

It is against this background we examine the IDA proffered cases.

Case Authority Dealing with Governmental and Quasi-Governmental Involvement with Religious Organizations, Activities, Buildings and Symbols.

*Hunt v. McNair*, 413 U.S. 734 (1971), was a case close to this on the form of revenue bond aid to a college. It arose in a declaratory proceeding seeking validation of those bonds, just as in this case. The State statute, similar to the Virginia statute we are considering, prohibited "any facility used or to be used . . . as a place of religious worship . . ." 413 U.S. 635. Unlike our case, *Hunt's* lease agreement with the college contained essentially the same

Not Reported in S.E.2d

(Cite as: 1981 WL 180503, \*7 (Va. Cir. Ct.))

Page 6

prohibition and required inspections to enforce the prohibition. Our case expressly recognizes that the chapel/recital hall will be used at least part of the time as "a place of religious worship." The Court has carefully read a number of the State Supreme Court cases dealing with similar revenue bond financing to colleges or health facilities and found virtually the same statute and proposed financing plan as in Hunt, producing the same results as in Hunt. *California Educational Facilities Authority v. Priest*, 526 P.2d 513, 515 (S.C. Cal. 1974); *Coe v. Illinois Educational Facilities Authority*, 288 N.E.2d 399, 400 (1972); *Minnesota Higher Education Facilities Authority v. Hawk*, 232 N.W.2d 106, 107 (Minn. 1975); *Clayton v. Kervich*, 267 A.2d 503, 507 (N.J. 1970), 285 A.2d 11 (1971). The statute must have been a model prepared to meet the expected constitutional challenge and adopted by the various states in that form. The Court will not discuss each State case, since they echo the reasoning and somewhat similar facts as in Hunt but will deal only with those which might appear to support IDA's present proposal.

\*8 *Wisconsin Health Facilities Authority v. Lindner*, 280 N.W.2d 773 (Wis. 1979) (2 M. 2), dealt with a general attack on the entire Wisconsin Revenue Bond Act and not with a specific bond issue, as in this case. The hospital in question was used as the test since it was "the most manifestly religious of all the hospitals in the state." 280 N.W.2d at 780. Despite the control the Catholic church exercised over this hospital, the Court found the "primary effect" of the aid was health care and the secondary religious activities not so "pervasively religious" (280 N.W.2d 781) as to "subsume a substantial portion of the health functions in the religious mission." 280 N.W.2d 779, Hunt, 413 U.S. at 743. There certainly is no such situation in this case; the Court has found as a fact that virtually no control is exercised by the Methodist church over the College. However, Wisconsin did (and we must) also apply the second prong of the Hunt suggested yardstick as to primary effect to see if the bond issue funds a "specifically religious activity" in an otherwise secular setting. Hunt and Lindner, *ibid*. The Wisconsin Court pointed out that its statute, as in Hunt, contained provisions preventing the benefits of the revenue bond financing from flowing "to religious activities in the health care setting." 280 N.W.2d at 781. The Court has gotten copies of the statute cited in support of that statement and finds

they expressly provide that no financed building may be "used primarily for sectarian instruction or study or as a place of devotional activities or religious worship." \*231.01[2] [4], 231.03[8] and 231.07, Wis. Statutes Ann., 1979. It could be argued that "primarily" modified all uses following it in the sentence, and that is why the Court said "Authority financing is limited to . . . buildings not used primarily for religious purposes." 280 N.W.2d at 776. However, the second "or" raises a doubt as to what was intended. That doubt would seem to be resolved in the following statement of the Court:

. . . the respondent points out that a "facility" may never be used for religious purposes during and even after the lease term; and therefore, the properties will be subject to substantial policing. The statute does not prescribe or call for continued surveillance following the lease relationship. It simply states that the reconveyance shall provide that the facility financed shall not be put to religious use. 280 N.W.2d 782.

\*9 Moreover, the Wisconsin Court was not specifically presented with a "chapel/recital hall" and its earlier statement quoted by IDA (2 M. 4) in which the portion of the opinion stating the condition that "never be used primarily for religious purposes" was obiter dictum and must be read in the light of its later specific holding and the constitutional problem raised in the first construction.

*Roemer v. Board of Public Works of Maryland*, *supra*, and *Menorah Medical Center v. Health and Educational Facilities Authority*, 584 S.W.2d 73 (Mo. 1979), are cited by IDA as authority for the proposition that the primary effect of the statute does not "enhance or inhibit religion" if the institution was not "so permeated by religion that the secular side cannot be separated from the sectarian." (2 M. 6.) Neither *Roemer* nor *Menorah* dealt with buildings designed for use at least in part for religious purposes. *Roemer* dealt with annual aid to church-related colleges in which sectarian use of the funds were forbidden (and verified by audit); *Menorah* with revenue bond financing to a church-affiliated hospital forbidding the use of the funds for buildings for worship. Apart from the problem of trying to separate religious and secular functions in this "multi-purpose" building, IDA again omits the second half of the "primary effect" yardstick "when it funds a specifically religious activity in an

Not Reported in S.E.2d

(Cite as: 1981 WL 180503, \*9 (Va. Cir. Ct.))

Page 7

otherwise secular setting." Hunt at 743, Lindner at 779, Roemer at 760, Attorney General's Opinion at 182 (1974-1975).

IDA says it is not funding the "chapel(s)" and other religious activities (I M, 9); they are such a small part of the cost (estimated at less than three percent) as not to be the primary purpose of the building. All agree the College is providing an amount well over that estimated cost and use to fund those "religious activities." This is the crucial issue in this case. Can IDA thus isolate those religious activities so as to meet the second half of the "primary effect" test? If so, there would seem to be no problem with excessive entanglement - there is virtually none - the College is subject to no supervision in its use of the funds.

The stated purpose seems to be primarily secular, although it does candidly admit the building is to be used as a "chapel/recital hall." If IDA is successful in isolating the religious from the primary effect of the financing, the same reasoning ought to similarly isolate its religious purposes from the stated purpose.

The second memorandum of IDA furnished such case authority on this issue as could be found. None is directly in point, but those cases are helpful in trying to discover the boundaries of the constitutional issue as related to church or chapel-like buildings and symbols.

\*10 *Brashich v. Port Authority of New York and New Jersey*, 484 F. Supp. 697 (S.D. N.Y. 1979), did permit a chapel financed by private funds at Kennedy International Airport. Most of the opinion dealt with plaintiff's standing to sue. After denying standing, the Court, almost as an afterthought, went on to say that providing the land for a chapel was not "establishing religion," without citing any authority beyond citing three earlier Supreme Court background cases. Ample precedent for the case already existed in two cases neither cited nor discussed in *Brashich*, *Abington School District v. Schempp*, 374 U.S. 203 (dictum at p.299) (1963), and *O'Hair v. Andrus*, 613 F.2d 931, 937 (D.C. Cir. 1979) (perhaps not then available to the *Brashich* Court since decided only a few months before). A good background discussion of this problem, focusing mostly on military chaplains, but also discussing chapels, is contained in "Military

Chaplains, A Constitutionally Permissible Accommodation Between Church and State," 24 *Md. L.Rev.* 377 (1964).

The *Brashich* situation, army chapels, chaplains and the like are clearly different from this case. Religious facilities were not readily available in those instances and not to supply them could be "inhibiting" religion. See *Abington School District v. Schempp*, 374 U.S. 203, 299 (1963) and *O'Hair v. Andrus*, *infra* (both cases quoted on this subject 2 M, 6). Moreover, in *Brashich* and on military posts other community facilities (banks, theatres, barber shops, etc.) are supplied. Here, other chapels are readily available and no other facilities beyond a library, dormitories and eating facilities are supplied by this College. It is hard to see why financial aid to this "chapel/recital hall," the only special community facility made available, is not "advancing religion."

The use of the Washington Mall for Pope John Paul II's mass was permissible as a non-discriminatory use of a public assembly area, with free speech overtones not present here, *O'Hair v. Andrus*, 613 F.2d 931 (D.C. C.A. 1979). The record showed that the Mall had or would be made available for "free speech rights" and "public assembly" to atheistic, religious and non-religious groups alike, undercutting an establishment claim (*id.* at 934). In its quote from *O'Hair* (2 M, 5-6), IDA recognizes that the result would have been different had there been a showing of "excessive" use of the mall by a religious organization. This "chapel/recital hall" will be permanent; the Court doubts that it will be equally available to atheistic groups.

\*11 *Allen v. Morton*, 495 F.2d 65 (D.C. Cir. 1973), in dealing with the annual Christmas Pageant of Peace on the Ellipse, did say that the display of the creche was permissible as part of a secular pageant sponsored by the government as "one of a group of objects assembled to show how the American people celebrate the holiday season surrounding Christmas" (*fn.* 3, p. 69, quoting the Court's holding in the earlier case). The Court said the creche was a religious symbol but its display, with explanatory text as to its purpose, was primarily for secular purposes and had only a "remote and incidental" effect "advancing religious organizations." (*Id.*, at 70) The Court also held that the religious aspect of the creche was not so



Not Reported in S.E.2d

(Cite as: 1981 WL 180503, \*11 (Va. Cir. Ct.))

Page 8

pervasive that a substantial function of the pageant to promote tourism in Washington at Christmas was "subsumed in the religious mission." (Id., at 71-72) The published explanation, the role shared by the creche with reindeer, yule logs, Christmas trees and the like are to be contrasted with the dominant tower and cross, ecclesiastical building and lack of explanation in this case.

The Court is troubled with the holding in *Eugene Sand and Gravel, Inc. v. City of Eugene*, 558 P.2d 338 (Ore. 1976). There, a large cross erected in a public park with private funds and lights at Christmas and Easter had been held a violation of the establishment clause as having a primary purpose of displaying a religious symbol in an earlier opinion [*Lowe v. City of Eugene*, 463 P.2d 360 (1969), cert. den., 397 U.S. 1042 (1970)], but when the city later accepted it as a war memorial and placed a plaque to that effect upon it and lighted it on other holidays, its "display" was then held to be primarily secular. The Court cited a number of other "display" cases of a Latin cross, a monument with the Ten Commandments, lights in the shape of a cross on a courthouse and nativity scenes as authority for the "changed circumstances" justifying a different holding as to the "primary effect of the display" which "neither advances nor inhibits religion." 558 P.2d at 347. However, *Eugene* and its related cases are distinguished from this case because this "chapel/recital hall" is no "war memorial," there is no plaque and nobody denies its religious purpose, although minimizing and isolating it.

Without discussing all the *Eugene* cited "display" cases or the *IDA* cited "display" cases (2 M, 8, et seq.) in detail, they all differ from this case in that they:

(1) Involve monuments or single displays not coupled with a use of the monument for religious purposes for at least a part of the time, as in this case.

\*12 (2) The purpose of the display was claimed to be secular, its religious effect was said to be only "incidental" and "remote." The purpose of this cross and ecclesiastical building is avowedly religious, although only in part.

The last distinction is also why *Florey v. Sioux*

*Falls School District*, 619 F.2d 1311 (8th Cir. 1980) and *Opinion*, Attorney General of Virginia, December 9, 1977 (1976-1977 Report, p. 369) (both cited 2 M, 11) are inapplicable. Both in presenting religion in the schools were the teaching about religion but only as a part of our heritage (Id., at 1320; Attorney General's Opinion at 374-375). Here, the chapel is manifestly more than "about" religion. To the extent the architect has been successful, he has "symbolized the religious dynamic of the activities housed" (Petitioner's Exhibit 3) and thus participated in it. Tillich, "Dynamics of Faith," p.42, et seq., Harper & Row (1958).

While the Court does not like to use a dissenting opinion as authority, it finds Judge Bryan, Sr.'s dissent in *Roemer*, 387 F.Supp. 1282 (1974), extremely helpful in explaining why the potential for abuse is another of the fatal flaws in this plan.

It is the potential use of the moneys which is the determinant to be looked to in appraising the constitutionality of State monetary aid to church-affiliated or church-related institutions, as I read the Supreme Court's enunciations. The legality of the moneys' utilization is not finally and conclusively resolved by the actual use of the funds, no matter how neutral, bona fide or praiseworthy. It is the reasonable opportunity for sectarian misapplication that is the gauge of the validity of the statute's particular beneficence. *Lemon v. Kurtzman*, 403 U.S. 602, 617-619, 623, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971). 3 Otherwise, unintended circumvention would escape the First Amendment's unrelenting veto. The present grants must, therefore, be scrutinized for contingencies of this nature.

Of telling decisiveness here is the payment of the grants directly to the colleges unmarked in purpose. Id., at 1298.

The infirmity of non-prescription of the objects of the State aid is exquisitely demonstrated in *Tilton v. Richardson*, 403 U.S. 672, 91 S.Ct. 2091, 29 L.Ed.2d 790 (1971). There the United States authorized grants to colleges for the construction of academic facilities except a facility to be used for sectarian purposes. The government reserved a 20-year interest in the units to be built so as to insure enforcement of the proviso. The Court held that limiting the prohibition to 20 years opened the

Not Reported in S.E.2d  
(Cite as: 1981 WL 180503, \*12 (Va. Cir. Ct.))

Page 9

facility for utilization for any purpose after the expiration of 20 years, and for this reason the aid tolerated a grant of the post-20-year period for use for sectarian objects. This decision trenchantly confirms that possible utilization of public property in advancing religion is ipso facto inhibited. (Id. at 1299.)

\*13 Judge Bryan's view of the statute was not adopted; the Supreme Court in *Roemer* found the statutory prohibition against "sectarian purposes," coupled with "criteria and procedures" concerning utilization of the monies, established the requisite standards to protect against sectarian use. (426 U.S. 740-741.)

However, the Bryan principle is applicable here: there is no standard limiting the College's use of the building except its announced plan. The Court has no doubt of its honesty and good faith, but the potential for abuse is here and does transgress the constitutional boundary.

The Supreme Court of Virginia has applied the three tests enunciated in the Federal Court decisions in construing the establishment clause of the United States Constitution to its construction of the somewhat similar clause of the Virginia Constitution and applied the rationale of *Hunt*, *Richardson* and other related Federal cases. *Miller v. Ayres*, 213 Va. 251 (1972); 214 Va. 171 (1973). There are no Virginia cases which shed any further light on this problem. However, IDA cites an Attorney General's Opinion dated April 18, 1974, as a possible authority for financing a hospital which "had a small chapel in the hospital for meditation and prayer" (1 M. p. 7). The Court has examined the opinion carefully and finds no mention of any chapel as a part of the hospital financing program. The Court does not doubt that there was a chapel there, but it was not a part of the recited factual background for that Attorney General's Opinion and was expressly excluded in the opinion as a subject of such financing. "No facility is planned which would be

used exclusively for sectarian purposes, e.g., a chapel." Opinion, Attorney General, 1973-1974, p.180. IDA infers from the word "exclusively" that perhaps a partial use of a building for a chapel would not have invalidated the bond issue, but the Court does not believe the opinion goes that far and it is dictum anyway. Also, this opinion does not discuss the effect of ' 15.1-1379 (d), Virginia Code, discussed below.

IV. Does this financing violate '15.1-1379(d), Virginia Code? In plain words, the legislature has forbidden IDA to finance "chapels and their like." ' 1379(d), Virginia Code. No matter how appealing the purpose, imaginative and resourceful the argument, we must return to what the Court regards as an unambiguous proscription against "chapels" set forth in the statute.

The legislature obviously imposed this prohibition to keep Virginia out of religious activities as a matter of legislative policy, clearly expressed.

The Court believes the proposed "chapel/recital hall" is such a proscribed "chapel."

#### CONCLUSION

\*14 Reluctantly, because the Court knows of the importance of this building to Shenandoah's fine program, the Court concludes that the plan cannot be approved because it:

(1) Violates the express restriction of the enabling legislation, ' 15.1-1379 (d).

(2) Crosses the boundary, indistinct though it is, separating church and state.

The Court appreciates the diligent research conducted by counsel for IDA and by the Supreme Court Legal Research Assistance Project.

END OF DOCUMENT

VIRGINIA: IN THE CIRCUIT COURT OF THE CITY OF VIRGINIA BEACH  
ON THIS THE 31ST DAY OF JULY 1984

CITY OF VIRGINIA BEACH  
DEVELOPMENT AUTHORITY,

Plaintiff,

v.

LAW NO. 879-A

TAXPAYERS, PROPERTY OWNERS,  
AND CITIZENS OF THE CITY OF  
VIRGINIA BEACH, INCLUDING  
NONRESIDENTS OWNING PROPERTY  
OR SUBJECT TO TAXATION THEREIN,  
AND ALL OTHER PERSONS INTERESTED  
IN OR AFFECTED IN ANY WAY BY THE  
PROPOSED ISSUANCE BY THE CITY OF  
VIRGINIA BEACH DEVELOPMENT  
AUTHORITY OF UP TO \$5,100,000  
INDUSTRIAL DEVELOPMENT REVENUE  
BONDS FOR THE BENEFIT OF CEN  
UNIVERSITY,

Defendants.

DECREE

This matter, having been regularly matured, set for hearing and docketed, came on this day to be heard upon Motion for Judgment of the Plaintiff, seeking judicial determination, inter alia, of the legality of the proceedings taken regarding certain industrial development revenue bonds (the Bonds) not to exceed \$5,100,000 which the Plaintiff proposes to issue for the purpose of constructing and equipping a student housing facility (the Project) located on the campus of CEN University (the University) in the City of Virginia Beach, Virginia (the City), and the validity of the Bonds when issued;

AND IT APPEARING to the Court that the Motion for Judgment, and the Order entered herein on June 21, 1984, were published as required by said Order and Section 15.1-215 of the Code of Virginia of 1950, as amended, on June 28, 1984, and July 5, 1984, in the Beacon Section of the Virginian-Pilot and the Ledger-Star, a newspaper having general circulation in the City; that at least 10 days after the second publication thereof have elapsed and no party defendant has replied to the Motion for Judgment or appeared;

AND IT FURTHER APPEARING to the Court that the issuance of the Bonds for the Project by the Plaintiff is permitted by Section 11 of Chapter 643 of the Acts of Assembly of 1964, as amended, and does not violate either the Establishment Clause of the First Amendment of the Constitution of the United States of America or Article VII, Section 11 of the Virginia Constitution.

IT IS THEREFORE, adjudged, ordered and decreed that (1) the Plaintiff was duly created pursuant to Chapter 643 of the Acts of Assembly of 1964, as amended (the Act), and is a validly existing political subdivision of the Commonwealth of Virginia, (2) all proceedings heretofore taken in connection with the authorization of the Bonds are legal and valid, (3) the Project constitutes an "authority facility" as that term is defined in Chapter 33, Title 15.1 of the Code of Virginia of 1950, as amended, and the Bonds may be issued by the

Plaintiff to finance the Project, (4) assuming their due authorization, execution and delivery, the Bonds will be valid and binding limited obligations of the Plaintiff and (5) the issuance of the Bonds for the Project will not violate the First Amendment of the Constitution of the United States of America or Article VII, Section 11 of the Virginia Constitution.

ENTERED in Virginia Beach, Virginia, this \_\_\_\_ day of July, 1984.

\_\_\_\_\_  
Judge

We ask for this:

\_\_\_\_\_  
Charles M. Salle  
Assistant City Attorney  
Municipal Center  
Virginia Beach, Virginia 23456  
Counsel for Plaintiff

Vincent J. Mastracco, Jr.  
George L. Consolvo  
Kaufman & Canoles  
Sovran Center  
One Commercial Place  
Norfolk, Virginia 23510  
Special Counsel

A Copy Testa: J. Curtis Fruit, Clerk

2. 7/20/84 J. Curtis Fruit, Clerk

### ASSIGNMENTS OF ERROR

1. The Circuit Court erred in refusing to validate the Conduit Bonds proposed to be issued for Regent.
2. The Circuit Court erred in finding that Regent is ineligible under the Act because of its mistaken conclusion that Regent's primary purpose is "religious training."
3. The Circuit Court erred in finding that the Conduit Bonds would be unconstitutional because of its mistaken conclusion that Regent is an institution where "religious indoctrination thoroughly dominates secular instruction." The Circuit Court:
  - a. failed to consider the indirect aid of the Conduit Bonds and the neutrality of their issuance, both of which render them permissible under the Virginia and United States Constitutions.
  - b. failed to accept the undisputed evidence regarding University practice, which establishes that it is not a place where "religious indoctrination thoroughly dominates secular instruction"; and
  - c. failed to consider the factual and legal distinctions between the Conduit Bonds for Regent and the bonds proposed to be issued for Liberty University in *Habel*, which establish that the Conduit Bonds for Regent are constitutional.
4. The Circuit Court erred by erroneously stating that "taxpayer money" is "used" in the Conduit Bonds.
5. The Circuit Court erred in reaching a result based upon unconstitutional viewpoint discrimination in the provision of neutral and indirect governmental services.