



Valor University

Catalog

2025-2026

Effective 07/01/2025 – 06/30/2026

Valor University

1941 Westborough Dr., Katy, Texas 77449
Phone: (515) GO-VALOR / (515) 468-2567
<https://www.ValorUniversity.org>

Welcome to Valor University

Valor University was established with you in mind, offering a transformative journey through higher education at a time when knowledge and leadership are of paramount importance. Our institution stands as a beacon of excellence dedicated to providing the highest quality of education. Our degree programs are built upon meticulously curated course content designed to ensure your engagement with cutting-edge theories and practices tailored to meet the demanding standards of a broad array of professional fields.

Whether you aspire to forge a career in business management, religious studies, organizational leadership, music theory, or the nonprofit sector, Valor offers customizable pathways to success. Our distinguished faculty exemplifies exceptional pedagogy, delivering impactful learning experiences that inspire students to realize their fullest potential.

The flexibility of our online courses empowers you to pursue your educational goals asynchronously, creating an environment conducive to learning and personal growth.

Welcome to Valor University, where your aspirations are nurtured and your future is forged with excellence.

Warm regards,

Dr. Rob McKee, BA, MA, DMIN
President - Valor University



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ABOUT THE UNIVERSITY

University Mission Statement

Valor University equips students for exceptional leadership and educational success using elite higher education and spiritual formation in the Pentecostal Christian ethos.

Vision Statement

Our vision at Valor University is to be a Christian institution of higher learning committed to quality education with a biblically based substratum. We aspire to offer a wide array of programs fostering academic excellence and producing spiritually sound leaders with professional skills.

Core Values

As a Christian University – we are committed to these core values:

1. To equip leaders in their chosen professions to contribute authentic help and hope to their world in contextually appropriate ways.
2. To remain overtly apostolic in faith, practice, and Pentecostal in ethos.
3. To be responsible stewards of the resources entrusted to us.
4. To provide a context for engaging intellectual, ethical, lifestyle, and cultural issues by discerning and formulating Christ-centered responses to these challenges.
5. To provide academic programs, delivery systems, and organizational and physical infrastructures that are exceptional in every way.
6. To conduct research to act as a change agent in communicating the unmatched potential for human wholeness, which is found in the Christian message.
7. To serve as a leading center of excellence for Christian thought and action.

Philosophy

Valor University has a foundational philosophy that provides a contextual framework for the pursuit of its mission.

1. Humans, as citizens of an amenable universe, are uniquely bearers of potential which is greater than the sum of finite individuality. Herein is the source of human dignity, destiny, and responsibility.
2. Individual wholeness originates in the human spirit.
3. Full individuality is possible only through full participation in one's world.

4. Individual human worth assumes a distinction that transcends mere survival, making creative and substantive contributions to the greater society a worthy and fulfilling pursuit. Society is more than a collective effort to survive. Herein is the meaning and nobility of work.
5. Human potential is to be developed. Valor University is an agent of exploration and development of this potential by facilitating individual efforts to bring this potential from abstract vision to concrete reality.
6. As a Christian university, Valor University attempts to lead the student to explore these challenges and possibilities in the anticipation, direction, and understanding of the Christian message.
7. Valor University is established on the premise that the public good is affected most enduringly by focusing on individual good. The public character of the community is the cumulative total of individual character, knowledge, and wisdom. Thus, Valor University is committed to, at the highest standard possible, the optimum development of individual student character, learning, understanding, and application of these principles to everyday life.

Christian Faith: What We Believe

Valor University, in its endeavor to bring authentic education to its students, which, in turn, can provide genuine hope to the people to whom they minister, shall forever maintain the Bible as its primary and foundational textbook. Because human hope—as well as treatment of all seminal questions and issues of ultimacy—are found therein, all courses of study and classroom activities, as well as the conduct of the entire university, shall be in harmony therewith.

The university is founded upon the truth that:

1. The Bible is a revelatory, divinely inspired, inerrant book. It is the only written document that contains the full and final revelation of God's provision and will for man.
2. God, the Father of all, is revealed to man in the person of Jesus Christ, who is the incarnated revelation of God to mankind as presented in the Bible.
3. Jesus Christ reconciles mankind from historic estrangement from God. A way is thus provided for reinstatement of man to his rightful place as the bearer of the image of God. This reinstatement is salvation.
4. By this reinstatement of relationship, "all things become new." Through this reinstatement, new dignity is attached to all things, including God, others, work, and self.
5. The University embraces the lordship of Jesus Christ and further believes that the apostles revealed the mind of Christ. The consequence of this belief is that their teaching on any matter takes precedence over what may have been or may be taught by churches historically or currently.
6. It is the mission of the church to make known to all this gracious provision and to:
 - a. Make known how one can appropriate these benefits to oneself and avoid negative judgment on one's life.

- b. Provide guidance for exploring and grasping the meaning of life and the world and one's relationship to this world.
- c. Supply a place for fellowship, encouragement, nurturing, course corrections, and ongoing assistance and instruction.
- d. Make known the ongoing importance and ultimate benefits of adherence to a life transformed in Jesus Christ.

The above brief statements involve an entire worldview as broad as life itself. As a result of their breadth, these statements have many implications and conclusions. It is the role of Valor University to provide insight and understanding, to shed light on these seminal truths of life itself, and to equip graduates to minister this hope to their world in a healthy and optimally beneficial way.

Academic Freedom Policy

General Academic Freedom Policy

"Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition" (1940 Statement of Principles on Academic Freedom and Tenure).

Within Valor University, we believe that all truth is from God and can be identified as God's truth. Furthermore, the shape and manner of man's creation allow man to seek, find, and grasp truth. While the truth is pristine, its pursuit, regardless of the degree of qualifications of the human seeker, cannot but always be, to varying degrees, partial.

We also affirm that the knowledge of truth will always be incomplete due to human fallibility, which is endemic to the race, regardless of educational or academic credentials. Academic freedom thus guarantees freedom of inquiry in this ongoing search for (and of) truth. As a Christian university, such inquiry shall be carried out from a Christ-centered perspective with maturity, careful judgment, and civility within the comprehensive representation of the Christian faith that is present within this university. Accordingly, Valor University affirms its commitment to freedom of inquiry and expression in academic undertakings.

The university acknowledges that historically, academic freedom is defined both by accepted academic standards, as well as by the institutional mission and character. Valor University is committed to an academic community characterized by the freedom to engage in rigorous scholarly inquiry and expression within an intellectual context shaped by the Pentecostal Christian tradition. Valor University encourages and supports the pursuit of scholarly inquiry and expression in and by the faculty and students. The school also encourages this pursuit of scholarly inquiry and expression in a manner that extends and enriches the academic disciplines out of the unique resources provided by our institution's identity.

Thus, at Valor University, academic freedom is defined both by the commonly accepted standards of the academy as well as by those commitments articulated in the documents that are central to the university's identity as a Christian university. These documents articulate the central

commitments that shape the academic community and, thus, the practice of academic freedom at Valor University: a belief in God, who is the Creator of all things through the divine Word and Spirit, which became incarnate in the person of Jesus Christ who is Savior of the world as the creator of all things, and in personal abiding in individuals by the Holy Spirit. These truths are exhibited in Scripture, which is God's authoritative and infallible revelation, and in the Christian community as an expression and vehicle of God's redemptive work in this world.

Principles for Students

The student is responsible for learning and demonstrating mastery of the content and skills of a course of study while participating actively in the course's intellectual community, according to standards of performance established by the faculty. The student has a right to academic evaluations that represent the course instructor's good-faith judgments of performance. Course grades shall represent the instructor's professional and objective evaluation of the student's academic performance. The student shall have the right to know all course requirements, including grading criteria and course procedures, at the beginning of the course.

1. To overcome the presumption of good faith, it must be demonstrated that an evaluation was based entirely or in part upon factors that are inappropriate or irrelevant to academic performance and applicable professional standards.
2. The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.
3. The student shall be free to take reasoned exception to information and views offered in the instructional context and to reserve judgment about matters of opinion without fear of penalty or reprisal.
4. The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned.
5. The student has a right to be governed by educationally justifiable academic regulations and professional standards. The administering unit shall inform students in writing of such regulations, including codes of professional behavior, at the time of the student's entry into the academic program.
6. The student has a right to accurate, timely, and clear information in writing at the time of entry into an academic program concerning (a) general academic requirements for establishing and maintaining an acceptable academic standing, (b) the student's academic relationship with the university and the details of any special conditions that may apply, and (c) graduation requirements for the student's academic program.
7. Students are responsible for informing themselves of university and department requirements as stated in publications and the university catalog. In planning to meet such requirements, students are responsible for consulting with their Success Coach.

8. The student has a right to protection against improper disclosure of his/her education records and personal information such as values, beliefs, organizational affiliations, and health.
9. The student has a right to be protected from personal exploitation and to receive recognition for scholarly assistance to faculty.
10. The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility.

Location

Valor University offers distance education programs, and coursework is completed at a location determined by the student. The administrative office of Valor University is located at 1941 West Borough Dr., Katy, Texas 77449. The administrative facility consists of offices, a conference room, a recording studio, and storage areas. University equipment includes computers, laptops, desks, chairs, tables, studio equipment, and servers. Student technology requirements to participate in a distance education program can be found under University Academic Information, Learning Environment.

History

Valor University has its roots in leadership training since 2001 when Dr. Rob McKee launched training courses for young ministers with a desire to lead, teach, administrate, and preach the gospel of Jesus Christ. As a Senior Pastor and church planter, Dr. McKee founded *Ministers in Training*, educating students in a vast array of skills related to both divinity and educational aspects beneficial for secular careers. As a recognized expert in ministry with a doctorate in revitalization, he has authored books and training materials focused on organizational, institutional, and ecclesiastical revitalization, fostering ministry growth and exploring foundational concepts and ethics for diverse communities.

Upon realizing the need for more teachers and training subjects, other notable instructors were added to the pedagogical roster, including ordained ministers, business leaders and owners, engineers, and fantastic, qualified Christian and Organizational Leadership instructors with varying graduate and postgraduate level degrees. *Ministers in Training* has taken on a new venue, now sporting the name Valor University, and has online training programs geared to reach students globally.

In addition to undergraduate and graduate-level education, under the direction of Dr. Rob McKee, The Pentecostals of Katy founded and maintains Katy Christian Academy, offering Christian education to children in grades K-12.

Valor University now offers Graduate Certificates and Concentrations for Master of Arts in Leadership degrees to be articulated by other institutions.

State Authorization

Valor University is a private institution seeking approval to operate by the Texas Higher Education Coordinating Board (THECB). Approval to operate means the institution is compliant with state standards as set forth by the Texas Educational Code and Texas Administrative Code. Please note that the THECB does not endorse the programs offered by the institution, and approval does not imply that the institution exceeds minimum state standards.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Texas Higher Education Coordinating Board at:

Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, TX 78752
Phone: (512) 427-6201
Toll-Free Telephone: (800) 242-3062
Website: www.thecb.state.tx.us
Fax: (512) 427-6127

A student or any member of the public may file a complaint about this institution with the Texas Higher Education Coordinating Board by calling (512) 427-6127 or by completing a complaint form, which can be obtained on the bureau's website www.thecb.state.tx.us.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private post-secondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (512) 427-6127 or by visiting www.thecb.state.tx.us.

Valor University continually works to meet state and federal authorization requirements outside of Texas.

Accreditation

Valor University is currently not accredited but is seeking articulation agreements with other accredited institutions of higher learning and exploring options to operate as an extension campus of an accredited institution of higher education. National accreditation is a primary goal for Valor University, which will allow Federal Student Loans via FAFSA to be an option for Valor students.

Financial Standing

Valor University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in

bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

**NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND
CREDENTIALS EARNED AT OUR INSTITUTION**

The transferability of credits you earn at Valor University is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Valor University to determine if your credits, degree, or certificate will transfer.

Valor University Calendar 2025 – 2026

The Catalog is effective for the academic year 2025–2026,
which begins July 1, 2025, and ends June 30, 2026.

FALL TERM 2025

Independence Day – University Offices Closed July 4
 Labor Day Holiday – University Offices Closed September 1
 Thanksgiving Holiday Break November 27
 University Offices Closed..... Nov. 26, 27, and 28
 Christmas Holiday Break..... December 16 – January 5
 University Offices Closed December 25 – January 1

SPRING TERM 2026

Martin Luther King, Jr. Day Holiday – University Offices Closed January 19
 President’s Day Holiday – University Offices Closed February 16
 Spring Break April 1 – April 6
 Easter Holiday (Observed) – University Offices Closed April 20
 Memorial Day Holiday – University Offices Closed..... May 25

2025 – 2026 Academic Calendar

Valor University
Graduate

FALL TERM 2025 August 25 – December 15, 2025

- Session 1August 25 – October 13
- Session 2.....October 21 – December 15

SPRING TERM 2026January 13 – April 27, 2025

- Session 1..... January 13 – March 2
- Session 2 March 10 – April 27

SUMMER TERM 2026May 5 – August 17, 2025

- Session 1..... May 5 – June 22
- Session 2June 30 – August 17

Academic Information

Catalog: Academic Role

This catalog is designed to provide authoritative academic information and guidance to students, alumni, faculty, and staff of Valor University, as well as to the public. For the student investigating his or her academic future, it provides all the basic information about programs, admissions, finances, and requirements for academic progress and graduation. With this information, a potential student may make a wise and informed choice regarding university attendance. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

For currently enrolled students, this catalog outlines the requirements necessary for the successful achievement of educational goals. The information should be used for “mapping out” an individualized academic plan and provides the parameters by which that plan may be implemented and accomplished. It serves as a contract between the university and the student. Although the catalog requirements may be revised periodically, it is the student’s right to remain under the catalog in effect at the time of matriculation. Non-continuous enrollment or change of program will nullify this right. If a student is absent from the university for a calendar year, reentry will automatically be under the requirements applicable at the time of reentry. However, if it is to a continuing student’s advantage, he or she may provide a written request to be placed under the guidelines of new or modified degree requirements published in the most recent catalog.

For the graduates of the university, this catalog serves as a resource for providing definitions and details of the nature of work completed. This information may be accessed by employers, certifying boards, or other educational institutions for verifying the content and scope of Valor University academics.

Valor University reserves the right to change without notice any statement in this publication concerning, but not limited to, policies, tuition, fees, curricula, and classes.

Family Educational Rights and Privacy Act of 1974

Valor University permits enrolled students visual access to educational records such as high school transcripts, college transcripts (if a transfer student), and a transcript of their coursework completed at Valor University. * This policy complies with the Family Educational Rights and Privacy Act (FERPA) of 1974.

**An appointment with the Registrar’s Office staff may be required.*

Valor University considers the following to be “Directory Information” and may disclose such information to third parties without the consent of the student unless the student has directed the university in writing not to release such information about him/herself: Name, enrollment status (including current enrollment, dates of attendance, full-time/ part-time status, graduation (anticipate or actual), withdrawal, honors received (e.g. Honor’s List), permanent address, dates of enrollment, classification, degree program(s), major(s), participation in officially recognized university activities, and the most recent previous educational institution attended by the student.

No other information contained in the student's permanent educational record is released to others, including parents or spouse, without the written consent of the student, unless the student is claimed as a dependent. Exceptions that permit the release of information without consent in each case include disclosure:

- a. to school officials who have a legitimate professional right to the information.
- b. for purposes already authorized by the student.
- c. in cases of legal compulsion (i.e., court order or subpoena).
- d. in a situation where the safety of a person or property is involved.

A school official is defined as:

- a. a person employed by the university in an administrative, supervisory, academic, research, or support staff position.
- b. a person or company with whom the university has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees.
- c. a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

Valor University reserves the right to contact a student's parent(s) or guardian(s) when a situation (e.g., discipline, health, etc.) is deemed extreme, endangering the student or the Valor University community. A student's academic record and placement file will be kept confidential by responsible campus personnel.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures of Valor University's compliance with FERPA. The Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4605. Website:
<http://www.ed.gov/policy/gen/guid/fpc/index.html>.

Retention of Student Records

The following items from a student's record are retained permanently:

- Application
- Statement of Purpose
- All transcripts
- References
- Test scores
- Acceptance letter(s)
- Grade reports
- Requests for information (i.e., transcripts, verifications of any kind)
- Disciplinary correspondences

Student records retained for five years:

- Registration forms
- Financial records

Access to Records

All requests for access to records shall be presented in writing to the Registrar. That office shall specify the time and way records may be inspected. The administrator shall provide any necessary explanation or interpretation of the records. Copies of any records, except academic records and test scores, may be obtained at the current copying rate. The release of permissible academic records will require a written/signed request in advance and will be subject to copying fees. As a matter of professional courtesy and standard operating procedure, the university's policy is not to release copies of academic records from other institutions, either to the student or to a third party. The student should request such records from the institution of origin. The student has the right to challenge records that he/she thinks are inaccurate or misleading. Such appeals must be submitted in writing to the Registrar.

Diplomas

All degree requirements must be completed and certified by the university Registrar, and all financial obligations must be cleared with the responsible University offices before diplomas are made available to students.

Non-Discrimination Statement

As a Christian community, Valor University is committed to a biblical perspective that values reconciliation, inclusion, and equity. By encouraging an environment that includes people from all backgrounds and treating every person with respect, dignity, and love, the university seeks to foster an understanding and appreciation of diversity that is consistent with scriptural teaching and prepares one to serve effectively in a global community. The university pursues ideas, practices, programs, and relationships that facilitate interaction with those different from one another to expose members of the university community to the benefits gained from living in a pluralistic society.

As a private religious institution, the university reserves the right to exercise preference based on religion in all its employment practices and student admissions.

Valor University, in accordance with applicable federal and state laws and university policies, does not discriminate based on race, color, national origin, gender, age, disability, or status as a veteran. This nondiscrimination policy covers admission, access, and operation of university programs and activities. (This policy is in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act; Title III and Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975).

The Vice President for Student Affairs is the Compliance Officer for Title IX issues. Inquiries regarding such related nondiscrimination policies should be directed to the Vice President for Student Affairs, Phone: (515) 468-2567.

Policy on Harassment and Non-Discrimination

Valor University is committed to providing a work environment free of unlawful discrimination and harassment. University policy prohibits harassment and discrimination based on pregnancy, childbirth, or related medical conditions, race, religious creed, color, gender, national origin, or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other status protected by federal, state, local law, ordinance, or regulation. All such discrimination or harassment is unlawful and will not be tolerated. The university's anti-discrimination and harassment policy applies to all persons involved in the operation of the university and prohibits unlawful harassment or discrimination by any student, employee, supervisor, manager, vendor, customer, or other persons. Discrimination and harassment based on the perception that a person possesses the characteristics of, or belongs to, a legally protected status or class of persons is unlawful. Similarly, harassment based on a person's association with a person who has, or is perceived as having, the characteristics of, or who belongs to a legally protected status or class of persons, is unlawful. Valor University operates in compliance with all applicable federal and state nondiscrimination laws and regulations in conducting its programs, activities, and in its employment decisions. Such laws and regulations include:

- **Title VI of the Civil Rights Act of 1964**, which prohibits discrimination based on race, color, and national origin in the programs and activities of the university. This policy of non-discrimination also complies with Internal Revenue Service Revenue Ruling 71-447 required for maintaining the university's tax-exempt status.
- **Title VII of the Civil Rights Act of 1964**, prohibits employment discrimination based on sex, race, religion, color, or national origin.
- **The Age Discrimination in Employment Act of 1967** prohibits age-based discrimination against persons aged forty and over regarding employment decisions.
- **Section 504 of the Rehabilitation Act of 1973** prohibits discrimination based on disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of its programs and activities.
- **The Age Discrimination Act of 1975** prohibits age-based discrimination against persons of all ages in programs and activities of the University.
- **Title IX of the Education Amendments of 1972**, which prohibits all forms of discrimination based on gender (including sexual harassment) in programs and activities of the university, except where the university has been granted exemptions based on its religious tenets.
- **The Americans with Disabilities Act of 1990 (Public Law 101-336)**, the purpose of which is to afford the disabled equal opportunity and full participation in life activities and to prohibit discrimination based on disability in employment, public service, public accommodations, telecommunications, and transportation.

As a religious institution, the university is exempt from certain provisions in the above-stated laws and regulations relating to discrimination based on religion. Federal civil rights laws make it

unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. It is unlawful for the university to retaliate against an individual for bringing concern about a possible civil rights problem to the university's attention. It is also unlawful to retaliate against an individual because he or she made a complaint, testified, or participated in any manner in an Office of Civil Rights investigation or proceeding. Thus, once a student, parent, faculty, staff, or other individual complains formally or informally to the university about a potential civil rights violation or participates in an Office of Civil Rights investigation or proceeding, the recipient is prohibited from retaliation (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individual's complaint or participation.

Prohibited unlawful harassment or discrimination includes, but is not limited to, the following behavior:

- Treating a person differently, on any of the basis listed in the paragraph above, with respect to using, accessing, or benefiting from the University's educational program. Example: the university may not subject students or employees to different standards of conduct in connection with a disciplinary matter on any of the basis listed above.
- Verbal conduct such as epithets, derogatory jokes or comments, slurs on any of the basis listed above, unwanted sexual advances, graphic verbal commentaries about an individual's body, sexually or otherwise degrading words used to describe an individual on any of the basis listed above, suggestive, obscene letters, notes, invitations, or comments.
- Visual displays such as derogatory posters, photography, cartoons, drawings, or gestures on any of the basis listed above.
- In the case of sexual harassment claims, physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of gender, race, or any other protected basis.
- In the case of sexual harassment claims, threats, and demands to submit to sexual requests as a condition of appointment, admission, academic evaluation, or administrative consideration in return for sexual favors; submission to or rejection of such conduct is used as a basis for a personnel decision, an academic evaluation, or administrative consideration affecting an individual, and retaliation for reporting or threatening to report harassment.

Disability Accommodations Services

The policy of Valor University concerning students with learning disabilities is as follows:

Learning disabilities shall be any documented physical, mental, emotional, or cognitive impairment that has an adverse effect on the student's ability to acquire, process, and/or recall typical college class content. Documentation must be recent, within three years of enrollment, and must have been completed by an appropriate professional (*e.g., State Licensed Psychologist or School Psychologist*). Documentation shall include both appropriate tests of learning abilities as well as interview material. It is recognized that some students have learning disabilities that have not been documented, and they may meet admission criteria and, therefore, may be admitted without such disclosure.

Students with known learning disabilities will be admitted to Valor University if they meet all admission criteria. Valor University does not have any special programs designed to meet learning disability needs.

Students with current professionally documented learning disabilities may be given the following considerations:

- Permission to test verbally or in smaller increments than otherwise scheduled, but no smaller than one chapter of the text at a time.
- Permission to have extended time to complete tests.

Students seeking accommodation should obtain a Disability Verification Form from the Disability Accommodations Coordinator. This office can be reached by emailing Registrar@ValorUniversity.org. Each case will be evaluated individually based on the documented learning disability. The Disability Accommodations Coordinator will prepare a written response to the student's request, naming the disability and stating what accommodation will be provided. The Disability Accommodations Coordinator will send an electronic copy to the student. The student will be responsible for presenting this document to their instructor at the beginning of each course.

Learning Environment

To be successful, students need to be able to obtain or have access to two key tools. First, since the academic programs of Valor University are offered completely online, students are responsible for having access to a computer that meets the minimum technical requirements to ensure success in the program. Technology requirements are as follows:

Windows Users

Windows 7 or greater

10/100 Ethernet connection

Soundcard & Speakers

Firefox, Chrome, Safari, or Microsoft Internet Explorer

Mac OS User

Mac OS X or higher (in classic mode)

10/100 Ethernet connection

Soundcard & Speakers

Apple Safari, Firefox, Chrome

iPad Users

iOS 5.1 (or latest)

Screen Resolution

We recommend setting your screen resolution to 1024 x 768 pixels.

Software

Adobe Reader (8 or higher)

Adobe Flash Player (18 /higher)

Microsoft Word (2007 higher)

Internet Connection

Broadband: (LAN, Cable, or DSL) connection is highly recommended for optimal student experience and is required for all technical programs. Satellite and/or Cellular (3G/4G) may also be used.

Second, students are expected to obtain the required books for each course. Instruction typically consists of readings (using texts and online links), lectures (usually recorded lectures and audio lectures with PowerPoint presentations), and threaded discussions. Graded assignments may include papers, quizzes, projects, journals, and practicum assignments. A computer with Internet access and the required texts are necessary tools for a successful educational experience.

Community standards are in place for the express purpose of creating an environment conducive to learning and personal growth. Such standards include a professional instructional climate and a classroom environment that promotes positive learning experiences. Students are encouraged to conduct themselves professionally, with respect for both fellow students and faculty. The university reserves the right to act in situations where student behavior violates established policy, detracts from the ability of students or faculty to function effectively in the learning environment, or is disruptive to the teaching-learning process. Such action may include disciplinary procedures issued by the faculty or may lead to suspension from class or expulsion from the university.

Only regularly enrolled students may attend classes unless advance permission is secured from both the instructor and the university administration.

Course Appropriate Communication

Active involvement in courses and regular communication with other students and instructors, directly or by electronic media (dashboard, threaded discussions, text messages, and email communications within Canvas) and any other form of electronic communication, are consistent with Valor University's expectations and essential to academic success. However, students should take care that their communications and the content of electronic messages remain consistently relevant to the course and supportive of one another. At times, even personalized messages requesting prayer or offering encouragement can be appropriate. Students are to refrain from forms of inappropriate communication such as: forwarding "junk mail," selling products or services, sending messages of mere personal interest, or misusing contact information for malicious or sexual communication.

Participation in Educational Effectiveness Research

Valor University seeks to continuously improve its programs and services to better meet student needs. Accordingly, students are expected to complete course evaluations and student surveys and may be asked to provide valuable feedback through focus groups and interviews.

Admissions

Admission requirements for students are outlined below. Personnel from the Admissions Office assist students through the admission process.

Degree and Certificate Programs

Entrance into a certificate or degree program is based on the following criteria:

- Submission of a completed application with an application fee (\$40 non-refundable).
- Submission of a 200-word Statement of Purpose in response to the following question:
 - *How will studying at Valor University further my personal, professional, and educational goals?*
- Submission of the following to qualify for admission:
 - High school transcript indicating completion of a high school diploma and a minimum cumulative grade point average (GPA) of 2.5 on a 4-point scale.
 - General Education Development (GED) credential with a status of Pass for the Total Score. The current requirement for a passing grade is a minimum score of 145 on each model and 580 on the entire test battery (all four parts combined). However, the requirements at the time of the test will be upheld.
 - If applicable, official transcripts from all colleges and universities previously attended must be submitted as well.

NOTE: *Students may enroll in Certificate programs without any prior college coursework. However, students may not start their Major Course Sequence until they have completed at least thirty-six college credits, including English Reading & Composition (48 credits before the Major is recommended). Students may earn such credits at Valor University, or they may complete the requirements elsewhere. For policies regarding transfer credits and credits by examination, see the "Academic Policies and Regulations" section in the Catalog.*

Any applicant not meeting the above-stated requirements may petition for special consideration by the Enrollment Management Committee (see below under "Acceptance Process"). Students who have been placed on academic suspension, or disciplinary probation or suspension, by another educational institution within the past 12 months will not be admitted.

Dual Enrollment

Valor University offers dual enrollment, which allows high school students to earn credit toward their high school diploma and a college certificate or degree. For eligibility requirements, contact the Admissions Office.

International Students

In addition to the admissions requirements mentioned above, international students must submit the following documents no later than eight weeks prior to the start of the Valor University program:

- **Transcript Translation and Evaluation.** Transcripts from colleges or universities outside the U.S. must be accompanied by an English translation and a detailed evaluation completed by an independent agency specializing in foreign academic credentials (at the applicant's expense). All foreign college/university transcripts must be sent to an agency that evaluates and translates transcripts into the United States grading system. We recommend five international Academic Credential Evaluation Services: 1. World Education Services; 2. American Education Research Corporation; 3. Global Services Associates; 4. International Educational Research Foundation; and 5. Academic Credentials Evaluation.
- **English Proficiency.** International students for whom English is a second language may be asked proof of English language proficiency in the form of either the required TOEFL score (Test of English as a Foreign Language) or the required IELTS score (International English Language Testing System) earned within five years of the admission date:

**English Language Proficiency Standards
Online Graduate Students**

	Full Acceptance	Provisional Acceptance
TOEFL internet-based test	86	71-85
IELTS (other programs)	6.5 overall band score 6.0 sub-score	6.0 overall band score

Students admitted on a provisional basis may take one course per session if they maintain a GPA of 3.0. Students' classification will change from provisional acceptance to full acceptance when they earn the required TOEFL or IELTS score or when they fulfill the requirements of the exemption policy (below). All other requirements must be met, including the minimum GPA for the Valor University degree program.

International students may apply for a waiver of the English proficiency requirement if one of the following conditions is met:

- The student is from a country or region that has English as its official or educational language.
- The student has successfully completed higher education studies in an English-speaking country or institution.

Any waiver application must be approved by the VP for Student Affairs and the Vice President for Academic Affairs.

Visa Services

Valor University does not offer visa services to prospective students from other countries or English language services. Valor University will verify student status within FERPA guidelines at no cost.

Valor University does not offer English as a Second Language instruction.

All instruction occurs in English. English language proficiency is documented by:

1. The admissions interview.
2. Receipt of prior education documentation as stated in the admission policy.
3. If applicable, documentation stated under International Students.

Application Procedure

You may contact the Admissions Office at any time to receive further information about programs or to determine your eligibility (515) 468-2567. Valor University does not accept ability-to-benefit applicants/students.

Acceptance Process

Once applicants' files are complete (application, application fee, and transcripts), the Admissions Advisor evaluates those files and notifies students of their acceptance status.

- Full Admission: If the advisor determines that applicants meet the admissions requirements and that their chosen program is an appropriate fit for their educational and professional goals, then the Registrar sends a letter granting "full admission."
- Probationary Admission: NOTE: This option will only be available after Valor begins offering undergraduate programs. If applicants meet all admission requirements except for the academic criteria, then the Registrar may grant "probationary admission" according to the following policy:
 - Applicants to online undergraduate programs must hold a 2.5 high school GPA. Additionally, transfer students must have a 2.0 cumulative GPA.
 - Probationary students receive a personalized plan with conditions. Probationary status will be removed when the student has met the conditions.
 - Probationary admission is not automatic but only when evidence indicates that students have the ability to succeed in their chosen program.
- Provisional Admission: For planning purposes (e.g., tentative enrollment counseling and academic advising), the Admissions Advisor may grant provisional acceptance based on unofficial transcripts. In such cases, the student's status automatically shifts to full admission or probationary admission if official transcripts confirm the information found in the unofficial transcripts.

Official transcripts are crucial for determining students' academic classification (freshman, sophomore, junior, or senior) and their remaining degree requirements. Without them, students may take courses they do not need. Accordingly, Valor University protects

students by not allowing them to begin coursework until their application files are complete.

Financial Information

Applicants should have a clear understanding of expenses in mind when making a final choice. The Student Accounts Department is available to assist students with answering questions related to cost and payment options at (515) 468-2567.

Valor University does not currently participate in federal or state financial aid programs, although we are working feverishly toward that goal.

If a student receives a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

Tuition and Fees

Valor U Program	Application Fee Non-Refundable	Tuition*	Technology Fee**	Portfolio Fee	Graduation Fee	Student Tuition Recovery Fund (Non-Refundable)	Total Charges***
Music Leadership Graduate Certificate	\$ 40	\$ 3,000	\$ 60	\$0	\$ 25	\$ 0.00	\$ 3,125
Organizational Revitalization Graduate Certificate	\$ 40	\$ 3,000	\$ 60	\$0	\$ 25	\$ 0.00	\$ 3,125

* Not catalog right dependent. Each year students will be subject to potential tuition changes.

** If the program is spread across two semesters, another \$60 technology fee will be applied.

*** Estimated charges for the period of attendance and the entire program is based on 2025-2026 tuition rates.

Books

Students are required to purchase textbooks prior to the first day of the course.

The estimated total cost of textbooks for each program is as follows:

- Organizational Revitalization Graduate Certificate (12 credits) \$200
- Music Leadership Graduate Certificate (12 credits) \$200

Additional Fees, as applicable (non-refundable)

- Technology Fee – Certificates (per semester) \$60
- Late Semester Registration Fee \$50
- Add/Drop Fee \$25
- Petition for Incomplete Fee \$50
- Service Charge for Returned Check \$25
- Late Payment Fee, 10 days after the due date \$25
- Graduation Petition Fee (certificate programs) \$25
- Transcript Fee per Copy \$10

Financial Obligation

All charges are due in full at registration. Enrollment is not complete, and students may not participate in classes until satisfactory financial arrangements have been established by signing the Enrollment Agreement.

Monthly Payment Plan

Students can elect to follow an interest-free payment plan or pay their bill in full. However, past-due payment fees may be charged.

Failure to meet payments due to the university could result in students being prohibited from taking future courses. Students must have a zero balance on their accounts by the end of each academic term. If the account is not paid when due, the student will be responsible for all costs incurred by Valor University to collect the unpaid balance due and owing. Such costs may include, but are not limited to, late fees, collection costs, attorney fees, and court costs.

Participation in commencement and registration for further courses will be permitted only after all financial obligations to the university are satisfied.

Refund Policy

All fees are non-refundable after the cancellation period. A tuition refund must be requested in writing. Refunds are processed 7-10 days after the request has been received and funds are in the student's account. A student shall be assessed tuition charges by the term. When a student withdraws from a course for any reason, the portion of the tuition considered earned shall correspond to the number of weeks the student attended.

For determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students, scheduled days are based on a five-day week, which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 61.051 of the Coordinating Board regarding the establishment of standards for the operation of higher education institutions, including academic calendars.

This system (1) protects students from the burden of paying full tuition for a course in which they did not participate, and (2) provides Valor University with funds to cover expenses associated with preparing a course that students did not use.

Students' Right to Cancel

The program in which you are enrolling is distance education, not offered in real-time. The institution will transmit the first lesson and materials to you electronically within seven days after the institution accepts the student for admission. You have the right to cancel this enrollment agreement and receive a full refund, less the application fee of \$40.00, if applicable, at any time prior to receiving the first lesson and materials.

Cancellation is effective on the date the written notice of cancellation is sent to the institution via email at registrar@valoruniversity.org. Refunds will be paid within 45 days of cancellation unless the cancellation occurs after the institution has provided the first lesson and materials, but prior to receipt of those documents; in such cases, the institution shall make the refund within 45 days after the materials are returned.

This Institution shall transmit all the lessons and other materials to the student if the student:

- a) has fully paid for the educational program; and
- (b) after having received the first lesson and initial materials, requests in writing that all the material be sent.

If the Institution transmits the balance of the material as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student but shall not be obligated to pay any refund after all the lessons are material are transmitted.

Withdrawal from the Program

You may withdraw from the school at any time and receive a pro-rata refund if you have completed 60 percent or less of the scheduled days in the current payment period, which is

the current semester, in your program through the last day of attendance. The refund will be less than an application fee not to exceed \$40.00, if applicable, within 45 days of withdrawal.

To determine the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students scheduled days are based on a five-day week, which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 662.003 of the Texas Government Code for Observed National Holidays (specific holidays listed below).

Section 662.003 of the Texas Government Code for Observed National Holidays	
Day Observed	Holiday
July 4, 2025	Independence Day
September – First Monday	Labor Day
October – Second Monday	Veterans Day
November – Fourth Thursday	Thanksgiving Holiday
December 25, 2025	Christmas
January 1, 2026	New Year's Day
January – Third Monday	Martin Luther King Jr. Day
February – Third Monday	Presidents' Day
May – Last Monday	Memorial Day

For programs beyond the current “payment period,” if you withdraw before the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party, or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan.

Student Tuition Recovery Fund

Texas Higher Education Coordinating Board Application for Student Tuition and Fee Recovery

Workforce Education/Student Tuition and Fees Recovery (STFR)

Physical Address: 1801 N. Congress Ave., Suite 12.200

Austin, TX 78701

Mailing Address: P.O. Box 12788

Austin, TX 78711

The Texas Higher Education Coordinating Board (The Coordinating Board) is committed to ensuring students receive appropriate refunds in accordance with applicable laws and

regulations when an institution has a Qualifying Event. If you were enrolled at the institution during the Qualifying Event, you may be eligible for partial or full refund of prepaid tuition and fees for the term in which the Qualifying Event occurred. The Coordinating Board encourages you to make a claim as soon as possible after you have suffered economic loss because of a Qualifying Event. The Coordinating Board may request supplemental supporting documents after your application is filed. Filing for a student tuition recovery claim **must be postmarked or received** by the Coordinating Board **within 12 months** of the Qualifying Event. The Coordinating Board publishes on its website each Qualifying Event date.

To help expedite your claim, please complete, sign, and submit the Application attached, with your original signature and provide us with copies of currently available supporting documents, as requested in the application, including as appropriate:

- Proof(s) of Enrollment for Time-Period Claimed:
 - o Enrollment Agreement(s), Transcript(s), Report Card(s), Loan Agreement(s).
- Receipts: All receipts for tuition payments, student loan payments, and/or awards, such as:
 - o Cancelled checks
 - o Credit or debit card bank statements
 - o Cash receipts
- Third Party Payor Benefits Documents, such as Pell Grant or veterans' financial aid awards
- Loan Discharge Application and Response: If you have already requested a loan discharge, provide:
 - o Loan discharge application
 - o Loan discharge response/notification letter
- Any Final Orders, Awards, or Judgments against the institution awarded to you as offset to tuition and fee expenses.

Application and supporting documents must be sent to the attention of Workforce Education/STFR by one of the following methods. Regardless of the method by which you submit your application and supporting documents, all items must be sent by the 12-month deadline:

- U.S. mail sent to the P.O. Box address listed at the top of this page and be postmarked by the 12-month deadline.
- Email the application and supporting documents to Chapter7@highered.texas.gov. Email applications must be received by the 12-month deadline.

The Coordinating Board makes every effort to pay valid student tuition and fee recovery (STFR) claims in a timely manner once the 12-month claim period has closed. Should you have any questions, require additional information, or assistance, please contact us via email at Chapter7@highered.texas.gov.

WARNING: Penalty or referral to the Attorney General Page for prosecution if a fraudulent claim is made.

Student Services

New Student Orientation

The New Student Orientation (NSO) exists to support new students as they transition into the Valor University community. The orientation provides success coaching and academic advisement that will provide helpful information as students begin their collegiate journey. This may take place in a virtual group format or 1:1. Additionally, VALOR 101 Introduction and tutorial are available to students on the learning management system Canvas.

Success Coaching

Each student is assigned a Success Coach who assists and guides them from initial enrollment through graduation. Once a student is accepted, their Success Coach registers students for classes and monitors each student's academic progress along the way. Success Coaches guide and offer support for students academically, spiritually, and personally. If a student is at risk of failing a course, an Early Alert system is in place so the Success Coach can coordinate with the instructor to support and encourage the student to complete his/her course and program.

Financial Services and Student Accounts

There are options for financing a college education. At Valor University, we work with each student to individually customize a program that fits his/her needs and situation. The staff of the Student Accounts department is experienced in helping students through the financial process.

Virtual Student Services

Virtual resources, such as a wellness center and a career center, are available on the Valor University website to enhance the academic and personal well-being of students. In addition, the library includes a writing center, which offers tutorials and free resources to support students' writing skills. Additionally, degree-seeking students are provided with online access to software to improve their writing ability, receive high-quality feedback, and avoid plagiarism.

Accommodations Services

Valor University provides accommodation for students with disabilities. A student with a disability should submit official documentation and then appropriate accommodation will be determined based on the needs of each student.

Library

Library Resources

Valor University provides students with access to millions of resources, including e-books and e-journal articles through a wide variety of online databases. The library can be accessed through the learning management platform. Students can access the Internet or local libraries for additional resources.

Library Services

Services include the following:

- Library Assistance:
 - o Direct access to the library is embedded within all classes
 - o Virtual library assistance is provided by the Valor University librarian by appointment
- General Research Support:
 - o Special guides created at the request of an instructor
 - o Internet search tools
 - o Information regarding plagiarism, citation, and writing resources

Websites

Every student enjoys access to digital resources posted on two Valor University websites:

- University Website: At Valor University's primary website <https://www.valoruniversity.org>. Students may access general information about the university, news and updates, the academic catalog, a link to the learning management platform, and a variety of other resources and services.
- Learning Management System (LMS): Students attend courses online through Canvas located at www.valoruniversity.org/canvas. When students enroll in online courses, they receive a password and instructions to access their courses. Additionally, in Canvas, students have access to a personal portal in which they can view their records, request a transcript, view and pay their school bill, and more.

Technical Support

Technical support for the learning platform is available through a Help Desk ticket system, and tickets can be submitted at any time. A knowledgeable representative answers students' questions and assists them with solving technical issues. Additionally, the student orientation includes tutorials regarding the use of the learning management platform.

Registrar

The Registrar's Office serves students, faculty, staff, administration, and alumni by maintaining records and providing information regarding academic, registration, statistical, and personal data.

Retention

Students who have questions or concerns regarding their experience at Valor University are encouraged to contact their Success Coach. Students considering withdrawal should meet with their Coach to explore their options and, if necessary, begin the withdrawal process.

Textbooks

Students are responsible for obtaining their own textbooks and classroom materials from the vendor of their choice. Students should order books for their next course no later than two weeks before the course start date to ensure sufficient time for shipping.

Placement

Valor University *does not* provide career or placement assistance. Valor University does not and cannot promise or guarantee employment, nor a level of income or wage rate to any student or graduate.

STUDENT LIFE

Online Community

Students can connect with other students through Valor University's Facebook and Instagram.

Spiritual Formation

The spiritual formation of leaders receives attention across the university. Both curricular and co-curricular activities focus on the spiritual formation of students. Scheduled devotional messages, spiritual life events, and a variety of co-curricular programs contribute to this goal. Within the curriculum, programs, and courses are reviewed and presented for their contribution to the formation of the person as a servant leader. Faculty and staff are readily available to mentor and engage in dialogue with students regarding issues of spiritual formation. The university also encourages students to actively participate in a local church.

Spirit Life Chaplain

The Spirit Life Chaplain serves as a key member of Valor University's team to guide, nurture, and enhance spiritual life at the university. The chaplain works alongside and with students to support a powerful sense of community and promote spiritual wellness that is consistent with the values of the university.

Housing

Valor University does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to rentals.com for Katy, TX, apartment rental properties start at approximately \$1500 per month.

University Community Standards

Faculty and Staff Conduct

University employees are bound by the standards of behavior outlined in Valor University's Faculty Handbook and Employee Handbook. They should conduct themselves in a manner appropriate for servant leaders who represent both Christ and this Christian University.

Student Conduct

Valor University has chosen to set itself apart for the purpose of training and equipping students for Christian leadership. By their voluntary membership in this Christian community, students assume responsibility to abide by all the regulations, values, and moral standards of the University, as well as to use personal discretion involving any activities that may be morally or spiritually destructive or reflect poorly on the campus community. All students represent Valor University; it is crucial that students' attitudes and behaviors support Valor University's commitment to Jesus Christ in all their activities, both on and off campus.

Academic Integrity

The principal rule of academic integrity is that each member of the University community will do his/her work, executed to the best of his/her ability, exclusively for the assignment for which it is presented. Because Valor University seeks to develop mature Christian leaders and scholars, the university acknowledges the principle of academic integrity.

Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the university's educational objectives and the student's best interests.

Plagiarism is "stealing" the unique ideas or the wording of another, including information retrieved from the Internet, and then presenting those products as one's own. Examples of plagiarism include cheating on examinations, copying others' work, cutting and pasting from Internet sources without proper citations, and purchasing, renting, borrowing, or otherwise appropriating the research, projects, or assignments of others, and presenting them as one's work.

It is also an egregious violation of academic integrity for students to offer for sale (or without cost) directly to other students or through a “middleman” for papers, examinations, quizzes, or other academic products. Such violations are grounds for academic dismissal.

Breaches of academic integrity carry one or more of the following penalties, depending on the severity of the infraction:

1. Repeat or substitution of assignment
2. Zero (0) credit for the violated assignment
3. Zero (0) credit (“F”) for the course involved
4. Academic Dismissal

Student Grievance Policy

Student Grievance Overview

Valor University has established a process by which students may file a grievance for formal review and adjudication. The desired outcome of the university’s grievance procedure is the just resolution of student grievances.

Grievances regarding violations of student conduct standards are governed by the Student Handbook. All other student grievances, academic or non-academic, are governed by the policy outlined in this section of the Catalog. If this issue relates to sexual harassment, it will be referred to the Title IX Coordinator.

A grievance should be filed only after all informal means of resolving the problem have been exhausted. In the area of academics, student concerns about course curriculum, course policies, course delivery, or grading should be directed first to the class professor. Concerns unresolved by direct conversation with the professor or concerns about a professor’s behavior should be directed to the Director of the Business Office. In areas other than academics, student concerns should be directed to the appropriate university department manager or, finally, to the supervising university vice president.

If informal efforts fail to resolve the problem, the student may file a formal grievance if there is justifiable cause. Justifiable cause for grievance is defined as any act which, in the student's opinion, adversely affects the student and is perceived as a prejudicial or capricious action on the part of any university faculty or staff member or as an arbitrary or unfair imposition of sanctions.

To file a grievance, the student must indicate in writing the nature of the grievance, the evidence on which it is based, and the redress sought. The grievance document(s) must be submitted to

the Director of the Business Office. (*Guidelines for grievance documents are presented below.*). The Director of the Business Office will establish a Grievance Committee, which will follow the process articulated in the Grievance Procedure section below.

Student Grievance Procedure

The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (*i.e., conferring with the classroom instructor; staff member, or department manager as appropriate, or with the Department Chair or University Vice President*).

a. Timeliness of Filing Grievances

Except for grade appeals, the student must file a formal, written grievance no more than thirty working days after meeting with the individual the student believes has given him/her cause for grievance or no more than 45 working days after the incident or interaction occurred on which the grievance is based. In the case of grade appeals unresolved by direct conversation with the instructor and chair of that department, a formal, written grievance must be filed within 60 calendar days of the end of the term (*marked by the final class meeting day, including the day of the final exam, if any, for the class*) in which the grade was received. The Director of the Business Office may extend these time limits if there is a compelling reason in his/her judgment to do so. Otherwise, the formal grievance must be filed within the time limits stated.

b. Grievance Committee Membership

1. Committee membership for academic grievances shall consist of:
 - Department Chair functioning as Committee Chair
 - One faculty member
 - One student with advanced standing in the degree program
2. Committee membership for non-academic grievances shall consist of:
 - University Vice President (*not with direct oversight of the unit of the university from which the grievance has arisen*), functioning as Committee Chair
 - One faculty member
 - One student with advanced standing in the degree program

c. Required Elements of the Grievance Document

The grievance document must include the following elements in writing:

1. Names of the parties involved.
2. A clear statement of the nature of the grievance.
3. A narrative of the incident including what occurred, when it occurred, where it occurred, and who was present.
4. The evidence on which the grievance is based.
5. Why does the incident constitute capricious or arbitrary action by a faculty or staff member that has harmed the student?

6. What has been done to attempt to resolve the grievance?
7. The desired outcome or outcomes.
8. Inclusion of any supporting documentation.

d. Grievance Committee Procedure

1. The Chair of the Grievance Committee will provide copies of the grievance document to each committee member, the university faculty or staff members involved, and to the Vice President overseeing the university department involved.
2. The Grievance Committee will meet at a time scheduled no more than eight working days after the date on which the grievance was filed. The meeting must be scheduled when the principals involved may attend and testify.
3. Meetings of the Grievance Committee shall be attended only by parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the Vice President overseeing the department of the university involved.
4. Witnesses may only be present during the time in which they are presenting their testimony.
5. No one other than members of the Grievance Committee may be present during committee deliberations.
6. In cases of conflicting information, or when additional information is desired, the Grievance Committee may request the testimony of additional witnesses having information pertinent to the grievance.
7. Neither party may have legal counsel present or have any person function as legal counsel for them. The Grievance Committee may not have legal counsel present.
8. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. The minutes shall include the committee's findings and decisions. No other printed materials or notes may be taken from the meeting. At the option of the Grievance Committee Chair, the proceedings may be recorded.
9. Except for essential communications with the Department Chair or university Vice President following the conclusion of the Grievance Committee's proceedings, and communications with students, faculty, or staff who are parties in the grievance advising them of the Grievance Committee's final decision, the parties, and committee members may not discuss the case outside the meeting.
10. The committee will decide on the matter by consensus, if possible, by vote if necessary. The parties to the grievance will be notified, in writing, within five working days of the decision. The committee's decision shall be final.

Academic Policies and Regulations

Academic Standing and Advising

Success Coaches provide academic advising for students in undergraduate and graduate programs. Each Success Coach specializes in one or more programs; students are assigned accordingly. The coaches assist students in planning their educational programs by explaining requirements and procedures, and by suggesting coursework appropriate to students' career goals. However, students are responsible for their academic progress. The following list outlines students' responsibilities in the advising process:

- Read the Catalog and other academic information provided by the university.
- Check email regularly for communications from the university.
- Know and comply with all current policies, procedures, and requirements for earning a degree, including practicum requirements.
- Contact the Success Coach in a timely fashion for academic advising and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, Change of Registration (*audit, add, drop*), Petition to Graduate, and related matters, according to the deadlines set by the Registrar.
- Contact Success Coach immediately with concerns about academic progress, in particular, courses, or progress toward a degree.

Academic Classification for Undergraduates

As undergraduate courses become available, Valor University will classify undergraduate students according to the number of credits they have earned:

First-year student	0-30 credits
Sophomore	31-60 credits
Junior	61-90 credits
Senior	91+ credits

Valor University recommends that students not enroll in a course more than one level above their academic classification (*e.g., first-year students should take 1000- or 2000-level courses, rather than 3000- or 4000-level courses*).

Student Enrollment Status

Undergraduate Programs

All undergraduate programs will operate on a semester system, with two semesters per academic year. Undergraduate students are considered full-time if they are registered for at least twelve credits per semester, three-quarter time if they are registered for at least 9 credits per semester, and half-time if they are registered for at least 6 credits per semester.

Auditing a Course

Students may audit Valor University courses for personal enrichment without seeking academic credit. Audit students sign a non-degree application. Written and/or graded assignments are optional at the discretion of the instructor. Students who audit a course do not receive a final letter grade. Audited courses may not be used to meet graduation requirements for any degree program. Students who choose the audit option pay the certificate rate for tuition. The number of audit students in each course may be limited at the discretion of the university, and no auditing students will be allowed in a course with a waiting list.

Directed Independent Study

Students wishing to enroll in an independent study course must complete a Request for Directed Independent Study (DIS) available via Success Coach or the Registrar. This completed petition, including a proposed study plan, grading, and evaluation, is to be approved with the required signatures before the study begins. Directed Independent Study students are normally required to have a cumulative 3.0 GPA to be eligible.

Challenge Examinations

There are no challenge examinations.

Late Entry into Courses

In rare cases, students in undergraduate programs may enter a course after the start date. Students are responsible for securing required textbooks and materials in a timely fashion.

Student-Initiated Add/Drop

- In consultation with the Success Coach, a student may submit a Change of Registration (COR) form to add or drop a course no later than the end of day one. There will be no impact on the student's transcript or financial obligation.

Administrative Drop

- If a student does not access (log into) an actively enrolled course by the end of the eighth day of the course, then the student will be dropped from the course. There will be no impact on the student's transcript or financial obligation.
- If a course is dropped, it may impact course sequencing. Success Coaches will work with students to adjust their degree or certificate plan accordingly.

Student-Initiated Withdrawal

- Students may decide to withdraw from a course or courses up until the 14th day of the course.
- The student is responsible for initiating the withdrawal. The student should consult their Success Coach and complete a Change of Registration (COR) form. Ceasing to attend

class does not constitute withdrawal and may result in substantial grade and financial penalties.

- Students who fail to complete the entire withdrawal process will receive zeroes (0) for any unfinished assignments and a final grade computed on that basis.
- A “W” grade will be assigned for the course and will appear on their transcript.
- Depending on the student account payment status, students may owe or be refunded per the refund policy, calculated from the day of withdrawal.
- The date of withdrawal shall be the date on which a student notifies the university **in writing** (*via e-mail to the Success Coach or a completed Change of Registration form*) of their intent to withdraw.

Assignment Deadlines

It is the responsibility of each student to read and understand the syllabus and assignment deadlines for each course. Coursework is due according to deadlines posted in each online course. Some assignments (e.g., threaded discussions) require students to log in several times during the week to be effective.

If a student is unable to meet an expected deadline, it is the responsibility of the student to contact the instructor before the deadline to request accommodation or extension. Instructors are not required to accept late assignments without prior approval. For approved extensions and unapproved late work, the number of points deducted for lateness is at the instructor’s discretion. The instructor may also assign additional work (e.g., extra reading, written assignments, and/or online learning activities) that may help offset the reduction in points for late work.

It is possible for students to complete all their coursework but fail the course due to multiple late assignments. For this reason, students are advised to budget their time to submit their work promptly.

Instructors will grade and give feedback on all work submitted within ten business days.

Grading System

Valor University uses the following letter grade system, calculating grade point average (*GPA*) based on a 4-point scale:

A Excellent (4 grade points)

This grade is reserved for work of the highest caliber. The student demonstrates complete comprehension of the course materials. Outstanding analysis and evaluation of assignment topics are communicated with excellence.

B Good (3 grade points)

This grade indicates good to particularly good work, including high comprehension of course materials and effective communication of perceptive analysis and evaluation of assignment topics.

C Average (2 grade points)

This grade indicates satisfactory work, including at least acceptable written work, and adequate comprehension of course material.

D Below Average (1 grade point)

This grade indicates unsatisfactory work with significant shortcomings in meeting expectations in the effort, in meeting minimally acceptable comprehension of course material, or in meeting minimal assignment and writing standards.

F Failure (0 grade points)

This grade indicates an overall failure to meet the minimum standards expected in college-level coursework. The quality and/or quantity of work is unacceptable.

The following special designations may also appear on student transcripts:

CR Credit

For courses graded on a credit/no credit basis, the student receives a “CR” when at least the minimum requirements of the course are met.

NC - No Credit

For courses graded on a credit/no credit basis, the student receives an “NC” when the minimum requirements of the course have not been met.

AU - Audit

A grade of “AU” is given when students audit a course for personal enrichment without seeking academic credit.

W - Withdrawal

A grade of “W” is given when students withdraw within the period published for each term for withdrawal. “W” is completely neutral on the student transcript.

I - Incomplete

An Incomplete or “I” grade is a temporary grade assignment granted only by student request and faculty approval. The “I” grade will lapse to an “F” if the work is not completed by the specified time agreed on by the professor and student.

Filing a Petition for Incomplete

In certain rare circumstances, students may file a *Petition for Incomplete*, which extends the deadline for finishing assignments. Instructors should award *Incompletes* when students are confronted with unavoidable life situations, such as a major illness of the student or family member, death, job change, or sudden relocation. Instructors should not award *Incompletes* merely to allow students to improve on a bad grade due to deficient performance to that point. The instructor decides if the student's *Petition* falls within these guidelines. Normally, the instructor will not approve an Incomplete unless the student has finished at least 50% of the coursework before the end date for the course.

The Petition may be obtained via the above link or from a Success Coach. The student initiates the petition, which must be approved by the instructor and the Success Coach before the final class meeting. If the petition is granted, the instructor will record a grade on the petition that will be effective – if no further student work is satisfactorily completed – six weeks after the end of the semester. The instructor fills out the top portion of the *Petition for Incomplete* and records the *exact date* the assignments are due. The Incomplete may extend no more than 6 weeks beyond the last day of the course. The instructor must submit a new final grade within one week of the deadline on the Petition for Incomplete, based on all the work the student has submitted for the course.

Students should work through their Success Coach, who will obtain the necessary approvals, submit the approved Petition to the Registrar's Office, and arrange for a charge of the fee to the student's account.

Academic Leave of Absence

A *Leave of Absence (LOA)* may be granted by petition for up to one year. Doing so enables students to return and complete a degree program under the requirements in place at the time they took the leave. If the student does not resume classes at the end of the LOA period, he/she will be withdrawn from the university and must reapply to return.

An LOA is available to students on academic probation only with the approval of the Department Chair. An LOA will be granted to any student not on academic probation provided the student intends to complete the degree at Valor University. If such is not the student's intention, an LOA will not be approved.

Students who leave the program but do not petition for an LOA, or who discontinue study for more than one year, must reapply for admission. Such students must complete their degree program under the requirements in place at the time of their return.

Withdrawal from the University

Students who withdraw from the university must coordinate the withdrawal with their Success Coach and participate in an exit interview.

Retaking Courses

A student may repeat courses in which grades of “D” or “F” have been assigned so that the higher grade alone will be used in computing the student’s GPA. In such cases, the lower grade will remain, as recorded, on the transcript, but it will be omitted from GPA calculations. Only courses repeated at Valor University, up to a maximum of nine credits, qualify for this “grade forgiveness” policy. The *Petition to Repeat a Class*, with all required signatures, must be filed by the student with the Registrar’s Office. Students may obtain petitions from their Success Coach or via the above link.

Academic Probation

A student will be placed on academic probation when his/her cumulative grade point average at Valor University falls below the minimum requirements (2.0 for undergraduate programs; and 3.0 for graduate programs). The cumulative grade point average is either the Resident or Overall GPA. Specific policies for academic probation for each of the three types of programs are shown below.

In no case will students qualify as degree candidates until the minimum GPA has been achieved.

In addition to the provisions for academic probation below, the Department Chair may immediately dismiss a student without the benefit of probation if, in the judgment of the Department Chair, the student has evidenced a substantial failure to engage in the learning process and is unlikely to progress in further academic endeavors at Valor University.

A student will be placed on academic probation when his/her cumulative grade point average at Valor University falls below 2.0. The cumulative grade point average is either the Resident or the Overall GPA. In the following probationary semester, the student must achieve a 2.0 grade point average for that semester or be subject to academic dismissal. The student will be removed from academic probation only when the cumulative GPA has been raised above 2.0.

Academic Dismissal

A student may be academically dismissed from Valor University for violation of academic integrity (*as defined in this Catalog’s section on Academic Integrity*), or by failing to meet conditions of academic probation (*as defined in this Catalog’s section on Academic Probation*), or for behavior that disrupts the learning process (*at the discretion of the Department Chair*). When academic dismissal occurs, a student must wait at least one semester before petitioning to re-enter the university.

Readmission

Students who have been academically dismissed from the university may apply for readmission after a minimum period of six months from the date of dismissal. Such students must complete a new application. When submitting the application, the student must also submit official transcripts from other institutions if additional coursework was completed.

The application must be approved by the following, in this sequence:

- Vice President for Student Affairs, indicating that there are no outstanding behavioral issues that would prevent readmission.
- Student Accounts, indicating that Student Accounts has cleared the student for readmission
- Vice President for Academic Affairs

An application does not guarantee admission. If Student Affairs and Student Accounts approve the readmission, the Vice President for Academic Affairs will decide whether to grant the application based on the student's prior academic experience at the university, current circumstances, and motivation.

Transfer Credit

Valor University does not grant credit for remedial coursework, college orientation, high school level courses (*apart from the Advanced Placement and International Baccalaureate programs described below*), challenge examinations, experiential learning, or General Education Development (GED) tests. The university also does not grant credit for duplicated courses (*e.g., Beginning Composition completed at one college and Freshman English completed at another*). If a course has been repeated for credit, the last grade earned will be used in the evaluation of the acceptance of credit.

Students in undergraduate programs are limited to two-course substitutions within the Major Course Sequence of the bachelor's degree through transfer credits or credit for prior learning. Otherwise, Valor University accepts an unlimited number of transfer credits within the bounds of the university's residency requirements.

Credit from Accredited Institutions

For high school graduates and GED recipients, baccalaureate level courses taken at a regionally accredited college or university, and in which the student earned a grade of "C" or better (*or NP" if the courses were offered on a Pass/Fail basis*), are eligible for transfer toward a Valor University degree. College courses taken by high school students must meet the following accreditation criteria to be transferable to a Valor University degree: The college or university must be an institution of higher education accredited by a regional accrediting body, national

accrediting body, or professional accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Credits earned at vocational or technical institutions, which are equivalent in content to required Valor University courses may be transferred according to the policies stated above. A maximum of twelve such credits may be applied as General Electives. If students have completed vocational programs based on clock hours, rather than credit hours, then transfer credit will be computed based on fifty clock hours equaling 1 credit hour.

Credit from Unaccredited Institutions

Courses taken at an unaccredited institution will be considered on a case-by-case, course-by-course basis. Applicants may be asked to provide course syllabi or other evidence needed to make those judgments. If deemed appropriate, then the Registrar's Office may place an institution on a list of "approved colleges," which will facilitate the transfer process. Valor University reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the administration, meet reasonable academic standards.

Once admitted to Valor University as a degree-seeking student, students must petition in advance to take courses at other colleges. An approved Petition to Take Coursework Elsewhere grants permission to transfer such courses to Valor University for degree program credit. This petition is available from the Registrar's Office. Courses taken concurrently that are not pre-approved will have no guarantee of being accepted for credit toward a Valor University degree but will be evaluated for suitability for transfer.

Credit from International Institutions

Students who transfer credits from non-English-speaking countries must provide Valor University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive evaluation of the transcripts performed by Global Credential Evaluators (www.gcevaluators.com). World Education Services (<https://www.wes.org/>) or International Education Services (<http://ies.aacrao.org/>). If students elect to use this process, choose the course-by-course evaluation and request that the evaluating company send a copy of its evaluation directly to Valor University's Registrar. The Registrar will then use the evaluation to determine which courses will be accepted to fulfill the degree requirements. A copy of the transcript in the native language must accompany the certified translation.

Valor University has an articulation agreement with William Jessup University and plans to pursue articulation agreements with other institutions.

Credit for Prior Learning

Life Experience Credit

Students with substantial life experience may pursue Life Experience Credit (LEC). Valor University follows the Policy for Credit for Prior Experiential Learning (CPL) from WASC Senior College and University Commission (WSCUC). The University follows the standards of the Council of Adult and Experiential Learning (CAEL) to evaluate these demonstrations of learning. Detailed policies and procedures for evaluating Life Experience Credit can be found in the Life Experience Credit procedures. Speak with your Success Coach to explore this option further.

Credit by Examination

Credit toward graduation may be granted by examination and from non-traditional sources. Scores should be reported by the appropriate testing service. Valor University does not grant duplicate credit for subject areas covered by multiple examinations (*e.g., AP credit for English and CLEP credit for English*). Credit may be granted for:

- a) Successfully passing Advanced Placement Exams of The College Entrance Examination Board (*APCEEB*). Valor University students receive credits for AP exams completed with a score of 3 or higher. See the chart below based on the recommendation of the College Board.

AP Exam Score	College Board Recommendation	College Credits
5	Extremely well qualified	3
4	Very well qualified	3
3	Qualified	3
2	Possibly qualified	No transfer credit
1	No recommendation	No transfer credit

- b) Successfully passing *International Baccalaureate (IB) Examinations*. Valor University students receive credits for IB exams completed with a score of 5 or higher.
- c) Successfully passing *College Level Examination Program (CLEP)* exams. Valor University students receive credits for CLEP exams completed with a score of 50 or higher.
- d) Successfully passing the *American Council on the Teaching of Foreign Languages (ACTFL)* exams.

- e) *DANTES, PEP, and Other Types of Credit by Examination*: Students who enroll at Valor University may also secure credit through other standardized examinations. Examples include the U.S. military's Defense Activity for Non-Traditional Educational Support Tests (*DANTES*) and the Proficiency Examination Program (*PEP*). Requests are managed on a case-by-case basis.

Credit for Military Training

Military training courses are evaluated according to the guidelines set forth by the American Council on Education (*ACE*) as published in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Students must have all pertinent transcripts sent directly to the Registrar's Office for evaluation.

- **For the Army, Navy, Marines, or Coast Guard**, go to the Joint Services Transcript (JST) website. Fill out an Official Transcript Request to share your transcript with Valor University.
- **For the Air Force**, go to the Community College of the Air Force website. Submit a request to have your transcript mailed to Valor University. You can pay for fast delivery if you are trying to meet a deadline.

Credit for Business and Industry Training

Business and Industry courses are evaluated according to the American Council on Education (*ACE*) National Guide to Educational Credit for Training Programs and/or the National Program on Non-College Sponsored Institutions (*NPONSI*). Students must submit all pertinent documentation to the Registrar's Office for evaluation.

Responsibility for Award of Credit Decisions

Decisions regarding the awarding of credit for prior learning are made by the Registrar's Office for Valor University in consultation with the Vice President for Academic Affairs. The Registrar's Office provides students with transcript evaluations and other documents specifying the type and amount of credit granted.

Graduation Requirements

General Time Limit, Grade Point and Residency Requirements

To earn a degree or certificate through Valor University, students must complete all required coursework, within the specified time limit, while maintaining a sufficient grade point average and fulfilling Valor University's residency requirements. Students must meet all financial obligations to receive their diplomas. Valor University does not have a cumulative final test or examination required for the completion of any of the programs.

Course Requirements

For lists of required courses for each Valor University program, see the Academic Information section of this Catalog.

Minimum Grade Point Average

To earn an undergraduate certificate or degree, students must earn a minimum cumulative grade point average (GPA) of 2.0. To earn a graduate certificate or degree, students must earn a minimum cumulative grade point average (GPA) of 3.0.

Time Limit for Completing Degrees

Students must complete all AA degree requirements within 3.5 years of initial enrollment, inclusive of any Leaves of Absence. Students must complete all BSCM degree requirements within 7 years of initial enrollment, inclusive of any Leaves of Absence, and they must complete the final twenty-four credits of degree requirements during the 5 years immediately preceding the granting of the degree.

Catalog Rights

Although the university fully intends to offer all the programs and courses described, it retains the right to alter or cancel programs or course offerings. Specifically, the university reserves the right to make substitutions if courses required under a given degree program are significantly altered or removed from the curriculum.

Students enrolling in a certificate or degree program enter under the Catalog requirements in effect at the time they enroll in the university. Students who do not enroll in courses for a full year return under the requirements in force at the time of re-enrollment.

Graduation, Academic Honors, and Commencement

Commencement vs. Graduation

Students graduate when Valor University certifies that they have completed all degree requirements and notates degree conferral to the student's transcript. Commencement is not the actual awarding of a degree, but a formal ceremony marking the actual or anticipated completion of that degree. Valor University holds a commencement ceremony once each year in September.

Graduation

Students nearing the end of their degree programs follow five steps to complete the graduation process:

Step 1: Students submit an online Petition to Graduate to the Registrar. Petitions must be received by August 1 to participate in Commencement.

Step 2: The Registrar conducts a preliminary degree audit to verify the students' readiness for graduation. If students are not ready, then the Registrar notifies the Success Coach to assist the students in revising their plans for completion.

Step 3: The Registrar's Office then confirms the degree posting date for which the student is eligible. The processing period from the time of approval to the actual posting of the degree is between 30 to 90 days for both undergraduate and graduate degrees. The posting date is the last day of the month following official documentation that all degree requirements have been met. Once the degree is posted, students' transcripts show that they have "graduated" from Valor University.

Step 4: Transcripts may be ordered immediately, and graduates should receive their diploma or certificate via certified U.S. mail within 90 days of the degree posting.

Step 5: In the case of delayed documentation, the Registrar's Office notifies students of the next eligible posting date and deadline.

Commencement

Valor University holds a commencement ceremony once each year in September.

Participation in commencement normally requires:

- A completed *Petition to Graduate* (including fee payment)
- A degree posting date closer to the imminent commencement than to the subsequent commencement.
- Financial clearance from all University offices (*Student Accounts, Library, etc.*) by August 15.

Early Commencement

Valor University students who, at the time of commencement, have six or fewer credits outstanding beyond the current semester's enrollment may be approved to participate in the ceremony under the following conditions:

- Students must file a *Petition to Graduate* by July 1. The Petition must include the Graduation Petition Fee.
- Students must file a Petition to Participate in Commencement with Credits Outstanding with the Office of the Registrar. This request must be approved by the Success Coach.
- The anticipated completion date for all remaining coursework must be in reasonable proximity to the Commencement ceremony.
- The university must approve the Petition to Graduate, certifying that all other degree requirements have been satisfied.

- Students must receive financial clearance from all University offices for obligations incurred up to the time of commencement.
- The Registrar will make the final determination on a student's request to participate in commencement with credits outstanding.

In all cases, degrees will not be recorded, nor will diplomas be mailed, until all degree requirements have been certified as successfully completed by the university Registrar.

*Please Note: Students who take advantage of this "Early Commencement" privilege cannot qualify for Academic Honors to be presented or announced at the time of Commencement. Such honors are based on students' **final** GPA, and the final GPA is unknown until all coursework is completed and the degree is posted. Academic Honors WILL be posted on the student's final transcript and will be noted on the diploma.*

Academic Information

Message from the Vice President

“Buy the truth, and sell it not; also wisdom, and instruction, and understanding.”
– Proverbs 23:23

“Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding.”
– Proverbs 4:7

The mission of Valor University is to elevate and equip Spirit-filled and empowered leaders with the tools necessary to push the Kingdom, churches, and the body of Christ forward. At Valor University you will gain wisdom, knowledge, and the skills to present biblical hope and promise through the word of God to all who will hear it. The instruction you will receive at Valor University will help mold knowledge and wisdom with foundational understanding. Beyond the educational value, we are also committed to fostering your personal spiritual growth.

You will receive instruction from our highly qualified faculty at Valor University who have your personal and academic success at heart. The online courses will offer connections to mentors and help establish relationships with like-minded students who share the same values, biblical foundations, and Kingdom growth.

Your pursuit of higher education will come at a price. However, your investment of time, energy, and finances will open many doors for your future and ministry. Your commitment to finishing this course of study will enrich you personally and enhance your growth potential for the future.

We are happy to join you on your exquisite journey and on this Kingdom quest!

Welcome to Valor University!

Tim Pedigo

Vice President – Valor University



Academic Programs

Department of Ministry

- Organizational Revitalization Graduate Certificate
- Music Leadership Graduate Certificate

Institutional Learning Outcomes

1. Spiritual Formation: Cultivate personal spiritual growth through a progressively deeper encounter with Jesus Christ. *[spiritual formation]*
2. Biblical Beliefs and Values: Instill biblical truths as the guiding force for ethical reasoning and decision-making in one's personal, professional, and civic life. *[Pentecostal ethos]*
3. Knowledge and Intellectual Skills: Foster the acquisition of knowledge and the application of intellectual skills. *[Christian higher education]*
4. Cultural Awareness: *Integrate knowledge of diversity and multicultural competencies to constructively engage and collaborate with others. [Christian higher education and Pentecostal ethos]*
5. Leadership: Enhance practical leadership skills and tools to be a catalyst for impactful and substantial change. *[world class leaders]*

Department of Ministry

Mission

The Department of Ministry equips students through Christian higher education to serve the Church and impact the world with the gospel through Spirit-empowered leadership.

Goals

1. Students will demonstrate a growing appreciation for knowledge of the Bible by the application of its truths for discipling the nations.

2. Students will demonstrate a deepening commitment of service to the Church as an instrument of God's will in the world.
3. Students will demonstrate preparedness for more demanding biblical studies at the graduate level and/or preaching/teaching ministry with a congregation or parachurch organization.

Graduate Ministry Certificates

Organizational Revitalization Graduate Certificate

Program Learning Outcomes

1. **Spiritual Formation:** Demonstrate increasing awareness of the presence of Christ and an increasing conformity to the character of Christ with a perspective of the priesthood of all believers.
2. **Biblical and Theological Principles:** Demonstrate the integration of a worldview and ethical standards of conduct reflective of biblical values and theological principles to be utilized in organizational institutions for revitalization purposes.
3. **Defense of Beliefs:** Provide a rational defense of the Pentecostal ethos.
4. **Service:** Demonstrate the capacity to serve contextually the mission of Christ in local, regional, national, or global settings, while revitalizing various institutions (e.g., business, ecclesiastical, for-profit, and non-profit organizations).

The 12-credit graduate-level Organizational Revitalization Graduate Certificate includes the following courses:

CHM1115	Foundations for Master of Arts.....	3
BIB1610	Biblical Foundations for Organizational Church Revitalization	3
LDR1720	Strategic Leadership for Organizational Revitalization	3
CML1605	Organizational Dynamics, Lifecycles, and Technology	3

Music Leadership Graduate Certificate

Program Learning Outcomes

1. **Spiritual Formation:** Demonstrate increasing awareness of the presence of Christ and an increasing conformity to the character of Christ with a perspective of the priesthood of all believers.
2. **Biblical and Theological Principles:** Demonstrate the integration of a worldview and ethical standards of conduct reflective of biblical values and theological principles to be utilized in ecclesiastical settings.

3. **Defense of Beliefs:** Provide a rational defense of the Pentecostal ethos.
4. **Service:** Demonstrate the capacity to serve contextually the mission of Christ in local, regional, national, or global settings, in ecclesiastical settings, via the worship arts.

The 12-credit graduate-level Organizational Revitalization Graduate Certificate includes the following courses:

CHM1115	Foundations for Master of Arts.....	3
MUS4640	Psychology and Sociology of Music.....	3
MUS5540	Music Production for the Worship Arts	3
MUS3720	Technology in Music and the Worship Arts.....	3

Valor University

The following degrees are currently unavailable, but are in progress.

Master of Arts in Organizational Revitalization

CHM1115 Foundations for MA (3)

This foundational course is designed to equip students with the essential academic skills and frameworks necessary for success in the Master of Arts program. This orientation session introduces students to the practical applications, strategies, and academic skills needed to complete the Master of Arts program. Students will explore the biblical concept of creativity as a reflection of God's image, gain an overview of how the arts have historically shaped worship and culture, and begin forming a theological framework for engaging in artistic expression as a form of leadership, discipleship, and worship. Through Scripture, discussion, and creative reflection, this session sets the tone for a semester of meaningful exploration of the arts, not just as aesthetic experiences, but as powerful tools for discovery, transformation, and kingdom impact.

CML2715 Personal Spiritual Formation (3)

This course offers an in-depth study of the theology and practice of spiritual formation from a Christian perspective, with an emphasis on the inner life of the leader. Students will explore biblical, historical, and theological foundations of spiritual growth while engaging with classical spiritual disciplines such as prayer, fasting, solitude, Scripture meditation, and worship. Special attention is given to the integration of spiritual formation with emotional health, personal identity in Christ, and lifelong discipleship. Through guided readings, reflective exercises, spiritual mentoring, and the development of a personal Rule of Life, students will cultivate habits that support ongoing transformation into the image of Christ. The course is designed to nurture holistic spiritual maturity and equip students to lead others from a place of authentic spiritual depth.

LDR1120 Biblical Foundation of Leadership (3)

This course explores the theological and scriptural basis for Christian leadership, examining how biblical principles inform and shape effective leadership practices within the church and broader ministry contexts. Students will engage with key leadership themes found throughout Scripture, including covenant, servanthood, justice, stewardship, and spiritual authority, as modeled in the lives of biblical figures such as Moses, Nehemiah, Deborah, David, Paul, and ultimately Jesus Christ. Emphasis is placed on developing a Christ-centered leadership philosophy that integrates character formation, vision, humility, and influence. The course challenges students to critically evaluate contemporary leadership models in light of biblical truth and to articulate their own leadership identity and calling for service in both local and global ministry settings.

BIB1610 Biblical Foundations of Organizational Church Revitalization (3)

This course explores the biblical foundations for revitalizing declining churches, with a central focus on the warning and call to repentance given to the Church in Sardis (Revelation 3:1-6). Through theological reflection, organizational analysis, and pastoral insight, students will examine how Christ diagnoses spiritual deadness within a seemingly alive organization—and calls for watchfulness, strengthening what remains, and returning to foundational truths. Students

will study biblical models of renewal—particularly from the prophets, New Testament church leadership, and Revelation’s messages to the seven churches—while also gaining tools to assess congregational health, lead transformational change, and cultivate Spirit-led renewal.

LDR1720 Strategic Leadership for Organizational Revitalization (3)

This course equips students with practical strategies and leadership competencies necessary to guide churches, ministries, nonprofit organizations, and secular institutions through seasons of decline toward renewed vitality and mission alignment. Emphasizing the unique dynamics of church revitalization, students will analyze case studies, assess organizational life cycles, and explore frameworks for diagnosing systemic challenges and initiating transformative change. The course integrates biblical leadership principles with best practices from organizational development, change management, and strategic planning. Students will develop revitalization plans tailored to various organizational contexts and will be trained in adaptive leadership, team building, conflict resolution, vision casting, and stakeholder engagement. Special attention is given to the spiritual, cultural, and structural dimensions that impact long-term health and sustainability in both faith-based and secular organizations.

THE1525 Preaching for Church Revitalization (3)

This course explores the critical role of biblical preaching in the revitalization of declining and plateaued churches. Students will examine how Spirit-empowered, theologically grounded preaching can serve as a catalyst for spiritual renewal, cultural transformation, and missional alignment within the local church. Emphasis is placed on crafting sermons that speak prophetically to congregational realities, cast vision for renewal, and shepherd communities through seasons of change. Through the study of revitalization movements, preaching models, and contemporary challenges, students will learn to exegete both Scripture and context with pastoral insight. The course includes sermon development workshops, peer critique, and opportunities for live preaching with feedback. Attention is also given to the preacher’s spiritual formation, credibility, and leadership role in guiding a congregation toward sustained health and mission.

CML1605 Organizational Dynamics, Lifecycles, and Technology (3)

This course provides a comprehensive analysis of organizational behavior through the lens of dynamic systems, life-cycle theory, and technological integration. Students will explore how organizations evolve from inception through maturity and potential decline, with particular attention to the structural, cultural, and strategic shifts that occur at each stage. Emphasis is placed on diagnosing organizational health, managing change, and fostering innovation within rapidly shifting technological environments. Through case studies and applied research, students will examine the impact of digital transformation, automation, data analytics, and emerging technologies on organizational performance, decision-making, and leadership. The course also addresses the challenges of aligning people, processes, and platforms in ways that promote agility, resilience, and sustained growth in both for-profit and nonprofit contexts.

LDR1610 Team Dynamics, Personalities, and Conflict Resolution (3)

This course explores the interpersonal and organizational dynamics essential for effective teamwork in educational and ministry-based music environments. Students will examine personality theories (including DISC, MBTI, and temperament models), leadership styles, and group behavior patterns to better understand how to build and manage cohesive teams. Emphasis will be placed on recognizing communication differences, identifying potential sources of conflict, and implementing biblically grounded and research-based strategies for resolution and reconciliation.

PHI3620 Fundraising and Grant Writing (3)

This course provides a practical and strategic framework for effective fundraising and grant writing within churches, ministries, and nonprofit organizations. Students will explore the theological, ethical, and relational foundations of resource development, learning how to cultivate donor relationships, design capital campaigns, and implement sustainable giving strategies. The course also offers hands-on training in identifying funding opportunities, writing compelling grant proposals, and navigating the grant application and reporting process. Special attention is given to the unique challenges and opportunities of faith-based fundraising, including stewardship education, major gifts cultivation, and engaging multiple funding streams. Students will complete a full grant proposal and develop a strategic fundraising plan tailored to their ministry or organizational context.

CML3630 Transformational Leadership & Ethics (3)

This course examines the principles and practices of transformational leadership through the lens of ethical theory, character development, and organizational impact. Students will explore how transformational leaders inspire change, foster vision, and cultivate trust within diverse team environments, with a focus on values-based decision-making and moral integrity. Drawing from both classical ethical frameworks and contemporary leadership models, the course emphasizes the integration of personal virtue, organizational responsibility, and social influence. Real-world case studies from ministry, nonprofit, and marketplace settings challenge students to address complex ethical dilemmas,

lead through crisis, and promote cultures of accountability and purpose. Students will assess their leadership style and develop a personalized leadership philosophy grounded in transformational and ethical principles.

PSY1530 Leadership Counseling (3)

This course equips students with the tools and strategies to engage in courageous, high-stakes conversations that promote growth, accountability, and transformation within leadership contexts. Rooted in biblical principles and informed by the Fierce Conversations framework, the course trains leaders to navigate emotionally charged interactions, offer constructive feedback, and build trust through transparent, empathetic communication. Students will explore counseling techniques, conflict resolution models, and interpersonal dynamics relevant to leadership in churches, ministries, and nonprofit organizations. Emphasis is placed on self-awareness, emotional intelligence, and the development of a leadership voice that is both compassionate and confrontational when necessary. Through role-play, case studies, and practical application, students will learn to lead with authenticity, courage, and clarity in a variety of relational and organizational settings.

LDR2640 Navigating Organizational Change (3)

This course provides a practical and research-informed approach to leading effective organizational change, with a primary focus on the framework presented in *Switch: How to Change Things When Change Is Hard* by Chip and Dan Heath. Students will explore how to motivate change by simultaneously engaging the rational, emotional, and situational dimensions of individuals and teams, referred to as the Rider, the Elephant, and the Path. Through case studies, simulations, and applied projects, students will learn how to overcome resistance, shape behavior, and create momentum for lasting transformation in churches, ministries, nonprofits, and marketplace organizations. Special emphasis is placed on diagnosing challenges to change, developing strategic communication, and aligning organizational culture with desired outcomes. Students will leave the course equipped with actionable tools for initiating, managing, and sustaining change in dynamic environments.

Master of Arts in Music Leadership

CHM1115 Foundations for MA (3)

This foundational course is designed to equip students with the essential academic skills and frameworks necessary for success in the Master of Arts program. This orientation session introduces students to the practical applications and strategies academic skills needed to complete the Master of Arts program. Students will explore the biblical concept of creativity as a reflection of God's image, gain an overview of how the arts have historically shaped worship and culture, and begin forming a theological framework for engaging in artistic expression as a form of leadership, discipleship, and worship. Through Scripture, discussion, and creative reflection, this session sets the tone for a semester of meaningful exploration of the arts, not just as aesthetic experiences, but as powerful tools for discovery, transformation, and kingdom impact.

CML2715 Personal Spiritual Formation (3)

This course offers an in-depth study of the theology and practice of spiritual formation from a Christian perspective, with an emphasis on the inner life of the leader. Students will explore biblical, historical, and theological foundations of spiritual growth while engaging with classical spiritual disciplines such as prayer, fasting, solitude, Scripture meditation, and worship. Special attention is given to the integration of spiritual formation with emotional health, personal identity in Christ, and lifelong discipleship. Through guided readings, reflective exercises, spiritual mentoring, and the development of a personal Rule of Life, students will cultivate habits that support ongoing transformation into the image of Christ. The course is designed to nurture holistic spiritual maturity and equip students to lead others from a place of authentic spiritual depth.

LDR1120 Biblical Foundation of Leadership (3)

This course provides a comprehensive exploration of leadership principles rooted in the biblical narrative, offering a theological and practical framework for Christian leadership in various ministry and organizational contexts. Through critical analysis of key scriptural texts, students will examine leadership models found in the lives of biblical figures such as Moses, Nehemiah, David, Paul, and ultimately Jesus Christ. The course emphasizes the integration of biblical theology with contemporary leadership theory, fostering the development of character, spiritual authority, servant leadership, and ethical decision-making. Students will be challenged to reflect on their own leadership identity and calling while cultivating a biblically grounded philosophy of leadership applicable to diverse cultural and ecclesial settings.

LDR1610 Team Dynamics, Personalities, and Conflict Resolution (3)

This course explores the interpersonal and organizational dynamics essential for effective teamwork in educational and ministry-based music environments. Students will examine personality theories (including DISC, MBTI, and temperament models), leadership styles, and group behavior patterns to better understand how to build and manage cohesive teams. Emphasis will be placed on recognizing communication differences, identifying potential sources of conflict, and implementing biblically grounded and research-based strategies for resolution and reconciliation.

MUS4640 Psychology and Sociology of Music (3)

This course examines how music affects the human mind, behavior, and social structures. Drawing from both psychology and sociology, students will explore how individuals perceive, process, and respond to music cognitively and emotionally, and how music functions within communities to shape identity, express values, and foster unity or division. Topics include music and memory, emotional regulation, social identity through music, cultural transmission, group cohesion, and the role of music in education, worship, and protest movements. A biblical worldview will be integrated throughout, encouraging students to reflect on the spiritual impact of music and its role in discipleship, healing, and community building.

MUS5540 Music Production for Worship Arts (3)

This hands-on course introduces students to digital music production tools and techniques essential for modern music ministry and education. Students will gain practical experience using industry-standard software such as Ableton Live, Pro Tools, Logic Pro, and Multitracks.com to create, edit, and enhance audio for live worship, studio recording, and classroom use. Emphasis will be placed on workflow, sound design, loop creation, MIDI sequencing, multitrack integration, and basic mixing and mastering, all within a worship or pedagogical context.

MUS2705 Music Notation and Engraving (3)

This course equips students with the skills to accurately and professionally notate music using both traditional and digital tools. Emphasis will be placed on industry-standard software (e.g., Finale, Sibelius, Dorico) for creating clear, readable sheet music suitable for educational and ministry settings. Students will learn best practices in layout, spacing, part preparation, score formatting, and publishing standards for various ensembles. Special attention will be given to notating choral, instrumental, and congregational music for worship contexts, with a focus on excellence, clarity, and service to the performer.

MUS2710 History of Western Music (3)

This course provides a chronological survey of Western art music and the parallel development of sacred music traditions from antiquity to the present. Students will explore key composers, genres, and stylistic periods—ranging from Gregorian chant and Renaissance polyphony to the Baroque, Classical, Romantic, and Modern eras—while examining the theological, cultural, and historical contexts that shaped Christian sacred music. Special emphasis will be placed on the evolution of church music, hymnody, gospel music, and contemporary worship styles within both liturgical and free-church traditions.

MUS2715 Theology of Worship and the Arts (3)

This course explores the biblical and theological foundations of worship and the creative arts within the Christian tradition. Students will examine worship as a central act of the Church and an expression of the believer's relationship with God, with particular attention to music, visual art, drama, and dance as forms of spiritual expression and communication. The course will draw from Scripture, church history, and contemporary scholarship to investigate how theology shapes artistic practice and how the arts, in turn, form spiritual life and community identity. Special emphasis is given to the role of the artist in the Kingdom of God, the integration of creativity and calling, and the discernment of beauty, excellence, and purpose in worship environments.

MUS3720 Technology in Music in the Worship Arts (3)

This course equips students with practical skills in the use of current music technologies for both educational and ministry settings. Emphasis is placed on the integration of music notation software (e.g., Finale, Sibelius, MuseScore), digital audio workstations (DAWs) such as GarageBand, Logic Pro, and Ableton Live, as well as online teaching tools and worship technologies. Students will explore strategies for enhancing instruction, rehearsal, composition, and worship planning through digital platforms. Applications include classroom teaching, ensemble direction, virtual learning environments, and modern worship production, with a focus on efficiency, creativity, and spiritual purpose.

MUS6250 ZION Music Conference (3)

This experiential learning course allows students to receive academic credit for participating in the Zion Music Conference. Students will engage in workshops, masterclasses, worship services, and breakout sessions relevant to music education, worship leadership, theology of music, and practical ministry. Through reflective and creative assignments, students will synthesize their learning and demonstrate how it applies to both educational and ministry settings.

MUS7750 Music Dissertation Final Project (3)

This capstone course serves as the culminating academic and creative project for students in the master's music program. It provides an integrated, hands-on opportunity to demonstrate mastery in songwriting, music theory, pedagogy, and production. Students will compose an original song, transcribe it using professional notation software, develop a pedagogical plan to teach the piece to vocalists or instrumentalists, and produce a high-quality recording. The course emphasizes creativity, technical proficiency, and practical application within both academic and ministry contexts. Students will work closely with faculty mentors throughout the creative and production process and present their work in a final performance or project defense. The completed project will serve as a portfolio piece and professional milestone reflecting the student's artistic identity and academic achievement.

Course Descriptions

Field of Study

In the course descriptions that follow, the first three letters in the course number indicate the general discipline into which that course falls.

BIB	Biblical Studies	MIN	Ministry
CHM	Christian Ministry	MTH	Mathematics
CNS	Counseling	MUS	Music
CML	Christian Ministry & Leadership	PHI	Philosophy
COM	Communications	POL	Political Science
ENG	English	RHS	Restoration & Healing
PSY	Psychology	SCI	Natural Sciences
HIS	History	SPT	Spiritual Formation
ICS	Intercultural Studies	SSC	Social Sciences
LDR	Leadership	THE	Theology

Course Level The four digits in the course number represent the course level, which relates to the degree of difficulty and/or level of specialization found in that course. Thus, courses numbered 1000-1999 are typically freshman-level courses. Those numbered 2000-2999, 3000-3999, and 4000-4999 are, respectively, sophomore, junior, and senior-level undergraduate courses. Those numbered 5000-5999 and 6000-6999 are graduate-level master's courses. Students should typically not enroll in a course more than one level above their academic classification (*e.g., first-year students should take 1000- or 2000-level courses, rather than 3000- or 4000-level courses*).

Credits Each course description includes in parentheses the number of credit hours earned by satisfactorily completing that course.

Prerequisites At the end of the course description, readers will find any prerequisites that may apply. To illustrate: Students must successfully complete BIB3116 Literary Exegesis and Analysis before enrolling in any other 3000- or 4000-level Biblical Studies courses.

Prerequisites are for the students' benefit to ensure that they are well equipped to be successful in the coursework they undertake. Prerequisites also benefit faculty in that instructors may assume adequate preparation from students enrolled in an advanced class and effectively assist students in achieving the learning goals and objectives for that course.

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