

Mission Statement:

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

SECTION 1: COURSE OVERVIEW

Regent University
School of Law

LAW 512 Foundations of Practice (1 credit hour)
Spring Semester 2019
January 14 – April 24 (13 class weeks)
Location: On Campus

Instructors:

L.O. Natt Gantt, II

Location: RH 341

Office hours: Tuesdays and Thursdays 3:15 to 5:15 p.m., Wednesdays 3:00 to 5:00 p.m.

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Benjamin V. Madison, III

Location: RH 353F

Office hours: Mondays and Wednesdays 3:00 to 5:00 p.m., Fridays 11:30 a.m. to 1:30 p.m. (Note Prof. M holds office hours in the Ordinary on Friday)

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Communications Policy

On weekdays when classes are in session, the professors will typically reply to emails and return phone calls within 24 hours of receipt. The vast majority of information for this class is delivered in class and on the class Blackboard site. To schedule an appointment to meet with the professors, please contact Professor Madison directly and contact Mary Bunch at marybun@regent.edu or 352-4040 for Professor Gantt. If you have technical problems with Blackboard and/or are not able to log in, please contact the

Help Desk/IT department. You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 352-4076.

Course Description

LAW 512 Foundations of Practice (1): Introduction to the lawyer's roles and responsibilities; duties to God, clients, courts, and bar, ethical and moral challenges; and development of a moral code and ethical decision-making framework. Includes assessment of students' God-given gifts, consideration of how their strengths intersect with legal opportunities, and how to pursue a professional calling. Pass/Low Pass/No Pass.

Program Outcomes

1. Upon completing the JD program, the student will be able to demonstrate an understanding of substantive and procedural law and the biblical underpinnings of law.
2. Upon completing the JD program, the student will be able to demonstrate sound legal analysis, legal research, and problem solving.
3. Upon completing the JD program, the student will be able, both orally and in written form, to communicate effectively and appropriately in legal contexts.
4. Upon completing the JD program, the student will be able to articulate the decision-making framework by which the student will make ethical decisions in the practice of law.
5. Upon completing the JD program, the student will be able to perform the skills needed for one entering the legal profession to be able to participate competently and ethically in the legal profession.
6. Upon completing the JD program, the student will be able to create a strategic plan for the student's career path and to follow God's call.

Relationship of Course to Regent's Mission

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

How this course supports the mission:

Biblical Perspective: This course provides an excellent opportunity for students to explore how they are to integrate biblical principles into the study and practice of law. The professors thus will develop biblical perspectives on a lawyers' roles and responsibilities. The class will encourage students to reflect on their commitment to biblical principles and to their moral code, through the readings, reflections, and assignments in the course. Moreover, students will address God's calling for each person to use the gifts

He has given them. The students will be required to explore their own gifts, to consider how those can intersect with opportunities in the legal field, and to develop a plan for pursuing their professional calling.

Global Context: This course will help students develop their self-directedness and professional identity. As lawyers increasingly engage in practices affecting international law and policy and global commerce, learning and understanding their professional identity and role in the profession will promote students' ability to impact positively the global context.

SECTION 2: COURSE REQUIREMENTS

Course Learning Outcomes

This course will examine the roles and responsibilities of lawyers. The examination will include consideration of lawyers' duties (1) to their clients, (2) to the courts, the bar, and other government entities, and (3) to God and their personal ethical code. Readings and exercises will encourage students to reflect on the student's own personal ethical code. Such an examination will require students to consider the extent to which they have integrated biblical principles into their code and how, if they have, they will maintain these principles in law practice.

This course will also explore the reality of God's calling on each person to use their gifts and talents for His Kingdom. Recognizing that discerning God's calling is a process, the course will begin a process of identifying students' gifts through formal assessment tests, through meeting with professors and coaches trained to assist in discernment, and through requiring students to develop a written plan for seeking employment that matches their gifts. The written plan will be addressed again in the upper-level course, LAW 691 Professional Responsibility, in students' second or third year. This first-year course will thus start a process that continues into the students' second year and, ultimately, throughout the students' law school career.

To operationalize the above course purposes, this course has the following specific learning outcomes. How these learning outcomes relate to the program outcomes is indicated in parentheses after each learning outcome:

- 1) Through readings, class discussions, and group presentations exploring biblical virtues related to professional identity, students will better understand these virtues and how they can integrate these virtues into their own personal moral compass and ethical code. (P.O. 4, 5).
- 2) Through readings, class discussions, and a written reflection on the intentional process by which lawyers can deliberate on ethical dilemmas so as to reach decisions, students will experience the process of applying their personal ethical code to simulated ethical scenarios. Moreover, the readings, class discussions, and assigned reflection paper underscore the importance of reaching ethical decisions after a thorough evaluation of all duties and principles at issue and after considering the impact of each potential course of action on the persons or entities implicated by each course of action. (P.O. 4, 5).
- 3) Through readings, the Personality and Vocation Tests administered at the beginning of the class, meetings with their professor coaches, and reflection on the results of these meetings,

students will identify their gifts and thus begin to discern the areas of law in which they may be called to serve God, and to develop concrete plans to pursue employment, internships, or other experiences that will help them discern further where they can best follow God’s call. (P.O. 5, 6).

Course Objectives

Assignments/Evaluations	Course Learning Outcomes		
	CLO1	CLO2	CLO3
Classroom Participation/Meetings with Coaches	X	X	
Group Project on Selected Professional Value	X	X	
Reflection Paper on the Process of Ethical Decision-making	X	X	
Taking Personality and Vocation Test Results, Preparing Written Components as guided by the book, ROADMAP, and Meetings with Coaches to Prepare Written Plan for Seeking Job, Internship, or Other Work Experience			X

Description of how faith and learning will be integrated in the course

As noted above, the professors will develop biblical perspectives on class materials during class lecture and discussions. The professor will also discuss and provide written materials on how particular biblical passages relate to ethical principles that Christian lawyers have incorporated into their personal ethical codes. Students are encouraged to raise biblical concerns in class discussions and, as explained below, are required to integrate biblical principles into their written personal ethical code. Finally, students will be challenged to discern through self-evaluation and work with their coaches a plan to respond to God’s call.

Course Procedures

Attendance –

The professors will take attendance at each class session, and each student has the responsibility to keep track of his or her own absences. The professors reserve the right to assign a grade of “LP” (Low Pass) to any student who misses more than one (1) class session, absent exigent circumstances, and “NP” (No Pass) to any student who misses more than three (3) class sessions, absent exigent circumstances. Moreover, the professors will factor in students’ class attendance in their class participation grade; therefore, students who miss class more than one (1) session may receive a lower class participation grade due to class attendance. Any student who misses more than one class is encouraged to notify the professors of any excuse for his or her absence, as the professors will consider the excuse in determining whether to lower that student’s class participation grade. Students who miss only one class session need not notify the professors of any excuse for their absence. All excuse notifications must be to the professors in writing (email is acceptable).

Blackboard Requirements –

Supplemental course materials will be posted on Blackboard. Students should check the course Blackboard site regularly to access those materials, such as class handouts.

Late assignment penalties –

As discussed below, without an excuse approved by the professors, a student turning in a late paper will lose credit on the assignment.

Class format and participation –

The professors will conduct class primarily by discussing the assigned readings and any exercises distributed before or during class. Class reading assignments in the syllabus will be supplemented from time to time with additional relevant readings.

The class format will consist of discussion, lecture, small group (break-out) discussions, group presentations, and other methods. *The professors plan for and will conduct each class session with the expectation that all students have read the assigned materials and are prepared to discuss the subjects addressed therein.* The professors will call on students in class in order to facilitate this discussion.

In the second part of the course, students will be required to meet with the faculty coach assigned to them during appointed interview times. As part of this requirement, students will prepare a written career development plan based on the required book, *Roadmap: The Law Student's Guide for Preparing and Implementing a Successful Plan for Meaningful Employment* by Neil W. Hamilton.

Each formal class session will include a devotional time. The professors will primary lead the devotions; but because diverse, personal testimonies often serve as a special witness to the power of God at work today, any student who feels led to lead a devotion should approach the professors to discuss their leading. Students must keep their laptop screen down during devotions. If a student needs it up to read Scripture during devotions, that student must let the professor know.

Student feedback –

At the end of the semester, students will be given the opportunity to provide the professors, as well as the law school administration, with written feedback by completing an anonymous online course evaluation. The professors, however, encourage students to bring any concerns about the class to their attention at any time during the semester. The professors welcome at any time students' input, feedback, and constructive criticism on this course.

Required and Recommended Resources

Required

- 1) NEIL W. HAMILTON, ROADMAP: THE LAW STUDENT'S GUIDE FOR PREPARING AND IMPLEMENTING A SUCCESSFUL PLAN FOR MEANINGFUL EMPLOYMENT (2d ed. 2018) (hereafter "Roadmap to Vocation");
- 2) The Holy Bible (any orthodox translation);
- 3) Timothy Floyd, *The Practice of Law as a Vocation or Calling*, 66 FORDHAM L. REV. 1405 (1998), available at <https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=3448&context=flr>

- 4) Larry O. Natt Gantt, II & Benjamin V. Madison, III, *Teaching Knowledge, Skills, and Values of Professional Identity Formation*, in, BUILDING ON BEST PRACTICES: TRANSFORMING LEGAL EDUCATION IN A CHANGING WORLD (Deborah Maranville, et al., eds., Lexis 2015) (available on https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2562507, Westlaw, or LEXIS).
- 5) Benjamin V. Madison, III & Larry O. Natt Gantt, II, *The Emperor Has No Clothes, But Does Anybody Really Care? How Law Schools Are Failing to Develop Students' Professional Identity and Practical Judgment*, 27 REGENT U. L. REV. 339 (2014-2015) (available on https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2414015, Westlaw, or LEXIS)
- 6) Timothy Keller, *Vocation: Discerning Your Calling*, available at http://resurgence.s3.amazonaws.com/files/2011/06/06/Vocation-Discerning_Your_Calling.pdf?1307425464
- 7) American Bar Association, Model Rules of Professional Conduct, at http://www.americanbar.org/groups/professional_responsibility/publications/model_rules_of_professional_conduct/model_rules_of_professional_conduct_table_of_contents.html
- 8) Other readings as assigned during the semester

Recommended

- 1) MICHAEL P. SCHUTT, REDEEMING LAW: CHRISTIAN CALLING AND THE LEGAL PROFESSION (2007)

Grading Scale

Grades for this course will be determined on the following basis:

Pass—Student (1) participates diligently in group presentation on professional values and receives acceptable peer evaluation scores; (2) prepares a thoughtful and thorough reflection paper on ethical decision-making; and (3) completes detailed plan for seeking jobs, internships, or work experience through which to explore the discerned area of calling the student and coach decide is most fitting in light of the student's gifts and sense of calling. Student is fully prepared for class, having read the assignments, and is able to answer any questions in class and any questions posted on Blackboard with the assignments for class discussion.

Low Pass—Student participates in group presentation but does not put forth diligent effort or receives low peer evaluation scores; prepares reflection paper in response to assignment that is late, fails to show meaningful reflection and consideration; and/or fails to prepare a timely and detailed plan for seeking jobs, internships, or work experience. Student is typically prepared for class and able, by having read materials, to answer any questions posted on Blackboard with materials but on one or more occasions is unprepared.

No Pass—Student does not participate in group presentation, prepare a reflection paper, or prepare a plan for seeking jobs, internships, or work experience, and/or is unprepared for class consistently, and/or does not attend class in accordance with the requirements noted above.

Course Schedule

The following is the projected course schedule. *The professors may make adjustments to the readings*

and course schedule as the semester progresses.

NOTE: For the PowerPoint Group Presentations and the Written Assignment, you should post those to Blackboard by 5:00 p.m. on the Due Date. For the Roadmap Component assignments, you should not only (1) post to Blackboard by 5:00 p.m. on the Due Date, but also (2) either deliver or email to your Faculty Coach (of whom you will be informed before that point in the semester). We recommend you note “CONFIDENTIAL” on the Roadmap Component, but, however you deliver it, indicate to the Coach that it is for the Coach’s Review prior to your meeting with the Coach the following Friday.

CLASS	TOPIC	READING ASSIGNMENTS
1/18/19	Introduction and Personality/Vocational Assessments	None
1/25/19	The Lawyer’s Calling	Timothy Floyd, <i>The Practice of Law as a Vocation or Calling</i> , 66 <i>FORDHAM L. REV.</i> (1998), available at https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=3448&context=flr
2/1/19 (Groups 1-4 to post 6-slide PowerPoint presentation to Blackboard by beginning of class on 2/1/19.)	What are the Traits and Values of an Effective Christian Lawyer? Group Presentations (described below): Group 1 —Presentation on Lawyer before 20 th Century who exhibited integrity Group 2 —Presentation on Lawyer in 20 th or 21 st Century who exhibited integrity Group 3 -- Presentation on Lawyer before 20 th Century who exhibited honesty Group 4 -- Presentation on Lawyer in 20 th or 21 st Century who exhibited honesty	Gantt & Madison, <i>Teaching Knowledge, Skills & Values</i> , and other readings to be posted
2/8/19 (Groups 5-10 to post 6-slide PowerPoint presentation to Blackboard by beginning of class on 2/8/19.)	What are the Traits and Values of an Effective Christian Lawyer? 3) Diligence/Excellence;	Gantt & Madison, <i>Teaching Knowledge, Skills & Values</i> , and other readings to be posted

	<p>4) Fairness/Seeks Justice & Truth; 5) Courage/Honor</p> <p>Group Presentations (described below): Group 5—Presentation on Lawyer before 20th Century who exhibited diligence/excellence Group 6—Presentation on Lawyer in 20th or 21st Century who exhibited diligence/excellence Group 7-- Presentation on Lawyer before 20th Century who exhibited fairness and pursuit of justice Group 8-- Presentation on Lawyer in 20th or 21st Century who exhibited fairness and pursuit of justice Group 9—Presentation on Lawyer in 20th or 21st Century who exhibited courage and honor Group 10-- Presentation on Lawyer before 20th Century who exhibited courage and honor</p>	
<p>2/15/19 (Groups 11-14 to post 6-slide PowerPoint presentation to Blackboard by beginning of class on 2/15/19.)</p>	<p>What are the Traits and Values of an Effective Christian Lawyer? 6) Wisdom/Judgment; 7) Compassion/Service/Respect for Others; 8) Balance</p> <p>Group Presentations (described below): Group 11—Presentation on Lawyer before 20th Century who exhibited wisdom/judgment Group 12—Presentation on Lawyer in 20th or 21st Century who exhibited wisdom/judgment</p>	<p>Gantt & Madison, <i>Teaching Knowledge, Skills & Values</i>, and other readings to be posted</p>

	<p>Group 13-- Presentation on Lawyer before 20th Century who exhibited compassion/service/respect for others</p> <p>Group 14-- Presentation on Lawyer in 20th or 21st Century who exhibited compassion, service, respect for others</p> <p>Group 15— Presentation on Lawyer before 20th Century who exhibited balance</p> <p>Group 16-- Presentation on Lawyer in 20th or 21st Century who exhibited balance</p>	
2/22/19	Clarifying One’s Ethical Compass and Making Ethical Decisions	<p>Madison & Gantt, <i>The Emperor Has No Clothes</i>—read following pages: 377-83, 390-93, 397-406) (2014-2015); NEIL W. HAMILTON, ROADMAP: THE LAW STUDENT’S GUIDE FOR PREPARING AND IMPLEMENTING A SUCCESSFUL PLAN FOR MEANINGFUL EMPLOYMENT, selected pages (2018); skim American Bar Association, Model Rules of Professional Conduct, at the link noted above (The Model Rules are taught primarily in the upper-level course Professional Responsibility; they are referred to in discussing “myths” explored by Madison and Gantt in article, and thus you at least need a sense of what these look like and what they address.); will post legal scenario on which student can prepare reflection paper due next week which follows suggested steps to reach a decision consistent with sound ethical principles</p> <p>NOTE: Both comments on the student value presentations</p>

		<i>must be posted on Blackboard by 5:00 p.m. today (2/22). The Decision-Making Paper Assignment described below (based on a hypothetical dilemma we will post for you to address) is due a week from this class.</i>
3/1/19	Discerning One's Calling in the Law	Timothy Keller, <i>Vocation: Discerning Your Calling</i> ; also consider what you have learned from prior readings that helps shed light on the way to discern vocation/calling DECISION-MAKING PAPER DUE TODAY 3/1/19 BY 5:00 P.M.
3/8/19	Outside Speaker Panel from each type of avenue (public service, private practice, etc.)	NEIL W. HAMILTON, ROADMAP: THE LAW STUDENT'S GUIDE FOR PREPARING AND IMPLEMENTING A SUCCESSFUL PLAN FOR MEANINGFUL EMPLOYMENT, select pages (2018); Component 1 of Roadmap to Vocation Due Today, 3/8/19 by 5:00 p.m. (<u>posted on Blackboard and delivered to Faculty Coach either by hand or email</u>)
Working on Roadmap and Individual Sessions with Coaches (Weeks 9-12, in place of class sessions), return for last class with Professor Brauch on how lawyers can influence human law		

3/22/19		<p>Roadmap to Vocation Component 2 (self-evaluation) Due today 3/22/19 by 5:00 pm. <u>posted on Blackboard and delivered or emailed to Faculty Coach</u> (Our School of Psychology and Counseling, which is administering the personality test and the vocation test on the first class, believed strongly that these two tests were validated but that <i>StrengthsFinder</i>, referred to in the ROADMAP book, was not. Thus, you should rely on what you learn from the tests that our School provides in those places where the ROADMAP book refers to <i>StrengthsFinder</i>.) The individual results of the assessments taken at the beginning of the course are not being provided to anyone at the Law School. Thus, your Coach will have only the information you supply to him or her. You can of course ask your Coach to reassure you it will remain between the two of you if you are concerned; that is the protocol we are asking Coaches to follow.</p>
Week of 4/1/19-4/5/19	Meet with coaches to discuss Roadmap Components 1 and 2 and what you have learned about yourself through the personality and vocational assessments (to the extent you want to reveal that information, something we encourage	

	<p>because you will get more from the process if you are more open) and from the readings and class discussions to this point.</p> <p>Decide on initial direction Plan for Pursuing Vocation will take so that you can incorporate in Roadmap</p>	
<p>4/12/19</p>		<p>Completed Roadmap to Vocation Components 3, 4, and 5)—and signed certification on page 55 of ROADMAP book— DUE TODAY 4/12/19 by 5:00 p.m. <u>posted to Blackboard and delivered or emailed to Faculty Coach</u></p> <p>(Exploration in Component 3 of areas of law that you can and want to explore and defining most promising options in light of your gifts and competencies; exploring in Component 4 how you can “tell your story” to employers in the areas of law in which you are most interested and ways in which experiences prior to and in first year of law school can bring value (i.e., help the employer in whatever form of service in law that the employer offers); and planning in Component 5 your remaining time in Law School, internship/externship possibilities, investigation and networking can do to explore paths identified)</p>

<p>Week of 4/15/19-4/23/19— Final Meeting</p>	<p>Meet with coaches to discuss with Roadmap Components 3, 4, and 5. This meeting thus is designed to allow for a more refined discussion of your sense of areas you wish to explore; consider personalized calendar of benchmarks for taking action to move in the direction you and Coach think is optimal, both in the remaining law school years and in pursuing opportunities and strategies to match your talents with the vocation you have, we hope, started to discern as where you are being called to serve.</p>	
<p>4/24/19 (Wednesday): Concluding Session on Ability of Christian Lawyers to Influence Human Law</p>	<p>Thoughts on How God’s Law Can Be Used to Influence Human Law</p>	<p>J. BRAUCH, A HIGHER LAW (2d ed. 2008) (J. Belz, pp. 454-59, J. Warwick Montgomery, pp. 460-62; and D. Skeel & Williams Stuntz, pp. 463-471)</p>

ASSIGNMENTS:

GROUP PRESENTATION

1. The *Teaching Knowledge, Skills & Values* article (see Required reading, with download information) identifies eight professional values that are important to the legal profession. Students have been assigned to one of sixteen (16) groups (with approximately six students per group). You will find your group in the “Groups” section for this Blackboard course. In the blue left navigation panel, you can identify the members of your group by clicking the “Groups” link. The group will be called “Communication Group for final Presentation #.” Once you click on that group you will be able to see who else is part of the group and you can start a conversation using the Group Discussion Board. In other words, we are facilitating the ability of each Group to you communicate with the other members of the group, while choosing the lawyer as the subject of the Group’s presentation, preparing the PowerPoint Slides for the presentation, and practicing the Presentation before giving it on the date assigned above.

2. Each group needs to create a (minimum) 6-slide PowerPoint presentation (including a title slide) to Blackboard by the beginning of class on the date assigned for the Group above. Each group must email its presentation to Prof. Madison and Dean Gantt by 8:00 a.m. on their

presentation date. Each group will deliver its presentation to the class on the date that group's respective value is listed above in the syllabus schedule. Students will be evaluated by their participation and execution of their presentation and by a peer evaluation that each member of the group will complete on the other members.

3. The purpose of the group presentations is to have each group explore exemplars who have demonstrated the values identified. As you can see, we suggest that one can find examples prior to the 20th Century and from the beginning of the 20th Century to the present. If your example is on the border of the eras, you can choose them for your era even if technically the person is not in the strict sense in the era. You will have five minutes to present in class how the lawyer exhibited the value. If you want to suggest ways for students to further read about the lawyer, you can do that; but you should plan for, and practice, a concise presentation. In that vein, not every group member should plan to speak. The presentation, however, is a group one, so those who do not speak should be involved in other significant ways (research, preparation of the PowerPoint slides, etc.). The project is mainly for the group to develop; however, you may consult a professor or librarian about the lawyer you chose to include in your presentation. We realize you are not as familiar yet with the profession as you will become. Your group is ultimately responsible for researching and deciding on a lawyer for the presentation, but you can consult with faculty, lawyers, law librarians, or others to get ideas.

4. *Making the Presentations Available for Comment*. Once the presentation has been finalized, and on the day when you post it (the day of your presentation) your group should post the final product of your presentation in the Discussion Board (found above the Groups link in the blue left navigation panel). There you will find a forum called "Final Presentation." Although one member of the Group may do this posting on Blackboard, list the names of all the group members when posting the final presentation into the Discussion Board. Post the group's final presentation here by creating a thread with the number of the group (ex: "Group 1 Final Presentation"). Once the group's presentation is posted, other students will be able to comment.

- 1) **Comments on Discussion Board:** A second part of the presentations will be student comments on the Discussion Board we have created for that purpose. Every student in this course must post at least two comments on two presentations (one comment per presentation) other than his or her own presentation. The comments should keep in mind the goal of these presentations—to consider lawyers who are exemplars of the virtues and values that many associate with the best our profession has seen. Please refrain from addressing what you perceive to be the quality of your fellow students' class presentation. Instead, focus your comments on the substance of the value addressed, the lawyer's demonstration of that value, and how the lawyer highlighted inspires you to uphold that value. You might also consider how one develops that value and the means by which to protect against compromising the value. You can discuss your own experience or aspirations but are not required to do so. We want to ensure you are engaging with and considering how these values apply to you as lawyers-in-formation. Each of the two required comments must be at least 50 words in length. Both student comments must be posted by **5:00 p.m. on February 22, 2019**. The professors may

disqualify a comment from counting if we deem it as failing to meet the spirit of this exercise. In that case, the student will have to post a comment in place of the disqualified comment.

ETHICAL DECISION-MAKING PAPER

A hypothetical scenario will be posted on Blackboard by **5:00 p.m. on February 22, 2019**. Using the format described below, prepare a written description that seeks to identify the ethical dilemma in the scenario and that follows the specific steps—suggested by the readings and by class discussion—that will resolve the question of how to proceed and will do so in a manner that increases the likelihood of an optimal decision.

Formatting of Written Assignment and Roadmap Component Assignments

The Ethical Decision-Making paper must be between two and three (2-3) double-spaced pages (exclusive of any title page but inclusive of any endnotes) using a 12-point font (10-point single-spaced for any footnotes or endnotes) and one-inch margins. Because the paper is the student's *personal* reflection on the ethical dilemma, students should write in the first person; they must type or print their name at the end of their paper and then sign it (please do not put names on the first page). The professors may penalize students who do not comply with these requirements.

The Roadmap Components should also be double-spaced, should include the Roadmap Component Number and Title (e.g., Roadmap Component 1 "What Is My Value Proposition before Beginning the Roadmap?"), and should use 12-point font (10-point single-spaced for any footnotes or endnotes) and one-inch margins. The length of these ought to be proportional to the time allocated. For instance, Component 1 is estimated at this point—because class discussion and written assignments will have prepared you—as taking a quarter of an hour. Conversely, Component 2 is estimated as a 2-hour project, and Component 3 as 1.25 hours.

SECTION 3: POLICIES & PROCEDURES

This section covers policies related to academic integrity, accommodations, and University policies and procedures.

Christian Foundations of Academic Integrity

Biblical. Regent University affirms the Biblical commandment of "thou shalt not steal" (Ex. 20:15). In the context of academic integrity, this must be understood in the larger framework of "love thy neighbor as thyself" (Matt. 22:39) as well as "render therefore unto Caesar what are Caesar's; and unto God what are God's" (Matt. 22:21). Paul writes from this framework of love and respect when he says, "Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed" (Rom. 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the biblical standard of honest, hard work as a key to respecting each other's personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, "Let him labor, doing honest work with his own hands, so that he may have

something to share with anyone in need” (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

Philosophical. Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright—diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

Legal. Finally, Regent University affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian’s responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Rom. 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.

Accommodations for Students with Disabilities

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Regent University will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services. http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm

University Policies and Procedures

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at

<http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>