

CATALOG 2026-2027

WASHINGTON UNIVERSITY
of VIRGINIA

www.wuv.edu | info@wuv.edu | 703.333.5904

ACADEMIC CALENDAR 2026-2027

J-Term (Summer 2026)	
Classes Begin	June 1
Fall Semester 2026	
Classes Begin	August 24
Labor Day (School closed)	September 7
Mid-Term Exams Begin (No chapel)	October 12
Mid-Term Exams End (No chapel)	October 16
Fall Break Begins (No classes; Offices open)	November 23
Fall Break Ends	November 27
Thanksgiving Holiday (No classes; Offices closed)	November 26-27
Final Exams Begin	December 7
Final Exams End	December 11
J-Term (Winter)	
Classes Begin	December 14
Spring Semester 2027	
Classes Begin	January 25
Mid-Term Exams Begin (No chapel)	March 15
Mid-Term Exams End (No chapel)	March 19
Spring Break Begins (No classes; Offices open)	March 22
Spring Break Ends	March 26
Final Exams Begin	May 10
Final Exams End	May 14
Commencement	May 29
J-Term (Summer)	
Classes Begin	June 1

** The schedule is subject to change without notice, if necessary. **

OUR MISSION

To develop men and women
of character and leadership
by inculcating quality Christian education
through healthy institutional services
so that they may make meaningful contributions to the world.

Certification and Accreditation

Certification

WUV is certified to operate by the State Council of Higher Education for Virginia (SCHEV).

State Council of Higher Education for Virginia (SCHEV)
Tel: (804) 225-2600; Fax: (804) 225-2604
Website: www.schev.edu
Email: PPE@schev.edu

Accreditation

WUV is accredited by Transnational Association of Christian Colleges and Schools (TRACS):

Transnational Association of Christian Colleges and Schools (TRACS)
15935 Forest Road
Forest, VA 24551
Tel: (434) 525-9539
Website: www.tracs.org
Email: info@tracs.org

Neal T. Jones Seminary of WUV is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS):

The Commission on Accrediting of the Association of Theological Schools
10 Summit Park Drive
Pittsburgh, PA 15275
Tel: (412) 788-6505; Fax: (412) 788-6510
Website: www.ats.edu

The following degree programs are approved by the Commission on Accrediting: Master of Divinity, Master of Christian Counseling, Doctor of Ministry, and Doctor of Clinical Pastoral Counseling.

The School of Business at WUV is accredited by the International Accreditation Council for Business Education (IACBE):

The Board of Commissioners of the International Accreditation Council for Business Education

11374 Strang Line Road
Lenexa, KS 66215
Tel: (913) 631-3009; Fax: (913) 631-9154
Website: https://iacbe.org/
Email: iacbe@iacbe.org
The business programs in the following degrees are accredited by the IACBE: Master of Business Administration with a concentration in Management, Master of Business Administration with a concentration in Information Technology, Bachelor of Business Administration with a concentration in Management, Bachelor of Business Administration with a concentration in Information Technology, Bachelor of Science in Accounting

WUV is accredited by the Evangelical Council for Financial Accountability (ECFA):

Evangelical Council for Financial Accountability (ECFA)
440 W. Jubal Early Drive, suite 100,
Winchester, VA 22601
Tel: (800) 323-9473; Fax: (540-535-0533
Website: www.ecfa.org
Email: information@ecfa.org

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PRESIDENT'S WELCOME

Dear Friends,

Welcome to Washington University of Virginia (WUV)! As an institution of Christian higher education, WUV grounds its educational mission in the Word of God, drawing its perspectives and values from it. Consequently, students at WUV will not only acquire the academic knowledge from their courses but also grow into better individuals.

In 1982, a group of local Korean American pastors launched WUV. Currently, it is located ten miles outside Washington, D.C., in Annandale, VA, in vibrant and opportunity-filled surroundings that feature a rich diversity of cultures and peoples. Approximately one hundred different languages are spoken, and various cultures and beliefs are practiced every day. In this environment, WUV has grown into an international institution on U.S. soil. Our students have a wonderful opportunity to build friendships with peers from various cultures, appreciate the beauty of diversity, and learn to respect and live with one another in peace and harmony. We are like a global family.

With the aim of providing quality instruction and training, WUV makes every effort to recruit faculty with caring hearts for students. Additionally, to uphold institutional integrity, we strive to comply with all regulations set forth by federal and state governments and to maintain a high level of adherence to the standards established by peer institutions and endorsed by accrediting agencies.

Understanding the economic challenges many of our students from countries outside the US continually face due to their nations' financial conditions, especially in this post-pandemic era, we see it as our responsibility to manage our institution with financial stewardship. We strive to keep the institution financially stable and make tuition affordable for those students who might otherwise lack access to higher education. Therefore, WUV is grateful for any donation, large or small, from anyone wishing to support our mission.

Our Board of Directors, administrators, staff, and faculty are dedicating their time and effort to achieve these goals in our students' lives through academic programs and diverse services. Our institution carries out all these activities with the utmost vigilance for one purpose: to ensure that our students grow to bear good fruit and make meaningful contributions to their communities.

Together, let us bear fruit to make today's world a little better for tomorrow!

Warmly,



Peter M. Chang, Ph.D.
President

About WUV

HISTORY

In the early 1980s, a group of local Korean American pastors envisioned establishing a higher learning institution within a Christian environment, aimed specifically at Korean American immigrants in the Washington D.C. metropolitan area. Thus, Washington Baptist University was founded with the primary purpose of training pastors and laypersons for various church ministries.

In September 1982, the Board of Directors appointed Dr. Edwin as the first President. In May 1984, the Baptist College and Seminary of Washington (BCSW) campus was relocated to Columbia Baptist Church in Falls Church, VA, and Dr. David Kim was appointed as the second President.

The Virginia State Board of Higher Education recognized BCSW as a licensed educational institution and a non-profit organization in November 1984. The Council of Higher Education of the Commonwealth of Virginia authorized BCSW to grant religious degrees, including Associate of Divinity, Bachelor of Theology, Master of Religious Education, Master of Divinity, and Doctor of Ministry.

In March 1993, the Immigration and Naturalization Service (INS) granted BCSW the authority to issue Form I-20 to qualified international students..

Dr. Dwight D. Kim became the third President of BCSW in May 1997. BCSW launched the English as a Second Language (ESL) program and started raising the necessary funds to purchase its own academic site.

In May 2000, the Board of Directors appointed Dr. Won H. Lee as the interim president; in September of that year, BCSW underwent an administrative reorganization.

Dr. Johng O. Lee became the fourth President of BCSW in May 2002. In the summer of 2002, the seminary degree programs began operating under the name of Washington Baptist Theological Seminary.

In November 2003, the campus was moved to Annandale, VA, and in February 2004, its name was changed to Washington Baptist University. It became an associate member of the Association of Theological Schools in the United States and Canada (ATS) in June 2004.

In July 2004, the State Council of Higher Education for Virginia (SCHEV) certified WBU to grant B.A., B.S., M.A., M.R.E., M.Div., Th.M., D.Min., and Ph.D. degrees. On November 5, 2004, WUV purchased the current building located at 4300 Evergreen Lane, Annandale, VA 22003.

Dr. Jacob S. Shin was appointed Interim President on August 1, 2006, and the Board installed him as the fifth President of WBU on December 15, 2006.

On February 12, 2007, the Washington Baptist Theological Seminary of WBU received candidate status from the ATS.

In August 2007, the institution acquired additional property on the south side of the main campus building to accommodate the institution's steady growth.

In August 2007, WBU opened its Maryland site in Burtonsville, MD, and in August 2008, the site relocated to Ellicott City, MD.

On May 18, 2009, the Board of Directors appointed Dr. Peter M. Chang as Interim President, and on August 1, 2009, the Board installed Dr. Chang as its sixth President.

On February 15, 2013, the Association for Biblical Higher Education (ABHE) granted WBU the initial accreditation.

On May 30, 2014, the Maryland Higher Education Commission certified the Maryland site of the then-WBU to grant B.A., B.S., M.A., M.R.E., M.Div., and M.B.A. degrees.

On October 11, 2014, the Board of Directors renamed Washington Baptist Theological Seminary of WBU's to the Neal T. Jones Seminary (NTJS).

On January 15, 2015, the Board of Directors renamed WBU the Washington University of Virginia (WUV).

On June 12, 2017, the Association of Theological Schools in the United States and Canada (ATS) granted Neal T. Jones Seminary (NTJS) of Washington University of Virginia initial accreditation and approved the MD site as a complete degree-granting location for M.Div. and M.C.C. degrees.

On December 20, 2018, the International Accreditation Council for Business Education (IACBE) granted the Business School of WUV initial accreditation.

On March 6, 2019, WUV received reaffirmation of its accreditation from the ABHE until 2028.

On May 31, 2019, WUV closed its extension site in Maryland permanently.

On April 21, 2020, the Transnational Association of Christian Colleges and Schools (TRACS) granted WUV its initial accreditation.

On September 14, 2020, WUV was granted membership by the NC-SARA (National Council for State Authorization Reciprocity Agreements) for Distance Education.

On April 1, 2022, ATS granted Neal T. Jones Seminary of WUV a 10-year reaffirmation of accreditation, valid until July 31, 2032, with the next comprehensive evaluation visit scheduled for spring 2032.

On October 22, 2024, TRACS granted WUV a 10-year reaffirmation of accreditation valid until December 31, 2034. An interim Fifth-Year Review is scheduled for 2029, and the next comprehensive visit and appearance before the Accreditation Commission is set for Fall of 20234 for reaffirmation II.

LOCATION

Washington University of Virginia is located in Annandale, Virginia, 10 miles south of Washington, D.C., the nation's capital and political center of the country.

Our metropolitan area, an epicenter of cultures and nationalities, features historic neighborhoods, cobble-stoned streets, waterfront districts, foreign embassies, and artistic events. As the nation's capital, Washington has unique history that holds endless opportunities for education, including visits to the White House, the Smithsonian museums, the National Mall, and picturesque monuments.

WUV's campus in Annandale, Virginia, is situated in a city with a diverse population. The vibrant campus consists of classroom facilities, computer labs, administrative and faculty offices, a library, and student lounges.

Nearby the campus are many amenities including libraries, public schools and universities, grocery stores, coffee shops, shopping malls, restaurants, hiking trails, and doctors' offices.

Address:

4300 Evergreen Lane
Annandale, VA 22003
T: (703) 333-5904
Fax: (703) 333-5906
www.wuv.edu

STATEMENT OF FAITH

1. We believe that there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.

2. We believe the Bible to be the inspired, authoritative Word of God.

3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious atonement through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and His personal and visible return in power and glory.

4. We believe that man was created in the image of God, that he was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation.

5. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life, and by whom the church is empowered to carry out Christ's Great Commission.

6. We believe in the bodily resurrection of both the saved and the lost, those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.

STATEMENT OF INSTITUTIONAL EFFECTIVENESS

Washington University of Virginia is committed to raising its educational standards by undertaking systematic planning and assessment measures to evaluate each program's effectiveness. To this end, WUV staff and faculty are dedicated to making a difference in institutional growth and student learning by applying insights gained from the evaluation process across all aspects of WUV's operations, while also honoring and adhering to the university's mission.

The effect of WUV's educational effort is evident in the fact that most students find employment. Among the 2023 graduates, 31% received an internship, including Optional Practical Training (OPT), 29% secured a permanent job, 18% pursued an advanced degree, 5% transferred to other institutions, 2% returned to their home countries, and 15% continued in their original job.

The ATS Graduating Student Questionnaire (GSQ) for 2021-22 highlights the low debt levels among seminary students, which is generally attributed to WUV's affordable tuition rates. According to the 2021-2022 GSQ findings, 100.00% of students reported no educational debts, and 0% incurred any educational debts while studying at the seminary. Additionally, 77.8% of students did not incur educational debts during their time at the seminary, while 11.1% incurred less than $10,000 and another 11.1% incurred less than $20,000.

According to the findings of the 2018 Noel-Levitz Student Satisfaction Inventory (SSI), WUV's average performance exceeds the national average in the following categories:

- ✓ Meeting students' expectations rates 5.15 over 4.54 (National Four-Year Private schools' average) (+0.61).
- ✓ Satisfaction with their experience with the school is 5.31 over 5.1 (+0.21); and
- ✓ Willingness to enroll at WUV again is 5.58 over 5.13 (+0.45).

Students at WUV benefit from a significant educational advantage in learning within a diverse classroom environment. The WUV student body represents fifty-one nationalities, allowing students to share their cultures, diets, and customs with one another. This unique exposure helps students overcome fears, prejudices, and biases, providing them with the opportunity to realize that people can live together in harmony.

PHILOSOPHY OF EDUCATION

By philosophy of education, WUV refers to the principles, attitudes, and beliefs of an individual or institution regarding how teaching and learning occur in the school environment. Specifically, these are the principles that guide relationships among students, between students and teachers, and among all the stakeholders in the institution. In short, our beliefs, values, and understanding of how effective teaching and learning are conceptualized and practiced comprise our educational philosophy. The philosophy of education serves as a roadmap for effectively instructing our students.

As a Christian university that upholds values and worldviews rooted in Jesus and the Scriptures, WUV affirms the following philosophy of education:

1. All truth is God's truth because He is the Creator of all that exists. Therefore, all truths can be understood in terms of Christian values and worldviews (Truth/Values/Worldviews).
2. Created in God's image, all students deserve a high-quality education that challenges their God-given potential to flourish through the knowledge and skills they acquire at WUV (Educational Excellence).
3. All of our students, affected by sin, regardless of their circumstances when they arrive, deserve a caring, respectful, and engaged pedagogy that helps them heal their pains and wounds and gradually develop Christ-like character (Character Formation).
4. We must create a college community that engages students in civic life, cultivates lifelong learning, and inspires a passion for understanding themselves and the world (Community; Context; Lifelong Learning).
5. The faculty is responsible for showing appropriate respect and conducting a critical evaluation of their students' work, holding students to the highest ethical standards, and providing effective feedback that encourages them to grow (Respect for Students).
6. The faculty will prepare their courses with diligence and enthusiasm, continually enhancing their teaching abilities and knowledge of their fields while improving the curricula in their areas of instruction (Course Preparation/Curriculum).
7. The faculty is responsible for demonstrating the essential values and ethics of society. The faculty will not tolerate breaches of academic integrity. The faculty will confront incivility and bigotry whenever we encounter them, ensuring a respectful and vibrant college culture (Values).
8. Being aware of the many differences among various student groups, the faculty should be culturally, racially, and economically savvy. This helps prevent the faculty from being judgmental when interacting with students (Diversity/Racism).

INSTITUTIONL GOALS

To carry out its mission, Washington University of Virginia offers education, resources, and guidance that enable men and women to acquire knowledge, improve skills, and cultivate Christ-like attitudes essential for impacting ministry, missions, and the global marketplace. The institutional goals are as follows:

1. Through a carefully designed curriculum that aligns with scriptural truths, we aim to help students acquire knowledge about Jesus as the Word of God, the Bible, and the values and worldviews derived from such knowledge (Curriculum/Foundational Knowledge).
2. We strive to help students build a solid foundation in General Education fields, including the humanities, social sciences, and natural sciences, to foster a comprehensive understanding of human existence, life, and contexts (General Education/Contexts).
3. We aim to motivate students to develop critical thinking habits and investigative skills, enabling them to make informed and independent-minded decisions. We also aim to equip students with the ability to conduct effective academic research and projects (critical Thinking/Research Ability).
4. We are dedicated to supporting students in their spiritual, physical, intellectual, emotional, and social development through classroom training and experiences, interactions with faculty and fellow students, participation in extracurricular activities, and involvement in various community services (Character Formation).
5. Our goal is to equip students with leadership skills that reflect Christian values. We achieve this not only through theoretical instruction but also through mentoring programs that involve local church pastors, business leaders, alumni, and faculty members, enabling students to make a positive impact in various career settings (Leadership).
6. We strive to prepare students to actively engage in their respective fields, including business, accounting, IT, counseling, and ecclesial ministry, while upholding clear Christian conduct and values, thereby contributing positively to the world (Quality Education/Contributions to the World).
7. We aim to prepare students to develop information literacy competencies and research skills by utilizing the college library to retrieve data from various sources, thereby promoting lifelong learning (Library/Information Literacy).
8. We strive to maintain honest and high-quality relationships that reflect Christian values and worldviews within all segments of the college community, including students, employees, alumni, donors, and vendors (Integrity/Healthy Institutional Services).

NON-DISCRIMINATION POLICY

WUV admits students without regard to race, color, gender, physical disability, or national or ethnic origin, ensuring them access to the rights, privileges, programs, and activities available to all students at the university.

STATEMENT OF ACADEMIC FREEDOM

As an institution of higher education, WUV emphasizes the significance of academic freedom as a cornerstone for sustaining an educational environment. The intellectual advancement of faculty and the societal impact of the institution as a whole rely on such freedom. In its dedication to fostering academic freedom, WUV outlines the following principles of academic freedom that apply to all faculty members.

As an institution of Christian higher education, WUV fully affirms its commitment to academic excellence and freedom for its faculty. The foundation of this freedom is the belief that God is the author of all truth; therefore, the faculty of WUV must be guided in their pursuit of knowledge and wisdom by the fear of the Lord.

WUV defines Academic Freedom as the right to think, express, and research in areas of interest in the pursuit of knowledge. Faculty members may not use their position or classroom as a platform to demand that students adhere to a personal theological viewpoint, political preference, or social agenda.

WUV's academic freedom should never serve as a vehicle to undermine or harm the institution's two essential and foundational values: commitment to the traditional belief in Jesus Christ and commitment to the evangelical vision of the institution's founders, which is rooted in the reformational theological tradition. These heritages have motivated, guided, and shaped WUV's environment of academic excellence.

Under this fundamental affirmation, WUV encourages all faculty members to freely conduct research in their primary fields, areas of interest, and contemporary issues, integrating what they learn from these activities into classroom teaching to enhance the learning experience for students.

STATEMENT OF DIVERSITY

WUV is committed to diversity in our students, faculty, staff, administrators, directors, and all our activities. WUV endeavors to provide an inclusive environment where we believe innovation and freedom of intellectual inquiry flourish.

The ultimate goal of God's plan for humanity is to unite all races under the kingship of Jesus (Eph. 1:9-10; 2:14-16). Thus, the community that God loves is one where Jesus is the head, with all its members coming from diverse backgrounds. There are many, yet one in Jesus.

Regarding unity, WUV aims to unite diverse groups from various ethnic, cultural, religious, and ideological backgrounds by nurturing and equipping them with a biblical worldview and values grounded in the Scriptures.

At the same time, situated in one of the most diverse geographical areas, WUV recognizes that embracing a variety of experiences, thoughts, and cultural backgrounds cultivates intellectually, mentally, and culturally enriched campus communities, maximizing success for all its constituents.

Recognizing the importance of promoting diversity among WUV's constituents, particularly focusing on increasing the involvement and success of underrepresented individuals, WUV adopts the following goals to accomplish:

1. To boost the enrollment and graduation rates of underrepresented students.
2. To enhance the recruitment of underrepresented individuals for director positions.
3. To enhance the hiring of administrators, faculty, and staff positions.
4. To integrate and enhance curricular content, co-curricular programming, multicultural awareness, and understanding.

ADMISSIONS

ADMISSION INFORMATION

The Office of Admissions is responsible for the admission of students to the University.

Academic Calendar
Each fall semester in general begins at the end of August; and each spring semester begins at the end of January. J-terms (June and December terms) are offered during both summer and winter vacations.

Freshman Application Procedure
To be considered for admission as a freshman, the applicant must submit the following items by the appropriate deadlines:

1. A completed Freshman Application packet. Submit each document listed below for the program to which you are seeking admission (Note: all legal documents are required to be written in English.)

General (Required for All Applicants)
- Passport size photograph (1; Color photo, taken in last 3 months, clear image, without background. No selfies.)
- Passport photocopy (1)
- Acknowledgment of Statement of Faith
- Referral Credit Program Form (if applicable)

Undergraduate Applicants
Required Documents
- Original Certificate of High School Graduation or Transcripts
- Essay Writing
- Community Service Application
- Credit Transfer / Waiver Form (If Applicable)
- Library Information Literacy Class

Additional Admission Requirements
- Bible Understanding (B.A.B., B.S.F.)
- Personal Testimony (B.A.B.)

Master's Applicants
Required Documents
- Original Certificate of Bachelor's Degree
- Original Official Bachelor's Transcripts (minimum of 120 credits) – GPA 2.0 or above
- Original Course by Course Evaluation (if your college credits was received outside the USA, please note the separate cost for this service is around $150-$200)
- Essay Writing
- Library Information Literacy Class

Additional Admission Requirements
- Pre-requisite Agreement/Waiver (M.B.A., M.C.S., M.I.S.)
- Bible Understanding (M.Div., M.C.C.)
- Admission Interview (M.Div., M.C.C.)
- Self-Assessment (M.C.C.)

- Pastoral Reference (M.Div., M.C.C.)
- Academic Writing Sample (MA-S.F.E.L.)
- Resume (MA-S.F.E.L.)
- Faculty Interview (optional but recommended) (MA-S.F.E.L.)
- Seminary Reference Letter & Testimony (M.Div., M.C.C., MA-S.F.E.L.)

Doctoral Applicants
Required Documents

- Original Certificate of Master's Degree
- Original Official Master's Transcripts (D.B.A. – GPA 3.0 or above)
- Statement of Purpose
- Resume

Additional Admission Requirements

- Admission Interview (D.Min., D.C.P.C.)
- Statement of 3 years of Ministry Experience (D.Min.)
- Original Course by Course Evaluation (if your college credits was received outside the USA, please note the separate cost for this service is around $150-$200)
- Recommendation Letter(s)
    - Two letters of recommendation, including at least one from a current or former supervisor (D.B.A.)
    - Three reference letters: two from pastors and one from a professor (D.Min.)
    - One professional recommendation from a clinical supervisor (D.C.P.C.)

2. Application processing fee ($100)

Freshman Application Review Procedure
An admission decision is mainly made based upon the applicant's academic strengths, personal experiences and achievements demonstrated through all the submitted materials. In case that any exceptional situations, which are not specified within the current admission policy, arise, the Admissions Office will hold a temporary 'admission review committee' to determine the best recommendation for each case.

Degrees Earned Outside the U.S.
All transcripts from colleges or universities outside the U.S. must be translated into English and evaluated by an accredited U.S. evaluation service before an admission decision can be made.

Undergraduate
Students with high school diplomas are eligible to apply for the undergraduate programs. Students who have attended academic degree programs less than two years in the U.S. or studied less than one semester (15 weeks) in E.S.L. programs must have a minimum TOEFL score of 68 (or PBT 520 or IELTS 5.5 or Duolingo 100 or TEPS 546 or PTE 45.4).

Student without High School Diploma

In addition to all application materials, the student must provide a copy of GED result. It is strongly encouraged for the student to provide as much information as possible about his/her circumstances in support of the application.

Graduate Application Procedure

Students with bachelors' degrees are eligible to apply for the graduate programs. Students who have attended academic degree programs less than two years in the U.S. or studied less than one semester (15 weeks) in E.S.L. programs must have a minimum TOEFL score of 68 (or PBT 520 or IELTS 5.5 or Duolingo 100 or TEPS 546 or PTE 45.4).

Criteria for Admission into Graduate School

Prospective student who is applying WUV's graduate program should meet these criteria.

- Hold a bachelor's degree from an accredited college or university in the U.S or hold a college or university degree equivalent to a four-year American bachelor's degree from a foreign institution.
- WUV will recognize a three-year bachelor's degree from a foreign institution provided that the student has earned at least a 3.0 grade point average (on a 4-point scale) for the last 90 graded quarter credits or 60 graded semester credits.
- Be proficient in English: Applicant whose native language is not English must demonstrate English language proficiency.

International Student Admission Procedure

The applications of prospective international students are reviewed on an individual basis, and admission may be offered to every applicant who meets the minimum requirements.

1. **International student applicants must follow** the process detailed in the Freshman Application Procedure.
2. **International students are required to submit the following additional documents:**
    - Proof of English skills
        - Minimum IBT TOEFL score=68, PBT=520 / TEPS=546, Duolingo=100, PTE=45.4, or
        - Minimum 1 year in a U.S. degree program, or
        - Minimum of one full academic semester or Advanced ESL
    - I-20 and I-94 (Photocopies of primary and dependent applicants)
    - Visa and Passport (Photocopies of primary and dependent applicants)
    - Verification documents of dependents (if applicable)
    - Declaration of financial sponsors (if using a sponsor(s))
    - Proof of Financial Status (for details see the Application Packet)
    - Eligibility Confirmation Form (Transfer student only)

<u>I-20 Issuing Procedure</u>

1) Submission of application documents
2) Application Fee $100
3) Application review by the school
4) Acceptance notice
5) Issuance of I-20
6) Apply for F-1 visa at embassy
7) Entrance into the U.S.

Applicants should contact the Office of Admissions as soon as possible after obtaining a visa.

Please note: "You may be refused entry into the U.S. if you attempt to arrive more than 30 days before the program start date listed on your SEVIS I-20 form." (http://www.ice.gov)

A Form I-20 form is issued only to the student who is accepted to the school. The issued I-20 form is not an F-1 visa. Students may consult legal advisor(s) for other necessary documents to obtain an F-1 visa.

Records Retention

It is WUV's policy to retain the admissions documents for two years for those who are admitted but fail to enroll. For those who enroll, WUV preserves admission record and financial transactions between each individual and the school, for three years from the date of their last attendance at WUV. Records of individual academic performance at WUV are kept permanently.

Graduation Requirements

For students to graduate they must fulfill all the requirements of their programs prescribed in the Catalog of their original enrollment periods (e.g., Capstone courses for Business School; Graduation Exams for M.Div., etc.). Students who attend college intermittently may graduate according to the rules of the Catalog of their original enrollment periods. But those who have been absent from the school for more than one year must fulfill the graduation requirements of the Catalog in effect upon their return. In case of changing their majors, the policies current in the Catalog at the time of the change will apply to the students' graduation requirements.

Internships or Externships

When an internship or externship of professional training is part of the curriculum, it must have expected outcomes in a written training plan. It must be monitored by an instructor or supervisor during the entire period of the training. Internship may not be used as replacement of a permanent employee. If the internship or externship is part of the course requirements, the student may not graduate until the training has been successfully completed. In case the trainees receive compensation, the school will make it public by posting a notice or requiring the trainees to wear name tags to show that they are student trainees.

Transfer Students

Transfer students must submit all of the forms listed in the Application Procedure. An official transcript from each post-secondary educational institution previously attended must be sent directly to the WUV Registrar from the registrar of the respective institution.

Evaluation of Transfer Students

WUV's policy regarding the credit transfer is as follows:

- The credit transfer review will be made under the supervision of the director of the student's degree program. Students must submit the transfer credit application within their first semester at WUV.
- Credits taken more than 10 years prior to the student's matriculation of the current program may be transferred at the discretion of the academic committee of each degree program.
- Credit transfers may be allowed for the courses that are equivalent to the courses in WUV programs and in which students have made a letter grade of 2.0 (C) or above for undergraduate courses and 2.7 (B-) or above for graduate courses. No credit transfer may be finalized until the application process is completed and the student is officially accepted.
- Course credits that were earned in a same or higher level of degree program and, preferably, at an institution accredited by a recognized accrediting body can be transferred.
- In case of credit transfer from an unaccredited institution, the Registrar, in consultation with the degree program director, evaluates the transcript under the guidelines established by the Academic Committee. The decision as to what previous academic work may be transferable into programs at WUV will be determined on a case-by-case basis. Factored into the analysis will be a course-by-course analysis of the previous academic work and an examination of the academic catalog of the institution including faculty qualifications and the student's performance in these courses. In this case only courses with a letter grade of 2.7 (B-) or above for undergraduate courses and 3.0 (B) or above for graduate courses can be transferred.
- Up to 50% of credits required in the degree programs of WUV may be granted on the basis of transfer credits with exceptions specified below:
  1. The WUV Core Courses cannot be waived
  2. The credits that have been earned as part of the award of another degree program may be transferred on the condition that not more than half of the credits required for the other degree may be transferred into the WUV degree program.
  3. Up to 2/3 of the credits required in the Seminary or Biblical Studies degree programs may be transferred if the degree program from which the credits are transferred, and the degree program being pursued at WUV are the same.
  4. For the doctoral programs, the following number of credits may be transferred: up to 1/5 of the credits required in the D.C.P.C. program and up to 1/3 of the credits required in the D.Min program.

Transfer Credit Disclaimer

Since each institution of higher education has its own policies related to transfer credit, students must understand that credits earned at WUV do not automatically transfer to other colleges. It is the responsibility of the student to ascertain the transfer credit policies at other institutions. An acceptance of WUV's credit by another institution is determined solely by that institution.

Credit for Prior Learning and Life Experience

WUV may award up to 30% of degree credits for documented college-level learning gained through work, ministry, or military experience, in accordance with SCHEV policy. Eligible students must complete 6 WUV credits and follow the official PLA process.

Course Waiver

A qualified student may apply for a course waiver of a required course based on previous coursework. To be justified as a waiver, the course should have the equivalent content and skill level as the course required for the WUV degree program. A course waiver may reduce the total number of credits required for graduation and the number of the requirement courses in the degree programs of WUV that can be waived is determined in accordance with the transfer credit policy. The course waiver application should be submitted along with the credit transfer application within first semester at WUV and will be reviewed and determined on an individual basis at the discretion of the respective program director.

Correspondence Course Credit

For correspondence courses earned at other accredited educational institutions college credits may be granted, provided the contents of such courses meet the requirements and standards of WUV.

Observer (Audit) Students

Auditing a course allows a student to take a class without getting a grade or credits for the course. The academic life and schedule of auditing students are the same as those of the regular students.

Academic Integrity Policy

Submission of False or Fraudulent Documents

Applicants are required to submit complete, accurate, and authentic information and supporting documents as part of the admission process.

Any applicant or student who knowingly submits false, altered, forged, misleading, or fraudulent documents or information, or who misrepresents any material fact in connection with an application for admission, transfer credit, financial aid, or any university record, is subject to disciplinary action by the University.

The University reserves the right to deny admission, cancel admission, revoke enrollment, invalidate transfer credits, withhold academic records, deny the awarding of a degree, or revoke a degree that has been

awarded if it is determined that admission or academic standing was obtained through false or fraudulent information or documentation.

The University may also report suspected fraud or document falsification to appropriate governmental agencies, accrediting bodies, licensing authorities, or other educational institutions, as permitted or required by applicable law and University policy.

Academically Underprepared Students

Academically underprepared students refer to those who lack basic skills in at least one of the three areas of reading, writing, or mathematics that are essential for success in higher education. Such students may be identified during the admissions process and the first-year class performance.

During Admissions:
The admissions process can identify underprepared students through any of the following assessments.

1. Grade:
    a. Student's overall high school GPA is under 2.0 (on the scale of 4 or C in letter grade);
    b. Student with GED.
2. Entering essay:
    a. Student's paper displays lack of comprehension of the questions, grammatical understanding, or writing skills.

Remedial Recourses

1. Students with GPA under 2.0
    a. Conditional admissions may be granted.
    b. Each program director monitors the student's progress in their first-year undergraduate program.
    c. If the student's first year GPA is above 2.0, the student will be released from the conditional admission status to regular admission.

2. Essay score below 2.0
    a. Mentorship of writing through writing center will be provided, if it is deemed that a little help is what the student needs.
    b. The student will take reading and writing English courses in the ESL program with regular classes, if it is deemed that the student needs to obtain basic English skills.
    c. The number of courses to take from the ESL program will depend upon the decision of faculty based upon the perceived student's need.

During the first-year class performance:

Academically underprepared students may be identified during the first-year class performance through the following assessments:

1. First Quiz
2. First Home Assignment
3. First Test
4. Final GPA of the first semester

When the instructor finds through these four factors that the student needs to take some remedial courses to have academic success, he or she informs the director of the program. Then the director examines the situation of the students with the Academic Dean and decides how to best support students for his/her success.

Remedial Recourses

1. The student may be sent back to ESL classes to improve his/her English skills:
    a. The student will take some ESL courses to improve reading and writing along with regular classes, if it is deemed that the student needs to improve basic English skills.
    b. The number of ESL courses for the student to take will be determined by faculty committee based upon the perceived student's need.
2. The students may receive mentoring if the faculty determines that short-term mentoring can help the student achieve the degree level of the study on math and writing.

The student accepted conditionally as underprepared student will be released from the state of conditionality when his/her final GPA of the first year is above 2.0.

Admission Decision Policy

Washington University of Virginia uses a holistic approach in the application process. The school reviews each application independently to determine if the applicant is a good fit for the program. Admission to the Neal T. Jones Seminary, however, requires more than a high-grade point average. Admission decisions for the Neal T. Jones Seminary include the degree to which the faculty believe the student is suited in character and attitude for ministry, which is the intended vocations of Seminary degrees. For this reason, not all students who hold good grade point averages and other typical admissions requirements for the institution's programs are admitted into the Seminary.

COSTS AND FINANCIAL AID

FINANCIAL INFORMATION

Tuition

Undergraduate

Resident & Non- F-1 Student

College of Arts & Science / Business	$253.00 / credit
Computer Science Program Student	$300.00 / credit
Auditing Student (enrolled student only)	$250.00 / course

International Student

College of Arts & Science / Business	$269.00 / credit
Computer Science Program Student	$300.00 / credit

Graduate

Master's Program

Resident & Non- F-1 Student

Divinity (M.Div.)	$300.00 / credit
Christian Counseling (M.C.C.)	$312.00 / credit
Business Administration (M.B.A.)	$338.00 / credit
Computer Science (M.C.S.)	$346.00 / credit
Information System (M.I.S.)	$346.00 / credit
Spiritual Formation and Educational Leadership (MA-S.F.E.L)	$345.00 / credit
Auditing Student (enrolled student only)	$250.00 / course

International Student

Divinity (M.Div.)	$320.00 / credit
Christian Counseling (M.C.C.)	$326.00 / credit
Business Administration (M.B.A.)	$362.00 / credit
Computer Science (M.C.S.)	$372.00 / credit
Information System (M.I.S.)	$372.00 / credit

Doctoral Program

Ministry **(**D.Min.)	$309.00 / credit
Clinical Pastoral Counseling (D.C.P.C.)	$513.00 / credit
Business Administration (D.B.A.)	$550.00 / credit

Fees*

Regular Fees

Application Fee (New or transfer students only)	$100.00
Mailing Service Fee (New students only, if applicable)	$100.00
Registration Fee	$100.00 / semester
Summer/Winter Registration Fee	$50.00 / semester
Doctoral Student Registration (Dissertation Semester)	$400.00 / semester

Doctoral (D.Min.) Thesis / Project Advisor Fee	$1,000.00
Doctoral (D.C.P.C.) Dissertation Advisor Fee	$2,300.00
Technology Fee	$15.00 / semester

Special Fees

Convenience Fee	3% of the transaction $
Installment Set-Up Fee	$20
Returned Check Fee (Including eCheck)	$35.00 / returned check
Declined Card Handling Fee**	$35.00 / transaction
Verification Letter (Graduation, Enrollment)	$15.00 / copy
Official Transcript Fee	$15.00 / copy
Graduation Fee***	$70.00

* All fees are non-refundable. ** Details of this fee is stated under "Methods of Payment." *** Graduation fee is subject to change: Graduation fee does not cover any graduation materials, gowns, caps, and other accessories including photos and others.

Billing Policy

Washington University of Virginia (WUV) expects students to meet their financial obligations to the University. All payments are due before the semester start date for the corresponding registered semester. However, students may set up Payment Plan at the Student Accounts Office prior to the first payment due date of the selected plan.

Payment of Tuition and Fees

Students may choose to make payments in full payment or by using the Payment Plan. The Payment Plan allows students to pay their tuition in three to four installments that are set by the University. Installment plan dates are established and posted on the Payment Plan and Agreement Form.

Methods of Payment

Personal payments may be made by a combination of personal check, cash, money order, cashier's check, ACH (Bank transfer/e-Check) and credit/debit card (Visa, Master, American Express and Discover). Students will be charged a $35 handling fee for any returned check due to insufficient funds or stop-payment instructions. A $35 fee will also apply to any credit or debit card payment that is processed but later disputed or dishonored by the issuing bank. Additionally, declined automatic withdrawals caused by insufficient funds or rejection by the card issuer will incur a $35 fee. If credit or debit card is declined more than once for any reason, credit or debit card can no longer be used to make a payment on the same day.

International Methods of Payment

International students may use Flywire, which allows them to make payments from outside the U.S. using any bank account or credit/debit card in their local currency.

Registration Fee

All students are required to pay a non-refundable registration fee of $100, regardless of their degree level or credit load. For the Summer and Winter semesters, the required non-refundable registration fee is $50 per semester.

Installment Set-Up Fee

University requires the payment of an installment fee of $20 for the university to compensate additional efforts to maintain and process the installment account. If students wish to change their payment plan after the semester has started, they may do so only once per semester, and a $20 installment re-setup fee will be charged for the change.

Late Fees

Late Registration

Students who register after the scheduled registration dates will be charged a late registration fee of $50.

Late First Payment

Students who make first payment between the semester start date and the last day of add/drop period will be charged a late fee of $50. Students who make first payments after add/drop period will be charged a late fee of $100.

Late Installment Payment

Students who fail to make payment according to their installment arrangement will be charged a late fee of 5% of outstanding balance.

Delinquent Payment

Students with outstanding debts are denied any registration activity and access to transcript of their grades until all debts are paid in full. If a student fails to pay the remaining balance by the last day of the payment period, a late fee of five percent of the unpaid balance will be assessed. If an account remains unpaid for 45 days past due, final notice will be sent to the student. The student will have 15 consecutive days, including weekends and holidays, to contact the university and resolve the outstanding balance. If the account remains unpaid and reaches 60 days past due, an additional late fee of six percent of the unpaid balance will be assessed. After the account reaches 60 days past due, the unpaid balance is subject to transfer to a collection agency. Any repayment arrangements must be made directly with the collection agency, not the University, and the account holder will be responsible for any additional fees associated with the collection process.

Financial Information and Disclosure Statement

Students are expected to access financial information by contacting/visiting student account office in university. It is the student's responsibility to get acquainted with own financial information. Failure to receive email notification or call/mail from finance/student account office is not a justification of granting immunity in financial matters. Failure to update contact information including email address, phone number, and home address will not discharge of financial obligation. Failure to contact Finance/Student Account office or to read and comply with university regulations will not exempt students from whatever financial penalties they may incur.

Financial Good Standing

Financial good standing and a university record clear of holds are required for students to receive services. Services such as myWUV access, transcript, diploma, class registration for next semester and so on will

not be provided to students with an outstanding financial balance or any holds on their record. Holds are based on outstanding obligations, and late payments are considered a failure to meet financial responsibilities.

Refund and Cancellation Policy

WUV follows the minimum refund policy for a school that financially obligates the student for a semester, which is set by the State Council of Higher Education for Virginia (SCHEV) 8 VAC 40-31-160 (N) (6).

Tuition refunds will be determined based on the following schedule:

1. A student who enters the school but withdraws or is terminated during the first quartile (25%) of the program shall be entitled to a minimum refund amounting to 75% of the cost of the program.
2. A student who withdraws or is terminated during the second quartile (more than 25% but less than 50%) of the program shall been titled to a minimum refund amounting to 50% of the cost of the program.
3. A student who withdraws or is terminated during the third quartile (more than 50% but less than 75%) of the program shall be entitled to a minimum refund amounting to 25% of the cost of the program.
4. A student who withdraws after completing more than three quartiles (75%) of the program shall not be entitled to a refund.

All refunds will be made within 15 business days from the official notification of withdrawal.

Add and Drop Period Refund

A student who withdraws during the add/drop period shall be entitled to a full refund of all tuition paid by students.

Cancellation Refund

WUV allows student applicants to cancel their enrollment within three business days (excluding weekends and holidays) after signing the enrollment agreement, with no financial obligation other than the non-refundable registration fee. If a student applicant cancels after the three-day period but before the first day of class, they are entitled to a refund of all tuition paid, minus the lesser of 15% of the total tuition for the course or program, or $100. Please note that a student applicant is officially considered a student as of the first day of classes. Therefore, cancellations made before the first day of the semester may be eligible for a refund, in accordance with the terms above.

Course Cancellation

Failure to attend a course after registering is not justification for elimination of charges. A student must officially drop a course to qualify for a refund or release of charges by the add/drop deadline posted by the university. Failure to pay will not release students from responsibility for these charges.

Financial Aid

Applicants who apply for financial aid or installment plan must complete a Payment Plan Agreement prior to the first day of class. A partial payment may be arranged during the approval process for the installation plan, which will enable the student to attend the class. If the student's financial aid is not approved, the

student will be required to make full payment before taking or continuing courses. To support students' educational journey, the University provides information on private student loan options. One such option is available through America's Christian Credit Union (ACCU), a faith-based financial institution. To be eligible for an ACCU loan, applicants must be U.S. citizens, permanent residents, or F-1 visa holders with a qualified co-signer. Approval is based on the applicant's credit history and credit score. After applying, students must email a copy of the loan application receipt to the school to ensure that tuition is recorded as paid and to avoid late fees or registration holds.

Payment Plan and Agreement

- If students pay their tuition through myWUV student portal, they must fill out the Payment Plan and Agreement form before paying for the division.
- Failure to make a payment or arranging to make a payment following other terms of the Payment Plan Agreement may also result in an additional late fee of 5% of the outstanding balance.
- Students are allowed to change their payment plan once per semester after the semester has started, while any additional payment plan changes will be subject to a $20 installment re-setup fee for each additional change.

Scholarship

Students can apply for the scholarship when they fulfill the criteria. Students eligible for the scholarship will be adjusted after the add/drop periods.

Scholarship List:

Competitive Scholarships	Community Scholarships
Merit-based Scholarships	Legacy Scholarship
Academic Achievement Scholarship	Pastoral Scholarship
Alumni Association Scholarship	Pastoral Family Scholarship
	Missionary Scholarship
Need-based Scholarships	Missionary Family Scholarship
Benevolent Fund Scholarship	
Designated Scholarships (Donor Specific)	
J&J Scholarship	
Special Scholarships	
Special Scholarships for M.Div. students	
Special Scholarships for D.Min. students	

ACADEMIC INFORMATION

ACADEMIC INFORMATION

WUV consists of three divisions: College of Arts and Sciences, School of Business & Technology, and Neal T. Jones Seminary.

College of Arts and Sciences offers two-degree programs: Bachelor of Arts in Biblical Studies (B.A.B.), Bachelor of Science in Family studies (B.S.F). It provides the WUV Core Courses for biblical higher education and the General Education courses, both of which are required for all undergraduate students.

The School of Business & Technology offers seven-degree programs: Bachelor of Business in Administration (B.B.A.), Bachelor of Science in Accounting (B.S.A.), Bachelor of Science in Computer Science (B.C.S.), Master of Business Administration (M.B.A.), Master of Computer Science (M.C.S.), Master of Information Technology (M.I.S.), and Doctor of Business Administration (D.B.A.).

The Neal T. Jones Seminary offers five-degree programs: Master of Divinity (M.Div.), Master of Christian Counseling (M.C.C.), Master of Arts in Spiritual Formation and Educational Leadership (MA-S.F.E.L.) Doctor of Ministry (D.Min.), and Doctor of Clinical Pastoral Counseling (D.C.P.C.).

Student Classifications

Full-Time Students for fall and spring semester

A student must register for the following number of credits per semester to be considered a full-time student: 12 or more credits for undergraduate students; 9 or more graduate credits for master's program students; 6 or more doctoral credits for D.Min., and D.C.P.C students.
Undergraduate students taking more than 16 credits per semester and graduate students taking more than 14 credits per semester need permission from their school director.

Part-Time Students

A student who works toward a degree but registers for less than 12 credits for undergraduate level and less than 9 credits for graduate and seminary level per semester is considered a part-time student.

Definition of Credit Hour

WUV follows the commonly accepted academic and governmental definitions of credit hour in Carnegie Unit (Code of Federal Regulations, §600.2 Definition). One credit hour, therefore, is awarded on the basis of work equivalent to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester.
Online classes follow the Distance Education Accrediting Commission (DEAC)'s definition of credit hour. Whereas Carnegie Unit measures a credit hour based on "lecture" and "homework," DEAC measures with Academic Engagement and Preparation, which are similar to "lecture" and "homework" in Carnegie Unit.

A 3-credit hour online course, therefore, would require 135 semester hours (45 hours of academic engagement and 90 hours of preparation).

Duration of Study

College of Arts and Sciences (and all Undergraduate)

Freshman	00-30 credits
Sophomore	31-60 credits
Junior	61-90 credits
Senior	91-120 credits

School of Business & Technology (Graduate)

M.B.A. and M.I.S.

First Year	00-24 credits
Second Year	25-48 credits

M.C.S.

First Year	00-18 credits
Second Year	19-36 credits

D.B.A.

First Year	00-12 credits
Second Year	13-27 credits
Third Year	28-40 credits
Fourth Year	41-48 credits

Seminary (Graduate)

M.Div.

First Year	00-26 credits
Second Year	27-52 credits
Third Year	53-75 credits

D.C.P.C.

First Year	00-18 credits
Second Year	19-36 credits
Third Year	6 credits for Dissertation

M.C.C.

First Year	00-24 credits
Second Year	25-48 credits
Third Year	49-64 credits

D.Min.

First Year	00-15 credits
Second Year	16-30 credits
Third Year	6 credits for Thesis/Project

MA-S.F.E.L.

First Year	00-18 credits
Second Year	19-36 credits

Online Classes*

Online classes are comparable in content, faculty, and resources to those offered in residence. They include regular student-faculty interaction by computer, telephone, mail, or face-to-face meetings.
Online classes at WUV shall adhere to the following minimum standards:

1. The educational objectives for each program or course shall be clearly defined, simply stated, and of such a nature that they can be achieved through telecommunications.
2. Instructional materials and technology methods meet the stated objectives of the program or course. The school considers and implements basic online navigation of any course or program, an information exchange privacy and safety policy, a notice of minimum technology specification for students and faculty, proper system monitoring, and technology infrastructure capabilities sufficient to meet the demands of the programs being offered.
3. WUV shall provide faculty and student training and support services specifically related to telecommunication activities.
4. WUV shall provide methods for timely interaction between students and faculty.
5. WUV shall develop standards that ensure that accepted students have sufficient background, knowledge, and technical skills to successfully undertake an online class.

* See the Online Class Handbook for further information.

Attendance Policy

It is highly recommended that students do not miss any class. Regular class attendance is expected and will be recorded in every class. The maximum number of absences allowed for a student is three per semester. Three tardiness will equal one absence.

For all programs, students must attend at least 80% percent of classes to be in "Good Standing" at the college. If a student attends less than 80% of the classes, he or she will be put on attendance probation. Attendance Probation puts the student into "Not Good Standing" with the college. If the student is in this status for two consecutive semesters OR three times in total over the course of his or her program, the student will not be able to register for the following semester. Three late attendance is counted as an absence. The absence is excused only for medical reasons. If the absent student provides the instructor with an official medical note, it is counted as an excused absence and it is not counted as regular absences.

In the middle of each semester, the first attendance probation letter is sent to all students who have under 80% attendance. A second attendance letter is sent (if necessary) at the end of each semester. The school may require counseling services with the Dean of Enrollment and/or the DSO for students who have received attendance probation letter(s). For students registering for a course for the first time during the add/drop period, any classes they have missed before the registration will be applied to their absence tally. It is the students' responsibility to contact instructors for assignments to make up for the course work they have missed. The instructor may allow up to two weeks for students to complete the make-up assignments.

The grade for all make-up work not completed within the given time frame will be recorded as zero by the instructor. Students in danger of failing classes due to excessive absenteeism and/or tardiness will be notified by their instructors.

Any exception to this policy requires a written petition of the student and an approval of the school Director.

Leave of Absence

In the case of a prolonged illness or accident, death in the family, or other special circumstances that make attendance impossible or impractical, a leave of absence may be granted to the student if requested in writing by the student or designee. No monetary charges or cumulated absences may be assessed to the student during a leave of absence. A school need not treat a leave of absence as a withdrawal if it is an approved leave of absence. A leave of absence is an approved leave of absence if: a. The school has a formal, published policy regarding leaves of absence; b. The student followed the institution's policy in requesting the leave of absence and submits a signed, dated request with the reasons for the leave of absence; c. The school determines that there is a reasonable expectation that the student will return to the school; d. The school approved the student's request in accordance with the published policy; e. The school does not impose additional charges on the student as a result of the leave of absence; f. The leave of absence does not exceed 180 days in any 12-month period; and g. Upon the student's return from the leave of absence, the student is permitted to complete the coursework he began prior to the leave of absence.

Evaluation Procedures

Each student's achievement is reported as a letter grade with associated grade points. Some classes may be graded by simple Pass (P) or Fail (F). Grades are determined on a 4-point system as follows:

Letter Grade	Scale	Grade Point
A	**95-100**	**4.0**
A-	**90-94**	**3.7**
B+	**86-89**	**3.3**
B	**83-89**	**3.0**
B-	**80-82**	**2.7**
C+	**76-79**	**2.3**
C	**73-75**	**2.0**
C-	**70-72**	**1.7**
D+	**66-69**	**1.3**
D	**63-65**	**1.0**
D	**60-62**	**0.7**
F	**0-59**	**0.0**

Incomplete To be completed within 4 weeks after the deadline of final grade submission
W/Grade Voluntary withdrawal within 5 weeks after beginning of semester
W/F Voluntary withdrawal after 5 weeks of beginning of semester
CR/NCR Passing in Pass/Fail class
AU Audit; no credit

Grade Forgiveness

A student may be permitted to retake a course in order to raise an earlier grade of "D" or "F." The last grade earned is considered the grade of record as it pertains to credit toward graduation.

Grade Point Average

The total number of grade points earned in each course is computed by multiplying the number of course hours by the grade points.

The grade point average (GPA) is a numerical measure of all grades. It is calculated by dividing the total number of grade points earned by the total number of credit hours attempted (excluding courses marked I, WP or AU). Example: 16 credit hours with a total of 42 grade points results in a grade point average of 2.625 by dividing the 42 points by 16 credits.

Dean's List

Each semester the Dean's List names full-time students who have shown outstanding academic performance. To qualify for the Dean's List, a student must enroll in a full-time capacity and achieve a 3.8 grade point average or higher in the given semester.

Non-Academic Grading

Grades for practical ministries and internships are PASS/FAIL. A 'P' grade provides credit, but no quality points and it is not counted toward the total quality points for GPA calculation.

Course Audit

Regularly enrolled students wishing to audit classes may do so by permission of the instructor, subject to the applicable fee. No credit is given. Students may not change from audit to credit. The general public including prospective students, can audit one lecture by permission of the instructor with no charge.

Incomplete Grades

An Incomplete ("INC") grade is assigned to a student by an instructor when the student's work is incomplete because of circumstances beyond the student's control, and when the student has been temporarily excused by the instructor. A student must receive approval from the instructor on the appropriate form. The instructor will replace the "Incomplete" grade with the earned grade once the incomplete work is completed. Work not completed with the approved timeframe will result in grade "F." See the Registrar Office for additional information about incomplete grades.

Withdrawal

The date of the institution's determination that the student withdrew should be no later than 14 calendar days after the student's last date of attendance as determined by the institution from its attendance records. The institution is not required to administratively withdraw a student who has been absent for 14 calendar days. However, after 14 calendar days, the institution is expected to have determined whether the student intends to return to classes or to withdraw. In addition, if the student is eventually determined to have withdrawn, the end of the 14-day period begins the timeframe for calculating the refunds. In the event that

a written notice is submitted, the effective date of termination shall be the date of the written notice. The school may require that written notice be transmitted via registered or certified mail, or by electronic transmission provided that such a stipulation is contained in the written enrollment contract. The school is required to submit refunds to individuals who have terminated their status as students within 45 days after receipt of a written request or the date the student last attended classes, whichever is sooner. An institution that provides the majority of its program offerings through distance learning shall have a plan for student termination, which shall be provided to council staff for review with its annual or recertification application.

Academic Honor System

Unless authorized by the instructor, the giving or receiving of assistance during examinations or on assignments is considered to be a dishonest act and is therefore prohibited. WUV will not overlook failures of personal integrity regarding matters of academic honesty. The violators will be punished with proper measures.

Definition of Cheating

Cheating is behaving in a fraudulent way in university coursework and examinations. Cheating includes passing off work done by someone else as your own work, or otherwise trying to gain an unfair advantage.

Examples of Cheating

Examples of cheating include, but are not limited to:

- Pretending to be someone else in a test or examination, or arranging such impersonation;
- Trying to peek and copy from another student during a test or examination;
- Referring to notebooks, papers, or any other materials during a closed book exam;
- Submitting work for which credit has already been received in another course without the express consent of the instructor;
- Helping others to cheat in these ways is also a form of cheating.

Definition of Plagiarism

Plagiarism is an *intellectual crime*: it is stealing someone else's ideas and pretending that they are your own. Whenever you use someone else's words or ideas in your paper, you must also include a note telling us *where you got that information* – otherwise you will be guilty of plagiarism and risk getting expelled from the class. It's not wrong to quote other authors; it *is* wrong to quote them without telling us that you did it. Many students in America have found out how serious plagiarism is when they get expelled from their school because of it.

Examples of Plagiarism

There are several forms of plagiarism:

- ✓ A student could copy the exact words from a book, article, or Web page on the Internet and put

them in their paper without making a note where they got the quote. Instead, you *must* do two things when borrowing someone else's words: put the quote in quotation marks (*like this:* "The President spoke today on the mortgage crisis …") Next, you *must* include a note, usually a footnote, saying where you got this quotation (*for example:* [1] Taken from the *New York Times*, 2008-09-24).

- ✓ A student could borrow an idea from another writer and pretend that he/she came up with it on his/her own. Instead, you *must* include a note stating that you borrowed this idea from another author. Give the author's name and title of his/her work (*like this:* "Argumentation, as Perelman states in his/her book *The Realm of Rhetoric* (page 49) is …").
- ✓ The point is that you must *always* give a reference to any information that is not your own. For more information on plagiarism and how to avoid it, please ask your professor and he/she can direct you to additional resources on this subject.

Cheating on an exam or committing plagiarism will automatically result in an "F" for the course. Copying someone else's paper will result in an "F" for the course. Helping others cheat will be punished by receiving as much as a 50% reduced grade in the exam. Additionally, the violators shall be placed on probation or suspension.

Faculty Accessibility

Student Access to Instructors

Access to faculty outside of the classroom is an important part of the education process. Students are provided with credentialled advisors to assist in making decisions regarding the courses they are to take as well as knowing the requirements of their degree programs. On enrolling, an advisor is assigned to each student in the school software, Mywuv portal. A student's communication through different media will elicit a response from the advisor within 48 hours."

In addition, access to instructors is also available for discussion regarding class requirements as well as other academic matters outside the course's regularly scheduled class hours throughout the period during which the course is offered. Full-time faculty place their office hours on their door. All faculty includes access time for their students on course syllabi. Students are encouraged to take advantage of the time when needed.

Class Cancellation Policy

All faculty members are expected to meet their classes at regularly scheduled times. If a situation arises that requires cancellation of a class, it is important that the instructor notify the school director as early as possible by submitting a Notice of Class Cancellation form. Informal voluntary substitution by a qualified colleague can be arranged but requires prior permission from the school director. Classes should be canceled only in exceptional circumstances, and normally a make-up session or appropriate alternative assignments/activities should be provided.

If a class needs to be cancelled for an emergency and the instructor is unable to submit the Notice of Class Cancellation in advance, the instructor must contact the Registrar's Office as soon as practicable. In this case, the Class Cancellation form can be completed and submitted afterwards.

Transcripts

Official transcripts will be sent to other educational institutions and agencies upon student's request, provided the student has no outstanding financial obligation to the school. Unofficial transcripts may also be obtained from the Registrar's Office. Requests must be made in writing except when a student is required to provide a transcript to a government agency for official purposes. Certain fees apply for official transcripts.

It is the policy of WUV to maintain all records, as required by the Education Reform Act of 1989, for a minimum period of five (5) years, and student transcripts for a minimum of fifty (50) years.

Confidentiality

All WUV student educational records are considered confidential in accordance with the Family Educational Rights and Privacy Act of 1994. The Family Educational Rights and Privacy Act of 1974 was enacted by Congress to protect the privacy of educational records, to establish the right for students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

The privacy of all student records is observed at WUV. Students must approve to release their information to the public. Members of the administration, faculty, or counseling staff may have access to student records for educational, administrative, or statistical purposes only.

Students may inspect and review their educational records upon written request to the academic office. Students may ask the university to amend a record they believe is inaccurate or misleading.
The university reserves the right to release limited directory information unless notified in writing to the contrary by the second week after the start of the term.

Family Educational Rights and Privacy Act (FERPA)

Students have the right to appeal to the Family Education Rights Privacy Act (FERPA) Office in Washington, D.C. concerning alleged failure by the university to comply with the Act. The following is the overview of the FERPA:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools

may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct their record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact us at the following address:
Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520

STUDENT LIFE

RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

Rights

WUV students are free to pursue their educational goals. The University shall provide curricula by which students may be given appropriate opportunities for learning in the classroom and on the campus. Each student has the right to personal privacy except as otherwise provided by law and University policy and this will be observed by students and University authorities alike. No disciplinary sanctions may be imposed upon any student subject to disciplinary action rising from alleged violation of the Code of Conduct without due process.

Privileges

Freedom from Harassment
All WUV students may pursue their educational opportunities free from harassment, including physical abuse, threats, or intimidation. WUV provides equal educational opportunities to its students without regard to race, color, gender, national or ethnic origin, age or disability. WUV prohibits discrimination on any of these bases and will take steps necessary to remedy any instances of such discrimination.

Freedom of Speech and Action
WUV students may express their beliefs, feelings, and opinions so long as the manner of expression does not violate another community member's rights. Specific examples of such violations include, but are not limited to, disrupting University functions and impeding access to any part of the campus and violations of the Code of Student Conduct. WUV reserves the right to impose reasonable regulations as to the time and place for some activities and, in certain circumstances, to require written permission before they may be undertaken.

Responsibilities

The enrollment of a student to WUV signifies a voluntary decision on the part of the student to participate in the programs offered by the institution pursuant to the policies, rules, and regulations of the University and rules and regulations of the State Council of Higher Education for Virginia. University admittance of a student, in turn, represents the extension of a privilege to join the University community and to remain a part of it so long as the student meets the required academic, financial, and behavioral standards of the University system (see Student Code of Conduct).

Chapel

Chapel services are held two times a week. While all students are encouraged to attend the chapel regularly, students in the following degree programs are required to attend the weekly chapel service with registering

the Chapel Service course every semester as a non-credit, PASS/FAIL course: BAB, BSF, MDiv and MCC. Minimum numbers of attendance to pass the Chapel Service course are determined by each department.

Student Government Association

The Student Government Association officers are appointed by the Dean of Students in cooperation with program directors or deans. Each school will appoint a representative/s to the SGA, ensuring that WUV is providing fair and just representation to all students. These representatives will collectively form the Student Government Association. Together they become a decision-making body. No single officer will exert power over other students or student groups.

The SGA will receive an allocated budget as determined by the administration. The Dean of Students will notify the SGA regarding the amount of the budget. SGA then notifies all student groups about the availability of the funds, and the manner in which to apply for funds. The purpose of the funds is to support student groups and to provide the groups with funds to engage in meaningful activities. Once applications are all collected by the deadline, SGA will interview the representatives of each applying group and examine the validity of such activities and its request for the funds. The presentation should include a clear statement of purpose of the proposed activity or program regarding why and in what sense the proposed program will enrich students' life at the school. SGA will determine which programs merit being funded and make a recommendation to the Dean of Students. The Dean of Students in cooperation with SGA makes a final decision about the allocation of funds to recommended programs.

The SGA officers may not participate in any particular group or activity that is applying for the fund, to avoid any possible conflict of interest. The SGA officers serve on a strictly voluntary basis. No monetary remuneration will be provided to an SGA officer.

SGA's role is to seek to promote and develop harmonious relationships among student groups within the University. Another important role of the Student Government Association is to function as a liaison between students and the administration, staff, and faculty of the school. This includes an invitation to some special meetings of faculty, administration, and staff to promote effective communication between students and the administration.

Community Service

The Dean of Students has the responsibility to seek and provide students with opportunities to develop Christian leadership and spiritual ministry. Within the Washington metropolitan area there are opportunities for institutional work in jails, homeless shelters, struggling churches, hospitals, and nursing homes. Everything is to be done to ensure that students will achieve maximum degree of benefit and fulfillment from personal involvement in various types of practical Christian work and community service throughout the Washington D. C. area.

Alumni Association

The WUV Alumni Association exists to build relationships with alumni, faculty, administration and students of WUV to promote a harmonious community. Each year alumni have the opportunity to help the school in the form of "The Friends of WUV" program, making tangible contributions towards the school projects and programs. Alumni Grants award financial aids and scholarships to eligible students.

Student Handbook

At the beginning of each school year, new students receive electronic copies of the Student Handbook. It contains much valuable information regarding students' life at WUV. Students are responsible for familiarizing themselves with the content of the Student Handbook.

Standards of Conduct

Each student is required to sign a copy of the WUV Code of Conduct at enrollment. Academic life at WUV is governed by the Code of Conduct. Violations of the Code of Conduct will be taken seriously. WUV does impose disciplinary actions when appropriate.

Code of Conduct*

Each Christian is to be Christ-like in attitude and action. This is neither automatic nor instantaneous, but a growth process. This Christlikeness does not come by observing certain outward expectations but comes from within as the indwelling Spirit of God energizes the believer submitted to God (Rom 12:1-2; Phil 2:12-13). As believers walk in fellowship with the Lord, being controlled and enabled by the Holy Spirit, they are changed to be more and more like Him (2 Cor 3:18; Phil 2:12-13,1 John 1:4-7).

Believers are to glorify God in their bodies and are to live holy lives (1 Cor 6:19-20; 1 Pet 1:13-16). Love toward God is evidenced by love for those without Christ (note Paul's example in 2 Cor 5:14 and Acts 18:5) and by love for fellow believers (1 John 3:16; 4:7-8).

Living by God's grace, believers are to avoid even the appearance (every form) of wrongdoing (I Thess. 5:22). Believers are called to freedom, but this is not to be an opportunity for the works of the flesh (Gal. 5:13). Individuals who, after spiritual instruction (Gal. 6:1), continue to dishonor the Lord by persisting in un-Christ-like behavior or unruly conduct (Gal 5:19-22) may, after due process, be dismissed from WUV.
*Students are responsible for familiarizing themselves with the more detailed Code of Conduct, see the Code of Conduct Section in the Student Handbook.

Disciplinary Action Policy and Procedures

Each student at Washington University of Virginia is required to comply with WUV's Student Code of Conduct and the policies and procedures contained within the Student Handbook. If any member of the community should interfere with WUV's policies, functions or activities, the community may find it

necessary to protect itself through a disciplinary action, which includes suspending or terminating the student's enrollment at the university.

The President of WUV has the discretion to immediately suspend or expel a student to protect the safety and well-being of the student, community, or university.

Any member of the WUV community may bring a claim that a WUV student has engaged in an act of disruptive behavior[1], disorderly conduct[2], trespassing[3], or other conduct which disrupts the educational environment, such as an act of harassment, intimidation, violence or physical force, dishonesty, theft, interference with university functions, disruption of the academic process, disruption of the campus community, or non-compliance with a University professor or staff member. These constitute some of the actions that may subject a student to disciplinary action.

The Dean of Students, in conjunction with a Disciplinary Action Committee, will handle disciplinary action matters. The student will have the opportunity to discuss the issue with the Dean of Students and Committee members. Upon reflection of the allegation and the student's response, the Dean of Students, along with the Disciplinary Action Committee, will determine whether the student engaged in an action that interferes with university policies, functions, or activities, and merits a disciplinary action. They will then decide the appropriate disciplinary action to impose upon the student, which can consist of a warning, probation, suspension, or expulsion.

A student may be expelled from school after written notice of the proposed action and the reasons for the expulsion, and the right to a hearing before WUV's Disciplinary Action Committee in accordance with WUV's regulations. The written notice shall include notification of the length of the expulsion and shall state whether the student is eligible to return to school.

The student has the right to appeal against the decision. The appeal must be in writing and presented to the Dean of Students within 10 days of the decision. The Disciplinary Action Committee will notify the student of the outcome in the matter within 15 days of receipt of the appeal.

Financial Responsibilities

Students who have not met, or made satisfactory arrangements to meet, all financial and other obligations to WUV, including library book returns and library fines, will not be allowed to register for the next academic term.

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[1]Disruptive behavior is defined in § 22.1—276.01 of the Code of Virginia as conduct that interrupts or obstructs the learning environment.

[2]Disorderly conduct is defined in §18.2-415 of the Code of Virginia as involving the intent to cause public inconvenience, annoyance, or alarm, or recklessly creating a risk.

[3] Trespassing upon church or school property is specifically prohibited by § 18.2-128. of the Code of Virginia. The definition developed for the Virginia Department of Education's discipline, crime, and violence report is as follows: To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus, or function.

WUV shall not grant any diploma, transcript, letter of recommendation or any action for placement, until these matters have been resolved. Students will be allowed to graduate only after their financial obligations to WUV have been taken care of, or some sort of arrangement has been made.

Dress Code

Regarding appropriate attire, moderation is the key word for WUV students. Casual dress is acceptable in the classroom as long as it is neat and modest. Students are to always dress appropriately and in good taste.

Health Services

Students are encouraged to secure medical services, when necessary, from their own physicians. Medical consultations are entirely at student's own expenses. Special items, such as the cost of prescriptions, hospitalization, ambulance service, x-rays, operating room expenses, dental work, surgery, special nursing, or special care for contagious diseases, are also to be paid by the student, when not covered by his/her health insurance.

On-Campus Harassment and Sexual Harassment

The college is committed to maintaining an environment where individuals do not abuse their power or authority in interpersonal relationships. WUV provides the following information and procedures for the campus community and visitors:

Harassment

Harassment is defined as demeaning gestures, repeated verbal attacks, threats that are violent in nature or physical attacks that are directed toward another person. This includes hazing or other dehumanizing actions, harassing, or humiliating an individual. For example, a person harasses another individual when he or she does any of the following:

- Publicly insults another person with gestures of abusive language in a way that may be humiliating or provoke a violent response.
- Subjects another person to offensive physical contact.
- Demonstrates subtle forms of behavior such as offensive posters, caricatures, cartoons, jokes of a sexual or demeaning nature.
- Makes unwelcome advances or verbally attacks another in a harmful or hurtful way.

WUV believes that all students, faculty, staff, and visitors to the campus should be respected and treated with dignity. Harassment of any sort is prohibited and will not be tolerated.

Sexual Harassment

Sexual Harassment is a form of sex discrimination and is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students.

Sexual harassment is defined as unwanted or unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct of a sexual nature. Often such conduct occurs in a context of formal or informal power over another person.

This behavior can be verbal, non-verbal, or physical and may interfere with one's academic environment, work, or employment status.

For example, sexual harassment occurs:

- When submission to such conduct is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in other campus activities; or
- When submission to or rejection of such conduct by another person is used as a basis for evaluation when making academic or employment decisions that affect an individual; or
- When the purpose of such conduct is to unreasonably interfere with an individual's academic or work performance or creates a hostile, intimidating, or offensive environment; or
- When such conduct includes derogatory jokes or comments, unwelcome flirtations, or propositions, threats/demands or subtle pressure to submit to sexual requests, offers of preferential treatment in return for sexual favors, or retaliation for having reported or threatened to report sexual harassment.

Reporting Harassment or Sexual Harassment

If you have witnessed or are the victim of harassment or sexual harassment, immediately report the incident to Student Life. The Director of Student Life will investigate and take appropriate measures to resolve any problem. An appointment is not required under these circumstances. The incident will be investigated expeditiously and in a way that assures confidentiality to the extent feasible.

Be prepared to describe the incident in writing and with sufficient details. The statement must allege actions taken against or towards the victim that constitute harassment or sexual harassment. Include when the incident occurred, who is being charged, and what circumstances, conversations, or witnesses may further define and substantiate the reported problem.

The administrators will make a final judgment based on the merit of the complaint. Steps will be taken to immediately stop inappropriate behavior toward the complainant. Upon conclusion of the investigation, there will be a decision made as to the specific course of action deemed appropriate for the offense(s).

Counseling and support services will be made available to the victim. Assistance with civil or criminal prosecutions will be available through Student Life. No one at the college may retaliate against a person or persons who make a claim of harassment or sexual harassment.

Integrity of University Credentials

Students and graduates have the responsibility to maintain the integrity and authenticity of Washington University of Virginia (WUV) academic credentials and official documents.

The unauthorized alteration, reproduction, falsification, or misuse of WUV diplomas, transcripts, certificates, or other academic records is strictly prohibited. Any individual found to have engaged in such activities may be subject to disciplinary action, including the cancellation or revocation of academic credentials or degrees, and may be subject to legal action in accordance with applicable laws and regulations.

Grievance Procedures

Complaint Process

The Informal Procedure Process

Students, including students taking distance education under the aegis of the National Council for State Authorization Reciprocity Agreement (NC – SARA), who believe that they have been aggrieved either academically or non-academically must first attempt to seek an informal resolution with the other party in the dispute.

If the student is unable to resolve the dispute with the primary party, then the student is to bring the dispute to the office of the Dean of Students, whereupon the Dean, or his/her designee, will seek to reach an informal resolution through mediation between the parties. If mediation at the Dean of Students level fails, then the student's grievance is consigned to the Chief Academic Officer.

The Formal Process

Student grievances that are sent to the Chief Academic Officer must be in writing. A student's written statement, along with supporting evidence, constitutes a case document. The second party to the dispute is also required to provide the Chief Academic Officer with a written statement about the disputed account.

The Chief Academic Officer will then set a date to convene a meeting to hear the case as expeditiously as possible. All parties are to be informed, in writing, of the charges and the meeting date, as well as statements requesting their presence. During the hearing, the student presents his/her case, after which the accused party is allowed to present its side of the story. Following the hearing, the Chief Academic Officer will inform all parties in writing of his decision. The President of WUV is also sent a copy of the decision.

Further Appeal

On-campus Student

If, after following the school's grievance policy, the student finds that the problem has not been resolved, the student may contact the following agencies:

State Council of Higher Education for Virginia (SCHEV)
Website: www.schev.edu
Email: PPE@schev.edu

Transnational Association of Christian Colleges and Schools (TRACS)

15935 Forest Road
Forest, VA 24551
Tel: (434) 525-9539
Website: www.tracs.org
Email: info@tracs.org

Association of Theological Schools in Canada and USA (ATS)
10 Summit Park Drive
Pittsburgh, PA 15275-1110
Tel: (412) 788-6505; Fax: (412) 788-6510
Email: www.ats.edu

The Board of Commissioners of the International Accreditation Council for Business Education (IACBE)
11374 Strang Line Road
Lenexa, KS 66215
Tel: (913) 631-3009; Fax: (913) 631-9154
Website: https://iacbe.org/
Email: iacbe@iacbe.org

Distance Education Student

If the student taking distance education under the aegis of the National Council for State Authorization Reciprocity Agreement (NC – SARA) finds that the problem, except for complaints about student grades or student conduct violations, has not been resolved, the complaint may be appealed, within two years of the incident about which the complaint is made, to the NC-SARA Virginia State Portal Entity (See the directory of SARA State Portal Entities at https://nc-sara.org/student-complaints). (SARA Manual 4.5)

NC- SARA Virginia State Portal Entity Contact
Darlene Derricott
Director of Academic Services
State Council of Higher Education for Virginia
101 N 14th St, 9th Floor
Richmond, VA 23219
Tel: (804) 225-2621
darlenederricott@schev.edu
State SARA Website

The student will not be subject to unfair actions because of initiating a complaint to SCHEV, TRACS, ATS, or IACBE or NC-SARA.

Appeals Process Relating to Financial Matters *(Fees, Charges, Refunds, etc.):*

First Appeal

The first appeal must be filed within 45 days of the event. The appeal must be in written form addressed to the Dean of Students. It must address the reason and basis for filing. The Dean will consult with staff, including the Registrar and the related school directors.

The Dean will then prepare a written response to the appeal. If the response is negative, the reason for the negative decision will be clearly stated.

Final Appeal

This appeal may be made to the President of WUV. Such an appeal must be in writing and filed within 30 days from the date of the response of the Dean of Students.

Counseling Services

Counseling services are offered at the WUV through Washington Multicultural Counseling Center (WMCC) for students and their family members, as well as the community at large. WMCC is housed within the counseling department of WUV. The center is a state of art clinical facility dedicated to quality counseling education and training and seeks to address the whole person's aspects - physical, psychological, social and spiritual. All counseling services are provided by our graduate level counselors and their licensed clinical supervisors. The counselors are from diverse language and cultural background including Turkey, Nepal, Peru, Brazil, and South Africa. They serve with the highest cultural competency and many of them are adult learners who serve already as leaders in their respective communities. As part of their education at WUV, the students seek to broaden their experience through internship/externship and volunteer work. Students who want to receive counseling service can contact the Center by calling 703-333-5904 (Ext. 300), or emailing wmccounselors@wuv.edu.

Library and Instructional Resources Center

The library supports the institutional mission and is a vital part of the educational program at WUV. It contains a home and qualified venue for bilingual research in both Korean and English written material. Our collection assists in the educational goals of the WUV curriculum.

The library serves a variety of academic disciplines in the humanities and social services, especially concentrating on theology, Bible commentary, church ministries, multi-cultural immigrant related resources, small business and conflict transformation, English as a Second Language materials, and recently computer science. The collection of the library numbers over 36,000 items including books, journals, videos, tapes, DVDs, and sound recordings. The main collection is in open stacks and arranged according to the Dewey Decimal Classification System. We also have recently obtained the services of three databases including EBSCO Business Source Elite, ProQuest Religion, and DBPia, which is a comprehensive database for those who need access to Korean resources. Our collection provides our students, faculty, and staff free access to resources that reflect depth and diversity of opinions that provide knowledge of the disciplines associated with the WUV class offerings and with developing lifelong interests and skills.

Commuter Resources

Student Parking

Students are to park their vehicles in unrestricted spaces in the campus parking lot. They are not to park their vehicles in the spaces designated for the disabled, short-term loading, or visitors.

Food Services

The WUV staff/student lounge is equipped with an electric oven, microwave oven, refrigerator, and vending machine. Restaurants and fast-food establishments are within easy walking distance from campus.

ACADEMIC PROGRAMS

COLLEGE OF ARTS AND SCIENCE

GENERAL EDUCATION

WUV's General Education curriculum consists of three mandatory core courses and nine elective courses. Elective courses are categorized into five areas and students are required to take at least ONE course from the Communication area and at least TWO courses from each of the rest four areas. Students are required to successfully complete a total of 36 credits to fulfill the General Education Requirement. The five areas are as follows: Communication, Humanities/Fine Arts, Natural Science/Mathematics, Behavioral/Social Science, and Critical Thinking.

Mission

To prepare a diverse body of students for becoming well-versed in a wide variety of academic and non-academic disciplines, better able and more willing to pursue significant questions of the academic disciplines, seek appropriate solutions to complex problems, make sound critical judgments, and formulate rational analysis and assessment, thus ready for further academic challenge.

Objectives

Students who successfully complete General Education curriculum will have:

1. Communication skills in reading, listening, writing, and speaking.
2. Understanding and appreciation of history, fine art, and music to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred.
3. Understanding of and sensitivity to the social, political, and economic frameworks of society and human activities within them.
4. Knowledge of the natural world including the ways it works and the role of science in exploring it for better understanding.
5. Knowledge of methods and techniques for analytic and logical research, evaluation, and problem solving.

General Education (36 credits required)

Required Courses	**9 Credits**
All undergraduate students are required to take these three courses in English and Math	
ENG 101	College English I
ENG 201	College English II
MAT 101	College Math

Communication	**3 Credits**
Courses in this area deal with written and oral communications. They will improve student abilities to read, write, speak, and listen with clarity, precision, and depth of understanding. This area also includes speech focused courses which enhance students' abilities to express their ideas in more lucid and effective ways in public presentation.	

ENG 103	English: Speech Clinic
ENG 210	Analytical Reading & Writing
ENG 301	College English III
LAN 311	Spanish I: Basic
LAN 312	Spanish II: Intermediate
LAN 321	Chinese I: Basic
LAN 322	Chinese II: Intermediate
LAN 331	Korean I: Basic
LAN 332	Korean II: Intermediate
SPH 101	Public Speech
SPH 300	Great Speeches

Humanities / Fine Arts — 6 Credits

Academic study of the humanities involves the study of recorded human experiences and the major forms of such records: philosophical, historical, artistic, and literary. Students can harness specialized knowledge and personal experiences of humanity. As one facet of human experience, the arts represent a fusion of the emotional, spiritual, and intellectual realities of the human condition. Study of the arts leads to heightened aesthetic awareness and deepens cultural understanding.

ARH 101	Art Appreciation
MUS 101	Music Appreciation
ARH 201	Art History
MUS 201	Music History and Literature
ARH 301	Modern and Contemporary Art and Culture
GOV 202	American Government
HIS 101	History of World Civilization
HIS 102	History of the United States
LIT 101	Introduction to Literature
LIT 301	The Bible as Literature
LIT 401	The Bible and the Koran
BAC 301	Christian Art and Culture

Natural Sciences / Math — 6 Credits

Courses in this area include the study of basic mathematics and scientific knowledge, as well as the role of applied science and technology as agents of change in society and the world. The courses focus on the description,

prediction, and understanding of natural phenomena based on observational and empirical evidence. It also concentrates on knowledge and skills necessary for the appreciation and enhancement of a healthy lifestyle

MAT 110	College Algebra
MAT 201	Calculus I
SCI 101	Introduction to Natural Science
SCI 201	Origin of Life
SCI 202	Chemistry
SCI 203	Introduction to Biological Science
SCI 210	Introduction to Nutrition Science
SCI 212	Physics
SCI 215	Introduction to Public Health
BIB 301	Creation and Evolution

Behavioral / Social Sciences — 6 Credits

Each course in the social sciences develops an appreciation of the processes of social interaction and emphasizes the analytic frameworks and techniques social scientists use to explain the causes and patterns of individual and institutional behavior. A scholarly or scientific discipline that deals with such study includes sociology, psychology, education, economics, political science, and social work.

ECO 101	Introduction to Economics
EDU 101	Introduction to Education
JRN 311	Introduction to Multimedia Journalism
POL 101	Introduction to Political Science
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
SOC 302	Contemporary Social Issues
SOC 311	Human Behavior and Social Environment
SWK 101	Introduction to Social Work
LAW 101	Introduction to Law

Critical Thinking — 6 Credits

Critical thinking, also called critical analysis, is clear, rational thinking involving critique. During the process of critical thinking, ideas should be reasoned and well developed. The National Council for Excellence in Critical Thinking defines critical thinking as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

PHI 101	Introduction to Philosophy
PHI 201	Contemporary Moral Issues
PHI 202	Logic and Reasoning
PHI 203	Introduction to Ethics
PHI 301	Science and Religion
SOC 411	Survey of Popular Culture
PHI 401	Life and Death: An Ultimate Concern

BACHELOR OF ARTS IN BIBLICAL STUDIES (B.A.B.)

The Bachelor of Arts in Biblical Studies program provides students with an academic and ministerial foundation focused on biblical studies and the training necessary for graduate programs, such as M.C.C. or M.Div. This program offers biblical studies courses that incorporate engagement with biblical texts, theological courses that include historical, systematic, and perspective views on the Bible, such as ethics and doctrines, interdisciplinary Bible-related courses that apply the Bible's teaching to various practical areas of study. The course content is built on biblical and theological truths which are then applied to varying subject matters, skills, principles, and practices of a professional discipline.

Mission

To provide a diverse body of students with necessary exposure to the study of the Bible as the Word of God and to equip them with biblical values and perspectives, so that they can prepare themselves for further academic pursuit and are able to live them out in their lives whether they pursue seminary or practice lay ministry after graduation.

Objectives

By the time of graduation, the program will be able:

1. To increase and enhance students' knowledge of the Bible as the Word of God and its theology.
2. To enable students to apply biblical knowledge effectively to ministry and life.
3. To foster the understanding of Reformation Traditions of the Christian church.
4. To cultivate leadership for teaching the Bible in ministering local churches.
5. To nurture in students a desire to pursue a higher degree in theological, pastoral, and missional ministries.

Graduation Requirements

1. B.A.B. students must complete a minimum of 120 credits: general education (36 credits), major requirements (54 credits), WUV Core courses (15 credits), and electives (15 credits).
2. B.A.B. students must maintain a cumulative grade point average of C (2.0).
3. Students must pass the graduation exams: Bible test and essay exams.
4. Students fulfill the community service in order to learn ministry formation.

Degree Requirements

LIL 101	Library Information Literacy	**0 credits**

General Education	**36 credits**

See the general education section for details.

WUV Core Courses		15 credits
BNT 101	New Testament Survey	
THL 101	Biblical Doctrine I	
BOT 101	Old Testament Survey	
FDS 101	Introduction to Christian Faith	
FDS 102	Worldview	
Major Requirements		**54 credits**
BIB 201	Bible Study Methods	
BIB 351	Great Figures of the Bible	
BNT 206	Pauline Epistles	
BNT 209	Gospels and Acts	
BNT 211	Life of Jesus	
BOT 151	History and Geography of Israel	
BOT 201	Pentateuch	
BOT 205	Prophetic Books	
CNS 101	Introduction to Christian Counseling	
CNS 222	Individual Counseling	
CNS 323	Group Counseling	
CNS 401	Marriage and Family System	
EDU 411	Introduction to Christian Education	
ETH 301	Christian Ethics	
FDS 201	Spiritual Formation	
HIS 301	History of the Christian Church	
MSS 101	Introduction to Christian Mission	
THL 102	Biblical Doctrine II	
Spiritual Formation Requirements		**0 credits**
SPF 101	Chapel Service	
SPF 102	Chapel Service	
SPF 201	Chapel Service	

SPF 202	Chapel Service
SPF 301	Chapel Service
SPF 302	Chapel Service
SPF 401	Chapel Service
SPF 402	Chapel Service

Ministry Formation Requirements	**0 credits**
CHS 101	Community Service Freshman
CHS 102	Community Service Freshman
CHS 201	Community Service Sophomore
CHS 202	Community Service Sophomore
CHS 301	Community Service Junior
CHS 302	Community Service Junior
CHS 401	Community Service Senior

Electives	**15 credits**
Any bachelor's courses	

Total 120 Credit Hours

BACHELOR OF SCIENCE IN FAMILY STUDIES (B.S.F.)

This degree is largely designed to equip students for education and counseling ministry with the knowledge and skills in multi-cultural settings. It also addresses critical issues within the contexts of homes, families, and communities in both educational and ministerial environments.

Mission

To prepare undergraduate students whose interest is in counseling with basic introductory studies of counseling within biblical values and perspectives as well as larger academic disciplines provided by general education and biblical studies.

Objectives

Students who successfully complete the B.S.F. curriculum will:

1. Demonstrate basic knowledge of the Bible and evangelical Christian theology.
2. Have basic concepts and knowledge about education and counseling in local churches.
3. Learn the basic skills in teaching and counseling in local church settings.
4. Demonstrate competence in pursuing higher degree in pastoral and missionary ministries.

Graduation Requirements

1. B.S.F. students must satisfactorily complete a minimum of 120 credits: General Education (36 credits), major requirements (54 credits), WUV Core courses (15 credits), and electives (15 credits).
2. A cumulative grade point average of C (2.0) must be maintained.
3. Students must satisfactorily pass the graduation exams: Bible test and Essay test.
4. Students fulfill the community service in order to learn ministry formation.

Degree Requirements

LIL 101	Library Information Literacy	**0 credits**

General Education		**36 credits**
See the general education section for details.		
WUV Core Courses		**15 credits**
BNT 101	New Testament Survey	
BOT 101	Old Testament Survey	
FDS 101	Introduction to Christian Faith	

FDS 102	Worldview
THL 101	Biblical Doctrine I

Major Requirements	**54 credits**
BIB 201	Bible Study Methods
BIB 351	Great Figures of the Bible
BNT 211	Life of Jesus
CNS 101	Introduction to Christian Counseling
CNS 211	Counseling Theories
CNS 222	Individual Counseling
CNS 323	Group Counseling
CNS 401	Marriage and Family System
CNS 413	Family Counseling
CNS 433	Mental Health
BNT 209	Gospels and Acts
EDU 201	Educational Foundations
EDU 311	Educational Psychology
EDU 411	Introduction to Christian Education
ETH 301	Ethics
HIS 301	History of the Christian Church
MSS 101	Introduction to Christian Mission
PSY 311	Developmental Psychology: Personality Theories

Spiritual Formation Requirements	**0 credits**
SPF 101	Chapel Service
SPF 102	Chapel Service
SPF 201	Chapel Service
SPF 202	Chapel Service
SPF 301	Chapel Service
SPF 302	Chapel Service
SPF 401	Chapel Service

SPF 402	Chapel Service

Ministry Formation Requirements	**0 credits**
CHS 101	Community Service Freshman
CHS 102	Community Service Freshman
CHS 201	Community Service Sophomore
CHS 202	Community Service Sophomore
CHS 301	Community Service Junior
CHS 302	Community Service Junior
CHS 401	Community Service Senior

Electives	**15 credits**
Any Bachelor's course.	

Total 120 Credit Hours

SCHOOL OF BUSINESS & TECHNOLOGY

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (B.B.A.) WITH CONCENTRATION IN MANAGEMENT

Mission

Through instruction in accounting, finance, marketing, operations, and international business combined with biblical and theological disciplines to provide tools necessary for students to obtain the ability to understand business climate, start and run their own business with Christian values.

Objectives

Students who successfully complete the B.B.A. curriculum will:

1. Be able to demonstrate basic knowledge of the Bible and evangelical Christian theology.
2. Be able to distinguish the principal concepts, theories, and practices in the functional areas of business.
3. Be able to apply Biblical principles and concepts to business decisions.
4. Be able to apply business-related quantitative methods and tools to the formulation of management decisions.
5. Be able to construct different types of professional business communication.
6. Be able to work with diverse colleagues.
7. Be able to analyze organizational problems and challenges.

Graduation Requirements

1. B.B.A. students must satisfactorily complete a minimum of 120 credits: General Education (36 credits), WUV Core courses (15 credits), major requirements (42 credits), and major electives (18 credits), and free electives (9 credits).
2. A cumulative grade point average of C (2.0) must be maintained.
3. Students must satisfactorily pass the graduation exams: Essay Test and Capstone course (Business Research).
4. Students fulfill the community service in order to learn ministry formation.

Degree Requirements

LIL 101	Library Information Literacy	**0 credits**

General Education	**36 credits**

See the general education section for details.

WUV Core Courses		15 credits
BNT 101	New Testament Survey	
THL 101	Biblical Doctrine I	
BOT 101	Old Testament Survey	
FDS 101	Introduction to Christian Faith	
FDS 102	Worldview	

Major Requirements		42 credits
ACC 211	Principles of Accounting	
BUS 102	Principles of Management	
BUS 201	Business Statistics	
BUS 202	Organizational Behavior	
BUS 302	Financial Management (Pre: ACC 211)	
BUS 313	Legal Environment of Business	
BUS 316	Operations and Supply Chain Management	
BUS 322	Management Information Systems	
BUS 401	Human Resources Management	
BUS 402	Entrepreneurship / Venture Business	
BUS 411	Marketing	
BUS 480	Business Research	
ECO 201	Microeconomics	
ECO 202	Macroeconomics	

Concentration Requirements		18 credits

18 credits may include courses alone or courses and practicum / ** Can not be repeated

ACC 220	Financial Accounting (Pre: ACC 211)
BUS 203	Leadership
BUS 301	Principles of Investment
BUS 311	Business Law
BUS 422	Labor Relations

BUS 451	Christian Business Ethics / Vision
BUS 470	International Business
BUS 471	Introduction to Digital Marketing
BUS 472	Global Supply Chain Management
ECO 303	Managerial Economics
BUS 370	Co-operative Education Program Level 1
BUS 371	Co-operative Education Program Level 2
MIT 301	Database Concept

Practicum (1 credit hour)

BUS 372	Marketing Field Practicum**
BUS 373	Management Field Practicum**
BUS 374	Human Resource Management Field Practicum**
BUS 375	Accounting and Finance Field Management**

Ministry Formation Requirements	**0 credits**
CHS 101	Community Service Freshman
CHS 102	Community Service Freshman
CHS 201	Community Service Sophomore
CHS 202	Community Service Sophomore
CHS 301	Community Service Junior
CHS 302	Community Service Junior
CHS 401	Community Service Senior

Electives	**9 credits**

Electives are any courses beyond major subjects that can be taken to broaden the knowledge horizon.

Total 120 Credit Hours

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (B.B.A.) WITH CONCENTRATION IN INFORMATION TECHNOLOGY

Mission

Through instructions in Information Technology, in addition to the business courses (accounting, finance, marketing, operations, and international business), combined in with biblical and theological disciplines to provide tools necessary for students to obtain the ability to understand business climate, start and run their own business with Christian values.

Objectives

Students who successfully complete the B.B.A. curriculum will:

1. Be able to demonstrate basic knowledge of the Bible and evangelical Christian theology.
2. Be able to distinguish the principal concepts, theories, and practices in the functional areas of business.
3. Be able to apply Biblical principles and concepts to business decisions.
4. Be able to apply business-related quantitative methods and tools to the formulation of management decisions.
5. Be able to construct different types of professional business communication.
6. Be able to work with diverse colleagues.
7. Be able to analyze organizational problems and challenges.
8. Be able to understand and implement basic Information Technology requirements.

Graduation Requirements

1. B.B.A. students must satisfactorily complete a minimum of 120 credits: General Education (36 credits), WUV Core courses (15 credits), Major requirements (42 credits), and Major Electives (18 credits), and Free electives (9 credits)
2. A cumulative grade point average of C (2.0) must be maintained.
3. A cumulative grade point average of C (2.0) must be maintained.
4. Students must satisfactorily pass the graduation exams: Essay Test and Capstone course (Business Research).
5. Students fulfill the community service in order to learn ministry formation.

Degree Requirements

LIL 101	Library Information Literacy	**0 credits**
General Education		**36 credits**

See the general education section for details.

WUV Core Courses		**15 credits**
BNT 101	New Testament Survey	
THL 101	Biblical Doctrine I	
BOT 101	Old Testament Survey	
FDS 101	Introduction to Christian Faith	
FDS 102	Worldview	

Major Requirements		**42 credits**
ACC 211	Principles of Accounting	
BUS 102	Principles of Management	
BUS 201	Business Statistics	
BUS 202	Organizational Behaviors	
BUS 302	Financial Management (Pre: ACC 211)	
BUS 313	Legal Environment of Business	
BUS 316	Operations and Supply Chain Management	
BUS 322	Management Information Systems	
BUS 401	Human Resources Management	
BUS 411	Marketing	
BUS 480	Business Research	
ECO 201	Microeconomics	
ECO 202	Macroeconomics	
MIT 301	Database Concept and Applications (BCS 103)	

Concentration Electives Requirements		**18 credits**
18 credits may include courses alone or courses and practicum / ** Can not be repeated		
BUS 370	Co-operative Education Program Level 1	
BUS 371	Co-operative Education Program Level 2	
MIT 104	Fundamentals of Web Programming (BCS 104)	
MIT 105	Introduction to Data Science (BCS 105)	

MIT 302	Data Structures and Algorithm Analysis (BCS 202)
MIT 303	Fundamentals of Programming Languages (BCS 102)
MIT 304	Data Communications and Networking (BCS 303)
MIT 306	Object Oriented Programming (BCS 204)
MIT 307	Cyber Securities (BCS 420)
MIT 311	Software Development (BCS 311)
MIT 315	Applied Machine Learning (BCS 315)
MIT 350	Mobile Application Development (BCS 350)
MIT 415	Big Data on Amazon Web Services (BCS 415)
MIT 421	Computer Forensics (BCS 421)
MIT 422	Security Automation with Python (BCS 422)
MIT 439	Big Data Analytics in Business (BCS 439)
MIT 440	Natural Language Processing (BCS 440)
MIT 441	Deep Learning (BCS 441)

Practicum	(1 credit hour)
BUS 372	Marketing Field Practicum**
BUS 373	Management Field Practicum**
BUS 374	Human Resource Management Field Practicum**
BUS 375	Accounting and Finance Filed Management**
BUS 376	Information Technology Field Practicum**

Ministry Formation Requirements	**0 credits**
CHS 101	Community Service Freshman
CHS 102	Community Service Freshman
CHS 201	Community Service Sophomore
CHS 202	Community Service Sophomore
CHS 301	Community Service Junior
CHS 302	Community Service Junior
CHS 401	Community Service Senior

Electives	**9 credits**

Electives are any courses beyond major subjects that can be taken to broaden the knowledge horizon.

	Total 120 Credit Hours

BACHELOR OF SCIENCE IN ACCOUNTING (B.S.A)

The degree of Bachelor of Science in Accounting is the principal academic program in accountancy and is the undergraduate degree recognized for subsequent practice as a professional accountant.

Mission

To provide students with tools and abilities necessary for standard accounting practices and business through instruction in accounting along with basic knowledge of business management.

Objectives

Students who successfully complete the B.S.A. curriculum will:

1. Be able to demonstrate basic knowledge of the Bible and Christian theology.
2. Be able to distinguish the principal concepts, theories, and practices in the functional areas of business.
3. Be able to apply Biblical principles and concepts, and Professional standards to business and accounting decision making.
4. Be able to apply business-related quantitative methods and tools to the formulation of management decisions.
5. Be able to construct different types of professional business communication.
6. Be able to work with diverse colleagues.
7. Be able to analyze organizational problems and challenges.
8. Be able to prepare financial statements in accordance with GAAP.
9. Be able to prepare tax returns in accordance with IRS rules and regulations.
10. Be able to conduct a basic audit/Students will be able to prepare audit working papers.

Graduation Requirements

1. B.S.A. students must satisfactorily complete a minimum of 120 credits: General Education (36 credits), WUV Core courses (15 credits), major requirements (42 credits), and major electives (18 credits), and free electives (9 credits).
2. A cumulative grade point average of C (2.0) must be maintained.
3. Students must satisfactorily pass the graduation exams: Essay Test and Capstone course (Business Research).
4. Students fulfill the community service in order to learn ministry formation.

Degree Requirements

LIL 101	Library Information Literacy	**0 credits**

General Education	**36 credits**

See the general education section for details.

WUV Core Courses		15 credits
BNT 101	New Testament Survey	
THL 101	Biblical Doctrine I	
BOT 101	Old Testament Survey	
FDS 101	Introduction to Christian Faith	
FDS 102	Worldview	
Major Requirements		**42 credits**
ACC 202	Cost Accounting (Pre: ACC 211)	
ACC 211	Principles of Accounting	
ACC 220	Financial Accounting (Pre: ACC 211)	
ACC 302	Accounting Information Systems (Pre: ACC 211)	
ACC 401	Federal Taxation (Pre: ACC 211)	
ACC 402	Auditing (Pre: ACC 211)	
ACC 411	Managerial Accounting	
BUS 102	Principles of Management	
BUS 201	Business Statistics	
BUS 302	Financial Management (Pre: ACC 211)	
BUS 313	Legal Environment of Business	
BUS 480	Business Research	
ECO 201	Microeconomics	
ECO 202	Macroeconomics	
Business Electives		**18 credits**
*18 credits may include courses alone or courses and practicum / ** Can not be repeated		
ACC 432	Accounting Theory and Ethnics (Pre: ACC 211, Required for VA CPA exam)	
ACC 433	Government/Not-for-Profit Accounting (Pre:ACC 211, Required for VA CPA exam))	
BUS 202	Organization Behavior	
BUS 203	Leadership	
BUS 301	Principles of Investment	
BUS 311	Business Law	

BUS 316	Operations and Supply Chain Management
BUS 322	Management Information Systems
BUS 370	Cooperative Education Program I
BUS 371	Cooperative Education Program II
BUS 401	Human Resource Management
BUS 402	Entrepreneurship / Venture Business
BUS 411	Marketing
BUS 422	Labor Relations
BUS 451	Christian Business Ethics / Vision
BUS 470	International Business
ECO 303	Managerial Economics

Practicum	(1 credit hour)
BUS 372	Marketing Field Practicum **
BUS 373	Management Field Practicum **
BUS 374	Human Resource Management Field Practicum **
BUS 377	Accounting Field Practicum **
BUS 378	Finance Field Management **

Ministry Formation Requirements	**0 credits**
CHS 101	Community Service Freshman
CHS 102	Community Service Freshman
CHS 201	Community Service Sophomore
CHS 202	Community Service Sophomore
CHS 301	Community Service Junior
CHS 302	Community Service Junior
CHS 401	Community Service Senior

Electives	**9 credits**

Electives are any courses beyond major subjects that can be taken to broaden the knowledge horizon.

Total 120 Credit Hours

BACHELOR OF SCIENCE IN COMPUTER SCIENCE (B.C.S.)

Mission

To provide students with the computer related knowledge and skills as well as soft skills needed for team works, based on the Christian values and Biblical morals to prepare them for professional careers in the field of computer science.

Objectives

The program will enable students to attain, by the time of graduation:

1. An ability to analyze a problem and identify and define the computing requirements appropriate to its solution.
2. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
3. An ability to use current techniques, skills, and tools necessary for computing practice.
4. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
5. An ability to apply Biblical principles and concepts in collaborative works.
6. An ability to apply Ethical principles to business decision making.

Graduation Requirements

1 B.C.S. students must satisfactorily complete a minimum of 120 credits: General Education (36 credits), Major requirements (39 credits), WUV Core courses (15 credits), and Major Electives (21 credits), Free Electives (9 Credits)

2 A cumulative grade point average of C (2.0) must be maintained.

3. Students must satisfactorily pass the graduation exams: Essay test.
4. Students fulfill the community services in order to learn ministry formation.

Degree Requirements

LIL 101	Library Information Literacy	**0 credits**

General Education	**36 credits**

See the general education section for details.

MAT 201 Calculus I (Prerequisite for BCS 200 ~)

WUV Core Courses	**15 credits**

BNT 101 New Testament Survey

THL 101	Biblical Doctrine I
BOT 101	Old Testament Survey
FDS 101	Introduction to Christian Faith
FDS 102	Worldview

Major Requirements	**39 credits**
BCS 101	Preview of Computer Science
BCS 102	Fundamentals of Programming (MIT 303)
BCS 103	Database Concepts and Applications (MIT 301)
BCS 104	Fundamentals of Web Programming (MIT 104)
BCS 105	Introduction to Data Science
BCS 201	Discrete Mathematics and Logic
BCS 202	Data Structure and Algorithms (MIT 302)
BCS 204	Object Oriented Programming (MIT 306)
BCS 206	Introduction to Programming Languages (MIT 206)
BCS 301	Computer Architecture
BCS 303	Data Communications and Networking (MIT 304)
BCS 310	Operating System Design
BCS 311	Software Development in Python (MIT 311)

Ministry Formation Requirements	**0 credits**
CHS 101	Community Service Freshman
CHS 102	Community Service Freshman
CHS 201	Community Service Sophomore
CHS 202	Community Service Sophomore
CHS 301	Community Service Junior
CHS 302	Community Service Junior
CHS 401	Community Service Senior

Major Electives	**21 credits**
BCS 203	Foundations of Software Engineering

BCS 241	Data Mining (MIT 241)
BCS 302	Web Application Development
BCS 315	Applied Machine Learning (MIT 315)
BCS 316	Algorithms of Robotics
BCS 320	Probability and Mathematical Statistics (BUS 201)
BCS 321	Information Technology Governance (MIT 321)
BCS 331	Mobile Application Concepts (MIT 331)
BCS 350	Mobile Application Development (MIT 350)
BCS 370	Co-operative Education Program Level 1
BCS 371	Co-operative Education Program Level 2
BCS 400	Artificial Intelligence
BCS 410	Mid Level of Programming (MIT 410
BCS 411	Windows Programming (MIT 411)
BCS 415	Big Data on Amazon Web Services (MIT 415)
BCS 420	Cyber Securities (MIT 307)
BCS 421	Computer Forensics (MIT 421)
BCS 422	Security Automation with Python (MIT 422)
BCS 439	Big Data Analytics in Business (MIT 439)
BCS 440	Natural Language Processing (MIT 440)
BCS 441	Deep Learning (MIT 441)
BCS 490	Capstone Study

Practicum (1 credit hour)

BCS 372	Computer Programming Field Practicum
BCS 373	Data Science Field Practicum
BCS 374	IT Infrastructure Field Practicum
BCS 375	Advanced Computer Field Practicum

Electives	**9 credits**

Electives are any courses beyond major subjects that can be taken to broaden the knowledge horizon.

	Total 120 Credit Hours

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

The degree of Master of Business Administration, which attracts people from a wide range of academic disciplines, is designed for the professionals who want to further their knowledge and career potential in today's dynamic and competitive business climate.

Mission

To provide students with higher level of training for business management and entrepreneurial strategies combined with theological disciplines for students to obtain the top management ability to analyze the global business environment and execute suitable management strategies.

Objectives

Students who successfully complete the M.B.A. curriculum will:

1. Be able to interpret the principal concepts, theories, and practices in the functional areas of business.
2. Be able to recommend alternative business decisions supported by Biblical principles and concepts.
3. Be able to demonstrate the capacity to manage organizational problems and issues from a multidisciplinary perspective.
4. Be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
5. Be able to demonstrate well-developed leadership, and teamwork skills for the effective implementation of organizational policy.
6. Be able to create coherent forms of both narrative and persuasive types of communication to diverse professional audiences.

Admission Prerequisites (12 credits)

To be admitted to the MBA program, the candidate's transcripts must show undergraduate level coursework (or equivalent) covering the following prerequisite courses. Otherwise, students must take at least two prerequisite courses in the first semester and finish taking all prerequisite courses within the first year of MBA program. The prerequisite courses may be opened during the summer and winter sessions.

1. ECO 201 Microeconomics
2. ECO 202 Macroeconomics
3. ENG 201 College English II
4. MAT 101 College Math

Graduation Requirements

1. M.B.A. students must satisfactorily complete a minimum of 48credits: Students must satisfactorily complete the major requirements (30 credits), business electives (15 credits), and core course (3 credits)
2. A cumulative grade point average of 2.5 must be maintained.
3. M.B.A. students must satisfactorily pass the graduation exams.

Degree Requirements

LIL 500	Library Information Literacy	**0 credits**

WUV Core Course		**3 credits**
BIB 501	Survey of the Bible	
Major Requirements		**30 credits**
ACC 502	Financial Accounting	
BUS 502	Human Resource Management	
BUS 503	Financial Management (Pre: ACC 502)	
BUS 504	Operations and Supply Management	
BUS 505	Marketing Management	
BUS 506	Management Information Systems	
BUS 507	Strategic Management	
BUS 510	Organization Theory	
BUS 600	Managerial Statistics	
BUS 700	Business Research	
Electives		***15 credits**

The following courses are recommended for the MBA major electives, but other courses can be freely taken from other majors as needed. If five (5) or more elective courses are taken from a Concentration, the MBA degree diploma will be awarded with a note of completing a Concentration program such as Management Information System (MIS) or Computer Science (CS) Concentration. If five (5) or more elective courses are taken broadly across different concentrations, the diploma will be awarded as the Master of Business Administration. This flexible approach for elective courses is effective for the current students who are in the MBA Management or Information Technology (IT) Concentration Program from 2021 Fall semester.
15 credits may include courses alone or courses and practicum / ** Can not be repeated

Major Elective Courses

ACC 701	Federal Taxation (Pre: ACC211)
BUS 501	Organizational Behavior (Required)
BUS 702	Business Law and Ethics
BUS 703	Labor Relations
BUS 704	International Business
BUS 705	International Financial Management (Pre: BUS 503)

BUS 707	Corporate Governance
BUS 708	Consumer Behavior (Pre: BUS 505)
BUS 709	Risk and Insurance
BUS 710	Christian and Business
BUS 712	Small Business Management
BUS 713	Investment Strategies (Pre: ACC 502)
BUS 714	Digital Marketing (Pre: BUS 505)
BUS 715	Project Management
BUS 716	Survey of Economics
BUS 717	Global Supply Chain Management
BUS 718	AI Strategies for Business Transformation
BUS 719	Healthcare Operations Management
BUS 790	Co-operative Education Program
ECO 501	Managerial Economics
ECO 602	Global Economic Environment
ECO 603	Economics of Development

Practicum (1 credit hour)

BUS 791	Marketing Field Practicum (1 Credit Hour) **
BUS 792	Management Field Practicum (1 Credit Hour) **
BUS 793	Human Resource Management Field Practicum (1 Credit Hour) **
BUS 794	Accounting and Finance Field Management (1 Credit Hour) **

Management Information System (MIS) Concentration Courses

MIS 531	Database Design (MIT 531)
MIS 539	Big Data Analytics in Business (MIT 539)
MIS 550	Introduction to Data Science (MIT 550)
MIS 551	Data Mining (Pre: CS 542) (MIT 551)

MIS 552	Applied Machine Learning (Pre: CS542) (MIT 552)
MIS 553	Deep Learning (Pre: CS 542) (MIT553)
MIS 554	Natural Language Processing (MIT 554)
MIS 555	Advanced Database Management
MIS 556	Big Data on Amazon Web Services (MIT 556)
MIS 560	Algorithms of Data Analytics
MIS 561	Healthcare Informatics & Analytics

Computer Science (CS) Concentration Courses

CS 510	Mid Level of Programming (MIT 510)
CS 513	Algorithms of Robotics
CS 532	Advanced Network Securities (MIT 532)
CS 533	Network Infrastructure Planning (MIT 533)
CS 534	Cyber Securities (MIT 534)
CS 535	Computer Forensics
CS 537	Mobile Application Concepts (MIT 537)
CS 540	Principles of Programming Languages (MIT 540)
CS 541	Fundamentals of Web Programming (MIT 541)
CS 542	Object Oriented Programming (MIT 542)
CS 557	Artificial Intelligence (MIT 557)
CS 561	Computer Architecture

Total 48 Credit Hours

MASTER OF SCIENCE in
MANAGEMENT INFORMATION SYSTEM (M.I.S.)

Master of Science in Management Information System (MIS) Program is a combined study in Business, Data Analytics, and Computer, which will produce the business workforce who are equipped with technologies and data analytics skills. Technical focus of the MIS program is on Data Analytics that has become more important in the business environment recently.

Mission

To provide students with a higher level of training for business management, data analytics, and Christian worldview for students to be equipped with the ability to plan and realize business strategies effectively, based on the obtained business management knowledge and data analysis skills.

Objectives

Students who successfully complete the M.I.S. curriculum will:

1. Be able to interpret the principal concepts, theories, and practices in the functional areas of business.
2. Be able to recommend alternative business decisions supported by Biblical principles and concepts.
3. Be able to conduct data analytics on the business data by utilizing Machine Learning, Text Mining, and Artificial Intelligence technologies.
4. Be able to assist in managerial decision making, based on the analysis results from data analytics.
5. Be able to code computer programs for data analytics purposes.
6. Be able to create coherent forms of both narrative and persuasive types of communication to diverse professional audiences.

Admission Prerequisites (12 credits)

To be admitted to the MIS program, the candidate's transcripts must show undergraduate level coursework (or equivalent) covering the following prerequisite courses. Otherwise, students must take at least two prerequisite courses in the first semester and finish taking all prerequisite courses within the first year of MIS program. The prerequisite courses may be opened during the Summer and Winter sessions.

1. MAT 101 College Mathematics
2. ECO 201 Microeconomics
3. ECO 202 Macroeconomics
4. ENG 201 College English II

Graduation Requirements

1. M.I.S. students must satisfactorily complete a minimum of 48 credits: Students must satisfactorily complete the major requirements (30 credits), a core course (3 credits), and free electives (15 credits) from any courses offered in the School of Business and Technologies.
2. A concentration program will be additionally awarded to the MIS degree diploma if five (5) or more free elective courses are taken from a different major such as Master of Science in Computer Science (MCS), Master of Business Administration (BUS), and Accounting (ACC).
3. A cumulative grade point average of 2.5 must be maintained.

Degree Requirements

LIL 500	Library Information Literacy	**0 credits**

Major Requirements		**30 credits**
ACC 502	Financial Accounting	
BUS 503	Financial Management (Pre: ACC502)	
BUS 505	Marketing Management	
BUS 507	Strategic Management	
BUS 600	Managerial Statistics	
CS 545	Software Development in Python	
MIS 531	Database Design	
MIS 550	Introduction to Data Science	
MIS 552	Applied Machine Learning (Pre: MIS 550)	
MIS 560	Algorithms of Data Analytics	

Electives	***15 credits**

The following courses are recommended for the MIS major electives, but other courses can be freely taken from other majors as needed. If five (5) or more elective courses are taken from a Concentration, the MIS degree diploma will be awarded with a note of completing a Concentration program such as Management or Computer Science (CS) Concentration.

*15 credits may include courses alone or courses and practicum. / ** Cannot be repeated.

Major Elective Courses

MIS 551	Data Mining (Pre: MIS 550)

MIS 553	Deep Learning (Pre: MIS 550)
MIS 554	Natural Language Processing (Pre: MIS 550)
MIS 555	Advanced Database Management (Pre: MIS 531)
MIS 556	Big Data on Amazon Web Services
MIS 561	Healthcare Informatics & Analytics
BUS 790	Co-operative Education Program

Practicum (1 credit hour)

BUS 791	Marketing Field Practicum**
BUS 792	Management Field Practicum**
BUS 793	Human Resource Management Field Practicum**
BUS 794	Accounting and Finance Field Management**
BUS 795	Information Technology Field Practicum**

Management Concentration Courses

BUS 501	Organizational Behavior (Required)
BUS 502	Human Resource Management
BUS 504	Operations and Supply Management
BUS 506	Management Information Systems
BUS 510	Organization Theory
BUS 700	Business Research
BUS 702	Business Law and Ethics
BUS 704	International Business
BUS 712	Small Business Management
BUS 714	Digital Marketing (Pre: BUS505)
BUS 715	Project Management
BUS 718	AI Strategies for Business Transformation

Computer Science (CS) Concentration Courses

CS 510	Mid Level of Programming
CS 513	Algorithms of Robotics
CS 532	Advanced Network Securities
CS 533	Network Infrastructure Planning
CS 534	Cyber Securities
CS 535	Computer Forensics
CS 537	Mobile Application Concepts
CS 540	Principles of Programming Languages
CS 541	Fundamentals of Web Programming
CS 542	Object Oriented Programming
CS 557	Artificial Intelligence

Total 48 Credit Hours

MASTER OF SCIENCE in COMPUTER SCIENCE (M.C.S.)

Master of Science in Computer Science (MCS) Program focuses on three aspects in the computer field: Computer programming, and Information Technology (IT) Infrastructure. IT Infrastructure area includes computer network environment, telecommunications, and network securities. Most Computer courses are accompanied with hands-on Computer labs.

Mission

To provide students with a higher level of training for computer programming, Information Technology infrastructure, and Christian worldview for students to be equipped with the ability to plan, design, implementation, and maintenance of various computer related capabilities effectively, based on the obtained computer knowledge, and computer programming and data analytics skills.

Objectives

Students who successfully complete the M.C.S. curriculum will be equipped with:

1. An ability to analyze the given problems and define the computing requirements appropriate to its solution.
2. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
3. An ability to plan, design, develop, and maintain Information Technology infrastructure.
4. An ability to use current techniques, skills, and tools necessary for computing practice.
5. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
6. An ability to apply Biblical and Ethical principles in business decision making.

Admission Prerequisites (12 credits)

To be admitted to the MCS program, the candidate′s transcripts must show undergraduate level coursework (or equivalent) covering the following prerequisite courses. Otherwise, students must take at least two prerequisite courses in the first semester and finish taking all prerequisite courses within the first year of MCS program. The prerequisite courses may be opened during the Summer and Winter sessions.

1. BCS 102 Fundamentals of Programming (MIT 303)
2. BCS 202 Data Structure and Algorithms (MIT 302)
3. BCS 310 Operating System Design
4. BUS 201 Business Statistics

Graduation Requirements

1. M.C.S. students must satisfactorily complete a minimum of 36 credits: Students must satisfactorily

complete the major requirements (21 credits) and free electives (15 credits) from any courses offered in the School of Business and Technologies.

2. A concentration program will be additionally awarded to the MCS degree diploma if five (5) or more free elective courses are taken from a different major such as Master of Science in Management Information System (MIS), Master of Business Administration (BUS), And Accounting (ACC).
3. A cumulative grade point average of 2.5 must be maintained.

Degree Requirements

LIL 500	Library Information Literacy	**0 credits**

Major Requirements		**21 credits**
CS 532	Advanced Network Securities	
CS 533	Network Infrastructure Planning	
CS 537	Mobile Application Concepts	
CS 541	Fundamentals of Web Programming	
CS 542	Object Oriented Programming	
CS 545	Software Development in Python	
CS 557	Artificial Intelligence	

Electives	**15 credits**

The following courses are recommended for the MCS major electives, but other courses can be freely taken from other majors as needed. If five (5) or more elective courses are taken from a Concentration, the MCS degree diploma will be awarded with a note of completing a Concentration program such as Management or MIS Concentration.
*15 credits may include courses alone or courses and practicum.

Major Elective Courses

CS 500	Mathematics for Computer Science
CS 510	Mid Level of Programming
CS 533	Network Infrastructure Planning
CS 534	Cyber Securities
CS 535	Computer Forensics (2nd Year)

CS 536 Information Technology Governance

CS 538 Security Automation with Python (2nd Year)

CS 542 Object Oriented Programming

CS 557 Artificial Intelligence

Practicum (1 credit hour)

CS 791 IT Infrastructure Field Practicum**

CS 792 Computer Programming Field Practicum**

CS 793 Data Analytics Field Practicum**

CS 794 Advanced Computer Field Practicum**

** Can not be repeated

Management Concentration Courses

ACC 502 Financial Accounting

BUS 501 Organizational Behavior (Required)

BUS 502 Human Resource Management

BUS 503 Financial Management (Pre: ACC502)

BUS 504 Operations and Supply Management

BUS 505 Marketing Management

BUS 506 Management Information Systems

BUS 507 Strategic Management

BUS 510 Organization Theory

BUS 600 Managerial Statistics

BUS 700 Business Research

BUS 704 International Business

BUS 714 Digital Marketing (Pre: BUS505)

BUS 715 Project Management

Management Information System (MIS) Concentration Courses

MIS 531 Database Design

MIS 539	Big Data Analytics in Business
MIS 550	Introduction to Data Science
MIS 551	Data Mining (Pre: MIS 550)
MIS 552	Applied Machine Learning (Pre: MIS 550)
MIS 553	Deep Learning (Pre: MIS 550)
MIS 554	Natural Language Processing (Pre: MIS 550)
MIS 556	Big Data on Amazon Web Services
MIS 560	Algorithms of Data Analytics

Total 36 Credit Hours

Doctor of Business Administration (D.B.A.)

Objectives

Doctor of Business Administration (D.B.A.) program will be a professional doctorate that emphasizes the application of theory to actual business issues. The D.B.A. program will help candidates develop proficiency in business administration by improving their methodological and analytical skills. The D.B.A. program will provide an opportunity for working professionals to advance their careers with a doctoral degree while still working in their field, including the areas of consulting or teaching.

Descriptions

The total curriculum of the D.B.A. program has been designed to equip students with the ability to apply evidence-based solutions to the challenges presented by the dynamic complexity of the contemporary economy. The 48-credit-hour program was created to help students develop the skills needed to become competent, articulate, and well-rounded professionals and enable them to begin careers in research, development, and business. It will allow them to develop a strong foundation for life-long learning pursuits. The program will allow students to focus upon 3 credits research methods courses with 30 credits of management courses, 1 credit of comprehensive examination, and 14 credits of doctoral project (dissertation) so that they may be qualified and competent in their fields.

Learning Outcomes

Graduates of doctoral-level programs in business should be able to:

1. Demonstrate a thorough knowledge of scientific and scholarly research methods and their application in business settings; graduates should be able to apply appropriate conceptual, quantitative, and methodological skills in carrying out independent research:
   a. Formulate a research problem
   b. Integrate previous literature into an appropriate literature review
   c. Design a research study
   d. Analyze data
   e. Summarize and present research results
   f. Discuss research results

2. Demonstrate intensive and advanced knowledge of theory and practice in the management field of business administration:
   a. Identify, evaluate, and cite appropriate information resources from the relevant theoretical and empirical literature in management.
   b. Analyze, evaluate, and assess advanced theories, concepts, and areas of inquiry in organizational behavior, organizational theory, and strategic management.
   c. Make effective decisions in complex environments through integrating theories, insights, and practical knowledge.

3. Evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management.
   a. Analyze, evaluate, and assess the standards of ethical and socially-responsible behavior in the management of organizations.
   b. Appreciate cultural, ethical, and global issues and their impact on business theory and practices.

Students learning outcomes will be measured according to the Seven (7) categories of the program objectives: (1) How well students conducted high-quality research relevant to private and public organizations that results in significant intellectual contributions to the body of knowledge in management;

(2) how aptly students can identify, evaluate, and cite appropriate information resources from the relevant theoretical and empirical literature in management; (3) how competently students apply appropriate conceptual, quantitative, and methodological skills in carrying out independent research; (4) how efficiently students analyze, evaluate, and assess advanced theories, concepts, and areas of inquiry in the functional business disciplines; (5) how thoroughly students analyze, evaluate, and assess the standards of ethical and socially-responsible behavior in the management of organizations; (6) how well students create original, advanced written works in management; and (7) how effectively students present their research works to both academic and professional audiences.

Degree Requirements

Major Requirements		**33 credits**
BUS 810	Organization Theory and Design	
BUS 820	Leadership and Business Ethics	
BUS 830	Consumer Behavior Analysis	
BUS 840	Financial Management	
BUS 850	Statistics and Quantitative Analysis	
BUS 860	Global Business Management	
BUS 870	Information System Management and Strategy	
BUS 880	Business Analytics	
BUS 890	Operation and Supply Chain Management	
BUS 900	Financial Statement Analysis	
BUS 910	Business Research Method	
Comprehensive Exam		**1 credit**
BUS 940	Comprehensive Exam	
Dissertation		**14 credits**
3 credits per doctoral project class except BUS 954 (2 credits)		
BUS 950	Doctoral Project I	
BUS 951	Doctoral Project II	
BUS 952	Doctoral Project III	
BUS 953	Doctoral Project IV	
BUS 954	Doctoral Project V	
		Total 48 credits

Seminary

SEMINARY PROGRAMS
(NEAL T. JONES SEMINARY)

The program of the Neal T. Jones Seminary consists of six major areas: Master of Divinity (M.Div.), Master of Christian Counseling (M.C.C.), Master of Arts in Spiritual Formation and Educational Leadership (MA-S.F.E.L.), Doctor of Ministry (D.Min.), and Doctor of Clinical Pastoral Counseling (D.C.P.C.).

Seminary Mission

To develop Christian workers solidly rooted in Scripture, equipped with personal integrity, possessing a keen sense of surrounding milieus, and having the capacity to guide the churches to be the leaders of the larger communities.

Seminary Objectives

The graduates will:

1. Demonstrate intellectual and spiritual depth about their vertical relationship with God and God's revelation in Christian Scripture, theology, and tradition. (Religious Heritage)
2. Demonstrate mature spirituality and personal integrity based upon their understanding of grace and ensuing Christian values. (Spiritual Formation)
3. Manifest global nature of grace that crosses over all kinds of boundaries that divide peoples, cultures, classes, generations, etc. (Cultural Contexts)
4. Demonstrate unique leadership competency that comes from the hearts that have grasped God's grace in public and ministerial areas. (Leadership)

MASTER OF DINIVITY (M.DIV.)

The Master of Divinity program is for training and fostering qualified Christian ministers, pastors, missionaries, and Bible teachers to proclaim, spread, and teach biblical truth. The Master of Divinity program offers two Concentrations, as well as a General Studies with no specific Concentration. The Concentrations are Pastoral Ministry, and Christian Counseling. For the General Studies track, students may complete any four courses (12 credits) from the two Concentrations.

Mission

To develop Christian workers solidly rooted in Scripture, equipped with personal integrity, possession a keen sense of surrounding milieus, and having the capacity to guide the churches to be the leaders of the larger communities.

Objectives

The M.Div. program will provide education, resources, and guidance:

1. To help its students to be deeply rooted in and understand their religious heritage so that they may have firm foundation as Christian workers. (Religious Heritage)
2. To nurture them to achieve spiritual maturity and personal formation as pastors, counselors, or educators. (Spiritual Formation)
3. To assist them to be keenly aware of the cultural and global contexts they must work as Christian workers. (Cultural Contexts)
4. To enable them to develop the capacity to be leaders of ecclesial or public domain they are called to serve. (Leadership)

Graduation Requirements

1. Students must satisfactorily complete a minimum of 75 credits including 63 credits of MDiv. Common Requirement courses (consisting of 12 credits of Scripture and Interpretation requirements, 15 credits of Theology and Tradition requirements, 15 credits of Church and Community requirements, 15 credits of Spiritual Formation requirements, and 6 credits of Mentored Ministry) and 12 credits of Concentration courses.
2. A cumulative grade point average of 2.5 must be maintained.
3. Students must satisfactorily pass graduation exams: Bible test and essay test.

Degree Requirements

LIL 500	Library Information Literacy	**0 credits**
BTEE600	Biblical Theology Entrance Exam	**0 credits**
BTGE600	Biblical Theology Graduation Exam	**0 credits**
GEE600	Graduation Exam	**0 credits**

Major Requirements		63 Credits
Scripture and Interpretation		**12 credits**
BNT 511	Survey of the New Testament	
BOT 511	Survey of the Old Testament	
BNT 611	Interpretation of the New Testament	
BOT 611	Interpretation of the Old Testament	
Theology and Tradition		**15 credits**
THL 501	Systematic Theology I	
THL 502	Systematic Theology II	
HIS 501	Church History I	
HIS 502	Church History II	
THL 741	Christian Apologetics	
Church and Community		**15 credits**
CHM 511	Foundation for Church Ministry	
CHM 613	Christian Leadership	
MSS 501	Introduction to Missions	
MSS 701	Christian Worldview and Vocation	
SOC 602	Contemporary Cultural Contexts	
Spiritual Formation		**15 credits (Choose 5 courses)**
CHM 501	Formation for Christian Ministry	
CNS 501	Introduction to Christian Counseling	
CNS 714	Marriage and Family Counseling	
ETH 501	Christian Ethics	
PMN 501	Pastoral Spiritual Formation	
PMN 502	Introduction to Christian Spiritual Formation	
PMN 504	Christian Spiritual Formation in the Reformed Tradition	
Mentored Ministry		**6 credits**

PMN 511	Mentored Ministry Practicum: Evangelism
PMN 512	Mentored Ministry Practicum: Church Education
PMN 513	Mentored Ministry Practicum: Pastoral Care
PMN 514	Mentored Ministry Practicum: Preaching
PMN 515	Mentored Ministry Practicum: Church/Ministry Administration
PMN 516	Mentored Ministry Practicum: Church Liturgy/worship

Concentration: Pastoral Ministry	**12 credits**
EDU 501	Introduction to Christian Education
NTL 501	Biblical Greek
OTL 501	Biblical Hebrew
PMN 601	Preaching I

Concentration: Christian Counseling	**12 credits**
CNS 511	Counseling Theory
CNS 711	Group Counseling
CNS 744	Psychology and Theology (Faith and Counseling)
CNS 763	Ethics of Counseling

Electives	**12 credits**

Choose four courses from the two Concentrations.

Total 75 Credit Hours

MASTER OF CHRISTIAN COUNSELING (M.C.C.)

Mission

To prepare, train, and foster a diverse body of students to become competent Christian and professional counselors with ethical principles to provide high quality and effective counseling services necessary to diverse constituents.

Objectives

The M.C.C. program will provide education, resources, and guidance:

1. To help its students to be deeply rooted in and understand their religious heritage so that they may have firm foundation as Christian workers (Religious Heritage).
2. To nurture them to achieve spiritual maturity and personal formation as Christian counselors to serve local churches (Spiritual Formation).
3. To aid them to be well-informed about and have insight into the cultural and global contexts into which they are sent as Christian workers (Cultural Contexts).
4. To equip them with capacity and competency to be leaders of ecclesial or public domain for which are called to serve (Leadership).

Graduation Requirements

1. M.C.C. (Master of Christian Counseling) students must satisfactorily complete a minimum of 64 credits.
2. Students must complete the Library Information Literary class in their first semester of the program.
3. A cumulative grade point average of 2.5 must be maintained.
4. Students must satisfactorily pass the graduation exams: Bible test and essay test for M.C.C. students.

Degree Requirements

LIL 500	Library Information Literacy	**0 credits**
BTEE600	Biblical Theology Entrance Exam	**0 credits**
BTGE600	Biblical Theology Graduation Exam	**0 credits**
GEE600	Graduation Exam	**0 credits**

Biblical and Theological Studies		**12 credits**
BIB 501	Survey of the Bible	Religious Heritage

BNT 511	Survey of the New Testament	Religious Heritage
BOT 511	Survey of the Old Testament	Religious Heritage
CHM 511	Foundations for Church Ministry	Leadership
CHM 613	Christian Leadership	Leadership
HIS 501	Church History I	Religious Heritage
THL 501	Systematic Theology I	Religious Heritage
THL 741	Christian Apologetics	Religious Heritage
Major Requirements		**46 credits**
CNS 501	Introduction to Christian Counseling	Religious Heritage
CNS 511	Counseling Theory	Religious Heritage
CNS 701	Marriage and Family System	Spiritual Formation
CNS 711	Group Counseling	Cultural Context
CNS 716	Multi-cultural Counseling	Cultural Context
CNS 718	Career Development and Counseling	Cultural Context
CNS 725	Counseling and Psychotherapy Techniques	Cultural Context
CNS 735	Addiction and Recovery	Cultural Context
CNS 763	Ethics of Counseling	Spiritual Formation
CNS 765	Psychological Appraisal & Diagnostic Procedures	Leadership
CNS 785	Research and Program Evaluation	Leadership
CNS 787	Counseling Internship 1	Spiritual Formation
CNS 788	Counseling Internship 2	Spiritual Formation
CNS 790	Practicum 1 (1 Credit)	Spiritual Formation
PSY 523	Human Growth and Development	Spiritual Formation
PSY 721	Psychopathology and Counseling	Cultural Context
Major electives		**6 credits**
CNS 505	Biblical Counseling	Spiritual Formation
CNS 506	Christian Spiritual Formation in Counseling	Spiritual Formation
CNS 509	Spiritual Formation for Helping Professionals	Spiritual Formation
CNS 631	Counseling Children	Cultural Context

CNS 641	Individual Counseling	Spiritual Formation
CNS 642	Inner Healing	Spiritual Formation
CNS 714	Marriage and Family Counseling	Cultural Context
CNS 721	Conflict Transformation	Spiritual Formation
CNS 734	Crisis Counseling	Leadership
CNS 744	Psychology and Theology (Faith and Counseling)	Religious Heritage
CNS 755	Counseling and Sexuality	Cultural Context
CNS 761	Self-Appraisal	Spiritual Formation
CNS 791	Behavioral Health Interpreting	Cultural Context
Spiritual Formation Requirements		**0 credits**
SPF 101	Chapel Service	Spiritual Formation
SPF 102	Chapel Service	Spiritual Formation
SPF 201	Chapel Service	Spiritual Formation
SPF 202	Chapel Service	Spiritual Formation
SPF 301	Chapel Service	Spiritual Formation
SPF 302	Chapel Service	Spiritual Formation
		Total 64 Credit Hours

MASTER OF ARTS IN SPIRITUAL FORMATION AND EDUCATIONAL LEADERSHIP (MA-S.F.E.L.)

Mission

The mission of the Master of Arts in Spiritual Formation and Educational Leadership (MA-SFEL) program is to prepare spiritually mature, academically grounded, and professionally competent Christian educational leaders who integrate biblical and theological foundations, spiritual formation, educational leadership, curriculum and instruction, and professional practice to serve effectively in Christian schools, alternative educational settings, faith-based organizations, and other educational communities.

Objectives

The MA-SFEL program seeks to:

1. **Biblical and Theological Foundations**: Develop a sound biblical and theological foundation that enables students to understand education, leadership, human dignity, vocation, and service from a Christian worldview.
2. **Spiritual Formation**: Cultivate spiritual maturity, Christian character, discernment, and personal formation necessary for responsible Christian educational leadership.
3. **Educational Leadership**: Develop foundational competencies in educational leadership, organizational development, school administration, policy, and collaborative decision-making.
4. **Curriculum and Instruction**: Equip students to understand, develop, implement, and evaluate curriculum and instructional practices appropriate to Christian and alternative educational environments.
5. **Professional and Teacher Development**: Prepare students to support teacher development, educational improvement, mentoring, collaboration, and effective professional practice within schools and learning communities.
6. **Research and Reflective Practice**: Develop the ability to investigate educational issues systematically and apply research, evidence, and reflective inquiry to improve educational practice and policy.
7. **Specialized Professional Preparation**: Provide focused preparation in approved areas of advanced professional study through specialized coursework, supervised field experience, and research or capstone work.

Program Description

The Master of Arts in Spiritual Formation and Educational Leadership (MA-SFEL) is a 36-credit graduate program designed to prepare Christian educational leaders for service in Christian schools, alternative schools, faith-based educational organizations, churches, nonprofit organizations, and other educational communities.

The program integrates biblical and theological foundations, Christian spiritual formation, educational leadership, curriculum and instruction, organizational development, educational research, and professional practice. It is based on the conviction that effective Christian educational leadership requires both professional competence and the spiritual and ethical formation of the leader.

Students complete a common graduate core that provides preparation in Christian worldview, spiritual formation, educational leadership, curriculum, and research. They then pursue an approved area of Advanced Professional Studies that allows them to develop focused expertise related to their vocational and professional goals.

A distinctive feature of the program is the opportunity to integrate advanced professional study with supervised field experience and applied educational research. Students may investigate problems of educational policy, curriculum, school improvement, teacher development, or other issues arising from actual educational settings.

Program Purpose

The purpose of the MA-SFEL program is to prepare Christian educational leaders who are capable of leading schools, developing educators, strengthening curriculum and instruction, addressing educational problems, and contributing responsibly to the development of Christian and alternative educational communities. The program seeks to bridge Christian faith and educational professionalism by combining biblical and theological study, spiritual formation, educational leadership, academic research, and field-based professional experience.

Graduation Requirements

- Minimum 36 credits beyond master's degree
- Minimum GPA 2.5
- Completion of a Capstone Project, Internship, or Thesis as the culminating experience, demonstrating an integrative understanding of spiritual formation and educational leadership
- Institutional clearance (financial, academic, library, etc.)

Degree Requirements

The 36-credit M.A. in Spiritual Formation and Educational Leadership program is structured in the following sections:

LIL 500	Library Information Literacy	**0 credits**
BTEE 600	Biblical Theology Entrance Exam	**0 credits**
BTGE 600	Biblical Theology Graduation Exam	**0 credits**
GEE 600	Graduation Exam	**0 credits**

Biblical & Christian Formation		**9 credits**
SFL 501	Spiritual Formation and Development	
BTF 521	Biblical Foundations for Spirituality	
BTF 522	Systematic Theology and Spirituality	

Educational Leadership & Professional Studies		**12 credits**
EDU 560	Human Development Theory and Faith Education	
EDU 605	Foundations of Educational Leadership	
EDU 606	Curriculum Design and Evaluation	
EDU 607	Christian School Leadership and Organizational Development	

Advanced Professional Specialization	**9 credits**
Students are required to complete 9 credits by selecting 3 courses from the specialization course offerings.	

Capstone		**6 credits**
CAP 701	Capstone I: Research and Project Development	
CAP 702	Capstone II: Applied Research and Final Project	

	Total 36 credits

DOCTOR OF MINISTRY (D.MIN.)

The Doctor of Ministry program is designed to provide the highest professional education in various areas of ministry for the students who are successfully engaged in ministry.

Mission

To promote students' professional competence in theological reflection and practical ministry skills, and to help students develop spiritual and local church leadership.

Objectives

Each graduate of the D.Min. program will be able to:

1. Objectively evaluate the ministry in which the student has been involved.
2. Analyze and understand problems that have hindered the ministry from spiritual maturation.
3. Share these struggles with fellow pastors, see how they cope with these difficulties, and learn from each other about how to deal with them.
4. Formulate diverse strategies to overcome these obstacles and discover which strategy may best work for the individual church.
5. Create a project which one can implement to achieve the devised strategy.
6. Report the outcome of its implementation so that fellow pastors may benefit from it.

Admission Requirements

WUV accepts those who have earned a M.Div. degree from accredited institutions or its equivalent. Candidates are required to have had three years of ministry experience after receiving an M.Div. degree or the first graduate theological degree which may include the minimum of 72 graduate semester hours of theology, biblical studies, and the arts of ministry. For those who fall outside these requirements of admission, the Admissions Committee of the Doctor of Ministry (ACDM) will review each case to determine admission.

Candidates are required to have earned a minimum cumulative grade point average of 2.5 (on a 4.0 scale) for master's level work. Students whose GPA is below this level may be provisionally accepted into the program. These candidates will be put on probation until they successfully complete ten credit hours. Additional class work to improve their grades may be required.

Applications

Doctor of Ministry applications are received and reviewed several times a year, but applications should be submitted to WUV (Neal T. Jones Seminary) at least a month prior to the first seminar. Accepted students may start their studies with any of the D.Min. seminars offered regularly or modularly throughout the year.

The ACDM may grant admission based on the required credentials alone or request the applicant to submit additional materials and/or schedule an interview with the applicant. The Director of the D.Min. program will conduct the interview.

Admissions policies and procedures are subject to change without notice. New students are required to submit a non-refundable tuition deposit to confirm acceptance of admission.

Unless candidates start the program within one calendar year of admission, they will automatically lose eligibility and must go through the admissions process again.

Program of Study

To complete the D.Min. program, candidates must satisfy two basic elements: Course work and Project or Thesis. Here the "Project" refers to a particular casework carried out in tandem with the candidates' ministry. The final product of the project will take the shape of a well-researched report. The "Thesis" indicates a written work that proves a candidate' theological assertion or view on certain aspects of ministry by means of practical examples. The degree shall be completed within a minimum of three years to maximum six years. Students whose programs continue into a fourth year will be charged a continuation fee for that year and any additional approved years. To earn the D.Min. degree, students must successfully complete total 36 credit hours that consist of 30 hours of course work and 6 hours of project/thesis writing.

Course work

The course work is to be completed within the first three years. The course work can be implemented on a semester basis or an intensive basis. A semester course work consists of guided studies with assignments and seminars during the given semester. An intensive seminar format consists of three parts.

First, three months prior to the intensive seminar, students will receive information on the forthcoming seminar with a list of required reading and written works for each course. These pre-seminar assignments are to be completed before the seminar begins. The written assignments will be graded as part of each intensive seminar.

Second, the intensive seminar-proper will last a week, from Monday morning until Friday afternoon. During that week there will be lectures by designated instructors for the assigned topics. It will be a time of interaction with the instructors and with other students.

Third, a project is to be completed after the seminar based upon the reading and class work. The purpose of the project is to enable the seminar students to integrate the course content with his or her ministry. This project will be graded as part of the intensive seminar class. A given semester course work or a given intensive course work may be adjusted to incorporate new situations of the semester or the intensive course work.

Major Project or Thesis

The major project or thesis is the highlight of the D.Min. program. It is designed to help students to think theologically about ministry by requiring them to apply new concepts and methods to their ministries.

The proposal (prospectus) for the project or thesis must be formally approved by the candidate's Project/Thesis Committee. One faculty reader will be designated as the first reader and the other two faculty readers as second readers to the candidate during the project or thesis writing. The first reader will read the student's thesis or project and guide the student to complete the work through giving feedback and

recommendations for further reading and research. If the candidate is not able to submit his/her final project/thesis in an electronic file format by May 15, a preliminary graduation certificate will be awarded to him/her at the graduation ceremony. The student shall submit his/her final project/thesis within the time limit set during the oral defense. When the school receives the student's final project/thesis, it will issue the original doctoral diploma to him/her.

Oral Defense

Upon preliminary approval of the project/thesis by the first reader and reviewers, the student shall ask a meeting for his/her oral defense. The oral defense shall take place at least two weeks prior to the graduation date. During the oral defense the first reader and/or second readers may give further comments and the preliminary project/thesis shall be finally approved.

Graduation Requirements:

To complete the D.Min. Degree Program, candidates must satisfy two basic elements: Course work and Project or Thesis. Here the "Project" refers to a particular casework carried out in tandem with the candidates' ministry. The final product of the project will take the shape of a well-researched report. The "Thesis" indicates a written work that proves a candidate' theological assertion or view on certain aspects of ministry by means of practical examples. The degree shall be completed within a minimum of three years to maximum six years. Students whose programs continue into a fourth year will be charged a continuation fee for that year and any additional approved years. To earn the D.Min. degree, students must successfully complete 36 credit hours in total, that consist of 30 hours of coursework and 6 hours of project/thesis writing.

Degree Requirements

Thirty (30) credits of seminars, 0 credits of Research Methods, and six (6) credits of project/thesis. Each seminar consists of three (3) credit hours, with only one exception of Research Methods of 0 credit hour. If deemed necessary, new areas or seminars may be added.

RS 801 Research Methods	**0 credits**

Core Courses		**12 credits**
BIB 852	Analysis of Preaching in the Bible	
CNS 801	Pastoral Psychotherapy	
THL 821	Divine Scattering and Gathering: Diaspora Theology	
THL 851	Advanced Systematic Theology in Ministry	

Elective Courses	(*: Priority Elective Courses)	**18 credits**
*BIB 851	Advanced Biblical Interpretation and Preaching	
*BIB 823	Jesus' Resurrection: A Starting Point of Biblical Theology	

*BIB 831	Biblical Analysis and Evaluation of Churches in the New Testament
BIB 853	Biblical Interpretation that Transforms Preaching
BIB 854	Advanced Biblical Preaching in the Gospel of Luke
BIB 855	Preaching from the Romans
BIB 856	Relational Preaching from the Corinthian Correspondence
BIB 861	Advanced Exegesis of the Bible
BIB 862	Preaching from the Theological Conflicts of the Apostolic Church
BIB 866	Points of Preaching from the Gospels
BIB 869	Points of Preaching from the Revelation
CHM 851	Modern Leadership and Pastoral Leadership
CHM 871	Multi-cultural Church Ministry
*CNS 810	Counselor Spirituality and Identity
*CNS 821	Advanced Pastoral Counseling
*CNS 825	Advanced Marriage and Family Therapy
CNS 826	Pastoral Family Counseling
CNS 832	Pastoral Marriage Counseling
CNS 848	Crisis Ministry and Clergy Self-Care
EDU 820	Christian Education and Educational Ministry
ETH 851	Current Ethical Issues
*THL 870	Theology of Ministry for the Korean Congregations
RS 921	Project/ Thesis Writing **6 credits**

Total 36 Credit Hours

DOCTOR OF CLINICAL PASTORAL COUNSELING (D.C.P.C.)[1]

The purpose of the D.C.P.C. program is to advance clinically competent and spiritually mature leadership in the field of Christian Counseling by equipping students with advanced knowledge and skills that integrate counseling discipline with sound Christian doctrine. The program seeks to raise leadership and scholarship among Christian counselors so that students may be prepared to serve in churches and other faith-based organizations, as well as in secular places and practices to make meaningful community and global contributions.

Mission

To educate and equip a diverse student body with the most advanced level of psychotherapy/counseling knowledge and skills grounded in ethical principles to reach people effectively to bring healing and restoration in them.

Objectives

Each graduate of the D.C.P.C. program will be able to:

1. Model and interpret a series of methods of evaluating and comparing secular theories of psychotherapy from an evangelistic standpoint, synthesizing and applying a wide array of counseling theories from an integrated Christian Worldview.
2. Assess, diagnose, and treat clients in broad range of age, gender, and race; treat mental disorders using multiple appropriate, biblically established counseling theories and techniques.
3. Demonstrate a counseling process that is Bible-based, God-honoring, Christ-centered, and Spirit-powered, separate from a secular psychotherapy.
4. Incorporate ethical and legal standards from the counseling field to justify one's own observations of a client.
5. Evaluate children, adolescents, couples and family clients in order to effectively determine treatments in accordance with a distinctly Christian worldview and established best practices.
6. Evaluate diverse populations within a systems context in order to effectively determine appropriate treatments.

Levels of Admission

D.C.P.C. Full Admission

Those who fully meet the admission requirements of the D.C.P.C. program and are accepted by the admission committee are considered having full admission.

Provisional Admission

The D.C.P.C. Admission's Committee may choose to admit exceptional students who have not completed credits of the pre-requisites. Such students remain in provisional status until they complete the pre-requisite courses, send official transcripts to the Admissions Office reflecting completion of these courses with a

[1] Refer to DCPC Program Handbook for further information.

GPA of 2.5 or better and receive written permission from the D.C.P.C. director to start the D.C.P.C. program. The student may petition the program director for permission to take the D.C.P.C. course at the end of pre-requisites semester.

Doctoral Candidate

Once a student has successfully passed the Candidacy Examination (case presentation – written and oral), the designation of Doctoral Candidate is awarded. Once a student moves into the doctoral candidate status, no break in course registration will be permitted.

Terms of Completion

The academic work of D.C.P.C. will allow each candidate a maximum of five (5) years for the course work, one (1) year for internship, and four (4) years for dissertation writing.

Reapplication Process

A candidate who fails to take a course within the first year of admission or fails to register for courses more than two consecutive semesters must reapply to the program. In order to reapply, the former candidate must write a letter requesting readmission and stating the reason for the request. Without exception, all students will be held to the requirements under the most current graduate catalog and D.C.P.C. Handbook.

Program of Study

To complete the D.C.P.C. program, candidates must satisfy three basic elements: coursework, supervised internship, and dissertation. The "coursework" provides foundational academic and theological training in clinical pastoral counseling. The "internship" offers practical, supervised experience in real-world counseling settings, helping students integrate theoretical knowledge with pastoral care practice. The "dissertation" refers to an in-depth, scholarly work that integrates clinical experience and theological reflection. It should demonstrate the candidate's ability to think critically and contribute to the field through original research or case-based analysis. The degree shall be completed within a minimum of four years to a maximum of ten years. Students whose programs continue after completing 42 credit hours will be charged a continuation fee for that year and any additional approved years.

Course work

The course work is to be completed within the first two years. The course work can be implemented on a semester basis or an intensive basis. A semester course work consists of guided studies with assignments and seminars during the given semester. An intensive seminar format consists of three parts (pre-class assignments, in- class learning, post-class assignments).

A candidate who discontinues course work (two consecutive semesters of non-registered status) will break enrollment and will be required to follow a reapplication process.

Internship (supervised field-experience)

The required internship in the field is a supervised practice of clinical and pastoral counseling experience. Focus is given on applied knowledge and the skills development of the counselor under the supervision and the guidance of staff in a setting in which the student has been placed for a given semester. The details of the internship process and guidelines will be provided in advance.

Dissertation

The dissertation is the capstone of the D.C.P.C. program. It is designed to help students engage in theological reflection on clinical pastoral counseling by requiring them to apply advanced concepts and methods to their counseling ministries.

The proposal (prospectus) for the dissertation must be formally approved by the candidate's Dissertation Committee. One faculty member will be designated as the first reader, and the other two as second readers. The first reader will guide the student throughout the writing process by providing feedback and recommending further reading and research. Dissertation writing and defense must take place over a minimum of two consecutive semesters, or longer as needed, until the dissertation is completed and approved by the committee. The candidate must maintain continuous enrollment throughout the dissertation process. The final version of the dissertation must be submitted within the deadline set during the oral defense. Upon receipt of the approved final dissertation, the university will issue the original doctoral diploma to the student.

Oral Defense

Upon preliminary approval of the dissertation by the first reader and reviewers, the student shall ask a meeting for his/her oral defense. The oral defense shall take place at least two weeks prior to the graduation date. During the oral defense the first reader and/or second readers may give further comments and the preliminary project/thesis shall be finally approved.

Degree Requirements

Prerequisites		**21 credits**
Applicants must have completed at least 21 graduate prerequisite credits in the following areas, including 12 graduate credits in counseling and 9 graduate credits in theology. Courses equivalent to those listed below may l accepted at the discretion of the program director.		
Counseling	Counseling Theories	
	Group Counseling	
	Ethics of Counseling	
	Psychology and Theology	
Theology	Systematic Theology	
	Introduction to New Testament	
	Introduction to Old Testament	
Core Major Requirements		**33 credits**
CNS 801	Pastoral Psychotherapy	
CNS 806	Counseling Process and Techniques	

CNS 810	Counselor Spirituality and Identity
CNS 825	Advanced Family Therapy
CNS 835	Applied Research I
CNS 850	Cognitive Theory and Application
CNS 855	Attachment Based Treatment
CNS 860	Assessment and Treatment of Addictive Behaviors
CNS 865	Advanced Psychopathology and Treatment
CNS 875	Trauma and Crisis Counseling
CNS 877	Advanced Counseling Seminar
Internship	**3 credits**
CNS 900	Internship in Counseling I
Dissertation Writing and Defense	**6 credits**
CNS 990	Dissertation Writing and Defense I
CNS 999	Dissertation Writing and Defense II
	Total 42 Credit Hours

UNIVERSITY COURSE DESCRIPTIONS

UNIVERSITY COURSE DESCRIPTIONS

The WUV course descriptions are updated regularly during the academic year. Courses are not necessarily offered every term or year. All announcements in the Course Catalog are subject to change without notice and do not constitute an agreement between the WUV and the student. Students should assume the responsibility of consulting the appropriate academic unit or adviser for more current or specific information.

Key to Course Descriptions

ARH - Art History	**HIS** - History
ACC – Accounting	**LAN** - Language
BAC – Christian Art and Culture	**LIT** - Literature
BCS - Computer Science	**MAT** – Mathematics
BIB - Biblical Studies	**MIS** – Management Information System
BUS – Business	**MIT –** Information Technology
CHM -Church Ministry	**MSS**– Mission
CS – Computer Science	**MUS -** Music
CNS - Counseling	**PHI** - Philosophy
E - Electives	**PMN** - Pastoral Ministry
ECO - Economics	**PSY** - Psychology
EDU –Education	**REL** - Religion
ENG - English	**SCI** - Science
ETH - Ethics	**SOC** - Sociologies
FDN - Foundational Studies	**SPH** - Public Speech
GE – General Education	**THL** - Theology
GOV - Government	**WML -** Worship Music Leadership

LIBRARY INFORMATION

LIL 101 Library Information Literacy 0 credit

The purpose of the course is to equip students with ability to use library resources effectively and ethically in terms of research, evaluation, and putting to use of information. In addition to the library information literacy, guidance to proper academic writing and effective use of computer will be offered in order to enhance students' academic performance.

LIL 500 Library Information Literacy 0 credit

It aims at upgrading students' ability to understand, locate, gather, analyze, integrate, and use any information related to their study and to do research in/through the library.

GENERAL EDUCATION

ARH 101 Art Appreciation 3 credits

Art Appreciation introduces the student to the importance of art and to give students an intelligent and sensuous appreciation of creative art product in diverse context and various media. Through lectures, readings, museum visits, and hands-on activities, students will develop an understanding of the functions of art, a basic vocabulary for describing visual art, a general understanding of the role art has played throughout Western history, and contemporary trends.

ARH 201 Art History (Renaissance to Modern Art) 3 credits

This course surveys major developments and artists in European and American painting, sculpture, and graphic arts from c. 1300 to the mid-20th century. Architecture will be addressed infrequently. Lectures are organized by chronology and geography. As we consider evolutions of individual, regional, and period styles, our central emphasis will be on changing aims, means, and perceptions of art amid shifting political, religious, social, economic, and other contexts. There will be a class museum visit.

ARH 301 Modern and Contemporary Art and Culture 3 credits

This course is to explore the birth of modern art and culture at large its development and meaning in Europe and in America from the nineteenth century to twenty first century, contemporary art. The course will cover major artistic movement such as Realism, Impressionism, Post-Impressionism, Symbolism, Fauvism, Expressionism, Cubism, Dada, Constructivism, Surrealism, Abstract Expressionism, Minimalism, Conceptualism, Environmental Art, Performance, Feminism, Post-modern Art as well as major master artists. It will also introduce Contemporary Asian Art and its major contribution to current art scene.

CS 101 Introduction to Computer Science (BCS101) 3 credits

Introduction to Computing Principles teaches the essential ideas computers to an audience with no prior computer experience. This course is geared to use live code exercises most days in class -- bringing the

ideas to life, but without bogging down too much in computer idiosyncrasies. It is recommended to bring a laptop or tablet to lecture each day to follow along with the work.

ECO 101 Introduction to Economics 3 credits

This course presents knowledge, understanding, and applications of basic microeconomics, and macroeconomics concepts such as demand and supply, market equilibrium, market structure, economic growth, macroeconomic indicators, monetary policy, fiscal policies and international trade. Fore mentioned critical areas are very important for the students to understand and apply them in their personal life as well as professional occupation.

EDU 101 Introduction to Education 3 credits

A survey of philosophical issues, trends, and practices in private and public education. The course covers metaphysics, epistemology and axiology as they pertain to teachers, students and curriculum. Students are expected to acquire philosophical understanding of education.

ENG 101 College English I 3 credits

A study to master the rules of basic English grammar, improving vocabulary and building paragraph writing skills. Students should be able to learn to develop ideas into paragraphs and essays.

ENG 103 English: Speech Clinic 3 credits

This course is of value to all those interested in the sounds of human language and how sounds are used in speech communication. The course also provides an introduction to the application of phonetics to such areas as language acquisition, speech pathology, speech synthesis and speech recognition. The purposeful application of rules would be clear oral communication.

ENG 201 College English II 3 credits

An advanced study on the English language designed to help students develop expository essay writing with techniques for topic development, organization, and improved style by practicing various forms of descriptive and analytical reading and writing.

ENG 210 Analytical Reading and Writing 3 credits

This course intends to teach students on how to Organize ideas in a coherent and logical manner; Connect multiple texts through an issue or an idea; Identify authors' key arguments; Create and defend arguments of one's own; and demonstrate correct grammar, syntax, and acknowledgment of sources.

ENG 301 College English III 3 credits

This course provides students with an introduction to the varieties of literary and cultural criticism and the techniques and strategies required to research and write effective critical essays.

GOV 202 American Government 3 credits

An overall survey as to how the ideological framework of American government is set up, how each branch of the government operates, how the Bill of Rights functions in its operation, and what kind of direct and indirect impact it has upon the lives of its citizens. The course includes a brief survey of the history of the United States.

HIS 101 History of World Civilization 3 credits

This course surveys the development of civilization from prehistoric times to the present. Students will have the opportunity to study major periods, societies, figures, inventions, and events throughout history with an emphasis on the ideas, beliefs, developments, and cultures of each time period. Political and social philosophies and their influence on historical events are discussed.

HIS 102 History of the United States 3 credits

Overall view of American history up to the modern era with special attention given to immigration and settlement, the Revolutionary War and the founding of the nation, and the Civil War and emancipation. Students will be able to get a hold of clear understanding of modern America and progression of democracy and human rights.

JRN 311 Introduction to Multimedia Journalism 3 credits

This course teaches students on Fundamentals of multimedia reporting: finding and developing story ideas, photojournalism, audio storytelling, design, infographics, and cross-platform digital convergence.

LAN 311 Spanish I: Basic 3 credits

This course is designed to introduce students to the grammatical structures and vocabulary necessary to express personal meaning on basic topics. Language topics and functions are integrated into activities that emphasize all four language skills (speaking, listening, reading and writing), with special attention to speaking and listening. Cultural knowledge that will build a deeper understanding of how Spanish-speaking people communicate will be integrated into the course content.

LAN 312 Spanish II: Intermediate 3 credits

Intermediate Spanish course is to stresses oral expression, reading, writing and listening while providing an intensive grammar review for those who have successfully completed Spanish I. Cultural and literary readings are used to expand vocabulary, stimulate discussion, and broaden understanding of the Hispanic world.

LAN 321 Chinese I: Basic 3 credits

This course is designed to help students develop functional language ability in spoken and written Mandarin Chinese in order to meet the basic needs in their personal and academic lives requiring the use of Chinese. Course activities include intensive drills on sounds and tones, vocabulary, grammatical construction, and simplified characters in meaningful contests. Cultural understanding is an integrated part of the course.

LAN 322 Chinese II: Intermediate 3 credits

This course is designed for students who have successfully completed a rigorous college-level course in spoken and written Mandarin Chinese. Many of the linguistic tasks students will learn to handle are similar to Level I (Chinese I: Basic) but are more advanced. In this course students are required to comprehend and produce paragraph-level Chinese.

LAN 331 Korean I: Basic 3 credits

This course is designed to help students develop functional language ability in spoken and written Korean in order to meet the basic needs in their personal and academic lives requiring the use of Korean. Course activities include intensive drills on sounds and tones, vocabulary, grammatical construction, and simplified characters in meaningful contests. Cultural understanding is an integrated part of the course.

LAN 332 Korean II: Intermediate 3 credits

This course is designed for students who have successfully completed a rigorous college-level course in spoken and written Korean. Many of the linguistic tasks students will learn to handle are similar to Level I (Korean I: Basic) but are more advanced. In this course students are required to comprehend and produce paragraph-level Korean.

LAW 101 Introduction to Law 3 credits

This course guides the undergraduate student in an initial study of law and legal reasoning. It covers the nature and function of rules/law, the distinctiveness of legal reasoning, and the way in which law responds to social phenomena and contributes to the development of different social, business and economic institutions.

LIT 101 Introduction to Literature 3 credits

This course will enable students to comprehend short stories, poetry, and drama; focuses on how to read critically, on the importance of identifying the writer's worldview, and on how to critically analyze each of these genres.

LIT 301 The Bible as Literature 3 credits

The purpose of this course is to consider the Bible as both a collection of disparate books and as a unified whole. The course is designed to explore the Bible's literary techniques and its enormous variety of genres—everything from myth to history, from genealogy to poetry, from prophecy to biography. The goal is to understand and appreciate the richness and complexity of the biblical texts, as well as the importance of those texts to our culture.

LIT 401 The Bible and the Koran 3 credits

In this course, we will conduct comparative overviews and analyses between the Quran and the Bible. The inquiries will be defined by the following subjects: Historical study of the origin of both books; Comparisons by themes between both books (e.g., monotheism, creation, sin, forgiveness of sins, eternal security, final apocalypse etc.); Comparisons of common characters in both books (e.g., Jehovah/Allah,

Ibrahim/Abraham, Isa/Jesus etc.).The inquiries will be taught from a Christian perspective, however the professor will be fairly presenting the doctrine of Islam and Christianity supported by verses from both sacred books.

MAT 101 College Math 3 credits

A course designed to help students learn to develop analytical ability and logical thinking; for demonstration of math's practical use in our daily life, the basic ideas of mathematic principles and applications are examined. This is a course that broadens students' conception of what mathematics and its scope of applications is.

MAT 110 College Algebra 3 credits

This course is a continuation of topics from Intermediate Algebra. Topics of study include algebraic equations and inequalities, absolute value, polynomial, rational, exponential and logarithmic functions, conic sections, systems of equations and inequalities, matrices and determinants. Additional topics may include sequences and series, combinatorics, probability and mathematical induction.

MAT 201 Calculus I 3 credits

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

MUS 101 Music Appreciation 3 credits

This course is designed to render an understanding of, and a familiarity with, music of antiquity and of modern times, most prominently that of Western genres. Though distinct from a music history course, time will be spent on historical detail, as well as on musical elements, categories, and sociological factors that have shaped composition styles.

MUS 201 Music History and Literature 3 credits

This course is designed to introduce students to Western European musical time periods from the medieval to the 20th century with a focus on the musical elements of the art song. Students will have a brief overview of well-known composers in each era and their music, through class lectures and musical examples. The music lectures will be applied to the learning and singing of songs in order to better understand the style of each musical era.

PHI 101 Introduction to Philosophy 3 credits

An introductory study - partly historical and partly topical- to examine methods and assumptions of philosophical systems, theories of knowledge, metaphysics, and values of leading philosophers in these areas, together with carrying on a dialogue with their ideas. This course will provide students with a valuable tool to comprehend events, societal interactions, and human history.

PHI 201 Contemporary Moral Issues 3 credits

An examination of various moral issues that confront us daily in our society and assessment of them from prevailing social, philosophical, and ethical perspectives; these issues will be analyzed and evaluated using biblical principles.

PHI 202 Logic and Reasoning 3 credits

An introductory study of the science of critical thinking, including both formal and informal logic; explores categorical propositions, syllogisms, fallacies, truth tables, the square of opposition, and rules for inductive and deductive reasoning for the purpose of improving argumentative writing and recognizing errors in arguments of others. Students will find this course useful in all areas of human life.

PHI 203 Introduction to Ethics 3 credits

This course is an introduction to the principles and techniques of rational decision making in morality. It includes a survey of ethical theories and terms (e.g., moral absolutism and relativism, egoism and altruism, the nature of moral reasoning, conceptions of the good life, free will, moral responsibility). We will examine the basic principles of critical reasoning; applications of reasoning to moral issues; philosophical explorations of morality; the theory of right and wrong behavior; the theory of value (goodness and badness); and, the theory of virtue and vice. The course is designed to help students develop their abilities to think critically and analytically about ethical issues, evaluate philosophical literature, and express themselves well about their own ethical positions.

PHI 301 Science and Religion 3 credits

This course examines the nature of both science and religion and attempts to explore the possible relationships between them. The primary purpose is to dispel the popular myth that science and religion are entrenched in a never-ending conflict. As a result, this course argues that if the limits of both science and religion are respected, then their relationship can be complementary.

POL 101 Introduction to Political Science 3 credits

This course is an overview of the discipline, including the basic theories, concepts, approaches, and major questions of political science. It provides students with a foundation of knowledge to understand modern politics in historical context. Topics includes: the modern state, democracies and authoritarian systems, parties, interest groups, social movements.

PSY 101 Introduction to Psychology 3 credits

An examination of historic and contemporary psychological theories of maturity, motivation, personality, emotions and mental health; theories will be discussed, evaluated and integrated with biblical teachings about human nature and the Christian life. The course is designed to help students to come up with deeper understanding of human behavior.

SCI 101 Introduction to Natural Science 3 credits

An introduction to the universal principles that operate in our physical world, providing facts, terminology and concepts necessary for understanding issues in contemporary society. Attempts will be made to find a bridge between faith and natural science so that students might be able to reconcile presumed conflicts.

SCI 201 Origin of Life 3 credits

A search for the answer to the question of human origin and development; the course examines various theories about human origin and assesses their strengths and weaknesses, including a biblical understanding of creationism.

SCI 202 Chemistry 3 credits

A study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include atomic and molecular structure, gas laws, stoichiometry, changes of state, chemical binding, solutions, and energetics in chemical reactions. Course intended primarily for students with little or no previous chemistry background.

SCI 203 Introduction to Biological Science 3 credits

An introduction to the fundamental concepts of biology, including the basic chemistry of cells, experimental design and scientific methods, and Christian philosophy of science; includes the human sexual life cycle, transmission genetics, the essentials of the central dogma of molecular biology, and a biblical response to the theory of evolution.

SCI 210 Introduction to Nutrition Science 3 credits

An introduction to the essential nutrients, their functions and relationships in the body, including what kind of food constitutes a healthy diet, how to get proper exercise, and how to cultivate good habits; offers helpful ideas that the whole family can practice together.

SCI 212 Physics 3 credits

This course will explore the natural laws of how the universe operates. This introductory course covers all the fundamentals of physics. The topics will include momentum and energy, force and motion, gravity, particles, the five states of matter, temperature and heat, sound waves, electricity, magnetism, and light. Understanding laws of nature will enable students to understand the works of the creation.

SCI 215 Introduction to Public Health 3 credits

An introductory course of public health is designed to provide basic concepts of public health and the prevention strategies to protect the health of the public. This course explores important public health issues and problems globally, such as various infectious diseases and travel illnesses including common tropical diseases. The study of epidemiological approaches is discussed to identify risk factors and intervention skills, especially for the Christian missionaries and travelers under the harsh environment.

SOC 101 Introduction to Sociology 3 credits

An introduction to basic sociological concepts, such as individual and group interaction, social mobility and stratification, status and class, race and gender relations, urbanism, crime and criminology, social change and reform, and many contemporary issues. Through obtaining perspective on human condition on societal level, students will be able to deal with immediate and remote issues more ethically in consciousness of community.

SOC 302 Contemporary Social Issues 3 credits

A careful examination of various social ills that confront us daily in our life and surroundings, and an assessment of them from prevailing social, philosophical, and ethical perspectives; these issues will be analyzed and assessed using biblical principles in order to discover Christian answers to these problems.

SOC 311 Human Behavior and Social Environment 3 credits

This course explores the complex interrelatedness of individuals and the various systems that comprise their social environment. Particular emphasis is placed on understanding how race, ethnicity, culture, gender, and socioeconomic factors contribute to and influence personal development and social functioning of individuals and family systems.

SOC 411 Survey of Popular Culture 3 credits

This class aims at studying overall situation, industry structure and future trend of cultural contents as one of the cores of knowledge-based economy. The student will acquire the basic knowledge on variety of issues of cultural contents such as overall concept, category and current situation of cultural contents industry, government policy, business strategy, and imaginative connecting method, Humane Studies and Business Administration through cultural contents, possibility for integrating and specific scheme. The class is the basic requirement which provide the students with fundamental understanding of overall cultural contents.

SWK 101 Introduction to Social Work 3 credits

This course provides an overview of an integrative approach to general practice of social works, emphasizing intervention on individual, environmental, and societal levels. Special emphasis is placed on values, human diversity, social problems, and fields of practice in social work.

SPH 101 Public Speech 3 credits

Intended to help students gain ability in using oral communication as a way of thinking, learning and sharing ideas with others; trains students in the ability to express themselves in public through hands-on experience in preparing and making presentations.

SPH 300 Great Speeches 3 credits

A careful look into a dozen great speeches that have affected American life and culture; analyzes how the speakers used the power of language to create the force with which they could move, motivate and inspire people for the greater good.

ACCOUNTING

ACC 202 Cost Accounting 3 credits

A study of principles and procedures used in collection, recording and reporting of costs, including balance sheet inventory valuation and related income statement cost of goods-sold valuation.

ACC 211 Principles of Accounting 3 credits

An introduction to basic principles of accounting theory and practice, with the focus being on how decision makers analyze, interpret, and use accounting information.

ACC 220 Financial Accounting 3 credits

A study of corporate financial concepts and theories with emphasis on the preparation of financial statements for decision makers, such as stockholders, suppliers, banks, employees, government agencies, owners, and other stakeholders.

ACC 302 Accounting Information Systems 3 credits

A basic knowledge of functioning of the accounting information systems, with emphasis on internal control, systems concepts, analysis, computer software, data storage and processing methods, accounting transaction cycles, revenue cycle applications, and expenditure cycle applications.

ACC 401 Federal Taxation 3 credits

A study of the legal and accounting aspects of federal taxation with emphasis on individuals and unincorporated businesses.

ACC 402 Auditing 3 credits

A study of auditing standards and related auditing procedures, including evaluation of internal control and preparation of the audit programs, and examination of financial statements.

ACC 407 Intermediate Accounting (Pre. ACC220) 3 credits

This course bridges the gap between basic bookkeeping and complex professional reporting by exploring the core concepts, theories, and regulatory standards of financial accounting. Key focus areas include the practical application of the U.S. GAAP and foundational IFRS guidelines.

ACC 411 Managerial Accounting 3 credits

A study of identifying, measuring, analyzing, interpreting, and communicating information for an organization's goals. It is to provide accounting information to help managers make decisions to manage the business.

ACC 432 Accounting Theory and Ethics 3 credits

A study of historical development of accounting theory, including theoretical ethical decision-making models and contemporary financial reporting issues related to the conceptual framework of the Financial Accounting Standards Board (FASB).

ACC 433 Government and Not-for-Profit Accounting 3 credits

A study of governmental and not-for profit entity theory, practice and reporting issues. Emphasis on accounting principles relating to governmental agencies, colleges and universities, health care and not-for-profit organizations.

BIBLICAL STUDIES

BIB 201 Bible Study Methods 3 credits

An introductory course that emphasizes the inductive approach to the study of Scripture; teaches students to learn how to use Bible study tools and some of the basic interpretative principles and methods of Bible study; examines and analyzes selected biblical texts.

BIB 251 Inter-testamental History 3 credits

This course surveys theological and historical development during the Inter-testamental Period (BC 600-BC5) on the basis of its history and literature. It helps students understand the background of the New Testament.

BAC 301 Christian Art and Culture 3 credits

This course surveys the birth of Christian art that uses themes and imagery from Christianity and its ritual. From the very beginning of Christianity people have developed its own symbols, signs, and other visual expressions. This course is a historical and cultural approach to Christian iconography as the study of visual and cultural specificity depends on denominations, regions, and ages.

BIB 301 Creation and Evolution 3 credits

Students will learn about the biblical definition of creation and the theory of evolution. This course also will cover the contents of creation, the belief that life and the universe were created by a God; and evolution, the process by which different kinds of living organisms developed and diversified from earlier forms. Through the comparison of these two concepts between, students will learn seemingly contradictory but intertwined concepts and meaning of creation and evolution.

BIB 351 Great Figures of the Bible 3 credits

A study of the famous figures of the Old and New Testaments, examining how these people with all their human weaknesses and failings still were loved and used by God. It aims to build students' character so that they may become good witnesses like those who lived by their faith and devotion to God.

BIB 401 Bible Teaching Methods 3 credits

This course is designed to develop basic principles and practices in teaching the Bible in various ministry settings, such as youth groups, young adult groups, and adult groups. It helps students exercise curriculum evaluation, unit development and practice teaching.

BIB 432 Principles of Leadership 3 credits

This course explores personal performance management and productivity improvement from a biblical and practical perspective. It enables students to grasp principles of biblical leadership and relationship to effective management, personnel, evaluations, strategic planning, and goal setting.

BIB 451 Bible Teaching Through Drama 3 credits

A study designed to teach students how to develop strategies for teaching the Bible in an image-oriented culture. It helps students to use dramas to communicate biblical messages through acting and the interpreting of acts.

BNT 101 New Testament Survey 3 credits

An examination of the entire New Testament in its historical and cultural context in order to gain a knowledge of the life, teachings, and ministry of Christ, the birth and expansion of His Church, and various teachings concerning the early believers' faith and practice.

BNT 205 General Epistles 3 credits

An introductory study of the General Epistles covering Hebrews, James, 1 and 2 Peter, 1, 2, and 3 John, and Jude. Students will deal with the theological issues of the epistles and learn how to interpret some difficult texts during class for their teaching.

BNT 206 Pauline Epistles 3 credits

This course is designed to survey Paul's letters, dealing with historical background, contents, and theology of the texts. It helps students familiarize themselves with main themes and messages of Pauline epistles.

BNT 209 Gospels and Acts 3 credits

This is a survey of the life and ministry of Christ and the ministry of his disciples. It is designed to help students understand various theological subjects in the Gospels and the establishment and development of the Early Church.

BNT 211 Life of Jesus 3 credits

This course is an overview of the earthly life, ministry and teachings of Jesus Christ in the four Gospels with special attention given to the chronological sequence of events. It is designed to introduce the person and ministry of Jesus Christ to students.

BNT 301 Matthew 3 credits

This class is a study of the Gospel of Matthew. Students will learn how to interpret Matthean texts for their teaching or sermon preparation, including theological issues and messages of the texts.

BNT 304 Gospel of John 3 credits

This course is a study of the Gospel of John focusing upon the Johannine identity of Jesus as the one who was sent to reveal the one true God and through whom the true nature of God has been made known to humanity. It helps students interpret the Gospel of John in terms of a theological perspective.

BNT 305 Acts 3 credits

This course examines the establishment and growth of the Early Church by evangelization of the Gospel. It will help students to understand Acts from the perspective of the historical and progressive development of God's plan of redemption.

BNT 306 Romans 3 credits

This course will explore the background, content, and theology of Paul's letter to the Romans. Students will be exposed to major theological themes of the book for their biblical understanding and Christian life.

BNT 311 Sermon on the Mountain 3 credits

This course is to learn the Sermon on the Mount from the book of Matthew that is a collection of teachings of Jesus given on the mountain. It emphasizes the moral and spiritual teachings that have been a key element of Christian behavior and ethics. The course will also examine the implications of the teaching in today's life.

BNT 327 Revelation 3 credits

This course is a study of the Book of Revelation focusing on some important theological themes including eschatology. Primary attention is given to the text in its presumed original setting and to its theology, and then to its relevance for the churches today.

BOT 101 Old Testament Survey 3 credits

A foundational course of the entire Old Testament in its historical and cultural context in order to understand its general content, including its decisive features and fundamental teachings. It is intended to discover the place of each scripture in God's total, progressive revelation and to apply practical principles for contemporary Christian living.

BOT 151 History and Geography of Israel 3 credits

This course will provide the student with a thorough understanding of the biblical and modern history of Israel and its surrounding region, and the role geography played in these events. Particular attention is placed on becoming familiar with locations mentioned in the biblical stories.

BOT 201 Pentateuch 3 credits

This class is designed to survey the first five books of the Old Testament with special attention given to the major themes of the Pentateuch, such as Creation, Covenant, Exodus, Law, the Tabernacle, Theocracy, and the Ten Commandments.

BOT 202 Historical Books 3 credits

This course is an introduction to the historical writings of the Old Testament. It helps students to be familiar with Israel's history from the Conquest to the Post-Exilic return.

BOT 203 Poetic Literature 3 credits

This course examines the poetic literature of the Old Testament. Students will explore the distinctive features of biblical poetry and examine how biblical poetry is structured.

BOT 204 Wisdom Literature 3 credits

An introduction to the wisdom literature of the Old Testament with special attention given to the contents and main themes of Proverbs, Ecclesiastes, Song of Solomon, and Job. Students are expected to understand true wisdom from biblical perspective.

BOT 205 Prophetic Books 3 credits

A study of the Old Testament prophets (Isaiah through Malachi); attempts to discover the original messages of the prophets within their historical contexts, the effects of their messages, and how they can be applied to our lives and ministries.

BOT 301 Genesis 3 credits

A study of the basic theologies of Genesis through the ideas of Creation, the Fall, and Judgment (Gen 1-11); covers the theology of the Covenant as well as that of the life and faith of the patriarchs (12-50).This course helps students gain a biblical worldview and apply it for their life and teaching.

BOT 314 Psalms 3 credits

An examination of Psalms regarding authorship, structure, and theological issues. It is designed to help students' personal devotional life using Psalms.

BOT 311 The Ten Commandments 3 credits

The course will examine the Ten Commandments, which functioned as the foundational values of not only Western civilization but also provided universal values of human life and behavior. The class will examine the implications of the Ten Commandments in today's world.

BUSINESS -BACHELOR

BUS 100 Business Practicum 0 credit

Students will take an internship as part of their program of studies in business and accounting.

BUS 102 Principles of Management 3 credits

An introduction to management process of organizations in society by applying basic social science disciplines and research methods to management.

BUS 201 Business Statistics 3 credits

A study of basic skills and insights for effective use and communication of quantitative methods with exposure to key computer software.

BUS 202 Organizational Behavior 3 credits

An introduction to concepts of psychology and social dynamics of organizations, such as decision making, motivation, attitudes, teamwork, power, leadership, etc.

BUS 203 Leadership 3 credits

Teaches basic knowledge of leadership characteristics and application of basic social science disciplines and research methods to leadership issues.

BUS 301 Principles of Investment 3 credits

Basic knowledge of investment by studying consumers' buying behavior, strategic processes of marketing; also practical experience such as new product development, advertising, and retailing.

BUS 302 Financial Management 3 credits

An introduction to financial markets, investment analysis, risk management, capital budgeting, and tools for finance.

BUS 311 Business Law 3 credits

Overview of the American legal system related to business law and the Universal Commercial Code.

BUS 313 Legal Environment of Business 3 credits

An introduction to the legal, political and social institutions affecting business activity, with an emphasis on public law and governmental regulation.

BUS 316 Operations and Supply Chain Management 3 credits

This course introduces the students to the theory and practice of production management as a functional area in the management of business enterprise. It primarily discusses the principles, concepts and basic problems affecting the manufacturing and non-manufacturing firms.

BUS 322 Management Information Systems 3 credits

Introduction to computer-based information processing management systems, analytic approaches to management decision making, and management skills for automation, robotics, telecommunication, etc.

BUS 370 Co-operative Education Program Level 1 3 credits

This course will provide practical training experience to undergraduate students working in various areas of business administration. Students will be able to gain insights into general business operations which would enhance their classroom learning in various business disciplines. *Prerequisite: None*

BUS 371 Co-operative Education Program Level 2 3 credits

This course will provide practical training and hands-on experience to undergraduate students in their more concentrated area of business administration. Students will gain key industry knowledge in specific concentration areas such as international business, marketing, finance, etc. *Prerequisite: None*

BUS 401 Human Resource Management 3 credits

Teaches basic knowledge of human resource management such as human resource planning, recruitment, selection, training, development, compensation, unionism, collective bargaining, etc.

BUS 402 Entrepreneurship / Venture Business 3 credits

How to start a new venture business in various business environments, and essential characteristics of entrepreneurial development.

BUS 411 Marketing 3 credits

Consumer and organizational buying behaviors, strategic processes of marketing, and practical experiences such as new product development, advertising, and retailing.

BUS 422 Labor Relations 3 credits

An examination of economic, social, political, institutional, and psychological forces affecting development of unions and guilds. Instruction covers employer-union and employer-employee relations, contracts, union mediation and arbitration, and current legal and economic conditions in the labor market.

BUS 451 Christian Business Ethics/Vision 3 credits

This is a study of Christian ethics and practice in relationship to the conduct of business. The course will provide skills in problem analysis and the application of the Christian vision.

BUS470 International Business 3 credits

Application of fundamental management strategies to global business in various cultural environments and basic knowledge of different business customs in global perspective.

BUS471 Introduction to Digital Marketing 3 credits

This course provides a broad overview of the digital marketing techniques needed for successful marketing campaigns in a digital economy including web page design, analytics, search engine optimization (SEO), pay per click, email marketing, social media marketing and mobile marketing

BUS472 Global Supply Chain Management 3 credits

This course provides a broad concept of global supply chain management including sourcing, distributing, and manufacturing products and services in order achieve competitive advantages in the global business.

BUS 480 Business Research 3 credits

The course intends for students to create an entrepreneurship model with hypothetical manning and funding a group project or to enhance student's classroom instruction with practical experience by internship at an off or on campus worksite.

BUSINESS - MASTER

ACC 502 Financial Accounting 3 credits

This course is to prepare financial reports that provide information about a firm's performance to external parties such as investors, creditors, and tax authorities. Financial Accounting is to perform according to Generally Accepted Accounting Principles (GAAP) guidelines.

ACC 701 Federal Taxation 3 credits

This course provides an in-depth study of the federal tax law applicable to sole proprietorships, partnerships, corporations, estates, and trusts.

BUS 500 Business Practicum 0 credit

Students will take an internship as part of their program of studies in business.

BUS 501 Organizational Behavior 3 credits

The course deals with organizational behavior. Organizational Behavior deals with the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness. It is an applied behavioral science built on contributions from a number of behavioral disciplines, mainly psychology on the micro level; and social psychology, sociology, and anthropology on the macro level.

BUS 502 Human Resource Management 3 credits

The course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers of choice are considered.

BUS 503 Financial Management 3 credits

The course deals with various financial matters of corporations including the capital allocation process, financial securities, financial institutions, capital planning, financial markets, trading procedures in financial markets, financial analysis, and global financial crisis and international connections. It also

deals with special and advanced topics and issues such as merger and acquisition, bankruptcy and liquidation, risk management, portfolio theory, and analysis of capital structure.

BUS 504 Operations and Supply Chain Management 3 credits

This course introduces the students to the theory and practice of production management as a functional area in the management of business enterprise. It primarily discusses the principles, concepts and basic problems affecting the manufacturing and non-manufacturing firms. It also includes the methods, strategies and application of various economical and mathematical tools in solving the production and operation related problems. It covers the two major areas of production and operations management: Design of the Operation System and Operation and Control of the System.

BUS 505 Marketing Management 3 credits

The course evaluates the global markets, and teaches marketing strategy formulation, including market entry, local market development, and global market integration. The strategic challenge of global marketing formulation and local market adaptation, with attention to market conditions in mature, new growth, and emerging market environments; in addition, nature and impact of economic reforms, direct investment patters, regional integration, and competitiveness in regional markets.

BUS 506 Management Information Systems 3 credits

The course teaches the technologies and applications of telecommunication systems in the commercial and public sectors with emphasis on wireless, mobile, and internet communication protocols. Systems technology and configurations to support business application requirements are evaluated. Moreover, functional characteristics of network technologies and computer security issues are included in discussions, related with data base management.

BUS 507 Strategic Management 3 credits

The course deals with goals and objective of an organization - a set of managerial decisions and actions determining the performance on the global space in the long run through evaluation of external and internal environments, formulation, implementation, and reassessment and control of strategies. Other strategic issues consider managing technology and innovation, entrepreneurial venture and small businesses, and non-profit organizations.

BUS 510 Organization Theory 3 credits

The course basically deals with a system's approach to the organization, which includes environment, goals and values, physical structure, organizational behavior, human resources, corporate finance, information and technology, organizational culture, command-control and coordination, and leadership. It also includes advanced topics such as closed system rational models, open system natural models, integrative approaches to organization, open system rational models, open system natural models, and critical theory and postmodernism.

BUS 600 Managerial Statistics 3 credits

The course introduces students to basic concepts in probability and statistics of relevance to managerial decision making. Topics include basic data analysis, random variables and probability distributions, sampling distributions, interval estimation, hypothesis testing and regression. Specific topics include mean, median, mode, standard deviation and variance, and the ability to calculate and interpret these. The goal is to understand elementary probability theory and to learn the basics including the ability to calculate the probabilities of unions and intersections of simple events. Students will also understand the idea of independence of events, conditional probabilities, and Bayes rule.

BUS 700 Business Research 3 credits

This is the course that a student can choose area search topic an entrepreneurial strategy and cases for semester under individual faculty direction chosen by him/herself or student enhances a student's classroom instruction with practical experience by internship at an off or on campus worksite.

BUS 702 Business Law and Ethics 3 credits

The course examines the philosophy and practice of substantive law affecting the formation, operation and discharge of commercial transactions and contracts, and business associations, including agency, partnership, corporation and trust forms of association. Aspects of property law as well as international dimensions are considered. Moreover, the course considers the interplay of ethical criteria, moral values and social norms in determining the environment in which managers must operate. Performance of selected profit and nonprofit organizations and their contributions to society are examined. This course also discusses current issues and problems such as environment, energy, regulation, consumerism, health, transportation and affirmative action.

BUS 703 Labor Relations 3 credits

A broad treatment of labor-management relations in both the private and public sectors, the course will encompass historical development of the labor movement, modern society and industrial relations, management philosophy regarding employee relations and organized labor, labor legislation and its social, economic, and political impact, collective bargaining and its scope and process, contract administration principles and practices, and labor relations issues and trends.

BUS 704 International Business 3 credits

This course focuses on global economic integration and emerging market economies and the effects these trends have on both service and manufacturing industries in the short- and long-term. Other global business issues will include: the European Union (EU), North American Free Trade Association (NAFTA), and the World Trade Organization (WTO); environmental considerations in business operations; the influences of the political and legal environment on markets; the strategies for business entry into a global market; and the development of leadership talent in a global setting.

BUS 705 International Financial Management 3 credits

The objective of the course is to demonstrate how to be effective global financial managers. The course covers the fundamentals of the macroeconomic environment of international financial management, discusses the financial environment in which the multinational firm and its managers must function, and covers foreign exchange management and financial management in a multinational firm.

BUS 707 Corporate Governance 3 credits

Corporate governance refers to the structures and processes for the direction and control of companies. It concerns the relationships among the management, Board of Directors, controlling shareholders, minority shareholders and other stakeholders. A well-defined and enforced corporate governance contributes to sustainable economic development by enhancing the performance of companies and increasing their access to outside capital. It provides a structure that works for the benefit of everyone concerned by ensuring that the enterprise adheres to accepted ethical standards and best practices as well as to formal laws.

BUS 708 Consumer Behavior 3 credits

Consumer Behavior is the study of the cognitive, affective, behavioral and environmental factors that influence decision-making in the marketplace. Through the use of case analyses, students will explore theoretical concepts and learn how the consumer engages in the buyer-seller relationship. The psychological factors which influence and shape consumer behavior will be explored. In addition, students will read some of the primary research and will develop a final paper or other project to demonstrate their integrated understanding. Prerequisite: Marketing is required; Introductory Psychology is recommended.

BUS 709 Risk and Insurance 3 credits

Insurance is one of the major risk-handling methods. Insurance has grown rapidly and constitutes a major social and economic force. This course deals mainly with theories and practices of the nature of risk and risk management, the insurance institution, the legal environment of insurance, personal risk management in life, health, and income. It will also deal with the nature of property liability, business risk management, government and insurance, and international insurance.

BUS 710 Christians and Business 3 credits

The course covers biblical interpretations of economic principles related to economic fundamental questions and biblical teachings of ethics for business operation.

BUS 712 Small Business Management 3 credits

The course intends to teach how to create and manage a small business. It deals with theory and practice of a small business. In theory, how is the small business different from the large corporation in terms of global, regional, and local environments as well as organization itself including goals and objectives, organizational structure, organizational behavior, human resource management, financial management, information system management, marketing management, and command and control or leadership. In

practice, each student practically creates a small business with hypothetical manning and funding as a group project, and presents the project and discusses pros and cons.

BUS 713 Investment Strategies 3 credits

The course intends to teach various investment strategies utilized by professional investors. It aims to give practical insights regarding how strategies are used, and to better understand the strategies' strengths and weaknesses. It is to teach students a subjective and anecdotal approach to securities analysis, relative valuation, industry and group rotation, asset allocation, market timing, "theme" investing, and quantitative analysis. Both old and new market theories will be discussed within the context of financial history, including various sentimental, psychological, stylish, and cyclical influences on securities prices. Contrasts will be drawn between long-term and short-term strategies.

BUS 714 Digital Marketing 3 credits

Digital marketing is a term used for the marketing of products and services using digital channels such as Internet, mobile phones, social media, and any other digital medium. Consumers are more than ever utilizing digital channels for staying in touch with friends and family members, shopping, consuming news, or searching for information. This presents businesses with an opportunity to market their products and services in a way that was not possible before the Internet. Since the Internet became available to public, through browsers like Netscape and Internet Explorer in 1990s, digital marketing has evolved and has fundamentally changed how businesses interact with consumers today.

BUS 715 Project Management 3 credits

This course presents a broad overview of economic theory, history, development, and application. It introduces terms, definitions, policies, and philosophies of market economies providing some comparison between different economic systems and including some degree of exposure to microeconomic and macroeconomic concepts as well.

BUS 716 Survey of Economics 3 credits

This course presents a broad overview of economic theory, history, development, and application. It introduces terms, definitions, policies, and philosophies of market economies providing some comparison between different economic systems and including some degree of exposure to microeconomic and macroeconomic concepts as well.

BUS 718 AI Strategies for Business Transformation 3 credits

This graduate-level course examines how artificial intelligence reshapes organizational strategy, operations, and value creation across modern enterprises. Students explore the strategic frameworks, technological foundations, and managerial considerations required to deploy AI responsibly and effectively in real-world business environments. Emphasis is placed on understanding AI not merely as a technical tool, but as a catalyst for organizational redesign, competitive advantage, and long-term innovation.

BUS 719 Healthcare Operations Management 3 credits

This course applies quantitative and qualitative operations management principles to the healthcare sector. Students learn how to treat clinical processes as service supply chains, where the "inventory" is often patient flow and medical supplies.

BUS 790 Co-operative Education Program Level 1 3 credits

This course will provide practical training and hands-on experience to graduate students as related to their area of interest for their senior research project course. Students will be able to work in any area of interest as long as it related to their current or future conceptual framework of their senior research project.

ECO 501 Managerial Economics 3 credits

Managerial Economics is the application of economic theory and methodology to managerial decision making problems within various organizational settings such as a firm or a government agency. The emphasis in this course will be on demand analysis and estimation, production and cost analysis under different market conditions, and forecasting and decision making under uncertainty. Students taking this course are expected to have had some exposure to economics and be comfortable with basic algebra. Some knowledge of calculus would also be helpful although not necessary.

ECO 602 Global Economic Environments 3 credits

In this course students will be introduced to, and expected to analyze important topics in international trade, including: why nations trade, comparative advantage, trade subsidies and tariffs, and regional arrangements and important international institutions that condition economic integration. We will also consider some of the ethical issues in international trade, recognizing that trade may involve "winners" and "losers" and how international policies transfer wealth and real purchasing power among various parties.

ECO 603 Economics of Development 3 credits

The course is a branch of economics which deals with economic aspects of the development process in low-income countries. Its focus is not only on methods of promoting economic development, economic growth and structural change, but also on improving the potential for the mass of the population, for example, through health and education and workplace conditions, whether through public or private channels. The course involves the creation of theories and methods that aid the determination of policies and practices and can be implemented at either the domestic or international level. This may involve restructuring market incentives or using mathematical methods like inter-temporal optimization for project analysis, or it may involve a mixture of quantitative and qualitative methods.

This course is about moving organizations forward by planning, diagnosing, implementing, and evaluating organization development interventions. It summarizes the basic processes, approaches, and strategies of organizational development that are effective in managing organizational change. A close look is taken at managing layoffs, divestitures, closings, and mergers and acquisitions.

BUSINESS – DOCTORAL

BUS810 Organization Theory and Design 3 credits

This course is about moving organizations forward by planning, diagnosing, implementing, and evaluating organization development interventions. It summarizes the basic processes, approaches, and strategies of organizational development that are effective in managing organizational change. A close look is taken at managing layoffs, divestitures, closings, and mergers and acquisitions.

BUS820 Leadership and Business Ethics 3 credits

This course covers principles and theories of leadership. Included are an in-depth presentation of the challenges of leadership, a discussion of leadership theories, and analysis of the application of various leadership theories to challenging real-world situations, with an emphasis on corporate ethics. It explains how leaders must transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. It also discusses strategies for improving corporate governance.

BUS830 Consumer Behavior Analysis 3 credits

This course introduces theoretical and substantive issues useful in understanding consumer behavior. The issues are addressed from a variety of different viewpoints. Priority is placed on the economic, psychological, and socio-cultural factors that affect consumer behavior and the consumer decision-making process. The focus is on understanding current theoretical and methodological approaches to the various aspects of consumer behavior.

BUS840 Financial Management 3 credits

This course provides an in-depth look at how organizations manage financial resources through capital generation, asset management, and asset planning. Learners will study complex accounting rules to learn how financial information is created and applied to evaluate a firm's financial standing. Topics included in this course are budgetary planning and controls, financial and risk analysis, and managerial decision making. Learners will also develop an understanding of the external users of financial information, such as investors, customers, analysts, and the financial media.

BUS850 Statistics and Quantitative analysis 3 credits

This course delves into the statistical and measurement techniques that are used to analyze, interpret, and present business data. Examples include descriptive statistics, hypothesis testing, probability distributions, sampling, analysis of variance, correlation, and linear regression. The emphasis of this course is on selecting the optimal statistical/measurement technique and on properly interpreting the results.

BUS860 Global Business Management 3 credits

This course presents a global perspective of dynamic management issues in diverse international host environments. Cross-cultural management and competitive strategies are evaluated in the context of global changes—the evolving European Union, the North American Free Trade Agreement, and rapidly growing Asian economies—that require new management applications. Real-life business cases are used to present course material and provide Learners with decisions that managers of multinational corporations face each day.

BUS870 Information System Management and Strategy 3 credits

This course focuses on the theory and practice of leveraging and sharing information to develop more effective organizations. It presents the practice of information management within the framework of organizational information systems used in decision-making processes. Some of the topics covered include decision-making and problem-solving situations in information management, information needs and requirements, group decision-making processes, and the organization, representation, and communication of information and the associated effect on decision making.

BUS880 Business Analytics 3 credits

This course examines how ethnographic methods may be used to analyze information-based work practices and to design business systems to be sensitive to those who use them. Corporate culture is highly distributed, infrastructural, and rapidly changing, with a dramatic impact on organizational action. Corporate cultures should be studied by means of sophisticated ethnographic methods. Grounded this way, the course aims to help Learners develop the judgment necessary to design, test, and evaluate business systems of the future.

BUS890 Operation and Supply Chain Management 3 credits

This course includes a broad area that covers both manufacturing and service industries, involving the functions of sourcing, materials management, operations planning, distribution, logistics, retail, demand forecasting, order fulfillment, and more. Operations and Supply Chain help optimize a firm's supplier or customer network to create an outstanding product or service.

BUS900 Financial Statement Analysis and Valuation 3 credits

The Financial Statement Analysis and Valuation course examines the tools and techniques of financial statement analysis and company valuation from the perspective of investors and creditors; emphasizes theoretical and empirical properties of financial ratios as well as valuation methods used in practice.

BUS910 Business Research Method 3 credits

This course focuses on the need for business research. More specifically, it emphasizes the process of planning, acquiring, analyzing, and disseminating relevant data, information, and insights to decision makers in ways that mobilize an organization to take appropriate actions that maximize business performance.

BUS940 Comprehensive Examination 1 credit

Comprehensive Examination (Dissertation Proposal Defense)

Learners can only take a comprehensive examination after successfully accomplishing their coursework. The purpose of the comprehensive examination is to verify whether the learner has obtained satisfactory mastery of their study to permit admission to candidacy. This is an examination where the learner is demanded to defend their D.B.A. doctoral project's proposal. The examination will be led by a committee of at least 2 faculty members (including the dissertation adviser) of WUV. All 2 committee members should have earned doctoral degrees (Ph.D. or D.B.A.), and need to be approved by the D.B.A. Director in advance. A learner who fails the comprehensive examination may

choose to take it a second time within months or to withdraw from the program. Students who fail the second time must leave the program; no third attempt is allowed.

COUNSELING/MINISTERIAL STUDIES

CNS 101 Introduction to Christian Counseling 3 credits

This course is designed to encourage counseling reflection for the purpose of facilitating effective and appropriate Christian care and counseling. To that end, it has been specifically designed to address systematic understandings of spiritual care and addressing individuals and families.

CNS 211 Counseling Theories 3 credits

The course features an overview of current trends in counseling theory and practice. Basic counseling skills taught in this course include interviewing, assessment, and therapeutic listening in a laboratory situation.

CNS 222 Individual Counseling 3 credits

This course provides a foundation to treat individuals in Christian counseling by offering an overview of selected theories and techniques. The course focus is to prepare students to have competency counseling individuals.

CNS 323 Group Counseling 3 credits

A study about group behavior and its relationship to ministry and counseling; students will participate in small group experiences, simulations, role plays, and group exercises in order to understand group interaction, such as problem-solving, conflict management, and communication patterns.

CNS 401 Marriage and Family System 3 credits

The course offers a study of the marriage and family system. Emphasis is on understanding the structure and function of marriage, the various aspects of the marital relationship and family systems. The impact of cultural and social forces upon the family system is explored.

CNS 413 Family Counseling 3 credits

This course analyzes various factors that cause conflict in marriage and family life, such as gender differences, generation gap, cultural distance, language difficulties, character conflict, and the like, so as to explore strategies to resolve these conflicts and bring harmony to marriage and family.

CNS 421 Counseling Techniques 3 credits

An intensive counseling experience designed to enhance self-awareness, promote personality exploration, and provide case discussion and analysis. Fundamentals of the therapeutic relationship and essential skills are examined.

CNS 433 Mental Health 3 credits

An analysis of the causes, problems, and theories of pathological and behavioral abnormalities; examines the history, definitions, issues, and treatments related to abnormal behavior. Students evaluate these concepts and research conclusions critically and biblically.

CNS 441 Counseling and Sexuality 3 credits

An introduction to the etiology and dynamics of selected disorders; sexual abuse and sexual addictions to be used as models for counseling theory and therapy; students to explore the basic treatment procedures used in Christian counseling.

CNS 443 Faith and Counseling 3 credits

This course provides students with the basic relationships between Christian faith and counseling. It deals with how Christian faith helps caregivers and counselors understand and explore counselees' suffering, grief, loss, problems, and pain.

COMPUTER SCIENCE

BCS 101 Preview of Computer Science 3 credits

Introduction to Computing Principles teaches the essential ideas computers to an audience with no prior computer experience. This course is geared to use live code exercises most days in class -- bringing the ideas to life, but without bogging down too much in computer idiosyncrasies. It is recommended to bring a laptop or tablet to lecture each day to follow along with the work.

BCS 102 Fundamentals of Programming (MIT303) 3 credits

This course introduces the fundamental concepts of structured programming, and provides a comprehensive introduction to programming for computer science and technology majors. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. This course assumes computer literacy.

BCS 103 Database Concepts and Applications (MIT 301) 3 credits

This course covers fundamentals of database architecture, database management systems, and database systems; principles and methodologies of database design, and techniques for database application development.

BCS 104 Fundamentals of Web Programming (MIT 104) 3 credits

This course focuses on learning the basic building blocks of web programming. The student will be introduced to three languages used for web page design and implementation: HTML, CSS, and Javascript. To develop a deeper understanding of how websites work together, the HTTP protocol will be introduced along with basic AJAX programming.

BCS 105 Introduction to Data Science (MIT 105) 3 credits

This course will introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Students will learn concepts, techniques and tools

they need to deal with various facets of data science practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, data product creation, evaluation, and effective communication.

BCS 201 Discrete Mathematics and Logic 3 credits

The purpose of the course is to provide students with an understanding of the formal foundations of classical logic languages and related methodologies to reason over formal logical theories. An overview of the proof methods based on logics, and useful in mathematics and computer science, will be given. The course will also demonstrate the ability to use logic as a tool for representation and reasoning in computer science.

BCS 202 Data Structure and Algorithms (MIT 302) 3 credits

The focus of this course is on solving computational problems that involve manipulating collections of data. We will study a core set of data abstractions, data structures, and algorithms that provide a foundation for writing efficient programs.

BCS 203 Foundations of Software Engineering 3 credits

Fundamental software engineering techniques and methodologies commonly used during software development are studied. Topics include various life cycle models, project planning and estimation, requirements analysis, program design, construction, testing, maintenance and implementation, software measurement, and software quality. Emphasized are structured and object-oriented analysis and design techniques, use of process and data models, modular principles of software design, and a systematic approach to testing and debugging.

BCS 204 Object Oriented Programming (MIT 306) 3 credits

Thorough treatment of programming according to object-oriented principles. Introduces classes, interfaces, inheritance, polymorphism, and single dispatch as means to decompose problems. Covers intermediate programming techniques including error handling through exceptions, arrangement of source code into packages, and simple data structures. Intermediate debugging techniques and unit testing are covered.

BCS 206 Introduction to Programming Languages (MIT 206) 3 credits

This course provides fundamental concepts, design principles, and practical applications of various computer programming languages. Through hands-on coding exercises or projects, students will gain proficiency in multiple languages, including but not limited to Python, Java, C++, or JavaScript. The course also delves into critical topics such as compiler design, language translation, memory management, and performance optimization.

BCS 241 Data Mining (MIT 241) 3 credits

Data Mining studies algorithms and computational paradigms that allow computers to find patterns and regularities in databases, perform prediction and forecasting, and generally improve their performance

through interaction with data. It is currently regarded as the key element of a more general process called Knowledge Discovery that deals with extracting useful knowledge from raw data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques, and visualization of the generated structures.

BCS 301 Computer Architecture 3 credits

This course aims to provide a strong foundation for students to understand modern computer system architecture and to apply these insights and principles to future computer designs. The course is structured around the three primary building blocks of general-purpose computing systems: processors, memories, and networks.

BCS 302 Web Application Development 3 credits

This course will introduce concepts in programming web application servers. At the conclusion of this course, you will understand the fundamental concepts of software engineering and how they apply to web application design and programming, will know the modern tools used to program web application servers, and will be able to produce substantial web applications as part of a team. This course will introduce web application concepts using both Django/Python and J2EEbased technologies, and you will be able to generalize these concepts to other web application technologies and tools.

BCS 303 Data Communications and Networking (MIT 304) 3 credits

This course teaches the design and implementation techniques essential for engineering robust networks. Topics include networking principles, Transmission Control Protocol/Internet Protocol, naming and addressing (Domain Name System), data encoding/decoding techniques, link layer protocols, routing protocols, transport layer services, congestion control, quality of service, network services, programmable routers and overlay networks.

BCS 310 Operating System Design 3 credits

This course examines the important problems in operating system design and implementation. The operating system provides an established, convenient, and efficient interface between user programs and the bare hardware of the computer on which they run. The operating system is responsible for sharing resources, providing common services needed by many different programs, and protecting individual programs from interfering with one another.

BCS 311 Software Development in Python (MIT 311) 3 credits

This course enables students who have a basic understanding of Python to take their programming skills to the next level. Areas cover include string and list capabilities; building, and importing packages; text formatting; using the Django web-development package; graphics programming; and reading and writing binary files.

BCS 315 Applied Machine Learning (MIT 315) 3 credits

This course looks at the algorithms and techniques used in Machine learning, including simple neural networks, support vector machines, decision trees and clustering techniques. The course takes a top down approach in using the algorithms through common Data Science tools such as Scikit-learn or Python. This course will also look at good experimental design for using these tools.

BCS 316 Algorithms of Robotics 3 credits

This course explores the intersection of algorithmic logic and physical automation, focusing on how fundamental computing principles are applied to modern robotic systems. It serves as an introductory survey of both software architecture and hardware integration.

BCS 320 Probability and Mathematical Statistics 3 credits

This course introduces fundamental concepts, theories and primitive applications of probability and mathematics statistics including random variable, random process, law of large numbers and central limit, parameter estimation and hypothesis testing, and regression analysis.

BCS 321 Information Technology Governance (MIT 321) 3 credits

The course focuses on organizational leadership, structures and IT management processes to support and sustain business strategies. It examines important concepts and models related to managing IT such as IT strategy, IT planning, IT alignment and IT evaluation. The course provides students with knowledge and skills to be able to make useful contributions to a range of IT related decisions in organizations.

BCS 350 Mobile Application Development (MIT 350) 3 credits

Mobile computing devices have become ubiquitous in our communities. In this course, we focus on the creation of mobile solutions for various modern platforms, including major mobile operating systems. Topics include mobile device architecture, programming languages, software engineering, user

BCS 370 Co-operative Education Program Level 1 3 credits

This course provides practical training experience to undergraduate students as related to computer science field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 371 Co-operative Education Program Level 2 3 credits

This Level 2 Co-operative Education Program is a continuation of Level 1 Co-operative Education Program with 3 credit hours. Prerequisite: None

BCS 372 Computer Programming Field Practicum 1 credit

This course provides practical training experience to undergraduate students as related to computer programming field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 373 Data Science Field Practicum 1 credit

This course provides practical training experience to undergraduate students as related to data science field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 374 IT Infrastructure Field Practicum 1 credit

This course provides practical training experience to undergraduate students as related to IT infrastructure field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 375 Advanced Computer Field Practicum 1 credit

This course provides practical training experience to undergraduate students as related to advanced computer field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 400 Artificial Intelligence 3 credits

This course is about the theory and practice of Artificial Intelligence. We will study modern techniques for computers to represent task-relevant information and make intelligent (i.e. satisfying or optimal) decisions towards the achievement of goals. The search and problem solving methods are applicable throughout a large range of industrial, civil, medical, financial, robotic, and information systems. We will investigate questions about AI systems such as: how to represent knowledge, how to effectively generate appropriate sequences of actions and how to search among alternatives to find optimal or near-optimal solutions. We will also explore how to deal with uncertainty in the world and how to learn from experience.

BCS 415 Big Data on Amazon Web Services (MIT 415) 3 credits

This course explores the fundamentals of big data processing, storage, and analytics using Amazon Web Services (AWS). Students will gain hands-on experience with key AWS services designed for big data, including Amazon S3, Amazon Redshift, AWS Glue, Amazon EMR, and AWS Lambda.

BCS 420 Cyber Securities (MIT 307) 3 credits

This course introduces students to the interdisciplinary field of cyber-security by discussing the evolution of information security into cyber-security, cyber-security theory, and the relationship of cyber-security to nations, businesses, society, and people. Students will be exposed to multiple cyber-security technologies, processes, and procedures learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cyber-security problems.

BCS 421 Computer Forensics (MIT 421) 3 credits

Computer forensics is a field of technology that uses investigative techniques to identify and store evidence from a computer device. This course introduces various techniques of computer forensics for the information stored in Database, Email, Mobile, Computer Memory, Network, and Malware. This course requires a functional knowledge of information technology (IT) fundamentals—e.g. operating systems, information security, network security, and programming languages.

BCS 422 Security Automation with Python (MIT 422) 3 credits

This course is an immersive and hands-on course designed to equip students with the skills to develop solutions for real-world defensive and offensive security challenges. The course covers the essentials of Python programming, automating vulnerability scanning, network security automation, web application security automation, and Machine Learning and AI in security automation.

BCS 439 Big Data Analytics in Business (MIT 439) 3 credits

This course examines the role of big data analytics in modern business decision-making. Students will learn key analytical techniques, including data mining, predictive modeling, and machine learning applications. The course covers essential tools such as SQL, Python, R, and business intelligence platforms, with a focus on data visualization and interpretation. Topics include market trends analysis, customer segmentation, risk assessment, and real-time analytics.

BCS 440 Natural Language Processing (MIT 440) 3 credits

Natural Language Processing (NLP) aims to harness, employ, and analyze linguistic and textual data effectively. This course introduces widely used techniques, strategies, and toolkits for natural language processing, with a primary focus on those available in the Python programming language. Students will gain experience in using Python to conduct textual and linguistic analyses.

BCS 441 Deep Learning (MIT 441) 3 credits

This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. This course will cover a range of topics from basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to problem domains like speech recognition and computer vision.

BCS 490 Capstone Study 3 credits

This course is a culminating study that utilizes the knowledge and skills obtained from computer related course works. It is a project driven course that students are required to develop a sizable computer program. Students will present the software development plan in the beginning of the project, and start software development upon approval of the instructor. At the end of the course, students report out the development results.

ECONOMICS

ECO 201 Microeconomics 3 credits

Basic knowledge of demand and supply interactions, market structure such as perfect competition, monopoly, oligopoly, and monopolistic competition, and general equilibrium.

ECO 202 Macroeconomics 3 credits

Introduction to national economic indicators such as GDP, unemployment, and inflation in the context of their measurement, long-term growth, short-term fluctuations, and open economy.

ECO 303 Managerial Economics 3 credits

The course is the application of economic theory and methodology to managerial decision making problems within various organizational settings such as a firm or a government agency.

EDUCATION

EDU 201 Educational Foundations 3 credits

A basic study of the foundations and practice of educational ministry in and through the church; provides an introduction to teaching and learning principles and their application to teaching the Bible; attention to be given to understanding the student, lesson design, and instructional strategies.

EDU 311 Educational Psychology 3 credits

A study of the teaching-learning process focusing on intellectual growth and development and the factors that enhance or retard that development; special attention will be given to the various learning theories and principles.

EDU 312 Educational Ministry 3 credits

An examination of the importance of education in ministry from a biblical perspective; explores various theories of education and analyzes how to effectively apply them to Christian ministries in diverse settings.

EDU 321 History and Philosophy of Christian Education 3 credits

A survey of the historical development of Christian education from ancient to modern times; focuses upon a critical analysis of various educational philosophies that have functioned as the basis for modern Christian education.

EDU 411 Introduction to Christian Education 3 credits

Intended to teach students what it means to educate people in Christian views, values, and beliefs founded upon the Scriptures; also instructs them how to effectively convey these beliefs in their teaching.

HISTORY/THEOLOGY/ETHICS

ETH 301 Ethics 3 credits

An examination of biblical foundations of Christian ethics focusing on major ethical teachings of the Old and New Testaments and biblical motifs as ethical principles. It deals with contemporary problems of war, capital punishment, pleasure, money, divorce, abortion, mercy killing, social responsibility, and similar issues.

ETH 405 Culture and Ethics 3 credits

An examination of the moral issues of modern culture which are of immediate concern to the church, society, and Christian ethicists. It provides an introduction to Christian moral norm, virtues, and practices and to cultural disputes of social ideals.

FDS 101 Introduction to Christian Faith 3 credits

An introduction to basic Christian truths; teaches students what it means to live according to biblical teachings, what kind of character and integrity such a life would produce, and why it is important to lead lives in imitation of Jesus Christ.

FDS 102 Worldview 3 credits

This course is designed for basic understanding, analysis, and assessment of today's prevailing world views, which consist of ideas, convictions and commitments that shape our outlook on life, from an Evangelical Christian perspective. It discusses how to defend and advocate the value of the Christian worldview founded upon the Scriptures.

FDS 201 Spiritual Formation 3 credits

A practical course of instruction designed to acquaint students with the fundamental areas of the Christian life. It puts emphasis on students' personal walk with God, cultivation of Christian character, and responsibility for sharing their faith with others.

HIS 301 History of the Christian Church 3 credits

A survey of the development of the Christian Church from the close of the New Testament period to the present time, with special attention to the origins and beliefs of various denominations.

THL101 Biblical Doctrines I 3 credits

An overview of the key areas and issues pertaining to Christian truth based on the Bible. It will survey the doctrines concerning the Bible, God, Human, and Jesus Christ. It helps students to understand the biblical faith and practice it in the contemporary world.

THL102 Biblical Doctrines II 3 credits

An overview of the key areas and issues pertaining to the doctrines of Jesus Christ, Salvation, the Church, and Last Things on the Basis of the Bible. It helps students to understand the biblical faith and practice it in the contemporary world.

THL 311 Christianity and Culture 3 credits

An exploration of the relationship between Christianity and Western culture throughout history. It will focus on how Christianity in the current complex multicultural milieu should engage with many other competing worldviews.

THL 361 Christian Spirituality 3 credits

This study surveys the spiritual traits of Christianity including their development, practice, and maintenance. It aims at helping students establish a wholesome walk of faith that matches their confession of Christ.

INFORMATION TECHNOLOGY- BACHELOR

MIT 104 Fundamentals of Web Programming (BCS 104) 3 credits

This course focuses on learning the basic building blocks of web programming. The student will be introduced to three languages used for web page design and implementation: HTML, CSS, and JavaScript. To develop a deeper understanding of how websites work together, the HTTP protocol will be introduced along with basic AJAX programming.

MIT 105 Introduction to Data Science (BCS 105) 3 credits

This course will introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Students will learn concepts, techniques and tools they need to deal with various facets of data science practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, data product creation, evaluation, and effective communication.

MIT 301 Data Base Concept (BCS 103) 3 credits

This course is an introductory course in design and manipulation of database systems that usually deal with very large amounts of data. The most popular approach used to organize and ask questions about data is the Relational approach that uses a two-dimensional table as its primary structure.

MIT 302 Data Structures and Algorithm Analysis (BCS 202) 3 credits

The focus of this course is on solving computational problems that involve manipulating collections of data. We will study a core set of data abstractions, data structures, and algorithms that provide a foundation for writing efficient programs.

MIT 303 Fundamentals of Programming Languages (BCS 102) 3 credits

This course discusses various programming language concepts, as well as design and implementation topics for several language families. Topics include formal languages and grammars; recursive descent

parsing; data types, expressions, control structures, and parameter passing; compilers and interpreters; memory management; functional programming principles.

MIT 304 Data Communications and Networking (BCS 303) 3 credits

This course teaches the design and implementation techniques essential for engineering robust networks. Topics include networking principles, Transmission Control Protocol/Internet Protocol, naming and addressing (Domain Name System), data encoding/decoding techniques, link layer protocols, routing protocols, transport layer services, congestion control, quality of service, network services, programmable routers and overlay networks.

MIT 306 Object Oriented Programming (BCS 204) 3 credits

Thorough treatment of programming according to object-oriented principles. Introduces classes, interfaces, inheritance, polymorphism, and single dispatch as means to decompose problems. Covers intermediate programming techniques including error handling through exceptions, arrangement of source code into packages, and simple data structures. Intermediate debugging techniques and unit testing are covered.

MIT 307 Cyber Securities (BCS 420) 3 credits

This course introduces students to the interdisciplinary field of cyber-security by discussing the evolution of information security into cyber-security, cyber-security theory, and the relationship of cyber-security to nations, businesses, society, and people. Students will be exposed to multiple cyber-security technologies, processes, and procedures learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cyber-security problems.

MIT 311 Software Development (BCS 311) 3 credits

This course is intended for a second course on Python, to enable students who have a basic understanding of Python to take their programming skills to the next level. Areas cover include string and list capabilities; building and importing packages; text formatting; using the Django web-development package; graphics programming; and reading and writing binary files.

MIT 315 Applied Machine Learning (BCS 315) 3 credits

This course looks at the algorithms and techniques used in Machine learning, including simple neural networks, support vector machines, decision trees and clustering techniques. The course takes a top down approach in using the algorithms through common Data Science tools such as Scikit-learn or Python. This course will also look at good experimental design for using these tools.

MIT 350 Mobile Application Development (BCS 350) 3 credits

Mobile computing devices have become ubiquitous in our communities. In this course, we focus on the creation of mobile solutions for various modern platforms, including major mobile operating systems. Topics include mobile device architecture, programming languages, software engineering, user interface design, and app distribution.

MIT 415 Big Data on Amazon Web Services (BCS 415) 3 credits

This course explores the fundamentals of big data processing, storage, and analytics using Amazon Web Services (AWS). Students will gain hands-on experience with key AWS services designed for big data, including Amazon S3, Amazon Redshift, AWS Glue, Amazon EMR, and AWS Lambda.

MIT 421 Computer Forensics (BCS 421) 3 credits

Computer forensics is a field of technology that uses investigative techniques to identify and store evidence from a computer device. This course introduces various techniques of computer forensics for the information stored in Database, Email, Mobile, Computer Memory, Network, and Malware. This course requires a functional knowledge of information technology (IT) fundamentals—e.g. operating systems, information security, network security, and programming languages.

MIT 422 Security Automation with Python (MCS 422) 3 credits

This course is an immersive and hands-on course designed to equip students with the skills to develop solutions for real-world defensive and offensive security challenges. The course covers the essentials of Python programming, automating vulnerability scanning, network security automation, web application security automation, and Machine Learning and AI in security automation.

MIT 439 Big Data Analytics in Business (BCS 439) 3 credits

This course examines the role of big data analytics in modern business decision-making. Students will learn key analytical techniques, including data mining, predictive modeling, and machine learning applications. The course covers essential tools such as SQL, Python, R, and business intelligence platforms, with a focus on data visualization and interpretation. Topics include market trends analysis, customer segmentation, risk assessment, and real-time analytics.

MIT 440 Natural Language Processing (BCS 440) 3 credits

Natural Language Processing (NLP) aims to harness, employ, and analyze linguistic and textual data effectively. This course introduces widely used techniques, strategies, and toolkits for natural language processing, with a primary focus on those available in the Python programming language. Students will gain experience in using Python to conduct textual and linguistic analyses.

MIT 441 Deep Learning (BCS 441) 3 credits

This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. This course will cover a range of topics from basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to problem domains like speech recognition and computer vision.

MASTER OF SCIENCE in MANAGEMENT INFORMATION SYSTEM

MIS 531 Database Design 3 credits

The object of this course is to teach students the general concepts of relational databases and how to design a database that is anomaly free. Students will learn to design, create, populate, and query a database by working with the Oracle ™ database engine and the SQL language. Students will also learn basic database administration skills such as creating users, granting/revoking privileges individually or collectively to several users through the use of roles.

MIS 550 Introduction to Data Science 3 credits

This course will introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Students will learn concepts, techniques and tools they need to deal with various facets of data science practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, data product creation, evaluation, and effective communication.

MIS 551 Data Mining (Pre: MIS 550) 3 credits

Data Mining studies algorithms and computational paradigms that allow computers to find patterns and regularities in databases, perform prediction and forecasting, and generally improve their performance through interaction with data. It is currently regarded as the key element of a more general process called Knowledge Discovery that deals with extracting useful knowledge from raw data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques, and visualization of the generated structures.

MIS 552 Applied Machine Learning (Pre: MIS 550) 3 credits

This course looks at the algorithms and techniques used in Machine learning, including simple neural networks, support vector machines, decision trees and clustering techniques. The course takes a top down approach in using the algorithms through common Data Science tools such as Scikit-learn or Python. This course will also look at good experimental design for using these tools.

MIS 553 Deep Learning (Pre: MIS 550) 3 credits

This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. This course will cover a range of topics from basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to problem domains like speech recognition and computer vision.

MIS 554 Natural Language Processing (Pre: MIS 550) 3 credits

Natural Language Processing (NLP) aims to harness, employ and analyze linguistic and textual data effectively. This course introduces widely used techniques, strategies and toolkits for natural language processing, with a primary focus on those available in the Python programming language. Students will gain experience in using Python to conduct textual and linguistic analyses.

MIS 555 Advanced Database Management (Pre: MIS 531) 3 credits

The objective of the course is to provide hands-on experience in some of the most modern and in-demand database technologies, including Mongo DB, (NoSQL), Snow Flake (cloud agnostic DW), Neo4J (Graph DB), Google Bigh Query and others. The prerequisite is that students have already taken the regular database course.

MIS 556 Big Data on Amazon Web Services 3 credits

This course introduces cloud-based big data solutions such as Amazon Elastic MapReduce (EMR), Amazon Redshift, Amazon Kinesis and the rest of the AWS big data platform. This course shows how to use Amazon EMR to process data using the broad ecosystem of Hadoop tools like Hive and Hue. It will also cover how to create big data environments, work with Amazon DynamoDB, Amazon Redshift, and Amazon Kinesis, and leverage best practices to design big data environments for security and cost-effectiveness.

MIS 560 Algorithms of Data Analytics 3 credits

This course focuses on understanding the algorithms that are frequently used in data analytics. The topics to discuss include, Analytical Geometry, models and data, Linear Regression, Dimensionality Reduction with Principal Component Analysis, Support Vector Machines, Backpropagation & Automatic Differentiation, Artificial Neural Networks, Linearization & Multivariate Taylor Series, Bayes' Theorem & Summary Statistics, Gaussian Distribution & Change of Variables, and Continuous Optimization - Gradient Descent and Constrained Optimization.

MIS 561 Healthcare Informatics and Analytics 3 credits

This course bridges the gap between information technology and executive decision-making. It prepares healthcare leaders to manage data infrastructure and translate massive clinical data sets into actionable business intelligence.

MASTER OF COMPUTER SCIENCE

CS 500 Mathematics for Computer Science 3 credits

This comprehensive course is designed to provide a solid foundation in three pivotal areas of mathematics: Calculus, Linear Algebra, and Discrete Mathematics. It is tailored to equip students with essential mathematical tools and concepts that are vital for advanced studies and practical applications in various fields such as computer science and data analytics. Discrete Mathematics includes propositional logic, set theory, graph theory, and combinatorics. Calculus contains differential calculus and integral calculus. Linear Algebra includes matrices and determinants, and vector spaces.

CS 510 Mid-Level of Programming 3 credits

This course bridges the gap between high-level application development and low-level machine architecture. Focusing primarily on languages that allow direct hardware and memory interaction

(such as C and C++), students will dive deep into manual memory management, system-level APIs, concurrency, and performance optimization.

CS 513 Algorithms of Robotics 3 credits

This course explores the intersection of algorithmic logic and physical automation, focusing on how fundamental computing principles are applied to modern robotic systems. It serves as an introductory survey of both software architecture and hardware integration.

CS 532 Advanced Network Securities 3 credits

This is a graduate level course on advanced network security. The course involves both a reading/lecture/discussion and a term project. We will read and discuss research papers on various aspects of network security: Bot and Botnets, DNS security, Email spam, IP prefix hijacking, Network Intrusion Detection, On-line Authentication, Phishing attacks, Security inside Cloud, Spyware/Malware, TCP misbehaviors, Web security, and VoIP security. Students are expected to read papers before the class and participate in the discussion during the class.

CS 533 Network Infrastructure Planning 3 credits

This course provides a study of network infrastructure design. Topics included in this course are strategies for planning, implementing, and maintaining server availability and security, client addressing schemes, name resolution, routing, remote access, and network security. Students gain experience by designing plans for implementing common network infrastructure and protocols.

CS 534 Cyber Securities 3 credits

This course introduces students to the interdisciplinary field of cybersecurity by discussing the evolution of information security into cybersecurity, cybersecurity theory, and the relationship of cybersecurity to nations, businesses, society, and people. Students will be exposed to multiple cybersecurity technologies, processes, and procedures learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cybersecurity problems.

CS 535 Computer Forensics 3 credits

Computer forensics is a field of technology that uses investigative techniques to identify and store evidence from a computer device. This course introduces various techniques of computer forensics for the information stored in Database, Email, Mobile, Computer Memory, Network, and Malware. This course requires a functional knowledge of information technology (IT) fundamentals—e.g. operating systems, information security, network security, and programming languages.

CS 536 Information Technology Governance 3 credits

The course focuses on organizational leadership, structures and IT management processes to support and sustain business strategies. It examines important concepts and models related to managing IT such as IT strategy, IT planning, IT alignment and IT evaluation. The course

provides students with knowledge and skills to be able to make useful contributions to a range of IT related decisions in organizations.

CS 537 Mobile Application Concepts 3 credits

This course will focus on mobile applications, their architecture, design, and supporting technologies; Mobile device operating systems and frameworks; synchronizing mobile applications, support for inter-application data-exchange; accessing and manipulating special-purpose device capability such as location, orientation, and input modality. This course will also cover programming practices for securing mobile applications and optimizing run-time performance.

CS 538 Security Automation with Python (2nd Year) 3 credits

This course is an immersive and hands-on course designed to equip students with the skills to develop solutions for real-world defensive and offensive security challenges. The course covers the essentials of Python programming, automating vulnerability scanning, network security automation, web application security automation, and Machine Learning and AI in security automation.

CS 540 Principles of Programming Languages 3 credits

This course introduces the fundamental concepts of structured programming and provides a comprehensive introduction to programming for computer science and technology majors. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. This course will teach various computer programming languages including Python, C, and C++.

CS 541 Fundamentals of Web Programming 3 credits

This course focuses on learning the basic building blocks of web programming. The student will be introduced to three languages used for web page design and implementation: HTML, CSS, and JavaScript. To develop a deeper understanding of how websites work together, the HTTP protocol will be introduced along with basic AJAX programming.

CS 542 Object Oriented Programming 3 credits

Thorough treatment of programming according to object-oriented principles. Introduces classes, interfaces, inheritance, polymorphism, and single dispatch as means to decompose problems. Covers intermediate programming techniques including error handling through exceptions, arrangement of source code into packages, and simple data structures. Intermediate debugging techniques and unit testing are covered. Note: Lectures and labs are offered in groups. Students MUST register for a lecture and a lab from the same group.

CS 545 Software Development in Python 3 credits

Students will learn to write clean, well-tested, advanced Computer programming codes using industry-standard software engineering patterns. They will study the foundational structures of programming, from object-oriented principles to advanced topics such as Data Science.

CS 557 Artificial Intelligence 3 credits

This course is about the theory and practice of Artificial Intelligence. It will cover modern techniques for computers to represent task-relevant information and make intelligent decisions towards the achievement of goals. It will investigate questions about AI systems such as: how to represent knowledge, how to effectively generate appropriate sequences of actions and how to search among alternatives to find optimal or near-optimal solutions. We will also explore how to deal with uncertainty in the world and how to learn from experience.

CS 561 Computer Architecture 3 credits

This course aims to provide a strong foundation for students to understand modern computer system architecture and to apply these insights and principles to future computer designs. The course is structured around the three primary building blocks of general-purpose computing systems: processors, memories, and networks.

MISSION

MSS 101 Introduction to Christian Mission 3 credits

A study of the biblical foundations, history and philosophy of Christian missions; special attention to be given to modern missions and various ethnic and cultural challenges the church is facing in our multicultural and global era.

MSS 212 History of World Missions 3 credits

This course surveys the world missionary movement from its inception with the early church era to the present. Emphasis in the course will be on major personalities and organizations.

REL 421 World Religions 3 credits

A critical examination of the growing influence of world religions in shaping our culture and worldviews; closely studies the tenets of various world religions in order to prepare Christians for effective interaction with Muslims, Buddhists, Hindus and others.

REL 422 Comparative Religion 3 credits

An analytical study of how Christianity differs from Islam, Judaism and Eastern religions, comparing diverse religious concepts, such as the ultimate reality, the human condition, salvation, and evil, from the Christian perspective.

PRACTICAL THEOLOGY

MSS 315 Personal Evangelism 3 credits

This class is designed to equip the minister to train others in a variety of skills related to personal evangelism.

PMN100 Ministry Practicum 0 credits

Students will take an internship as part of their program of studies in ministry.

PMN 411 Pastoral Care 3 credits

Designed to help students learn how to understand human problems and suffering; through various case studies students learn the pastoral role in caring for church members who are facing these difficulties.

WML 101 Music Theory I 3 credits

A rudimentary study of music including notation, note and clef reading, rhythm, scales, intervals, key signatures, triads, non-harmonic tones, ear training, sight singing, keyboard skills and four-part harmony.

WML 104 Harmony 3 credits

This course will review of the basic physics of the harmonic series and derivation of musical scales; "just intonation" and tempered tunings. It will also deal with standard musical notation, intervals (melodic, harmonic, diatonic and chromatic), and syntax of consonance and dissonance and rudimentary counterpoint.

WML 201 Beginning Guitar Class 3 credits

In this class students will learn to play the guitar, one of the basic instruments of modern worship; students will learn and practice basic guitar chord-formation and rhythm; students will provide their own guitars.

WML 411 Worship Music and Arrangement 3 credits

This course will describe how worship leaders utilize music in various worship settings. This course will help students arrange worship music by understanding basic music theory and components.

SEMINARY
COURSE DESCRIPTIONS

SEMINARY COURSE DESCRIPTIONS

The NTJS/WUV course descriptions are updated regularly during the academic year. Courses are not necessarily offered every term or year. All announcements in the Course Catalog are subject to change without notice and do not constitute an agreement between the Seminary/WUV and the student. Students should assume the responsibility of consulting the appropriate academic unit or adviser for more current or specific information.

Course Descriptions Keys

BIB - Biblical Studies	**NTL –** New Testament Langage
BNT – New Testament	**OTL** – Old Testament Langage
BOT – Old Testament	**PHI** - Philosophy
CAP - Capstone	**PMN** - Pastoral Ministry
CHM -Church Ministry	**PSY** – Psychology
CNS - Counseling	**REL** – Religion
CSL – Counseling Logotherapy	**RS** – Research
E - Electives	**SCI** - Science
EDU –Education	**SOC** – Sociologies
ETH - Ethics	**SFL** – Spiritual Formation
FDN - Foundational Studies	**SPH** - Public Speech
HIS - History	**THL** - Theology
LIT - Literature	**WML -** Worship Music Leadership
MSS– Mission	**WOM –** Women's Spiritual Formation

BIBLICAL STUDIES AND BIBLICAL EXEGESIS

BIB 501 Survey of the Bible 3 credits

This course offers students a survey of the whole Christian Bible from the redemptive historical perspective. The stories in the Bible are explored as one single story of God's dealing with human history for the redemption of His creation, and the basic Christian doctrines are thereby studied. The course has no prerequisite and opens only to MBA students.

BIB 551 Intertestamental Theology 3 credits

An examination of the historical development during the inter-testament period; It helps students perceive the theological development during this period and how it influenced the theology and formation of the New Testament communities.

BIB 601 Biblical Hermeneutics 3 credits

A study of the principles of the literal-grammatical system of biblical interpretation along with an investigation of issues related to intended meaning, literary design, biblical theology, and use of the OT in the NT to receive particular attention. The students will develop their ability to apply those principles to representative passages and to a synthesis of entire books.

BIB 621 Bible Exposition Methodology 3 credits

A study of principles of interpretation, application, and delivery of Scripture in its various settings or genre. The students will deal with the problems created by various literary forms, cultural differences, and theological issues. They will engage preaching preparation with scriptural examination, employment of forms in light of literary, cultural and theological issues.

BIB 823 Jesus's Resurrection: A Starting Point of Biblical Theology 3 credits

The New Testament books were primarily authored by individuals whom the Spirit of the Risen Jesus enlightened. This course endeavors to follow in their intellectual and spiritual footsteps, seeking to comprehend Jesus Christ through their experience of his resurrection. Exploring their experiences allows us to partake in the earnest struggles of these spiritual luminaries as they struggled with God and the transformative influence of the Spirit.

BIB 831 Biblical Analysis and Evaluation of the Churches in the New Testament 3 credits

This course offers an in-depth examination of the various churches mentioned in the New Testament, focusing on their historical, cultural, and theological contexts. Students will analyze the distinctive characteristics, challenges and failures of each church, exploring themes such as leadership, community, dynamics, and doctrinal development. The course aims to provide a foundational understanding of early Christian communities and their relevance to contemporary church practice.

BIB 841 Advanced Biblical Exegesis 3 credits

A foundation class for the Th.M. program; the students will study the Bible in its original languages and practice intensive exegesis work, focusing upon its textual, contextual, literary, historical, and theological issues.

BIB 842 Advanced Old Testament Themes 3 credits

An explorative course for Th.M. program; the students will examine various themes of the Old Testament in order to understand the prominent theological, ethical, and social ideas of the Old Testament; the themes to include creation, covenant, redemption, holiness, Sinai and Zion, etc.

BIB 843 Advanced New Testament Themes 3 credits

A Th.M. course which explores various themes including the virgin birth, incarnation, redemption, holiness, the Messiah, and the cross of the New Testament for the understanding of the prominent theological, ethical, and social ideas of the New Testament.

BIB 851 Advanced Biblical Interpretation and Preaching 3 credits

A D. Min. course that aims at helping pastors who desire to improve their preaching to sharpen their skills in biblical interpretations. The course involves in-depth study of selected biblical texts, including their limit, context, and theology.

BIB 852 Analysis of Preaching in the Bible 3 credits

This D. Min. course is based on evangelical interpretation of the Scriptures. It aims at helping the preachers to be faithful to selected text in areas of author-intended meaning and author-intended impacts and assists them to be effective in proclamation ministry. This study is designed to help students to comprehend the procedure of biblical sermon formation and to attain effective delivery skills in immigrant Korean-American church contexts.

BIB 853 Biblical Interpretation that Transforms Preaching 3 credits

The course is designed to help pastors make their preaching afresh and creative through a sound interpretation of the Bible upon the guidance of the Holy Spirit. Some biblical passages will be selected, researched, and interpreted for students to gain interpretive models through which they can transform their preaching.

BIB 854 Advanced Biblical Preaching in the Gospel of Luke 3 credits

This course presupposes evangelical interpretation of the Bible. This advanced preaching seminar leads students to understand a theology of preaching and characteristics of genres of biblical books. Students will apply such understanding to the Gospel of Luke to better grasp the meaning of the Lucan message. This process aims to help students acquire and develop their own effective methods of preaching various Lucan passages.

BNT 501 Introduction to the New Testament I 3 credits

The course covers the four Gospels and the Acts. Students will be able to discuss the preservation and transmission of the traditions in the early church, the advancement of the Gospel from the Jewish people to the Gentiles through cultural barriers, Jesus' view of the Law, the chronology of Jesus in the Synoptic and John, the significance of the pouring out of the promised Holy Spirit, etc.

BNT 502 Introduction to the New Testament II 3 credits

A study of the Epistles and the Revelation in the New Testament. The course investigates critical, historical, hermeneutical, and theological issues related to each book. The students will also study the way how the early church adapted Jesus' teachings to diverse Gentile world as well as Apostle Paul's struggles with Judaizers.

BNT 511 Survey of the New Testament 3 credits

This course will focus on the general historical (social, religious, political) setting of the New Testament, the authorship, date and the development of the central themes, general contents, purposes of the New Testament (Four Gospels, the Book of Acts, Pauline Epistles, the General Epistles, Johannine Epistles and Revelation).

BNT 601 Gospels 3 credits

An expository study of the Gospels. The course reveals historical and theological developments of the Gospels. Students will learn how to perform exegetical and hermeneutical work on specific texts for their sermon preparation.

BNT 602 Synoptic Gospels 3 credits

This course introduces students to the current questions in research on the Gospels of Matthew, Mark, and Luke. Careful reading and group discussion of key issues that dominate the current debates will focus on such topics as theories of synoptic relationships, literary and theological characteristics of each gospel, and trends in the Christology, Soteriology and Ecclesiology of the Synoptic Gospels.

BNT 605 General Epistle 3 credits

An in-depth study of the General Epistles that deals with the theological issues of each book. Students will learn how to perform exegetical and hermeneutical work on specific texts for their sermon preparation.

BNT 606 Pauline Epistles 3 credits

An expository study of the Pauline Epistles including historical and theological issues. Students will learn and practice exegetical and hermeneutical work on specific texts for their sermon preparation.

BNT 607 Prison Epistles 3 credits

An exegetical study of the Prison Epistles; deals with the social and historical contexts and theological issues of the epistles; students learn how to perform exegetical work on specific texts for their sermon preparation.

BNT 608 Pastoral Epistles 3 credits

This course is an expository study of 1 and 2 Timothy and Titus, with emphasis on interpretive problems and the theological and practical relevance of the Pastoral Epistles for the society, the church, and the church leadership.

BNT 609 Gospels and Acts 3 credits

This course is designed to cover the gospels of Matthew, Mark, Luke, and John, and the Acts of the Apostles. Attention is given to each writer's literary art, theological teaching, pastoral purposes, and message for today's church and world.

BNT 611 Interpretation of the New Testament 3 credits

This course is designed to cover the gospels of Matthew, Mark, Luke, and John, and the Acts of the Apostles. Attention is given to each writer's literary art, theological teaching, pastoral purposes, and message for today's church and world.

BNT 701 Matthew 3 credits

An exegetical study of the Gospel of Matthew. Students will learn how to perform exegetical work on specific texts for their sermon preparation, including analysis of the words and grammar of selected texts, the literary and social context of the texts, and their theological significance.

BNT 702 Mark 3 credits

An exegetical study of the Gospel of Mark. Students will learn how to perform exegetical and hermeneutical work on specific texts for their sermon preparation, including analysis of the words and grammar of selected texts, their literary and social contexts, and their theological significance.

BNT 703 Luke 3 credits

An exegetical study of the Gospel of Luke. Students will learn how to perform exegetical and hermeneutical work on specific texts for their sermon preparation, including analysis of the words and grammar of selected texts, their literary and social contexts, and their theological significance.

BNT 704 John 3 credits

An exegetical study of the Gospel of John. Students will learn how to perform exegetical work on specific texts for their sermon preparation, including analysis of the words and grammar of selected texts, their literary and social contexts, and their theological significance.

BNT 705 Acts 3 credits

As an exegetical study of the Book of the Acts of the Apostles, the course deals with the historical background and theological development of the early church. Students will learn how to perform exegetical

work on specific texts. Students will also study the life and deeds of the early Christian communities and their expansion to the ends of the earth.

BNT 706 Romans 3 credits

An exegetical study of the Epistle to the Romans. It deals with the theological issues of the epistle, which have become the cornerstone of Christian theology. Students are to learn how to perform exegetical work on specific texts during the class for their sermon preparation and biblical research.

BNT 707 Corinthians 3 credits

An exegetical study of the Epistles to the Corinthians. Students will investigate historical and theological issues of selected texts of the epistles and pursue their application of the Corinthian theology to the contemporary life.

BNT 719 Hebrews 3 credits

The course leads students to perform exegetical work on selected texts and explicate answers to questions such as to what extent the New Covenant replaces the Old or how Jews should regard their crucified Messiah. Students will discover answers to these and other important questions by studying the background, context, and content of the epistle. The course focuses on the key interpretive issues; theological contributions found in this rich, Christo-centric book; and the superiority of Jesus and the New Covenant.

BNT 727 Revelation 3 credits

An in-depth study of the Book of Revelation, focusing on its exegetical, critical, historical, and theological issues. Students will learn characteristics of the apocalyptic literatures of the period.

BNT 751 New Testament Theology 3 credits

An exploration of how Jesus Christ revealed Himself to early believers and how their understanding of Christ gathered in the canon shaped the Christian communities and their theologies that have left an indelibly profound influence upon human life and destiny.

BNT 752 Theology of the Cross 3 credits

An in-depth exploration of the meaning of the cross in Pauline theology with regard to its relationship with sin and redemption, resurrection, church, and Christian life; carefully analyzes various texts that deal with the death of Jesus.

BNT 753 Theology of Resurrection 3 credits

Designed to examine the significance of the resurrection of Jesus Christ in Christian faith and its implications in Christian theology; explores various texts that convey this critical event.

BNT 764 Theology of John 3 credits

This is an in-depth exploration of the theology of the Gospel of John. It deals with the author's special aim

and emphasis in comparison with the Synoptic Gospels. Students will learn historical, hermeneutical, and theological issues of the Gospel.

BNT 832 Exposition of Mark 3 credits

An expositional study of the Gospel of Mark. Special attention will be given to the nature of the genre and source of the Gospel together with historical, hermeneutical, and theological issues. Careful exposition of a section or sections of Greek texts of the Gospel will be made.

BOT 501 Introduction to the Old Testament I 3 credits

Students are expected to learn the five books of Moses with regard to the historical and religious life of ancient Israel. They are also required to investigate critical, historical, hermeneutical, and theological issues related to each book.

BOT 502 Introduction to the Old Testament II 3 credits

Students will examine historical books, poetic literature, and prophetic books of the Old Testament within their historical contexts, which extend from the conquest of the land to exile to Babylon. They will also explore critical, historical, hermeneutical, and theological issues related to each book.

BOT 511 Survey of the Old Testament 3 credits

Students will examine each book of the Old Testament in general within its historical contexts. They will also explore some historical, hermeneutical, and theological issues related to each book.

BOT 601 Pentateuch 3 credits

An exegetical study of the Pentateuch; deals with the historical and theological development of ancient Israelite Scripture. Students will learn how to perform exegetical work on specific texts during the class for their sermon preparation.

BOT 602 Historical Books 3 credits

An exegetical study of the historical writings of the Old Testament with special attention to Israel's history from the Conquest to the Post-exilic Return as well as examination of critical, historical, hermeneutical, and theological issues.

BOT 603 Poetic Literature 3 credits

An expositional study of the poetical literature of the Old Testament. Special attention will be given to the nature of Hebrew poetry and the forms of poetic literature, together with historical, hermeneutical, and theological issues.

BOT 604 Wisdom Literature 3 credits

An exegetical study of the wisdom literature of the Old Testament; explores the theological relationship among these books as well as examines critical, historical, hermeneutical, and theological issues.

BOT 605 Prophets 3 credits

An exegetical study of the Prophetic books; deals with the historical and theological development of the prophetic books. Students will learn how to perform exegetical work on specific texts for their sermon preparation.

BOT 611 Interpretation of the Old Testament 3 credits

A study of the principles of biblical interpretation and exegesis from a historical-grammatical contextual viewpoint with a Biblical Theology emphasis on the unity of the Old and New Testaments as the inspired history of redemption. The history of interpretation, interpretive principles, and contemporary issues of the interpretation of texts will also be surveyed. Special attention will be given to the interpretation of each text within its literary and canonical context with emphasis on its genre (historical narrative, prophecy, poetry, and wisdom). The importance of the Ancient Near Eastern historical-geographical-cultural contexts of the OT will also be taken into consideration. Practical interpretive exercises in applying the principles studied will give guided hands-on experience to develop good habits of reading, expositing, and teaching the OT.

BOT 701 Genesis 3 credits

This course is an exegetical study of the Book of Genesis with special attention to main theological issues such as Creation, Fall, and Covenants. Students will learn how to perform exegetical work on specific texts during the class for their sermon preparation.

BOT 702 Exodus 3 credits

This course is a careful textual study of the Book of Exodus. Students are expected to give special attention to the Israelite exodus from Egypt and the events surrounding it, the first Passover, the role of Moses as a prophet, and the Torah.

BOT 705 Deuteronomy 3 credits

The course is an intensive study of the Book that forms the capstone of Mosaic teaching. Students are required to pay special attention to the importance of the content of the book for Israel, Judaism, and the Christian Church.

BOT 714 Psalms 3 credits

In this careful exposition of the book of Psalms, students will study the theological message of the Psalms. They will give attention to the questions relating to the formation of the Book of Psalms, literary features, and theological themes and issues arising from the Psalms.

BOT 724 Jeremiah 3 credits

This course helps students develop skills in the central activity of Biblical interpretation in religious traditions that attend to the literary-rhetorical character of the Biblical text, namely, the contextual interpretation of a coherent passage of Jeremiah. It seeks to do this by framing the class as a community of

interpreters who are engaged in seeking the meanings that can be discovered in and through passages from the Book of Jeremiah.

BOT 751 Old Testament Theology 3 credits

Through this careful study students will learn how God's self-revelation manifested in His salvation history in the life and history of ancient Israel, how it shaped the life of the ancient Hebrew people, and how it is still relevant in our time.

BOT 752 Theology of Priesthood 3 credits

An introduction to the priestly theology of the Bible, including an examination of critical, historical, hermeneutical, and theological issues. Students will examine the historical context, literacy shape, and religious significance of ancient Israel's sacral priestly traditions as they are preserved in the traditions of the Old Testament.

BOT 761 Covenant Theology 3 credits

This course is a careful study of Covenant ideas in the Old Testament. Students will examine what kinds of covenants God made with Israel and how these covenants became the foundation of Israel's hope in God throughout its painful history.

BTF 521 Biblical Foundations for Spirituality 3 credits

Examines biblical texts that shape Christian spirituality, exploring themes such as covenant, worship, prayer, and discipleship.

BTF 522 Systematic Theology and Spirituality 3 credits

Introduces major theological doctrines and their influence on spiritual formation and leadership practice.

BTF 523 Old Testament Foundations for Spiritual Formation 3 credits

Explores Old Testament narratives, poetry, and wisdom literature to discover themes and models for spiritual formation.

BTF 524 New Testament Foundations for Spiritual Formation 3 credits

Analyzes New Testament teachings on the Spirit, community, discipleship, and eschatological hope as they shape Christian formation.

NTL 501 Biblical Greek 3 credits

This course is a study of the elementary grammar of the biblical Greek along with its paradigms and vocabulary to enable students to practice basic translation of selected passages.

OTL 501 Biblical Hebrew 3 credits

This course is designed to help students cultivate the skill to exegete the Old Testament in its original Hebrew language. Students will learn basic principles of Hebrew alphabet and grammar along with its

paradigms, vocabulary, and syntactical principles, and practice translation needed in preparation for exegesis.

OTL 601 Hebrew Syntax 3 credits

As an intensive study of Hebrew syntax, this course covers issues of syntax at the word, phrase, clause, and sentence levels. Special attention will be given to necessary vocabulary, grammar, and morphology.

NTL 601 Greek Syntax and Exegesis 3 credits

Students apply their basic Greek grammar to the texts of the New Testament. Through this course students learn how to overcome limitations of basic grammar and find out the intended meanings of given texts and the importance of the context of the texts in exegesis. Selected Greek texts will be read and translated.

COUNSELING

CNS 501 Introduction to Christian Counseling 3 credits

This course is designed to encourage theological and spiritual reflection for the purpose of facilitating effective and appropriate Christian care and counseling. To that end, it has been specifically designed to address systematic understandings of spiritual care addressing individuals, families, congregations, and the broader community as well as identity issues related to being a spiritual care agent and Christian counselor.

CNS 505 Biblical Counseling 3 credits

The course focuses on the biblical formulation of various pastoral counseling case studies and current practices in the congregational model. The course will also closely examine the use of the presupposition of Biblical Theology (Redemptive Historical Approach) and the Systematic Theology based on the Reformed Confessional Standards. The course will also examine the current landscape of modern biblical counseling model and its practices.

CNS 506 Christian Spiritual Formation in Counseling 3 credits

Emphasis is placed on the counselor's personal and spiritual formation, the integration of Christian faith with counseling practice, and the process of spiritual growth in the lives of individuals and communities. Students will explore biblical, theological, and psychological perspectives on human transformation, spiritual maturity, and the formation of Christian character in counseling contexts.

CNS 509 Spiritual Formation for Helping Professionals 3 credits

This course explores spiritual formation as a foundational component of personal and professional development for those serving in helping professions. Attention is given to spiritual disciplines, self-awareness, vocational identity, ethical service, and the prevention of burnout. Students will examine how spiritual formation shapes the character, presence, and practice of counselors, ministers, educators, chaplains, and other caregivers who serve individuals, families, churches, and communities.

CNS 511 Counseling Theory 3 credits

This course features an overview of current trends in counseling theory and the role of counseling in public, private and church settings. Basic counseling skills taught in this course include interviewing, assessment, and therapeutic listening in a laboratory situation. Application is made to premarital, family crisis, grief and substance abuse counseling, with emphasis on developing strategies and applying scriptural principles.

CNS 531 Theories of Personality 3 credits

This course examines specific theories of personality for the purpose of explaining normal and abnormal development and behavior. Psychoanalytic, Trait, Humanistic, Existential, Cognitive, Behavioral and Social Learning Theories, among others, are reviewed and critiqued.

CNS 551 Counseling Services and methods 3 credits

This course emphasizes the mastery of attending and responding action and termination strategies necessary to assist clients' progress through the stages of counseling. It focuses on the counseling skills, which recognizes basic counseling phases, practical applications of each phase, and psychological/theological assessment.

CNS 614 Human Sexuality 3 credits

This course focuses on sexual development and educational issues as applied to the field of professional counseling. Students will become familiar with the biological, psychological, cultural, and behavioral aspects of human sexuality and family life. The overall theme of the course focuses on responsible sexual behaviors and attitudes.

CNS 622 Stress and Religious Coping 3 credits

This course focuses on theories, methods and applications of stress and coping research. This course provides an understanding of the conceptual and methodological definitions of stress and coping; and delineates the physiological and spiritual responses to stress in humans. It also examines the moderators and effectiveness of the stress and coping process; and allows each student to develop an expanded knowledge of a specific area within stress and coping.

CNS 631 Counseling Children 3 credits

This course provides theological, theoretical, and practical foundations for a comprehensive exploration of assessment, treatment, and advocacy of children (through adolescents). The developmental and psychological needs and problems of children are examined through the analysis of personality types and family structure.

CNS 632 Death and Dying 3 credits

This course focuses on the theological and psychological (psycho-spiritual) issues surrounding complicated death and grief. In particular, we will explore some of the more complex and difficult situations facing the

pastor or religious leader including: traumatic death, child/infant death, suicide, and complicated grief/mourning.

CNS 641 Individual Counseling 3 credits

This course provides a foundation to treat individuals in Christian counseling by offering an overview of selected theories and techniques. The course focus is to prepare students to have competency counseling individuals. This course integrates theoretical and theological systems of conceptualizing human being, and health using the norms of individual psychotherapy counseling modalities, theology, the experiences of the student and the client, and practical skill development.

CNS 642 Inner Healing 3 credits

This course is designed to understand the Christian inner healing and deliverance in the biblical foundations of counseling. This course will explore the topics including weeding out roots of bitterness, overcoming strongholds of inner vows, heart and mind. Ministry tools, understanding the fruit in our lives, tracing fruits to roots, prayer, using the gifts of the Spirit, from present pain to past pain, praying about the root, true repentance and post-traumatic stress syndrome.

CNS 661 Theory and Practice of Counseling 3 credits

This course features an overview of current trends in counseling theory and practice and the role of counseling in public, private and church settings. Basic counseling skills taught in this course include interviewing, assessment, and therapeutic listening in a laboratory situation. Application is made to premarital, family crisis, grief and substance abuse counseling, with emphasis on developing strategies and applying scriptural principles.

CNS 671 Counseling Seminar 3 credits

This seminar is designed to create a community of colleagues in scholarly conversation. The conversation will: a) explore a wide range of research methodologies and b) examine in depth some major themes current in Christian counseling/Pastoral counseling.

CNS 701 Marriage and Family System 3 credits

This course examines theoretical approaches including major systems theories, strategiesand techniques of family and relationship therapy. Emphasis is on understanding the structure and function of marriage, the various aspects of the marital relationship and family systems. The impact of cultural and social forces upon the family system is explored.

CNS 711 Group Counseling 3 credits

A study about group behavior and its relationship to ministry and counseling; students will participate in small group experiences, simulations, role plays, and group exercises in order to understand group interaction, such as group decision-making, problem-solving, conflict management, and communication patterns.

CNS 712 Family System and Family Life Cycle 3 credits

The course offers a study of the family as a system, family life cycle stages, tasks, and difficulties that families may experience as they move through their developmental stages. Concepts and principles applicable to helping people within a systems perspective will also be discussed.

CNS 713 Family Counseling 3 credits

This course is designed to provide initial information on the processes in premarital, marital and family counseling, and to investigate some of the available tools for doing counseling, and/or marriage enrichment in a church-related setting. The main focus of the course is on the counseling process rather than educative efforts of the church and family.

CNS 714 Marriage and Family Counseling 3 credits

This course provides students with the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. This course helps students acquire knowledge of relationship dynamics, assessment, and skills related to working with couples and families. The Christian view of marriage in consideration of the nature of marriage and family in contemporary society will be discussed.

CNS 716 Multi-Cultural Counseling 3 credits

This course is designed to provide a deeper understanding of the cultural, socioeconomic, and ethnic variables that influence the counseling relationship and process in a growing pluralistic society. In addition, students will examine some of the major cultural groups in the United States and abstract implications for practice in counseling.

CNS 717 Grief, Loss, and Trauma in Multi-Cultural Society 3 credits

This course will provide foundational concepts associated with the process of loss and grief, death and dying, as well as trauma and its long-term effect in a multicultural context. Students will learn distinctive ways different cultures experience loss and grief and a particular attention will be paid to the treatment of the human stress response in various cultures, effective counseling strategies that are culturally sensitive. Private sufferings and public meanings will be explored from a multicultural perspective.

CNS 718 Career Development and Counseling 3 credits

This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searchers, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information.

CNS 721 Conflict Transformation 3 credits

This course explores the nature of conflict that is borne by individual, relational, cultural, structural, and religious differences and inequalities. Transforming conflict intra- and interpersonally and pursuing peace building interpersonally. Students are empowered to recognize and transform conflict in relationships, family, institutions and organizations.

CNS 725 Counseling and Psychotherapy Techniques 3 credits

This course provides students with both a didactic and experiential foundation in the fundamental techniques of counseling and psychotherapy. Students will learn how to establish and maintain a therapeutic relationship, set treatment goals, apply core helping skills such as active listening and interviewing, manage session dynamics, and appropriately initiate termination and referral processes. Emphasis will be placed on understanding the parameters and limitations of the counseling process as well as ethical and culturally responsive practice.

CNS 731 Mental Health 3 credits

This course presents a study of the causes, problems, and theories of pathological and behavioral abnormality; examines the history, definitions, issues, and treatments related to abnormal behavior; and includes student evaluation of these concepts and research conclusions, critically and biblically.

CNS 734 Crisis Counseling 3credits

This course introduces students to the concepts and fundamental skills of counseling in a crisis setting. Effective counseling responses rooted in counseling theory and technique, pastoral care, and Scripture are analyzed. Students develop a crisis counseling approach informed about crisis in human life and the Church.

CNS 735 Addiction and Recovery 3 credits

The purpose of this course is to introduce students to practice and policy aspects ofaddictions counseling. From a strengths perspective, biological, psychological, social, and spiritual factors will be considered as they relate to substance abuse issues. An in-depth study of treatment for addictive disorders will be included.

CNS 741 Faith and Counseling 3 credits

This course will introduce students to the unique and dynamic role of faith in counseling settings. The nature of suffering, healing, and hope in human experiences are surveyed in relation to Christian theology, Scriptures, and counseling. Students will develop various aspects of theological, spiritual, and integrative counseling approaches essentially necessary to the Christian counselor who explores human suffering and healing.

CNS 742 Spirituality and Counseling 3credits

This course identifies that Christian counseling is a search for the Divine in the circumstances of our lives. Its aim is for the patient/client to find meaning and purpose in his/her situation and for the caregiver to find meaning in his/her profession. This course presents a perspective and a vision. This perspective and vision

articulates a clear rationale and strategies that counselors can use to integrate spirituality into the practice of their caring work.

CNS 744 Psychology and Theology 3 credits

This course will introduce students to the unique and dynamic role of faith in counseling settings. The nature of suffering, healing, and hope in human experiences are surveyed in relation to Christian theology, Scripture, and counseling. Students will develop various aspects of theological, spiritual, and integrative counseling approaches essentially necessary to the Christian counselor who explores human suffering and healing.

CNS 751 Needs Assessment in Counseling 3 credits

This course develops a biblical understanding of human constitution, fundamental human need, and strategies for assessing and meeting individual needs. Students will consider a wide range of common human problems.

CNS 755 Counseling and Sexuality 3 credits

The purpose of this course is to increase students' awareness, knowledge, and skills regarding the broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort in addressing sexuality issues in counseling with clients across the developmental spectrum.

CNS 761 Self Appraisal 3 credits

This course provides an overview of the use of a variety of standardized personality tests, with an emphasis on history, validity, reliability, administration, and interpretation issues surrounding this branch of counseling assessment. This course will teach students how they care not only for others but alsofor themselves.

CNS 762 Ethics of Christian Counseling 3 credits

This course is a study of the legal requirements and ethical codes for the professional counselor. Discussions include problems commonly encountered within the counseling profession. Consideration is given to the challenges associated with the set-up and supervision of counseling practices and programs.

CNS 763 Ethics of Counseling 3 credits

This course is designed to provide the prospective counselor with the knowledge of the professions' ethical and legal standards, their evolution, methods of change and applications to various professional activities. This course develops sensitivity to culture, ethnicity, sex/gender, and people with disabilities, which is imperative in learning how to apply ethical standards in a positive and competent manner to all populations.

CNS 765 Psychological Appraisal & Diagnostic Procedures 3 credits

This course introduces students to the principles and practices of psychological testing and diagnostic procedures used in counseling. Students will gain knowledge of test selection, administration, scoring, and interpretation for a variety of assessment tools. The course covers foundational concepts such as reliability, validity, standardization, and cultural fairness in assessment. It also explores how to integrate appraisal data into diagnosis, case conceptualization, and treatment planning, with attention to the ethical use of assessment tools.

CNS 771 Counseling Issue and Strategy 3 credits

This course focuses on understanding diverse clients from different theoretical perspectives and utilizing various strategies and techniques to bring about client change. An overarching goal of this course is to foster the development of attitudes and knowledge necessary to become a reflective practitioner serving a pluralistic society. Issues of multiculturalism and client diversity (e.g., race/ethnicity, gender, class, sexual orientation, disability, etc.) will be integrated into all course content.

CNS 775 Growth and Development of the Contemporary Minister 3 credits

An in-depth look at the person in the ministry. Extensive testing will form the foundation for this course, and the results of the testing will be used to develop a growth-profile for the individual student.

CNS 780 Counseling Practicum 3 credits

The purpose of this course is to develop the counseling skills under the supervision and guidance of staff. Students will actively participate in counseling situations with individuals and groups or research on counseling topics.

CNS 781 Counseling Practicum 1 credit

A clinical skills course emphasizing the acquisition of practical therapeutic techniques through role playing and modeling. Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

CNS 782 Human Service Practicum 1 credit

Human Service Practicum is an intensive field experience in human services and community agencies. The field experience will be supervised by agency field instructors in cooperation with the Director of practicum programs.

CNS 783 Mental Health Practicum 1 credit

This course provides students the opportunity to perform a variety of counseling activities that regularly employed professional staff perform in a clinical mental health setting while under clinical supervision.

CNS 784 Clinical Therapy Practicum 1 credit

Clinical therapy practicum provides students from a wide variety of educational disciplines the opportunity to apply traditional academic classroom learning to actual clinical experiences in a multi-program setting.

CNS 785 Research and Program Evaluation 3 credits

Students learn the importance of scientific inquiry in the fields of counseling. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence-based practice.

CNS 787 Counseling Internship 1 3 credits

This course provides the first phase of a supervised counseling internship experience. Students are expected to engage in counseling-related activities within an approved clinical setting, including a minimum number of direct client contact hours. The course focuses on the application of counseling theories, techniques, and ethical decision-making in real-world practice. Weekly supervision and reflective practice are integral components, with emphasis on developing professional identity and competence.

CNS 788 Counseling Internship 2 3 credits

This course continues the supervised clinical internship begun in Counseling Internship I. Students will build upon previously developed skills while expanding their scope of practice in a clinical setting. Emphasis is placed on increasing autonomy, refining clinical judgment, and deepening the integration of theory and practice. Students will complete the remaining required hours of supervised internship, including direct client contact, and will continue to receive supervision and feedback to support their growth as professional counselors.

CNS 790 Practicum 1 1 credit

This course is a supervised practicum designed to provide students with hands-on experience in church-based soul care ministries. Students will engage in practical activities such as providing spiritual support, facilitating care-related conversations, and participating in the life of the local church community. Emphasis is placed on integrating theological reflection with basic counseling and pastoral care skills. The course includes structured supervision and reflective journaling to enhance self-awareness, spiritual maturity, and ministry effectiveness.

CNS 791 Behavioral Health Interpreting 3 credits

This one-week intensive course for students and working professional provides knowledge and skills for delivery of behavioral health interpreter services. The training will outline critical knowledge and the distinctive set of skills necessary for effective interpreting for behavioral health which includes mental health, substance abuse, and developmental/intellectual disability services. Students who are bilingual (English and other language) and interested in Interpreting for behavioral health, as well as current behavioral health practitioners who are interested in incorporating interpreters into their services are appropriate for this course.

CNS 801 Pastoral Psychotherapy 3 credits

This is a study of evangelical theological and ethical perspectives and their impact on pastoral and professional counseling. Particular emphasis is placed on biblical themes related to human nature, its ideal

vs. its present condition, and the divine design for its restoration, health, and destiny. This course is required for the Pastoral Care and Counseling Specialization only.

CNS 805 Applied Counseling Theories 3 credits

A review and critique of counseling theories. Research regarding counseling theory constructs, along with their application in different settings and populations are reviewed.

CNS 806 Counseling Process and Techniques 3 credits

This course provides advanced training in the counseling process and the development of essential counseling techniques. Students examine the stages of counseling, therapeutic relationship building, case conceptualization, treatment planning, intervention strategies, and termination. Emphasis is placed on integrating evidence-based counseling skills with biblical principles and ethical practice. Through case studies, role-play, and supervised practice, students strengthen their ability to conduct effective counseling in individual, family, church, and community settings.

CNS 810 Counselor Spirituality and Identity 3 credits

The Christian counselor must be in good spiritual as well as emotional and psychological health in order to assist those needing healing. This course is intended to provide an opportunity for self-examination, as well as to suggest ways the counselor may sustain good spiritual health while assisting others in a broken world.

CNS 821 Advanced Pastoral Counseling 3 credits

A D.Min. class designed to enrich pastoral experiences in counseling in local church settings with special attention given to the practical training of pastors for premarital preparation, parenting preparation, crisis counseling, and grief counseling. This course includes spiritual and religious perspectives in the field of counseling and theoretical counseling applications in spiritual settings.

CNS 825 Advanced Family Therapy 3 credits

A review of foundational, contemporary, and evidence-based approaches to the treatment of clinical problems in marriage and family therapy. An emphasis will be placed on ethical and effective bio-psycho-social-spiritual assessment, case conceptualization, treatment planning, and treatment that is both evidenced based and biblically grounded.

CNS 832 Pastoral Marriage Counseling 3 credits

This course is an experiential exploration of selected, major treatment approaches utilized in marital and family counseling. The goal of this course is to examine the nature and proper functioning of marriage, gender issues in marriage, common couple patterns, and premarital/remarital and marital counseling strategies designed to promote harmony and instill hope.

CNS 835 Applied Research I 3 credits

A review of the process and method of developing and conducting research. Emphasis will be placed upon the application of methods for development and preparation of the doctoral proposal.

CNS 841 Advanced Inner Healing and Soul Care 3 credits

Advanced inner healing course include biblical foundations of inner healing and advanced inner healing techniques, soul care and deliverance. Fallen nature impacted the whole of humanity and nature with sin, sickness, guilt and shame. It is why Jesus had to come to save, heal and draw us as individuals, families, groups and generations to His life of abundance. This course discovers the need for an inner transformation through rebirth, conversion, forgiveness, inner child, back to the womb, sensing Jesus and Sonship.

CNS 845 Applied Research II 3 credits

An individually selected quantitative or qualitative research project under supervision of the student's advisor (includes independent studies).

CNS 850 Cognitive Theory and Application 3 credits

An overview of theoretical foundations of cognitive therapy. Students learn the assessment, conceptual framework, strategic focus, and technical details of how cognitive therapy is conducted.

CNS 855 Attachment Based Treatment 3 credits

This course provides an extensive overview of attachment theory, from early conceptual developments to the most recent empirical findings. Emphasis placed on attachment theory within a developmental context and on applying attachment theory to the practice of counseling and psychotherapy of adults, children, and families.

CNS 860 Assessment and Treatment of Addictive Behaviors 3 credits

The psychological and psychosocial effects of various drugs are discussed, along with current information on addictive patterns and behaviors of individuals. Emphasis is placed on the causes, diagnosis, treatment, referral, and prevention of addictive behaviors.

CNS 861 Addictions and Treatment 3 credits

The psychological and psychosocial effects of various drugs are explored, along with current Neuro-biological findings on addictive patterns and behaviors of individuals. Emphasis is placed on The etiology of addictions, diagnosis, treatment, and prevention of addictive behaviors in early years. Also, various intervention resources are examined.

CNS 862 Assessment and Treatment of Addictive Behaviors 3 credits

In this course offered for D.Min. students, the psychological and psychosocial effects of various drugs are discussed, along with current information on addictive patterns and behaviors of individuals. Emphasis is placed on the causes, diagnosis, treatment, referral, and prevention of addictive behaviors.

CNS 865 Advanced Psychopathology, Diagnosis and Treatment 3 credits

Prerequisite: Graduate- level Psychopathology and Counseling. This course presents a Comprehensive Examination of the major psychiatric disorders contained in the Diagnostic and Statistical Manual of Mental Disorders, including Personality Disorders and Character Flaws. Students will learn multi-axial diagnosis and develop treatments for these disorders.

CNS 875 Trauma and Crisis Counseling 3 credits

This course examines the nature and impact of trauma and crisis across the lifespan and prepares students to provide effective, trauma-informed counseling interventions. Topics include acute and complex trauma, grief and loss, abuse, domestic violence, suicide intervention, disaster response, post-traumatic stress, and resilience. Students develop assessment, crisis intervention, stabilization, referral, and treatment planning skills while integrating current evidence-based practices with biblical and pastoral perspectives in counseling.

CNS 877 Advanced Counseling Seminar 3 credits

An intensive study in a specific subject of Professional Counseling. Examples of seminar courses presently being offered include: Psychodynamic Theory and Psychotherapy, Attachment Theory and Psychotherapy; Treatment of Trauma.

CNS 880 Ministry of Counseling (with focus on individuals) 3 credits

This course focuses on working with individuals who identifies himself or herself as needing counseling. Students will examine major theoretical perspectives and the counseling processes that underlie assessments and interventions relating to individual's personal and interpersonal concerns. The students will learn to adopt counseling to issues of cultural diversity, as well as ethical and legal considerations.

CNS 883 Ministry of Counseling (with focus on families) 3 credits

This course focuses on working with families who identify themselves as a system in need of counseling. This course provides family counseling theories and major treatment approaches utilized in marital and family counseling. The students will learn to translate theories into practice, including how to formulate hypotheses about couple and family process, identify problematic patterns of interaction and communication, compose goals for couple and family therapy, design and practice systemic interventions that are therapeutic and biblical. The students will learn to adapt counseling interventions to issues of familiar and cultural diversity, as well as ethical and legal considerations.

CNS 886 Ministry of Counseling (with focus on groups) 3 credits

This course focuses on the study of principles in group development, group dynamics, group processes, and group members' roles and behaviors, as well as therapeutic factors in relation to group guidance/counseling/therapy. With the understanding of group counseling theory and methods, students will practice their leadership styles, techniques and roles through practical exercises. Ethical and legal issues related to group interventions will also be explored and adopted.

CNS 889 Ministry of Counseling (with focus on organizations) 3 credits

This course focuses on working with community non-profit organizations and churches as a counselor, facilitator, or consultant, promoting biblically sound and healthy adaptive functioning of the organizations. This course provides students with the studies related to provision of consultation services, counseling administration, and program evaluation procedures. The course places special emphasis on effective application of evidence based best practices of organizational and Christian leadership.

CNS 900 Internship in Counseling I 3 credits

Work with individuals or groups in practical situations under the supervision and guidance of staff in that setting. Open only to doctoral students or by consent of the department.

CNS 910 Internship in Counseling II 3 credits

Work with individuals or groups in practical situations under the supervision and guidance of staff in that setting. Open only to doctoral students or by consent of the department.

CNS 990 - 999 Dissertation Writing and Defense 6 credits

Students must create a dissertation proposal, successfully defend the proposal, obtain IRB approval to conduct the research, collecting and analyze the data, and complete the final writing of the Dissertation.

CSL 511 Counseling Theories 3 credits

Provides a comprehensive overview of major counseling theories, including psychodynamic, cognitive-behavioral, humanistic, and existential approaches. Emphasizes the integration of philosophical foundations and the development of a coherent personal counseling orientation.

CSL 512 Advanced Psychopathology 3 credits

Introduces major mental health disorders through contemporary diagnostic frameworks, with attention to psychological, biological, and social influences. Highlights existential perspectives on human suffering, anxiety, and meaning.

CSL 531 Existential Analysis and Logotherapy 3 credits

Introduces the foundational concepts of Existential Analysis and Logotherapy, focusing on the human search for meaning. Explores the multidimensional nature of the person and practical meaning-centered interventions.

CSL 571 Philosophical Counseling 3 credits

Examines central themes in existential philosophy and their application to counseling practice. Emphasizes the use of philosophical reflection to deepen therapeutic dialogue and client self-understanding.

CSL 591 Psychological Assessment and Diagnosis 3 credits

Provides an introduction to commonly used psychological assessment tools and diagnostic procedures. Emphasizes ethical standards and culturally responsive practices in assessment and treatment planning.

CSL 592 Counselor Education and Supervision Practicum 3 credits
Offers supervised counseling experience in individual and/or group settings. Focuses on the application of counseling skills, reflective practice, and the formation of a professional counselor identity.

CSL 811 Advanced Counseling Theories 3 credits
This course critically examines major contemporary counseling theories and integrative models, establishing advanced intervention strategies applicable to complex clinical cases and fostering the development of a coherent theoretical identity.

CSL 812 Family Therapy, Family Counseling, and Couples Counseling 3 credits
Grounded in theoretical foundations of family therapy, this course develops counseling strategies optimized for the unique characteristics of Korean family culture. The primary goal is healing and restoring wounds within families and couples, including inner-child healing and therapeutic communication methods. Students apply Existential Analysis and Logotherapy in family treatment and participate in case presentations and supervision based on real clinical cases.

CSL 821 Mental Health and Advanced Psychopathology 3 credits
This course provides an in-depth understanding of current diagnostic systems and underlying mechanisms of mental disorders. Students acquire advanced knowledge of psychopathology necessary for sound clinical judgment and therapeutic intervention.

CSL 822 Psychological Testing, Assessment, and Diagnosis 3 credits
This course addresses major psychological assessments at an advanced level, cultivating competencies in clinical interpretation, integrative diagnosis, and professional psychological report writing.

CSL 831 Advanced Research Methodology in Counseling 3 credits
This course explores advanced statistical analyses and qualitative inquiry methods to scientifically investigate complex phenomena arising in counseling practice. With a focus on Existential Analysis and Logotherapy, students deepen qualitative research using phenomenological methods. The course includes writing case conceptualization reports in existential counseling utilizing phenomenological analysis, and discussions on the counselor's philosophical competence and ethical responsibility in addressing clients' existential crises. This advanced course integrates core discourses of existential philosophy into clinical counseling through qualitative case conceptualization.

CSL 841 Clinical Practicum and Individual Counseling Supervision 3 credits
Based on actual counseling practice, this course strengthens professional intervention competencies. Through supervision, students deepen clinical reflection and develop a mature counselor identity.

CSL 851 Advanced Special Topics in Existential Analysis and Logotherapy 3 credits

This advanced doctoral course examines the theoretical foundations and professional applications of Existential Analysis and Logotherapy. Building on Viktor Frankl's multidimensional understanding of the human person—body, mind, and spirit—the course explores how existential analysis informs the understanding of human existence and how Logotherapy applies this understanding to questions of suffering, meaninglessness, freedom, responsibility, and the discovery of meaning. Students critically examine contemporary research and evidence related to Logotherapy and develop advanced case conceptualization skills. Special attention is given to applications of Existential Analysis and Logotherapy in complex areas such as trauma, depression, addiction, death anxiety, and other existential challenges.

CSL 852 Seminar in Existential Philosophical Counseling 3 credits

This advanced doctoral seminar examines major themes in existential philosophy and their application to counseling and professional practice. Students critically engage philosophical perspectives on fundamental dimensions of human existence, including death, freedom, responsibility, isolation, anxiety, and meaning. Through advanced readings, case analysis, scholarly dialogue, and reflective application, students explore how existential philosophical perspectives can inform counseling relationships and responses to existential crises. The seminar emphasizes the development of philosophical competence, ethical reflection, and advanced professional judgment in helping individuals engage existential concerns and pursue meaningful and responsible ways of living.

PMN 728 Pastoral Counseling Seminar 3 credits

An intensive study in a specific subject of Professional Counseling. This course allows variation in the approach and content of the regular curriculum, and often will be used by visiting professors**.**

PSY 521 Human Development 3 credits

Patterns and theories of development from conception through late adulthood emphasizing early childhood through adolescence; analysis of individual, family, and environmental factors which affect development over the life span; knowledge and understanding of key concepts about human development across the life span; comparison, contrast and analysis of the major principles and predominant theories associated with this field of inquiry.

PSY 523 Human Growth and Development 3 credit

This course focuses on Human growth and development. Human development is a lifelong process of physical, behavioral development – cognitive, and emotional growth and change. In the early stages of lifetime from babyhood to childhood, childhood to adolescence, and adolescence to adulthood- enormous changes take place. Throughout the process, each student develops attitudes and values that guide choices, relationships, and understanding.

PSY 621 Developmental Psychology: Personality Theories 3 credits

A course designed to introduce a variety of physical, psychological, and socio-cultural factors that interact in the process of human growth and development, family life-cycle and learning, from a Christian perspective. Special attention is given to diverse theories concerning personality development.

PSY 721 Psychopathology and Counseling 3 credits

A study of behavioral deviations, determining factors and differential diagnoses of behavior, considered to deviate from normal patterns. Special attention is given to the DSM.

EDUCATION

EDU 500 Foundation of Theology Seminar 0 credit

This seminar course discusses the theological foundation of Christian education by dealing with the basic theological concepts and topics, which have essential bearing on the holistic study of Christian education.

EDU 501 Introduction to Christian Education 3 credits

This course is an introductory study of Christian education based on Scripture. Students will explore various educational theories to acquire the theory and practice of Christian education and ability to teach in local churches.

EDU 502 Community Approach to Christian Education 3 credits

This course focuses on the community of faith and its congregation as the primary means or context of Christian religious education. The course intends to foster the formation and transformation of congregation into a vibrant, educating and learning community of faith. It explores educational potentials of all aspects of congregational life including faith practices and dynamic interactions with surrounding cultures. Specific attention will be on assessing and equipping Korean-American congregations as educating communities of faith.

EDU 511 Educational Ministry of Church School 3 credits

In order to prepare students for effective church school ministry, the course deals with the history of church school, educational curriculum, and components of teacher's character and ability.

EDU 512 Multi-cultural Christian Education 3 credits

This course aims at equipping students with the fundamental philosophy and principles of Christian education in carrying out educational ministry in multi-cultural settings.

EDU 513 Communication and Christian Education 3 credits

Students will learn basic principles of effective communication in Christian education. The course covers the concepts, types, skills, and media of communication.

EDU 514 Parental Spirituality I: Tending Spiritual Lives of Parents 3 credits

Regarding the faith of parents nourishing the faith of children, the course addresses religious call to the parenting. Primary focus of this course is not on the faith of children, for instance, how parents bring their

children up religiously. Rather, it emphasizes the faith of parents, in particular, the personal religious identity of parents, exploring childhood memories, parental roles, and resources to enrich spiritual lives.

EDU 515 Parental Spirituality II: Nurturing the Inner Parent 3 credits

Building on the idea of "Inner Parent" as a symbol of responsible, adult self within, this laboratory course in parental spiritual formation is intended to move the participants toward the healing and wholeness. The course utilizes Erickson's psychosocial development theory, especially the concepts of developmental "tasks" or "crises" as overarching framework and uses a combined tool of guided imagery, spontaneous drawing, and personal narrative in the context of individual and group prayer in order to assist the participants to relate or reconnect to their physical and emotional selves in a more holistic way.

EDU 551 Philosophy of Christian Education 3 credits

This course examines trends and principles of Christian educational philosophy. This course will help students understand philosophical foundation of Christian education through investigating the essence, goal, and contents of education philosophy.

EDU 560 Human Development Theory and Faith Education 3 credits

The course will help students learn characteristics of human development theory and faith development theory for effective Christian education.

EDU 601 Preschool and Child Education 3 credits

This course is designed to teach students to evaluate and create intentional learning experiences that foster Christian spiritual development in children. The course addresses several facets of Christian teaching: the nature and design of curriculum, learning styles, developmental issues, discipline, and teaching methods. Each student will teach a preschool and elementary lesson during the semester, with opportunity to reflect on their teaching to promote self-awareness as a teacher.

EDU 602 Youth Education 3 credits

This course is designed to prepare church leaders to direct an in-depth discipleship and evangelism program for youth. It focuses on personal discipleship and the basic disciplines of the Christian life: personal testimony, prayer life development, fellowship with other believers, Scripture memory, personal witnessing, and ministering to others.

EDU 603 Adult Education 3 credits

The historical and philosophical development and the biblical principles of Christian education for adults are examined and applied. Attention is given to the discipleship process and faith development, the teacher/learner process, adult ministry needs in the local church, developing lesson plans and directing the Christian education program for adult groups in the church.

EDU 605 Foundations of Educational Leadership 3 credits
Examines key theories, models, and practices of educational leadership with a focus on vision, ethics, policy, and transformational leadership in diverse learning environments.

EDU 606 Curriculum Design and Evaluation 3 credits
Introduces principles of curriculum development and assessment, emphasizing outcome-based design, instructional alignment, and program evaluation in educational and spiritual contexts.

EDU 607 Christian School Leadership and Organizational Development 3 credits
This course examines theories and practices of leadership and organizational development within Christian and faith-based educational settings. Emphasis is placed on mission-driven leadership, organizational culture, ethical decision-making, teacher development, collaborative leadership, and school improvement. Students explore how Christian worldview and educational leadership principles inform institutional vision, governance, professional relationships, and partnerships among schools, families, churches, and communities. Through case studies and applied projects, students develop strategies for strengthening educational organizations and cultivating healthy learning communities.

EDU 612 Educational Leadership and Administration 3 credits
The course aims at equipping students with biblical leadership in order for them to be effective in educational administration.

EDU 613 Christian Mentoring 3 credits
The students will learn concepts, principles and methods of Christian mentoring in relation to biblical examples. The course will help students acquire the ability to plan, perform, and evaluate mentoring programs.

EDU 614 Method of Media Application 3 credits
In order to maximize effectiveness in Christian education, this course teaches how to utilize educational material, hardware/software, and social media/network.

EDU 615 Education of Parents 3 credits
This course is to learn the biblical parenting skills. It includes the role of parents in family, mutual growth between parents and children, and understanding of cultural mandate.

EDU 616 History of Christian Education 3 credits
A survey of the educational theory and history tracing the stream of Christianity. It includes biblical, theological, and psychological foundations, and the aims, methods, curriculum, organization, and leadership of teachers in Christian history. Students will establish their own insight and inspiration on Christian education for their future teaching ministry.

EDU 701 Education and Theology 3 credits

This course is designed to explore basic theories and philosophy of education from biblical perspective. Students are expected to establish philosophical synthesis in education.

EDU 703 Curriculum of Christian Education 3 credits

A historical survey of education in the Bible with special attention to equip students with ability to develop contemporary curriculum in Christian education.

EDU 706 Child Development and Parenthood 3 credits

This class will address the knowledge, skills, attitudes and behaviors associated with supporting and promoting optimal growth and development of children from conception to school age. Topics covered to strengthen the well-being of families and individuals include meeting the physical, social, emotional, intellectual, moral, and cultural developmental needs of a child as a parent or caregiver. The influences of heredity, environment, family, and societal crisis on the development of the child are also explored, as well as identifying community and family support services.

EDU 711 Contemporary Issues in Christian Education 3 credits

This course explores current issues in the field or in a particular area of educational ministry. The instructor and students, in consultation, will determine topics for research. Students will have ability to gain insight on current issues and find the alternative.

EDU 751 Creative Bible Teaching Methods 3 credits

This course is intended to introduce various teaching methods to students who desire to engage in serious Bible teaching ministries in local churches. Students will develop their own creative teaching methods through analyzing and assessing different methods.

EDU 753 Program Design in the Church Education 3 credits

This course fosters students' ability to design educational programs for local churches, which includes small group leaders, teachers, Church School, and discipleship training.

EDU 760 Theory of Christian Alternative School 3 credits

In a situation where public education is collapsing, the Christian alternative schools as an alternative are emerging. The Christian alternative school intends to deconstruct the myths of modernity and value neutrality and seeks for integrated education from the Christian perspective. This course is composed of the reason, purpose and action plan of Christian alternative school.

EDU 761 Alternative Education Policy and School Development 3 credits

This course examines the policy, legal, administrative, and organizational contexts of alternative education and their implications for school development. Students analyze educational policies, governance structures, regulatory environments, and emerging issues affecting alternative and Christian educational institutions in diverse national and cultural contexts. Particular attention is given to policy analysis,

institutional sustainability, educational innovation, and the development of effective school models. Students apply policy analysis to contemporary educational issues and develop research-informed recommendations for improving alternative educational environments.

EDU 762 Alternative Curriculum Development and Evaluation 3 credits

This course provides advanced study of curriculum development, instructional design, and evaluation within alternative and Christian educational settings. Students examine alternative educational goals, curriculum models, teaching and learning approaches, learner-centered practices, and methods of student and program assessment. Emphasis is placed on designing and evaluating curricula that respond to the mission, educational philosophy, learner needs, and cultural context of diverse educational communities. Students develop or evaluate a curriculum or instructional program applicable to an alternative or Christian educational setting.

EDU 763 Advanced Practicum in Alternative and Christian Education 3 credits

This supervised practicum provides students with advanced professional experience in an approved alternative, Christian, or faith-based educational setting. Under the guidance of faculty and qualified site supervisors, students engage in observation, instructional or leadership activities, curriculum implementation, professional collaboration, and analysis of educational practice. Each student identifies a significant problem of practice within the educational setting and develops an evidence-informed response or improvement strategy. Reflective practice, professional mentoring, and integration of academic learning with field experience are emphasized throughout the practicum.

EDU 780 Christian Education Practicum 1 credit

This course is designed to prepare the graduate exam and the certification exam for Director of Christian Education (DCE). It includes the orientation, field practice, and qualifying test.

EDU 801 Christian Worldview, Education, and Leadership 3 credits

This course examines the relationship between Christian worldview, educational philosophy, and leadership practice in contemporary educational settings. Students critically explore biblical and theological perspectives on the nature and purpose of education, human dignity, knowledge, vocation, community, and leadership. Emphasis is placed on applying a Christian worldview to educational decision-making, institutional mission, leadership practice, and complex challenges facing Christian and faith-based educational organizations.

EDU 802 Christian Ethics and Educational Leadership 3 credits

This course examines ethical theories, Christian moral perspectives, and their application to educational leadership and professional practice. Students analyze ethical dilemmas related to institutional governance, leadership authority, equity, professional responsibility, organizational relationships, and educational decision-making. Emphasis is placed on developing ethically responsible leaders who integrate Christian

values, professional standards, sound judgment, and responsible stewardship in diverse educational environments.

EDU 811 Advanced Theories of Learning and Human Development 3 credits

This course provides advanced study of major theories and research concerning human development, learning, motivation, and adult development. Students critically examine theoretical perspectives and empirical research related to cognitive, social, emotional, moral, and professional development across the lifespan. Emphasis is placed on evaluating and applying research on human development and learning to educational leadership, educator development, organizational practice, and the design of environments that support individual and professional growth.

EDU 812 Leadership for Educator Development and Professional Learning 3 credits

This course examines leadership theories and practices for developing educators and strengthening professional learning within educational organizations. Students explore faculty and teacher development, mentoring, coaching, professional learning communities, reflective practice, leadership development, and organizational capacity building. Emphasis is placed on designing and evaluating sustainable systems that promote educator effectiveness, professional growth, collaboration, and continuous improvement.

EDU 813 Culture, Community, and Educational Leadership 3 credits

This course examines the relationship among organizational culture, educational community, and leadership practice. Students analyze how values, beliefs, relationships, institutional traditions, and social contexts influence educational organizations and learning communities. Particular attention is given to building healthy organizational cultures, strengthening school-family-community relationships, managing conflict, cultivating collaboration, and leading educational communities through cultural and organizational change.

EDU 814 Educational Leadership in Diverse and Global Contexts 3 credits

This course examines educational leadership across diverse cultural, social, institutional, and global contexts. Students critically analyze how culture, globalization, demographic change, educational systems, and community contexts shape leadership practice and educational decision-making. Emphasis is placed on culturally responsive leadership, cross-cultural communication, global educational perspectives, and leadership within diverse schools, higher education institutions, faith-based organizations, and educational communities.

EDU 821 Organizational Analysis, Change, and School Improvement 3 credits

This course provides advanced study of organizational theory, institutional analysis, change leadership, and educational improvement. Students learn to diagnose organizational challenges, analyze institutional systems and culture, identify problems of practice, and develop research-informed strategies for organizational change. Emphasis is placed on leading sustainable improvement, developing organizational

capacity, managing change, and evaluating the effectiveness of school and institutional improvement initiatives.

EDU 822 Strategic Leadership, Governance, and Educational Policy 3 credits

This course examines strategic leadership, governance, policy analysis, and institutional decision-making in educational organizations. Students analyze governance structures, educational policy, strategic planning, accountability, resource stewardship, and relationships among institutional stakeholders. Emphasis is placed on evaluating policy and governance issues and developing strategic responses that advance institutional mission, educational quality, organizational sustainability, and responsible leadership.

EDU 823 Innovation and Future Directions in Education 3 credits

This course examines emerging trends, innovations, and future challenges influencing education and educational leadership. Students critically evaluate developments in artificial intelligence, educational technology, changing learning environments, innovative educational models, and evolving social and workforce needs. Emphasis is placed on the educational leader's responsibility to evaluate innovation critically, guide responsible adoption of emerging technologies, manage organizational change, and develop forward-looking strategies consistent with institutional mission and educational values.

EDU 831 Advanced Studies in Christian School Leadership 3 credits

This course provides advanced study of leadership within Christian and faith-based educational institutions. Students critically examine institutional mission, Christian educational philosophy, governance, school culture, faculty development, community relationships, strategic leadership, and organizational sustainability. Emphasis is placed on integrating Christian worldview with research-informed leadership practices to strengthen educational institutions and cultivate communities committed to academic excellence, spiritual formation, professional development, and service.

EDU 832 Curriculum, Instruction, and Educational Improvement 3 credits

This course examines curriculum and instructional leadership as central responsibilities of educational leaders. Students critically analyze curriculum systems, instructional practices, assessment, program effectiveness, and research on teaching and learning. Emphasis is placed on using evidence to evaluate educational programs, lead curriculum and instructional improvement, support educator effectiveness, and develop innovative responses to the needs of Christian, alternative, and other educational settings.

EDU 833 Applied Leadership and Problem Solving in Educational Settings 3 credits

This course engages students in the systematic analysis of significant problems of practice within educational organizations. Students apply leadership theory, organizational analysis, research evidence, and professional judgment to diagnose educational challenges and develop feasible improvement strategies. Through case analysis, field-based inquiry, and applied leadership projects, students examine issues involving school improvement, educator development, organizational culture, student learning, policy implementation, and institutional effectiveness.

EDU 851 Advanced Research Design and Methods in Education 3 credits

This course provides advanced preparation in the design and conduct of educational research. Students critically examine quantitative, qualitative, mixed-methods, and practice-based research approaches and evaluate their appropriateness for addressing complex educational problems. Emphasis is placed on research questions, theoretical and conceptual frameworks, literature review, research design, data collection, validity and trustworthiness, research ethics, and the critical evaluation of scholarly literature. Students develop a research design relevant to a significant educational problem of practice.

EDU 852 Applied Research and Program Evaluation 3 credits

This course examines applied research and program evaluation as tools for educational improvement and evidence-informed leadership. Students study approaches to program evaluation, improvement research, action-oriented inquiry, data analysis, and assessment of educational interventions and organizational initiatives. Emphasis is placed on interpreting evidence, evaluating program effectiveness, communicating findings to stakeholders, and using research to inform policy, leadership decisions, and sustainable educational improvement.

EDU 901 Dissertation in Practice I: Problem Identification and Proposal Development 3 credits

This course initiates the Dissertation in Practice process. Students identify and define a significant problem of practice within an educational or organizational context, conduct a comprehensive review of relevant scholarly literature, establish an appropriate conceptual or theoretical framework, and formulate research questions. Under faculty supervision, students develop the initial components of a doctoral-level dissertation proposal addressing a meaningful problem in educational practice.

EDU 902 Dissertation in Practice II: Research Design and Implementation 3 credits

Building upon the work completed in Dissertation in Practice I, students refine the research design and methodology appropriate to their approved problem of practice. Students address participant selection, data collection, analysis procedures, ethical considerations, and implementation planning. Upon required academic and institutional approvals, students complete the dissertation proposal process and begin implementation of the approved research or improvement study.

EDU 903 Dissertation in Practice III: Analysis, Findings, and Educational Application 3 credits

This course focuses on the analysis and interpretation of evidence generated through the approved Dissertation in Practice study. Students systematically analyze findings, relate results to relevant scholarship and the conceptual or theoretical framework, and examine implications for educational leadership and professional practice. Particular attention is given to translating research findings into evidence-informed recommendations for organizational improvement, policy, leadership, or educational practice.

EDU 904 Dissertation in Practice IV: Completion, Defense, and Dissemination 3 credits

This course represents the culminating phase of the Dissertation in Practice. Students complete and revise the doctoral manuscript, articulate conclusions and recommendations, and demonstrate how the study contributes to educational practice and professional knowledge. Students complete the required doctoral defense and prepare appropriate strategies for communicating or disseminating findings to relevant educational and professional audiences in accordance with university doctoral requirements.

PSY 611 Educational Psychology 3 credits

An overview of the contributions of psychology to the teaching-learning process, including such topics as learning theory, individual differences, motivation, human development, exceptionality, teaching methodology, measurement and evaluation.

SPIRITUAL FORMATION

SFL 201 Introduction to Spiritual Intelligence (SQ) Studies 3 credits

This course introduces the foundational concepts and interdisciplinary study of Spiritual Intelligence (SQ). Students examine how spiritual intelligence relates to self-awareness, meaning and purpose, personal values, ethical decision-making, relationships, resilience, and responsible leadership. Through readings, discussions, reflective activities, and practical applications, students explore how SQ can contribute to personal growth, professional development, and constructive engagement within organizations and diverse communities.

SFL 501 Spiritual Formation and Development 3 credits

Explores the biblical, historical, and psychological foundations of spiritual formation with a focus on personal growth and transformation.

SFL 502 Christian Mysticism and Contemplative Practices 3 credits

Introduces Christian mystical traditions and contemplative disciplines, including practices such as silence, meditation, and solitude.

SFL 503 Spiritual Discernment and Decision-Making 3 credits

Focuses on spiritual discernment frameworks, ethical reflection, and guidance processes for individual and organizational decisions.

SFL 504 Spiritual Practices in Christian History 3 credits

Surveys key spiritual disciplines as practiced throughout Christian history, with attention to their cultural and theological roots.

SFL 505 Prayer and Spiritual Direction 3 credits

Explores various forms of prayer and introduces the art and theology of spiritual direction as a ministry of deep listening and guidance.

SFL 506 Spiritual Intelligence for Personal and Organizational Growth 3 credits
Examines the concept of Spiritual Intelligence (SQ) and its application in leadership, emotional health, and institutional culture.

SFL 512 Organizational Leadership and Management 3 credits
Focuses on leadership and administrative principles in educational, nonprofit, and community-based organizations, including strategic planning, budgeting, and team development.

SFL 518 Innovative Strategies for SQ-based Leadership 3 credits
Introduces leadership strategies that draw upon spiritual intelligence (SQ) to foster innovation, resilience, and ethical culture in organizational and educational systems.

SFL 519 Servant Leadership in Educational and Community Contexts 3 credits
Explores servant leadership as a transformative model that emphasizes service, empowerment, empathy, and community building in education and nonprofit contexts.

SFL 520 Leadership and Empowerment in Ministry 3 credits
Focuses on leadership development that empowers individuals and teams for sustainable ministry and educational impact through mentoring, vision casting, and spiritual formation.

SFL 521 Application Strategies for OS Content 3 credits
Equips students with advanced strategies for developing and implementing On-tact Smart (OS) evangelism content grounded in SQ principles for educational and spiritual leadership contexts.

SFL 522 SQ Leadership in the Fourth Industrial Revolution 3 credits
Address challenges of the Fourth Industrial Revolution and integrate innovative leadership theories with practical strategies for transformational and organizational leadership.

SFL 523 Strategies and Operations for SQ Field Application 3 credits
Explores strategic approaches for implementing SQ in educational and counseling contexts, integrating innovative teaching methods using social media, metaverse platforms, and AI-driven content.

SFL 814 Leadership Strategies in the Fourth Industrial 3 credits
Examines the ethical challenges emerging from rapid technological change, emphasizing SQ as a guiding force for Christian leaders in digital spaces.

SFL 815 Global SQ Leadership: Theory and Practice 3 credits
Explores SQ-informed leadership practices in multicultural and global contexts, with a focus on leadership in international organizations and NGOs.

SFL 816 SQ Leadership in Interdisciplinary Contexts 3 credits
Explores how SQ-informed leadership interfaces with various fields—such as education, healthcare, business, and technology—emphasizing collaborative spiritual leadership across professions.

ELE 671 Christian Ethics and Leadership 3 credits
Explores moral theology, virtue ethics, and ethical leadership in Christian contexts.

ELE 672 Historical Foundations of Spiritual Formation 3 credits
Examines the historical development of Christian spiritual formation from early church traditions to contemporary movements, with applications to educational leadership.

ELE 673 Mind Care Techniques Using SQ Principles 3 credits
Equips students with SQ-based methods for mental and emotional well-being in leadership and spiritual direction.

ELE 674 Spiritual Warfare and Ministry 3 credits
Examines theological and pastoral responses to spiritual conflict, temptation, and resilience.

ELE 675 Technology and Spirituality 3 credits
Explores how digital culture, artificial intelligence, and media intersect with spiritual life and leadership.

ELE 676 SI Career Coaching in the AI Era 3 credits
Explores the career coaching in the context of the AI era, addressing career development, decision-making, and motivation in rapidly changing vocational environments.

ELE 677 Principles and Applications of SQ Mind Care 3 credits
Provides strategies for designing and implementing SQ-based mind care programs to support psychological well-being and resilience, integrating techniques such as meditation, and group counseling.

HISTORY/THEOLOGY/ETHICS

ETH 501 Christian Ethics 3 credits
A range of contemporary proposals will be considered and evaluated by reference to the Christian tradition and selected moral problems. In attempt to formulate an evangelical view on human morality, such themes in theological ethics as divine sovereignty and human freedom, the use of the Bible in ethics, love and justice, norm and context, and natural law will be discussed.

ETH 705 Culture and Ethics 3 credits
This course examines ethical issues in the various aspects of contemporary culture. Such ethical issues related to human life, sexuality, political injustice, economic inequality, and environment will be discussed. In addition to classroom interaction, students will participate in 10 hours of internship in a social justice or service organization of their choice under the guidance of its director.

ETH 851 Current Ethical Issues 3 credits

This course, offered for D.Min. students, discusses various contemporary moral issues from an evangelical Christian ethical perspective. Moral problems in political, economic, social, medical, cultural, and environmental areas of modern life will be examined in a way that helps the students to develop critical evaluations of such problems and to formulate a more adequate Christian understanding of them. The course also seeks to help the D. Min. students develop confidence and competence in providing ministerial guidance to their congregations about concrete moral problems that people today experience in their daily lives.

HIS 501 Church History I 3 credits

A study of Christian history from its inception to the end of the Medieval Period. It puts a special emphasis on the development of various doctrines of the church as well as the development of the church as a dominant political and religious institution. It will help students to establish their own perception on the church for their ministry.

HIS 502 Church History II 3 credits

A study of Christian history from the Reformation to the modern era, dealing with the development of the Protestant movement as well as various revival movements. It also includes various missionary movements that gave rise to the third world Christian movement in modern times. It will help students to establish their own perception on the church for their ministry.

HIS 503 History of the Christian Churches 3 credits

This course offers a survey of the entire history of the church, in its many branches from the first century to the present day. Special emphasis will be given to standard theological themes, studied in their historical context, with people, places, and events, as well as to the spread of the church into all lands.

HIS 511 Classics of Christian Devotion 3 credits

This course consists of an historical and interpretive study of selected devotional literature of Christianity with some reflections on its contemporary revivalism. It aims at nurturing students with Christian spirituality and providing them with practical ways of spirituality in the world.

HIS 521 History of Conversion 3 credits

This course surveys conversion experiences of Christian figures in Church History. The biblical and personal background of their conversion experiences will be examined. Students will examine their own conversion experience and gain an idea of true Christian conversion.

HIS 603 Reformation 3 credits

A survey of the origin, development, and historical and theological conflicts of the Reformation with special attention to Lutheran, Reformed, Anglican, Radical, and Roman Catholic phases of the movement. It helps students to understand the main theological issues and their significance in the Protestant faith.

HIS 611 Contemporary Church Movements 3 credits

A survey of church history exclusively concentrating on the ideas, beliefs, and principles of modern and post-modern church movements. Students will acquire insight on biblical idea of the Church based on the examination of the movements that have profoundly shaped contemporary Christian climate and cultures.

HIS 738 History of Spiritual Revival 3 credits

An examination of the history of spiritual revivals and awakenings and their influence on church life and growth. This course will study the sociological and spiritual milieu out of which these movements arose and what impact they had on cultural society. The class will seek to discover the theological and biblical principles of those movements and apply them to the contemporary church.

HIS 741 Puritanism 3 credits

This study focuses on the faith and practices of English and American Puritans. It covers their antecedents in the Continental and English Reformations and their movement in the American soil. It helps students to understand the origin and development of Puritanism through exploring their faith and practice.

HIS 743 Baptist History and Heritage 3 credits

An introduction to the history, theology, and ecclesiastical polity of Baptist churches. It will cover the lives and teachings of their leaders and their contributions to Christian history and to the formation of Baptist churches. It aims at understanding historical and theological identity of Baptist faith and practice.

HIS 744 Presbyterian History and Heritage 3 credits

An introduction to the history, theology, and ecclesiastical polity of Presbyterian churches. It will cover the lives and teachings of their leaders and their contributions to Christian history and to the formation of Presbyterian churches. It aims at understanding historical and theological identity of Presbyterian faith and practice.

HIS 747 American Church History 3 credits

This course covers the history of Christianity in America from the time of colonization to the present. It will help students understand contemporary traits of local churches in American soil by exploring historical development of various denominational and sectarian churches in the northern America.

HIS 748 History of American Revivalism 3 credits

This study covers revival movements from the First Great Awakening to the Third Great Awakening in 1857-58on American soil. It focuses on historical conditions for awakening, revival leaders, and the development of institutional revivalism. It will help students establish a biblical idea concerning the true revival in Christian ministry.

HIS 749 Modern Revivalism 3 credits

This course explores modern revival movements which took place from the 19th century to the present in North America. Revival leaders, institutions, and cultural background will be examined to understand the methodology and theology of each revival movement.

HIS 813 Christological Controversies in Early Church 3 credits

This course provides a detailed and theological study of the person of Christ. Special attention will be given to the Christological controversies of the early Christian centuries and the resolutions of the Councils that dealt with those controversies. Students will establish theological understanding concerning Jesus Christ to teach him in their ministry.

PHI 511 Religious Philosophy 3 credits

A study of the Christian religion based on the western philosophical tradition of rationalism. It examines various proofs for the existence of God, epistemological dilemma, the problem of evil, and the place of revelation and faith. It aims at providing students with apologetic foundation for Christian faith.

THL 501 Systematic Theology I 3 credits

A careful study of the biblical doctrines. It covers doctrines of the inspiration of the Scriptures, doctrines of God, anthropology, hamartiology, and Christology. This course will help students to have integrated biblical perspectives in order to make application of biblical doctrines for their Christian ministries.

THL 502 Systematic Theology II 3 credits

A careful study of the doctrines of the Bible. It covers soteriology, pneumatology, ecclesiology, and eschatology. This course will help students to have integrated biblical perspectives in order to make application of biblical doctrines for their Christian ministries.

THL 601 The Doctrine of the Holy Spirit 3 credits

This course will examine the *ordosalutis* (order of salvation) and union with Christ; regeneration, faith, and assurance of salvation; justification, adoption, sanctification, perseverance, and glorification. It will help students understand how in this application of redemption the glorification of Christ is central and this is the great ministry of the Holy Spirit.

THL 608 Eschatology 3 credits

This study examines key issues in the doctrines of eschatology. It will help students understand theological issues on the last things, including immortality, death and the immediate state, tribulation, the Millennial Kingdom, the eternal state, and the Judgment of God, along with the purposes of God in the progress of Revelation.

THL 613 Christology in the New Testament 3credits

An in-depth study of various Christological issues in the Scriptures, such as Messiah, Son of God, Son of Man, I Am, the Crucified One, and the Risen One. It examines various Christological texts in the Bible and contemporary theological interpretation on Jesus Christ.

THL 614 Theology of Redemption 3 credits

This course explores diverse understandings and uses of the concept of redemption to understand what God has done in and through Jesus Christ for the salvation of sinful human beings. It helps students apprehend how each Gospel writer, Paul, and other writers of the New Testament understood the crucial concept of salvation.

THL 661 Christian Spirituality 3 credits

A study of the biblical principles that govern true Christian character, life, and ministry. It aims at providing students with biblical ideas on the heart condition necessary for holy living and spiritual power in ministry.

THL 701 Diaspora Theology 3 credits

This course is an attempt to view Christian life and identity in terms of diaspora, the scattered people of God, i.e. the sojourners on a journey through this world with God-given mission in particular locations. Through this course, students will have a chance to rediscover their identity, listen to God's call in wherever they are scattered, and learn what their mission is as God's diaspora.

THL 711 Current Theological Issues 3 credits

A study of significant issues within contemporary American culture, which confront Christian churches. It will help students apprehend and analyze these issues to interact with them based on the Bible.

THL 713 Theology of Early Church Fathers 3 credits

A study of the Early Church Fathers' theological formulation of essential Christian doctrines, such as the doctrine of God, the Trinity, Christ's two natures, the Nicene Creed, the Creed of Constantinople, the Creed of Chalcedon, and the doctrine of grace. It seeks to identify the doctrinal continuity with today's biblical doctrines.

THL 731 Contemporary Theologies 3 credits

A careful study of significant theological movements within the contemporary Christian world. It will analyze and assess the rise, development, and unique features of selected contemporary theological systems. It will help students conduct and develop theological reflection on the contemporary cultural issues.

THL 741 Christian Apologetics 3 credits

The course chiefly deals with how to defend basic Christian beliefs with responses to objections and critiques of various faith traditions and views, and it seeks to formulate the rational basis for Christianity.

THL 821 Divine Scattering and Gathering 3 **credits**

This course examines God's powerful work with His people throughout history in terms of scattering and gathering. Scattering, which may appear as a disaster from a human perspective, is, in fact, God's sovereign will and plan, as attested in Ezekiel 12:15-16. God's scattering is His dynamic sending of His children with the divine purpose of proclaiming His reign throughout the world. At the end of this scattering will come the great gathering of all nations and peoples who have received His lordship's message through Jesus Christ our Lord. This understanding of God's plan will provide students with a new paradigm through which to view God's redemptive history in the Bible.

THL 851 Advanced Systematic Theology in Ministry 3 credits

A D.Min. class designed to explore the implications of various theological ideas in ministry. It examines what Christology, Trinity, or Incarnation means to practical Christian ministries and how it can help Christian ministers shape healthy doctrines to serve local churches and to develop biblical ministries in them.

THL 870 Theology of Ministry for the Korean Congregations 3 credits

This course is designed to research the nature of the church in the light of biblico-theological perspectives. Students are expected to establish the biblically stable understanding in the nature of the church and the mission of pastor in serving of the church.

MINISTERIAL STUDIES

CHM 501 Formation for Christian Ministry 3 credits

Throughout their seminary studies, students participate in a series of Christian formation small group experiences. Students are given opportunities to engage in various forms of Christian ministry and to reflect on their practice of ministry. The main issues of this course are Christian character, spiritual maturity, integration of faith and practice, and ministerial skill development.

CHM 511 Foundations for Church Ministry 3 credits

The purpose of this course is to introduce students to the philosophical and theological aspects of ministry. The primary thrust of the course is to help students develop a practical approach and skills which will enable them to function as shepherds in various ministry settings. Including the church

CHM 512 Small Group Training 3 credits

A study of the importance of small group leadership and organization within the context of local church ministries; explores potential contributions to church growth as well as benefits to individual spiritual development.

CHM 513 Relationships in Ministry 3 credits

Designed to introduce the importance of human relationships in various church ministries; examines the theories of relationships by means of practical case studies to gain insight into how to better cultivate human relationships in local churches.

CHM 521 English for Ministry 3 credits

Designed for students who are non-native English speakers, this course provides English language training for various ministerial activities including public prayer, teaching, and preaching.

CHM 601 Theology in Ministry 3 credits

This course integrates learning from biblical, theological, and ministry studies into a research thesis that expresses one's theology of ministry. This course also deals with pastoral theological preparation for and conducting of regular and occasional services in the church.

CHM 612 Principles of Leadership 3 credits

The Principles of Leadership course will prepare students for leadership roles in the community and in their professions. The course will provide students with the knowledge, skills, and foundation in leadership necessary to be effective in a variety of settings. Students will gain both the theoretical and practical skills necessary for success in both their personal and professional lives.

CHM 613 Christian Leadership 3 credits

This course provides students with insight into the nature, scope, and challenge of leadership. It helps students identify and apply Christian principles to the leadership task.

CHM 621 Communications in the Church 3 credits

This course deals with generational and cultural differences among congregations, especially between the 1st generation immigrants and the 2nd generation Americans. Biblical, theological, and sociological studies, as well as case studies, will be implemented in order to gain a more adequate understanding of the cultural diversity in the church and a better way to dealing with it.

CHM 631 Church Growth 3 credits

The course teaches students how to understand their social environments and discover effective strategies for establishing healthy and effective ministries. It also diagnoses and analyzes the problems that hinder local churches from growing.

CHM 632 Social Work and Christian Ministry 3 credits

This course provides students with the definition, areas, and roles of social work and helps them to incorporate social work into Christian ministries. Students will be introduced to social work situations and receive hands-on experience.

CHM 651 Multi-media Ministry 3 credits

This course will examine the impact and utility of media on the work of local churches and on Christian leaders and workers. It helps students to develop media contents and to apply best practices in support of effective ministry.

CHM 711 Church Leadership 3 credits

A study of biblical and practical principles for leadership in local church settings; examines various types of leadership and assesses them in light of biblical truth, with special attention given to servant leadership.

CHM 712 Church Administration 3 credits

A study of biblical and practical principles for administering the affairs of local churches; includes both business and spiritual areas and particularly underscores the role of the pastor in conducting various types of public and ecclesiastical services.

CHM 713 Church Education Administration 3 credits

The course will introduce the range of skills and practices in educational ministry in the local church settings. A major theme of the course will be the skills for being a good administrator.

CHM 714 Church Leadership and Administration 3 credits

A study of biblical and practical principles for leadership and administration in local church settings; examines various types of leadership with special focus on servant leadership and the roles of the pastor in dealing with ecclesiastical affairs.

CHM 721 Worship 3 credits

A study of Christian worship, its biblical roots, and historical development; also examines diverse contemporary denominational worship styles and their roles and outcomes in the lives of participants.

CHM 722 Church Music 3 credits

An overview of the songs of praise and various worship movements of contemporary churches; analyzes both musical and textual qualities of these songs, their theological emphases, and their functions within contemporary worship settings.

CHM 731 Church Planting 3 credits

Provides necessary and helpful information created by the Baptist General Association and the North American Mission Board regarding how to start a church; also prepares students through practical hands-on experience and training.

CHM 732 Human Work and Bi-vocational Ministry 3 credits

This course discusses the meaning and purpose of human work with theological, historical, and ethical approaches. The relationship between faith and work, the Christian's responsibilities in the workplace, and the Christian's task of developing culture will be dealt with in a way that helps students to formulate a more

adequate theological understanding of work. For the ministerial vocation, a possibility of tent-making ministry will be explored as an option not just for financial stability but also for a pastoral ministry that is more effectively connected to community and culture.

CHM 733 Church Design and Planting 3 credits

An introduction to church planting with emphasis on design and planning. It also provides theological and practical foundations and teaches how to use demographics and various types of market research as well as how to raise financial resources.

CHM 741 Senior Seminar I 3 credits

A course designed exclusively for M.Div. seniors; a senior research program for graduating seniors to spend some time dealing with various spiritual, moral, and social issues they wish to clarify before graduating.

CHM 742 Senior Seminar II 3 credits

A course designed exclusively for M.Div. seniors; a senior research program for graduating seniors to spend some time dealing with various spiritual, moral, and social issues they wish to clarify before graduating.

CHM 832 Modern Church Growth 3 credits

A D.Min. course. Designed to analyze the problems that hinder local churches from growing; helps students to understand their social environments and find effective strategies for establishing healthy and effective ministries.

CHM 851 Modern Leadership and Pastoral Leadership 3 credits

A D.Min. course that analyzes various modern leadership models in business and politics in conjunction with the biblical concept of servant leadership, examining them in order for students to formulate their own unique leadership styles.

CHM 871 Multi-cultural Church Ministry 5 credits

This course is designed to introduce new doctoral students to explore various themes related to multi-cultural missions and ministry with a biblical perspective: what can we learn from the history of the Church's relationship to the multi-cultural context, the importance of narrative in church ministries, including the Trinitarian nature of the church, the relationship of the Church to the Kingdom of God, New Testament images of the Church, the classical marks of the Church, worship, unity, the Sacraments, ministry of the people of God, mission in the world.

PMN 501 Pastoral Spiritual Formation 3 credits

The purpose of Mentored Ministry is to expose students to real ministry settings whereby they can mature and further develop their giftedness and demonstrate suitability for ministry. Therefore, the Mentored Ministry courses require well-experienced spiritual mentors who have attained an understanding of Scripture and theology, who have gained competence in ministerial functions, and who demonstrate spiritual maturity, personal integrity, and emotional and psychological wholeness. The Christian ministry

for MDiv. students may be composed of various areas or fields such as Evangelism, Preaching, Church Administration, Pastoral Care, Church Education and Church Liturgy.

PMN 502 Introduction to Christian Spiritual Formation 3 credits
This course provides an introduction to the biblical, theological, and historical foundations of Christian spiritual formation. Emphasis is placed on the nature and purpose of spiritual growth, discipleship, and Christian character as essential dimensions of faithful Christian living and ministry.

PMN 504 Christian Spiritual Formation in the Reformed Tradition 3 credits
This course examines Christian spiritual formation from the perspective of the Reformed tradition. Drawing upon Scripture and the historic Reformed confessions, students explore sanctification, union with Christ, the means of grace, and the practice of spiritual disciplines within the life of the covenant community.

PMN 511 Mentored Ministry Practicum: Evangelism 1 credit
The ministry area of this course is evangelism so that it is designed for students individually/personally or by a group to share the gospel with non-believers in various ways such as internet evangelism, booklet evangelism, invitation evangelism and relationship evangelism.

PMN 512 Mentored Ministry Practicum: Christian Education 1 credit
This course is designed for students to experience a part (or parts) of Christian education ministry in a local church or any Christian education environments. List of programs can be as follows: Adult Education, Bible Study, Catechism Class, Childhood Education, Christian School or Day Care Program, and Discipleship.

PMN 513 Mentored Ministry Practicum: Pastoral Care 1 credit
This course is designed to help students learn how to care for people in physical, emotional, mental, and spiritual needs with Christian pastoral principles.

PMN 514 Mentored Ministry Practicum: Preaching 1 credit
This course is designed to let students directly or indirectly experience a process of preparing sermons, and practice delivery of sermons for different audiences in various situations so that they may learn how to offer constructive sermons effectively.

PMN 515 Mentored Ministry Practicum: Church or Ministry Administration 1 credit
This course is designed to help students how to apply and use biblical and practical administrative principles and skills in various types or settings of public and ministerial services.

PMN 516 Mentored Ministry Practicum: Church Liturgy/Worship 1 credit
This course is designed to help students learn how various types of Christian liturgical worship service including wedding service, funereal service and communion service may be offered. The formats of the services may differ depending on different denominations. Students are requested to attend or watch various Christian liturgical services, and to report the results and their evaluation.

PMN 601 Preaching I 3 credits

A course enabling students to apply their understanding of exegesis to the development of sermons. Students will undergo a rigorous process of constructing sermons; videotaping of sermons will aid students in self-evaluation.

PMN 602 Preaching II 3 credits

A continuation of PMN 601; students will practice delivery of sermons crafted for different audiences and cultural contexts; guided by the instructor, students will learn to offer constructive oral and written feedback to one another.

PMN 603 Expository Preaching 3 credits

This course is designed to instruct the student concerning methodology in organizing sermonic material into proper sermonic form. The student is exposed to valid methods of textual analysis and outline construction.

PMN702 Ministry Practicum 0 credit

Students will take an internship as part of their program of studies in ministry.

PMN 701 Practice of Ministry 1 credit

This course is designed to help the student think about who Jesus is in His humanity, in his ministry to the Father, and to the world in the communion of the Holy Spirit. That understanding is applied to the practice of preaching, worship, evangelism, discipleship, and the administration of the church.

PMN 711 Pastoral Care 3 credits

A course designed to help students learn how to understand human problems and suffering among church members and how to care for them as pastors; students will explore their attitudes about disease, pain, psychic dysfunction, separation from family, and death.

PMN 721 Pastoral Counseling 3 credits

An exploration of the unique role of pastor in counseling, where theology and practice meet; special focus will be given to premarital preparation, parenting preparation, crisis counseling, and grief counseling.

PMN 722 Ministry and Counseling 3 credits

This course offers students an opportunity to learn basic counseling skills for use in ministerial settings. Students will develop skills in assessment, honoring ethical concerns and addressing the most common diagnoses such as depression and anxiety. Attention will be given to clarifying the differences between pastoral care and pastoral counseling.

PMN 751 Pastoral Ministry and Philosophy 3 credits

A project for graduating M.Div. students planning to go into church ministry; students will analyze their churches, examine their strengths and weaknesses, and come up with a ministerial philosophy and plan for their future ministries.

PTM 631 Counseling and Care in Educational and Faith-based Settings 3 credits
This course explores foundational theories and practices of counseling and care across educational, faith-based, and multicultural environments, focusing on empathy, ethics, and holistic well-being.

PTM 632 Spiritual Counseling and Care 3 credits
Focuses on the integration of spiritual care and counseling, addressing emotional, relational, and spiritual needs in ministry and education.

PTM 633 Interfaith Dialogue and Spirituality 3 credits
Explores the theological, ethical, and practical dimensions of interfaith dialogue and the development of spiritual identity in pluralistic contexts.

PTM 634 Multicultural Contexts and SQ 3 credits
Examines how spiritual intelligence interacts with cultural diversity, identity, and leadership in global and local settings.

PTM 635 Global Perspectives on SQ and Social Change 3 credits
Investigates the role of SQ in global leadership and its potential to contribute to social justice, innovation, and systemic transformation.

PTM 636 Pastoral Care and Crisis Ministry 3 credits
Equips students with skills to care for individuals and communities during crisis, trauma, and grief, with an emphasis on faith and resilience.

PTM 637 Spiritual Care in Community and Institutional Settings 3 credits
Focuses on spiritual care approaches adaptable to schools, nonprofits, and faith communities, emphasizing culturally responsive practices and community support systems**.**

PTM 638 Principles and Applications of Metaverse SQ Counseling 3 credits
Examines the theoretical foundations and practical applications of SQ counseling within metaverse environments, integrating practical theology and ministry practices for innovative counseling contexts.

PTM 639 Global SQ Expert Training and Application 3 credits
Formulate, deliver, and evaluate SQ programs in English for international and multicultural contexts, emphasizing global leadership and cross-cultural communication.

SOC 601 Social Media and Popular Culture 3 credits
This course discusses the increasing importance and influence of the computer-mediated social communication that involves creation and sharing of information and ideas. As today's social media and

related technologies change the terrain of popular culture, and vice versa, the Christian interaction with them will be discussed from the biblical and theological perspective of the cultural mandate.

SOC 602 Contemporary Cultural Contexts 3 credits

Contemporary Cultural Contexts considers cultural and social issues from an evangelical perspective. It provides an analysis of culture and considers its relationship to the church, with special attention given to Christian models of cultural engagement.

WOM 501 Women's Spirituality 3 credits

The term "spirituality" has been understood differently throughout history, and even more so today. It is also arguable whether women's spirituality is and should be different from men's. Defining women's spirituality as free-flowing intimate relationships among self, others, and God, this course examines and endeavors to find the ways to overcome the five factors that have hindered Korean women's progress toward more mature spirituality.

WOM 502 Engaging the Bible in Small Groups 3 credits

This course is for women leaders of small group Bible studies. Students will experience the classroom as a laboratory in which to lead or engage various types of small group Bible studies and then reflect on their teaching and experience in small groups so as to become more knowledgeable, skilled leaders of small group Bible studies.

WOM 520 Parental Spirituality 3 credits

Parental Spirituality represents the mature, adult spirituality as it focuses on nurturing the following generations. As the faith of parents nourish the faith of children, students are encouraged to explore their own life, faith, and personal religious identity, particularly in relation to their parenthood, and therefore to transform themselves into better nurturers of younger generations.

WOM 630 Responsible Spirituality: Discerning and Leading Popular Culture 3 credits

This course explores beliefs and values implicit in the contemporary popular culture, particularly expressed through multi media. It will examine ways in which the church interacts with culture based on Richard Niebuhr's typology. It helps the students to develop critical tools in discerning moral/theological premise, cultural values in the media which are never value-neutral, and often in conflicts with Christian perspectives. Throughout the course, the students will learn how to engage popular culture in responsible ways participating in the redeeming work of Christ.

WML 502 Hymnology 3 credits

An examination of the history and development of the traditional hymn and hymn tune, types of hymns and their uses, and analysis and interpretation of hymns; also examines various gospel songs with regards to their history and development, tune, type, and interpretation.

WML 524 Worship Music Instrument I 3 credits

A study of instruments and their capabilities, including ranges, transposition, idiomatic techniques, and potential combinations. Survey and evaluation of literature for instruments and for ensembles that include instruments.

WML 525 Worship Music Instrument II 3 credits

Advanced analysis of worship music instruments. Prerequisite: Worship Music Instrument I or permission of instructor. Students will serve in a leadership role in a local church or school instrumental program.

WML 531 Digital Music Technology I 3 credits

A survey of various forms of music technology including desktop music publishing, multi-track sequencing with MIDI and digital audio, computer assisted instruction, multimedia and the internet; applications will include Cakewalk Sonar and Studio.

WML532 Digital Music Technology II 3 credits

A study of digital multi-track sequencing using Cakewalk Sonar and Studio; includes recording and editing MIDI tracks, digital audio processing and CD audio.

WML 601 Introduction to Worship 3 credits

This class will introduce contemporary worship of all styles, help students learn how to build quality congregational repertoire, build skills in worship planning and gain expertise in arranging music for contemporary worship ensembles, and develop skills in rehearsing and leading worship groups. The course will examine the scriptural, theological, and historical foundation of the role of personal and corporate worship leaders.

WML 602 Introduction to Church Music 3 credits

This class will deal with the significance of music in the church, particularly during worship. Music is integral to the liturgy of the church because it combines sacred words and music. Music also has power to engage emotions, unite the congregation, and communicate the sermon. Christian worship has a nobler form when the rites are celebrated with singing; liturgical song flows out of Christ's life and mission and into the eternal Song of Praise.

WML 702 Contemporary Christian Music (CCM) 3 credits

A survey of the history and development of modern contemporary church music and gospel songs; students will analyze not only their tunes, types and uses, but also how these music pieces reveal theological underpinnings of modern churches and congregations.

WML 703 Contemporary Worship 3 credits

A class designed to examine and analyze various contemporary worship styles, such as worship focused upon contemporary music and gospel songs, worship with emphasis on drama, and worship with modern dance; also studies various ways of utilizing audio-visual equipment to maximize worship.

WML 711 Worship Music Arrangement 3 credits

This course is designed to help students be able to arrange worship music by understanding basic music theory and components in various settings.

WML 751 Global Worship 3 credits

A careful look into the diverse worship practices of different ethnic and cultural groups; students will investigate how different cultures affect the theology of worship and how in turn the theology of worship shapes the style and nature of worship.

WML 771 Chapel Band 1 credit

According to major, the student is given a practical opportunity to perform at the chapel service, thus learning to lead worship music.

WML 772 Worship Music Leadership Practicum 2 credits

Students can earn this credit by attending the annual summer and winter worship music leadership conference and seminar. Students will develop their understanding and practice of the content and design of Sunday worship and its use of worship music in a given context.

MISSIONS

MSS 501 Introduction to Missions 3 credits

A study of the biblical foundations, history and philosophy of Christian missions with special attention given to modern missions and various ethnic and cultural challenges the church is facing in this current era.

MSS 511 Christianity and Culture 3 credits

A course designed to explore the relationship between the development of Christianity and Western culture; examines the intellectual, social, and cultural history of the West as it relates to the history of the church and vice versa.

MSS 512 Urban Missions 3 credits

This course analyzes the social, economic, and spiritual needs of urban life and examines how Christians should respond to the various needs of people and minister practically to their needs in order to bring the gospel to the.

MSS 514 Ethnic Evangelism 3 credits

An examination and analysis of different worldviews, customs, value systems, verbal and nonverbal communication, and social structures in order to understand and effectively construct evangelistic strategies for different ethnic groups.

MSS 515 Personal Evangelism 3 credits

An exploration of how each believer can cross the barriers between believers and non-believers to effectively communicate the gospel to them; also focuses on how to understand individuals around us and evangelize them.

MSS 601 Evangelism and Practicum 3 credits

This class is designed to explore what it means to share the gospel with those who do not yet believe; analyzes the problems that hinder them from coming to the Christian faith and teaches how to effectively strategize to reach out to non-believers.

MSS 611 Survey of Modern Missions 3 credits

A broad survey of the faith movement of the 19th and 20th centuries, which gave rise to the modern evangelical missionary movement with special attention given to the modern missionary movement of Korean churches and their contributions.

MSS 612 History of World Missions 3 credits

An overview of the Christian movement from the 1st century and the founding of the early churches to the domination of Western missions to the 21st century in which many third world countries dominate the scenes of world missions.

MSS 701 Christian Worldview and Vocation 3 credits

This course introduces students to general concepts and understanding of the Christian Worldview as rooted in the Reformed theological traditions. The basic elements of the Christian Worldview will be discussed along with their practical implications to all spheres of life from the redemptive perspective. A special focus will be given to the Christian understanding of human work to develop a holistic view of work based on the biblical scheme of creation, fall, and redemption.

MSS 711 Cross-cultural Church Planting 3 credits

A course designed to offer a study of the biblical and cultural principles involved in planting new churches in different cultures both at home and abroad; students will learn such concepts as church organization, forms of worship, lay participation, and leadership development.

MSS 751 Current Issues in Missions 3 credits

An investigation of the cultural issues facing the church in its worldwide mission, such as Ecumenism, Separatism, the Charismatic Movement, Liberation Theology, the Power Encounter Movement, and the Church Growth Movement.

MSS 851 Christian Ethics in Multi-Cultural Context 3 credits

This course focuses on core Christian ethical vision, values, and convictions (norms & virtues) shaping Christian moral agency, decisions, and ecclesial practices in multi-cultural contexts. Based on the evangelical perspective with biblical and missional foundations, the course discusses the methods of ethical

decisions, the authority of Scripture, formation of moral agency, norms of love and justice, together with the issues of economic, and ecological justice, the sanctity of life, sexual faithfulness, violence and peacemaking with particular attention to multi-cultural contexts of Christian ministry today.

MSS 852 Christian Ministry in the Multicultural Contexts 3 credits

This course is designed to help Christian leaders -pastors, missionaries, and Christian professionals who are going into missions and cross/inter-cultural ministries- be able to exegete and understand the diverse people. Attention is given to the theoretical and methodological insights that anthropology and sociology offer to our understanding of the social and multicultural contexts in which people live. These insights are applied to evangelism and church planting, particularly in cross/inter-cultural settings.

MSS 853 Evangelism and Culture in the Korean Context 3 credits

This course is designed to help develop Korean leaders (pastors, missionaries, and Christian professionals) for intercultural ministries. The student will learn the historical and theological roots of evangelism as well as the Korean history, which have shaped its expressions in the Korean context. This course also examines the evangelical movement's evangelism, which has been the main engine of the modern missionary movement and has contributed directly to the Christian faith.

MSS 855 Paradigms of Missions as Foundations of Church Ministry 3 credits

In this course, students will be introduced to the historical change process that has a significant impact on the contemporary church with biblical and missional perspectives. Specifically, students will explore Trinitarian perspectives on the missio Dei, the reign of God, and contextual theology to examine foundations of Church ministries, including youth subcultures, technology, postmodernism, feminism, gender issues, race/ethnicity, media, popular culture, and race/ethnicity. Drawing on theological insights from many sources, students will look for ways to analyze missional church or emerging church ministries.

MSS 856 Application to a Mission Field for Establishment of Small Churches 3 credits

This course seeks to interrelate the disciplines of ecclesiology and missiology from a biblical perspective and provides students with a healthy foundation to plant small churches that make disciples in mission fields. This course is designed on the following concepts: a) A biblical theology of church planting, b) The spiritual formation of the planter, and c) The missional skills to approach diverse cultures in mission fields.

MSS 858 Enthusiast Spirituality and Mission Field 3 credits

This course will help students develop an approach to their spiritual life that integrates their spirituality with their missional activities. A narrative approach will be introduced that will integrate the student's own pilgrimage, scripture, and cultural context. This course also provides spiritual disciplines on how to think through students' pilgrimage - of personal, spiritual, academic, and missional formation as a way to share their faith with others- for cultivating biblical and missional reflective practices.

REL 711 World Religions 3 credits

A course dealing with the growing influence of world religions in shaping our culture and worldviews; carefully studies the tenets of various world religions in order to prepare Christians for effective interaction with Muslims, Buddhists, Hindus, and others.

RESEARCH COURSES

RS 601 Methods of Biblical Research 3 credits
This course, offered during the "J" term, is designed to help students utilize exegetical tools used in biblical research; consideration will be given to methods of research with stress on the nature of evidence and documentation as well as style and format for scholarly writing.

RS 801 Research Methods in Theology 0 credits
This course is for D.Min. students and designed to facilitate a practical understanding of research methodology and the writing of doctoral-level papers on theological and ministerial studies. Attention will be given to necessary preparation for completion of the research thesis or project.

CAPSTONE PROJECT

CAP 691 Capstone Project or Thesis 3 credits
Allows students to develop a research-based or practice-based project integrating program themes with leadership application.

CAP 692 Spiritual Leadership Internship 3 credits
Supervised field experience in a spiritual or educational leadership setting, providing practical training and reflective formation.

CAP 693 Research Methods for SQ Development 3 credits
Explores tools and strategies for measuring and enhancing spiritual intelligence, with application to organizational development and leadership.

CAP 694 Research Methods in Spiritual and Educational Contexts 3 credits
Introduces qualitative and quantitative research methodologies for exploring spirituality and leadership within educational and ministry settings.

CAP 695 Spiritual Leadership Practicum 3 credits
Applies leadership theory in a ministry or educational context through a project-based practicum.

CAP 696 Emerging Trends in Metaverse Counseling 3 credits
Introduces students to digital spirituality and counseling in virtual and AI-enhanced environments.

CAP 697 Research Methods in the AI Era 3 credits
Examines AI-based research methodologies with emphasis on applying research design, data analysis, and AI tools to real-world problems.

CAP 698 Practical Application of SQ Professional Programs 3 credits
Trains students to design, implement, and manage SQ-based professional programs for diverse populations, emphasizing character development, creativity, and self-esteem enhancement.

CAP 701 Capstone I: Research and Project Development 3 credits
This course prepares students to develop an integrative graduate research or applied professional project related to their area of specialization. Students identify a significant educational or professional problem, conduct a focused review of relevant literature, formulate appropriate research or project questions, and develop a research or project design. The course introduces appropriate qualitative, quantitative, mixed-methods, and practice-based approaches and addresses the responsible use of emerging technologies, including artificial intelligence, in academic research. Students complete an approved proposal that provides the foundation for Capstone II.

CAP 702 Capstone II: Applied Research and Final Project 3 credits
This course serves as the culminating academic and professional experience of the MA-SFEL program. Building upon the approved proposal developed in Capstone I, students conduct an applied research study or complete a substantial professional project addressing an educational or organizational issue related to their specialization. Students analyze findings, evaluate implications for professional practice, and produce a graduate-level written report or project accompanied by an oral or professional presentation. The capstone demonstrates the student's ability to integrate Christian formation, educational leadership, specialized professional knowledge, research, and reflective practice.



CATALOG 2026-2027

WASHINGTON UNIVERSITY
of VIRGINIA

Online Program

www.wuv.edu | info@wuv.edu | 703.333.5904

ACADEMIC CALENDAR 2026-2027

Fall Semester 2026	
Classes Begin	August 24
Class Registration Begins for Spring 2027	November 2
Classes End	December 11
Class Registration Ends for Spring 2027	December 11
Spring Semester 2027	
Classes Begin	January 25
Class Registration Begins for Fall 2027	April 1
Classes End	May 14
Class Registration Ends for Fall 2027	May 14
J-Term (Summer)	
Classes Begin	June 1

** The schedule is subject to change without notice, if necessary*

OUR MISSION

To develop men and women
of character and leadership
by inculcating quality Christian education
through healthy institutional services
so that they may make meaningful contributions to the world.

Certification and Accreditation

Certification

WUV is certified to operate by the State Council of Higher Education for Virginia (SCHEV).

State Council of Higher Education for Virginia (SCHEV)
Tel: (804) 225-2600; Fax: (804) 225-2604
Website: www.schev.edu
Email: PPE@schev.edu

Accreditation

WUV is accredited by Transnational Association of Christian Colleges and Schools (TRACS):

Transnational Association of Christian Colleges and Schools (TRACS)
15935 Forest Road
Forest, VA 24551
Tel: (434) 525-9539
Website: www.tracs.org
Email: info@tracs.org

Neal T. Jones Seminary of WUV is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS):

The Commission on Accrediting of the Association of Theological Schools
10 Summit Park Drive
Pittsburgh, PA 15275
Tel: (412) 788-6505; Fax: (412) 788-6510
Website: www.ats.edu

The following degree programs are approved by the Commission on Accrediting: Master of Divinity, Master of Christian Counseling, Doctor of Ministry, and Doctor of Clinical Pastoral Counseling.

The School of Business at WUV is accredited by the International Accreditation Council for Business Education (IACBE):

The Board of Commissioners of the International Accreditation Council for Business Education
11374 Strang Line Road

Lenexa, KS 66215
Tel: (913) 631-3009; Fax: (913) 631-9154
Website: https://iacbe.org/
Email: iacbe@iacbe.org
The business programs in the following degrees are accredited by the IACBE: Master of Business Administration with a concentration in Management, Master of Business Administration with a concentration in Information Technology, Bachelor of Business Administration with a concentration in Management, Bachelor of Business Administration with a concentration in Information Technology, Bachelor of Science in Accounting

WUV is accredited by the Evangelical Council for Financial Accountability (ECFA):

Evangelical Council for Financial Accountability (ECFA)
440 W. Jubal Early Drive, suite 100,
Winchester, VA 22601
Tel: (800) 323-9473; Fax: (540-535-0533
Website: www.ecfa.org
Email: information@ecfa.org

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PRESIDENT'S WELCOME

Dear Friends,

Welcome to Washington University of Virginia (WUV)! As an institution of Christian higher education, WUV grounds its educational mission in the Word of God, drawing its perspectives and values from it. Consequently, students at WUV will not only acquire the academic knowledge from their courses but also grow into better individuals.

In 1982, a group of local Korean American pastors launched WUV. Currently, it is located ten miles outside Washington, D.C., in Annandale, VA, in vibrant and opportunity-filled surroundings that feature a rich diversity of cultures and peoples. Approximately one hundred different languages are spoken, and various cultures and beliefs are practiced every day. In this environment, WUV has grown into an international institution on U.S. soil. Our students have a wonderful opportunity to build friendships with peers from various cultures, appreciate the beauty of diversity, and learn to respect and live with one another in peace and harmony. We are like a global family.

With the aim of providing quality instruction and training, WUV makes every effort to recruit faculty with caring hearts for students. Additionally, to uphold institutional integrity, we strive to comply with all regulations set forth by federal and state governments and to maintain a high level of adherence to the standards established by peer institutions and endorsed by accrediting agencies.

Understanding the economic challenges many of our students from countries outside the US continually face due to their nations' financial conditions, especially in this post-pandemic era, we see it as our responsibility to manage our institution with financial stewardship. We strive to keep the institution financially stable and make tuition affordable for those students who might otherwise lack access to higher education. Therefore, WUV is grateful for any donation, large or small, from anyone wishing to support our mission.

Our Board of Directors, administrators, staff, and faculty are dedicating their time and effort to achieve these goals in our students' lives through academic programs and diverse services. Our institution carries out all these activities with the utmost vigilance for one purpose: to ensure that our students grow to bear good fruit and make meaningful contributions to their communities.

Together, let us bear fruit to make today's world a little better for tomorrow!

Warmly,



Peter M. Chang, Ph.D.
President

About WUV

HISTORY

In the early 1980s, a group of local Korean American pastors envisioned establishing a higher learning institution within a Christian environment, aimed specifically at Korean American immigrants in the Washington D.C. metropolitan area. Thus, Washington Baptist University was founded with the primary purpose of training pastors and laypersons for various church ministries.

In September 1982, the Board of Directors appointed Dr. Edwin as the first President. In May 1984, the Baptist College and Seminary of Washington (BCSW) campus was relocated to Columbia Baptist Church in Falls Church, VA, and Dr. David Kim was appointed as the second President.

The Virginia State Board of Higher Education recognized BCSW as a licensed educational institution and a non-profit organization in November 1984. The Council of Higher Education of the Commonwealth of Virginia authorized BCSW to grant religious degrees, including Associate of Divinity, Bachelor of Theology, Master of Religious Education, Master of Divinity, and Doctor of Ministry.

In March 1993, the Immigration and Naturalization Service (INS) granted BCSW the authority to issue Form I-20 to qualified international students..

Dr. Dwight D. Kim became the third President of BCSW in May 1997. BCSW launched the English as a Second Language (ESL) program and started raising the necessary funds to purchase its own academic site.

In May 2000, the Board of Directors appointed Dr. Won H. Lee as the interim president; in September of that year, BCSW underwent an administrative reorganization.

Dr. Johng O. Lee became the fourth President of BCSW in May 2002. In the summer of 2002, the seminary degree programs began operating under the name of Washington Baptist Theological Seminary.

In November 2003, the campus was moved to Annandale, VA, and in February 2004, its name was changed to Washington Baptist University. It became an associate member of the Association of Theological Schools in the United States and Canada (ATS) in June 2004.

In July 2004, the State Council of Higher Education for Virginia (SCHEV) certified WBU to grant B.A., B.S., M.A., M.R.E., M.Div., Th.M., D.Min., and Ph.D. degrees. On November 5, 2004, WUV purchased the current building located at 4300 Evergreen Lane, Annandale, VA 22003.

Dr. Jacob S. Shin was appointed Interim President on August 1, 2006, and the Board installed him as the fifth President of WBU on December 15, 2006.

On February 12, 2007, the Washington Baptist Theological Seminary of WBU received candidate status from the ATS.

In August 2007, the institution acquired additional property on the south side of the main campus building to accommodate the institution's steady growth.

In August 2007, WBU opened its Maryland site in Burtonsville, MD, and in August 2008, the site relocated to Ellicott City, MD.

On May 18, 2009, the Board of Directors appointed Dr. Peter M. Chang as Interim President, and on August 1, 2009, the Board installed Dr. Chang as its sixth President.

On February 15, 2013, the Association for Biblical Higher Education (ABHE) granted WBU the initial accreditation.

On May 30, 2014, the Maryland Higher Education Commission certified the Maryland site of the then-WBU to grant B.A., B.S., M.A., M.R.E., M.Div., and M.B.A. degrees.

On October 11, 2014, the Board of Directors renamed Washington Baptist Theological Seminary of WBU's to the Neal T. Jones Seminary (NTJS).

On January 15, 2015, the Board of Directors renamed WBU the Washington University of Virginia (WUV).

On June 12, 2017, the Association of Theological Schools in the United States and Canada (ATS) granted Neal T. Jones Seminary (NTJS) of Washington University of Virginia initial accreditation and approved the MD site as a complete degree-granting location for M.Div. and M.C.C. degrees.

On December 20, 2018, the International Accreditation Council for Business Education (IACBE) granted the Business School of WUV initial accreditation.

On March 6, 2019, WUV received reaffirmation of its accreditation from the ABHE until 2028.

On May 31, 2019, WUV closed its extension site in Maryland permanently.

On April 21, 2020, the Transnational Association of Christian Colleges and Schools (TRACS) granted WUV its initial accreditation.

On September 14, 2020, WUV was granted membership by the NC-SARA (National Council for State Authorization Reciprocity Agreements) for Distance Education.

On April 1, 2022, ATS granted Neal T. Jones Seminary of WUV a 10-year reaffirmation of accreditation, valid until July 31, 2032, with the next comprehensive evaluation visit scheduled for spring 2032.

On October 22, 2024, TRACS granted WUV a 10-year reaffirmation of accreditation valid until December 31, 2034. An interim Fifth-Year Review is scheduled for 2029, and the next comprehensive visit and appearance before the Accreditation Commission is set for Fall of 20234 for reaffirmation II.

LOCATION

Washington University of Virginia is located in Annandale, Virginia, 10 miles south of Washington, D.C., the nation's capital and political center of the country.

Our metropolitan area, an epicenter of cultures and nationalities, features historic neighborhoods, cobble-stoned streets, waterfront districts, foreign embassies, and artistic events. As the nation's capital, Washington has unique history that holds endless opportunities for education, including visits to the White House, the Smithsonian museums, the National Mall, and picturesque monuments.

WUV's campus in Annandale, Virginia, is situated in a city with a diverse population. The vibrant campus consists of classroom facilities, computer labs, administrative and faculty offices, a library, and student lounges.

Nearby the campus are many amenities including libraries, public schools and universities, grocery stores, coffee shops, shopping malls, restaurants, hiking trails, and doctors' offices.

Address:

4300 Evergreen Lane
Annandale, VA 22003
T: (703) 333-5904
Fax: (703) 333-5906
www.wuv.edu

STATEMENT OF FAITH

1. We believe that there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.

2. We believe the Bible to be the inspired, authoritative Word of God.

3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious atonement through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and His personal and visible return in power and glory.

4. We believe that man was created in the image of God, that he was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation.

5. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life, and by whom the church is empowered to carry out Christ's Great Commission.

6. We believe in the bodily resurrection of both the saved and the lost, those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.

STATEMENT OF INSTITUTIONAL EFFECTIVENESS

Washington University of Virginia is committed to raising its educational standards by undertaking systematic planning and assessment measures to evaluate each program's effectiveness. To this end, WUV staff and faculty are dedicated to making a difference in institutional growth and student learning by applying insights gained from the evaluation process across all aspects of WUV's operations, while also honoring and adhering to the university's mission.

The effect of WUV's educational effort is evident in the fact that most students find employment. Among the 2023 graduates, 31% received an internship, including Optional Practical Training (OPT), 29% secured a permanent job, 18% pursued an advanced degree, 5% transferred to other institutions, 2% returned to their home countries, and 15% continued in their original job.

The ATS Graduating Student Questionnaire (GSQ) for 2021-22 highlights the low debt levels among seminary students, which is generally attributed to WUV's affordable tuition rates. According to the 2021-2022 GSQ findings, 100.00% of students reported no educational debts, and 0% incurred any educational debts while studying at the seminary. Additionally, 77.8% of students did not incur educational debts during their time at the seminary, while 11.1% incurred less than $10,000 and another 11.1% incurred less than $20,000.

According to the findings of the 2018 Noel-Levitz Student Satisfaction Inventory (SSI), WUV's average performance exceeds the national average in the following categories:

- ✓ Meeting students' expectations rates 5.15 over 4.54 (National Four-Year Private schools' average) (+0.61).
- ✓ Satisfaction with their experience with the school is 5.31 over 5.1 (+0.21); and
- ✓ Willingness to enroll at WUV again is 5.58 over 5.13 (+0.45).

Students at WUV benefit from a significant educational advantage in learning within a diverse classroom environment. The WUV student body represents fifty-one nationalities, allowing students to share their cultures, diets, and customs with one another. This unique exposure helps students overcome fears, prejudices, and biases, providing them with the opportunity to realize that people can live together in harmony.

PHILOSOPHY OF EDUCATION

By philosophy of education, WUV refers to the principles, attitudes, and beliefs of an individual or institution regarding how teaching and learning occur in the school environment. Specifically, these are the principles that guide relationships among students, between students and teachers, and among all the stakeholders in the institution. In short, our beliefs, values, and understanding of how effective teaching and learning are conceptualized and practiced comprise our educational philosophy. The philosophy of education serves as a roadmap for effectively instructing our students.

As a Christian university that upholds values and worldviews rooted in Jesus and the Scriptures, WUV affirms the following philosophy of education:

1. All truth is God's truth because He is the Creator of all that exists. Therefore, all truths can be understood in terms of Christian values and worldviews (Truth/Values/Worldviews).
2. Created in God's image, all students deserve a high-quality education that challenges their God-given potential to flourish through the knowledge and skills they acquire at WUV (Educational Excellence).
3. All of our students, affected by sin, regardless of their circumstances when they arrive, deserve a caring, respectful, and engaged pedagogy that helps them heal their pains and wounds and gradually develop Christ-like character (Character Formation).
4. We must create a college community that engages students in civic life, cultivates lifelong learning, and inspires a passion for understanding themselves and the world (Community; Context; Lifelong Learning).
5. The faculty is responsible for showing appropriate respect and conducting a critical evaluation of their students' work, holding students to the highest ethical standards, and providing effective feedback that encourages them to grow (Respect for Students).
6. The faculty will prepare their courses with diligence and enthusiasm, continually enhancing their teaching abilities and knowledge of their fields while improving the curricula in their areas of instruction (Course Preparation/Curriculum).
7. The faculty is responsible for demonstrating the essential values and ethics of society. The faculty will not tolerate breaches of academic integrity. The faculty will confront incivility and bigotry whenever we encounter them, ensuring a respectful and vibrant college culture (Values).
8. Being aware of the many differences among various student groups, the faculty should be culturally, racially, and economically savvy. This helps prevent the faculty from being judgmental when interacting with students (Diversity/Racism).

INSTITUTIONL GOALS

To carry out its mission, Washington University of Virginia offers education, resources, and guidance that enable men and women to acquire knowledge, improve skills, and cultivate Christ-like attitudes essential for impacting ministry, missions, and the global marketplace. The institutional goals are as follows:

1. Through a carefully designed curriculum that aligns with scriptural truths, we aim to help students acquire knowledge about Jesus as the Word of God, the Bible, and the values and worldviews derived from such knowledge (Curriculum/Foundational Knowledge).
2. We strive to help students build a solid foundation in General Education fields, including the humanities, social sciences, and natural sciences, to foster a comprehensive understanding of human existence, life, and contexts (General Education/Contexts).
3. We aim to motivate students to develop critical thinking habits and investigative skills, enabling them to make informed and independent-minded decisions. We also aim to equip students with the ability to conduct effective academic research and projects (critical Thinking/Research Ability).
4. We are dedicated to supporting students in their spiritual, physical, intellectual, emotional, and social development through classroom training and experiences, interactions with faculty and fellow students, participation in extracurricular activities, and involvement in various community services (Character Formation).
5. Our goal is to equip students with leadership skills that reflect Christian values. We achieve this not only through theoretical instruction but also through mentoring programs that involve local church pastors, business leaders, alumni, and faculty members, enabling students to make a positive impact in various career settings (Leadership).
6. We strive to prepare students to actively engage in their respective fields, including business, accounting, IT, counseling, and ecclesial ministry, while upholding clear Christian conduct and values, thereby contributing positively to the world (Quality Education/Contributions to the World).
7. We aim to prepare students to develop information literacy competencies and research skills by utilizing the college library to retrieve data from various sources, thereby promoting lifelong learning (Library/Information Literacy).
8. We strive to maintain honest and high-quality relationships that reflect Christian values and worldviews within all segments of the college community, including students, employees, alumni, donors, and vendors (Integrity/Healthy Institutional Services).

NON-DISCRIMINATION POLICY

WUV admits students without regard to race, color, gender, physical disability, or national or ethnic origin, ensuring them access to the rights, privileges, programs, and activities available to all students at the university.

STATEMENT OF ACADEMIC FREEDOM

As an institution of higher education, WUV emphasizes the significance of academic freedom as a cornerstone for sustaining an educational environment. The intellectual advancement of faculty and the societal impact of the institution as a whole rely on such freedom. In its dedication to fostering academic freedom, WUV outlines the following principles of academic freedom that apply to all faculty members.

As an institution of Christian higher education, WUV fully affirms its commitment to academic excellence and freedom for its faculty. The foundation of this freedom is the belief that God is the author of all truth; therefore, the faculty of WUV must be guided in their pursuit of knowledge and wisdom by the fear of the Lord.

WUV defines Academic Freedom as the right to think, express, and research in areas of interest in the pursuit of knowledge. Faculty members may not use their position or classroom as a platform to demand that students adhere to a personal theological viewpoint, political preference, or social agenda.

WUV's academic freedom should never serve as a vehicle to undermine or harm the institution's two essential and foundational values: commitment to the traditional belief in Jesus Christ and commitment to the evangelical vision of the institution's founders, which is rooted in the reformational theological tradition. These heritages have motivated, guided, and shaped WUV's environment of academic excellence.

Under this fundamental affirmation, WUV encourages all faculty members to freely conduct research in their primary fields, areas of interest, and contemporary issues, integrating what they learn from these activities into classroom teaching to enhance the learning experience for students.

STATEMENT OF DIVERSITY

WUV is committed to diversity in our students, faculty, staff, administrators, directors, and all our activities. WUV endeavors to provide an inclusive environment where we believe innovation and freedom of intellectual inquiry flourish.

The ultimate goal of God's plan for humanity is to unite all races under the kingship of Jesus (Eph. 1:9-10; 2:14-16). Thus, the community that God loves is one where Jesus is the head, with all its members coming from diverse backgrounds. There are many, yet one in Jesus.

Regarding unity, WUV aims to unite diverse groups from various ethnic, cultural, religious, and ideological backgrounds by nurturing and equipping them with a biblical worldview and values grounded in the Scriptures.

At the same time, situated in one of the most diverse geographical areas, WUV recognizes that embracing a variety of experiences, thoughts, and cultural backgrounds cultivates intellectually, mentally, and culturally enriched campus communities, maximizing success for all its constituents.

Recognizing the importance of promoting diversity among WUV's constituents, particularly focusing on increasing the involvement and success of underrepresented individuals, WUV adopts the following goals to accomplish:

1. To boost the enrollment and graduation rates of underrepresented students.
2. To enhance the recruitment of underrepresented individuals for director positions.
3. To enhance the hiring of administrators, faculty, and staff positions.
4. To integrate and enhance curricular content, co-curricular programming, multicultural awareness, and understanding.

ADMISSIONS

ADMISSION INFORMATION

The Office of Admissions is responsible for the admission of students to the University.

Academic Calendar
Each fall semester in general begins at the end of August; and each spring semester begins at the end of January. J-term (June term) is offered during summer vacation.

Freshman Application Procedure
To be considered for admission as a freshman, the applicant must submit the following items by the appropriate deadlines:

1. A completed Freshman Application packet. Submit each document listed below for the program to which you are seeking admission (Note: all legal documents are required to be written in English.)

General (Required for All Applicants)

- Passport size photograph (1; Color photo, taken in last 3 months, clear image, without background. No selfies.)
- Passport photocopy (1)
- Acknowledgment of Statement of Faith

Undergraduate Applicants
Required Documents

- Original Certificate of High School Graduation or Transcripts
- Essay Writing
- Community Service Application
- Credit Transfer / Waiver Form (If Applicable)
- Library Information Literacy Class

Additional Admission Requirements

- Bible Understanding (B.A.B., B.S.F.)
- Personal Testimony (B.A.B.)

Master's Applicants
Required Documents

- Original Certificate of Bachelor's Degree
- Original Official Bachelor's Transcripts (minimum of 120 credits) – GPA 2.0 or above
- Original Course by Course Evaluation (if your college credits was received outside the USA, please note the separate cost for this service is around $150-$200)
- Essay Writing
- Library Information Literacy Class

Additional Admission Requirements

- Pre-requisite Agreement/Waiver (M.B.A., M.C.S., M.I.S.)
- Bible Understanding (M.Div., M.C.C., M.P.C.)
- Admission Interview (M.Div., M.C.C.)
- Self-Assessment (M.C.C., M.P.C.)
- Pastoral Reference (M.Div., M.C.C.)

- Academic Writing Sample (MA-S.F.E.L.)
- Resume (MA-S.F.E.L.)
- Faculty Interview (optional but recommended) (MA-S.F.E.L.)
- Seminary Reference Letter & Testimony (M.Div., M.C.C., M.P.C., MA-S.F.E.L.)

Doctoral Applicants
Required Documents

- Original Certificate of Master's Degree
- Original Official Master's Transcripts (D.B.A. – GPA 3.0 or above)
- Statement of Purpose
- Resume

Additional Admission Requirements

- Admission Interview (D.Min., D.C.P.C.)
- Statement of 3 years of Ministry Experience (D.Min.)
- Original Course by Course Evaluation (if your college credits was received outside the USA, please note the separate cost for this service is around $150-$200)
- Recommendation Letter(s)
    - Two letters of recommendation, including at least one from a current or former supervisor (D.B.A.)
    - Three reference letters: two from pastors and one from a professor (D.Min.)
    - One professional recommendation from a clinical supervisor (D.C.P.C.)

2. Application processing fee ($100)

Freshman Application Review Procedure

An admission decision is mainly made based upon the applicant's academic strengths, personal experiences and achievements demonstrated through all the submitted materials. In case that any exceptional situations, which are not specified within the current admission policy, arise, the Admissions Office will hold a temporary 'admission review committee' to determine the best recommendation for each case.

Degrees Earned Outside the U.S.

All transcripts from colleges or universities outside the U.S. must be translated into English and evaluated by an accredited U.S. evaluation service before an admission decision can be made.

Criteria for Admission into Graduate School

Prospective student who is applying WUV's graduate program should meet these criteria;

- Hold a bachelor's degree from an accredited college or university in the U.S or hold a college or university degree equivalent to a four-year American bachelor's degree from a foreign institution.
- WUV will recognize a three-year bachelor's degree from a foreign institution provided that the student has earned at least a 3.0 grade point average (on a 4-point scale) for the last 90 graded quarter credits or 60 graded semester credits.
- Be proficient in English: Applicants whose native language is not English must demonstrate English language proficiency.

International Students Enrolled in Online Programs

WUV works to provide global access to its online degree programs. While the University tracks issues related to international conditions, it is a student's responsibility to understand requirements related to whether an online degree will be recognized outside the United States; how the collection of student data may be used in another country; and whether withholding taxes (in addition to the price of tuition) will apply. Some countries may not formally recognize foreign online degrees, which may have implications for students who later seek to enroll in other educational programs, or for those who seek employment with that country's government or other employers requiring specific credentials. International students considering an academic program that leads to a professional license should first confirm with the appropriate professional licensing board in their country of residence or the country where they intend to work as to whether a WUV online academic program will be recognized.

Records Retention

It is WUV's policy to retain the admissions documents for two years for those who are admitted but fail to enroll. For those who enroll, WUV preserves admission records and financial transactions between each individual and the school, for three years from the date of their last attendance at WUV. Records of individual academic performance at WUV are kept permanently.

Graduation Requirements

In order for students to graduate they must fulfill all the requirements of their programs prescribed in the Catalog of their original enrollment periods (e.g., Capstone courses for Business School; Graduation Exams for M.Div., etc.). Students who attend college intermittently may graduate according to the rules of the Catalog of their original enrollment periods. But those who have been absent from the school for more than one year must fulfill the graduation requirements of the Catalog in effect upon their return. In case of changing their majors, the policies currently in the Catalog at the time of the change will apply to the students' graduation requirements.

Internships or Externships

When an internship or externship of professional training is part of the curriculum, it must have expected outcomes in a written training plan. It must be monitored by an instructor or supervisor during the entire period of the training. Internship may not be used as replacement for a permanent employee. If the internship or externship is part of the course requirements, the student may not graduate until the training has been successfully completed. In case the trainees receive compensation, the school will make it public by posting a notice or requiring the trainees to wear name tags to show that they are student trainees.

Transfer Students

Transfer students must submit all of the forms listed in the Application Procedure. An official transcript from each post-secondary educational institution previously attended must be sent directly to the WUV Registrar from the registrar of the respective institution.

Evaluation of Transfer Students

WUV's policy regarding the credit transfer is as follows:

- The credit transfer review will be made under the supervision of the director of the student's degree program. Students must submit the transfer credit application within their first semester at WUV.
- Credits taken more than 10 years prior to the student's matriculation of the current program may be transferred at the discretion of the academic committee of each degree program.
- Credit transfers may be allowed for the courses that are equivalent to the courses in WUV programs and in which students have made a letter grade of 2.0 or above for undergraduate courses and 2.5 or above for graduate courses. No credit transfer may be finalized until the application process is completed and the student is officially accepted.
- Course credits that were earned in a same or higher level of degree program and, preferably, at an institution accredited by a recognized accrediting body can b0e transferred.
- In case of credit transfer from an unaccredited institution, the Registrar, in consultation with the degree program director, evaluates the transcript under the guidelines established by the Academic Committee. The decision as to what previous academic work may be transferable into programs at WUV will be determined on a case-by-case basis. Factored into the analysis will be a course-by-course analysis of the previous academic work and an examination of the academic catalog of the institution including faculty qualifications and the student's performance in these courses. In this case only courses with a letter grade of 2.5 or above for undergraduate courses and 3.0 or above for graduate courses can be transferred.
- Up to 50% of credits required in the degree programs of WUV may be granted on the basis of transfer credits with exceptions specified below:

    1. The WUV Core Courses cannot be waived.
    2. The credits that have been earned as part of the award of another degree program may be transferred on the condition that not more than half of the credits required for the other degree may be transferred into the WUV degree program.
    3. Up to 2/3 of the credits required in the Seminary degree programs may be transferred if the degree program from which the credits are transferred, and the degree program being pursued at WUV are the same.
    4. For the doctoral programs, the following number of credits may be transferred: up to 1/5 of the credits required in the D.C.P.C. program and up to 1/3 of the credits required in the D.Min. program.

Transfer Credit Disclaimer

Since each institution of higher education has its own policies related to transfer credit, students must understand that credits earned at WUV do not automatically transfer to other colleges. It is the responsibility of the student to ascertain the transfer credit policies at other institutions. An acceptance of WUV's credit by another institution is determined solely by that institution.

Credit for Prior Learning and Life Experience

WUV may award up to 30% of degree credits for documented college-level learning gained through work, ministry, or military experience, in accordance with SCHEV policy. Eligible students must complete 6 WUV credits and follow the official PLA process.

Course Waiver

A qualified student may apply for a course waiver of a required course based on previous coursework. To be justified as a waiver, the course should have the equivalent content and skill level as the course required for the WUV degree program. A course waiver may reduce the total number of credits required for graduation and the number of the required courses in the degree programs of WUV that can be waived is determined in accordance with the transfer credit policy. The course waiver application should be submitted along with the credit transfer application within the first semester at WUV and will be reviewed and determined on an individual basis at the discretion of the respective program director.

Correspondence Course Credit

For correspondence courses earned at other accredited educational institutions college credits may be granted, provided the contents of such courses meet the requirements and standards of WUV.

Academic Integrity Policy

Submission of False or Fraudulent Documents

Applicants are required to submit complete, accurate, and authentic information and supporting documents as part of the admission process.

Any applicant or student who knowingly submits false, altered, forged, misleading, or fraudulent documents or information, or who misrepresents any material fact in connection with an application for admission, transfer credit, financial aid, or any university record, is subject to disciplinary action by the University.

The University reserves the right to deny admission, cancel admission, revoke enrollment, invalidate transfer credits, withhold academic records, deny the awarding of a degree, or revoke a degree that has been awarded if it is determined that admission or academic standing was obtained through false or fraudulent information or documentation.

The University may also report suspected fraud or document falsification to appropriate governmental agencies, accrediting bodies, licensing authorities, or other educational institutions, as permitted or required by applicable law and University policy.

Academically Underprepared Students

Academically underprepared students refer to those who lack basic skills in at least one of the three areas of reading, writing, or mathematics that are essential for success in higher education. Such students may be identified during the admissions process and the first-year class performance.

During Admissions

The admissions process can identify underprepared students through any of the following assessments.

1. Grade:
    a. Student's overall high school GPA is under 2.0 (on the scale of 4 or C in letter grade);
    b. Student with GED.
2. Entering essay:

a. Student's paper displays a lack of comprehension of the questions, grammatical understanding, or writing skills.

Remedial Recourses

1. Students with GPA under 2.0
    a. Conditional admission may be granted.
    b. Each program director monitors the student's progress in their first-year program.
    c. If the student's first year GPA is above 2.0, the student will be released from the conditional admission status to regular admission.
2. Essay score below 2.0
    a. Mentorship of writing through a writing center will be provided, if it is deemed that a little help is what the student needs.
    b. The student will take reading and writing English courses in the ESL program with regular classes, if it is deemed that the student needs to obtain basic English skills.
    c. The number of courses to take from the ESL program will depend upon the decision of faculty based upon the perceived student's need.

During the first-year class performance

Academically underprepared students may be identified during the first-year class performance through the following assessments:

1. First Quiz
2. First Home Assignment
3. First Test
4. Final GPA of the first semester

When the instructor finds through these four factors that the student needs to take some remedial courses to have academic success, he or she informs the director of the program. Then the director examines the situation of the students with the Academic Dean and decides how to best support students for his/her success.

Remedial Recourses

1. The student may be sent back to ESL classes to improve his/her English skills:
    a. The student will take some ESL courses to improve reading and writing along with regular classes, if it is deemed that the student needs to improve basic English skills.
    b. The number of ESL courses for the student to take will be determined by the faculty committee based upon the perceived student's need.
2. The students may receive mentoring if the faculty determines that short-term mentoring can help the student achieve a degree level of the study of math and writing.

The student accepted conditionally as an underprepared student will be released from the state of conditionality when his/her final GPA of the first year is above 2.0.

Admission Decision Policy

Washington University of Virginia uses a holistic approach in the application process. The school reviews each application independently to determine if the applicant is a good fit for the program. Admission to the Neal T. Jones Seminary, however, requires more than a high-grade point average. Admission decisions for the Neal T. Jones Seminary include the degree to which the faculty believe the student is suited in character and attitude for ministry, which is the intended vocation of Seminary degrees. For this reason, not all students who hold good grade point averages and other typical admissions requirements for the institution's programs are admitted into the Seminary.

COSTS AND FINANCIAL AID

FINANCIAL INFORMATION

Tuition

Undergraduate

Biblical Studies (B.A.B.)	$253.00 / credit
Business and Technology (B.B.A.)	$253.00 / credit
Family Studies (B.S.F.)	$253.00 / credit

Graduate

Master's Program

Divinity (M.Div.)	$300.00 / credit
Christian Counseling (M.C.C.)	$312.00 / credit
Pastoral Counseling (M.P.C.)	$312.00 / credit
Business Administration (M.B.A.)	$338.00 / credit
Spiritual Formation and Educational Leadership (MA-S.F.E.L)	$345.00 / credit

Doctoral Program

Ministry (D.Min.)	$309.00 / credit
Clinical Pastoral Counseling (D.C.P.C.)	$513.00 / credit
Business Administration (D.B.A.)	$550.00/ credit

Fees*

Regular Fees

Application Fee (New or Transfer Student only)	$100.00
Mailing Service Fee (New students only, if applicable)	$100.00
Registration Fee	$100.00 / semester
Summer/Winter Registration Fee	$50.00 / semester
Doctoral Student Registration (Dissertation Semester)	$400.00 / semester
Doctoral (D.Min.) Thesis / Project Advisor Fee	$1,000.00
Doctoral (D.C.P.C.) Dissertation Advisor Fee	$2,300.00
Technology Fee	$15.00 / semester

Special Fees

Convenience Fee	3% of the transaction $
Installment Set-Up Fee	$20.00
Returned Check Fee (Including eCheck)	$35.00 / returned check
Declined Card Handling Fee**	$35.00 / transaction
Verification Letter (Graduation, Enrollment)	$15.00 / copy
Official Transcript Fee	$15.00 / copy
Graduation Fee***	$70.00

* All fees are non-refundable. ** Details of this fee is stated under "Methods of Payment." *** Graduation fee is subject to change: Graduation fee does not cover any graduation materials, gowns, caps, and other accessories including photos and others.

Billing Policy
Washington University of Virginia (WUV) expects students to meet their financial obligations to the University. All payments are due before the semester start date for the corresponding registered semester. However, students may set up a Payment Plan at the Student Accounts Office prior to the first payment due date of the selected plan.

Payment of Tuition and Fees
Students may choose to make payments in full payment or by using the Payment Plan. The Payment Plan allows students to pay their tuition in three to four installments that are set by the University. Installment plan dates are established and posted on the Payment Plan and Agreement Form.

Methods of Payment
Personal payments may be made by a combination of personal check, cash, money order, cashier's check, ACH (Bank transfer/e-Check), and credit/debit card (Visa, Master, American Express and Discover). Students will be charged a $35 handling fee for any returned check due to insufficient funds or stop-payment instructions. A $35 fee will also apply to any credit or debit card payment that is processed but later disputed or dishonored by the issuing bank. Additionally, declined automatic withdrawals caused by insufficient funds or rejection by the card issuer will incur a $35 fee. If credit or debit card is declined more than once for any reason, credit or debit card can no longer be used to make a payment on the same day.

International Methods of Payment
International students may use Flywire, which allows them to make payments from outside the U.S. using any bank account or credit/debit card in their local currency.

Registration Fee
All students are required to pay a non-refundable registration fee of $100, regardless of their degree level or credit load. For the Summer and Winter semesters, the required non-refundable registration fee is $50 per semester.

Installment Fee
University requires the payment of an installment fee of $20 for the university to compensate additional efforts to maintain and process the installment account. If the students want to change their payment plan after the semester has started, they are allowed to change their payment plan once per semester, and a $20 installment re-setup fee will be charged for the change.

Late Fees
Late Registration
Students who register after the scheduled registration dates will be charged a late registration fee of $50.

Late First Payment
Students who make first payment between the semester start date and the last day of add/drop period will be charged a late fee of $50. Students who make first payments after add/drop period will be charged a late fee of $100.

Late Installment Payment

Students who fail to make payment according to their installment arrangement will be charged a late fee of 5% of outstanding balance.

Delinquent Payment

Students with outstanding debts are denied any registration activity and access to transcript of their grades until all debts are paid in full. If a student fails to pay the remaining balance by the last day of the payment period, a late fee of five percent of the unpaid balance will be assessed. If an account remains unpaid for 45 days past due, final notice will be sent to the student. The student will have 15 consecutive days, including weekends and holidays, to contact the university and resolve the outstanding balance. If the account remains unpaid and reaches 60 days past due, an additional late fee of six percent of the unpaid balance will be assessed. After the account reaches 60 days past due, the unpaid balance is subject to transfer to a collection agency. Any repayment arrangements must be made directly with the collection agency, not the University, and the account holder will be responsible for any additional fees associated with the collection process.

Financial Information and Disclosure Statement

Students are expected to access financial information by contacting/visiting student account office in university. It is the student's responsibility to get acquainted with own financial information. Failure to receive email notification or call/mail from finance/student account office is not a justification of granting immunity in financial matters. Failure to update contact information including email address, phone number, and home address will not discharge of financial obligation. Failure to contact Finance/Student Account office or to read and comply with university regulations will not exempt students from whatever financial penalties they may incur.

Financial Good Standing

Financial good standing and a university record clear of holds are required for students to receive services. Services such as myWUV access, transcript, diploma, class registration for next semester and so on will not be provided to students with an outstanding financial balance or any holds on their record. Holds are based on outstanding obligations, and late payments are considered a failure to meet financial responsibilities.

Refund and Cancellation Policy

WUV follows the minimum refund policy for a school that financially obligates the student for a semester, which is set by the State Council of Higher Education for Virginia (SCHEV) 8 VAC 40-31-160 (N) (6).

Tuition refunds will be determined based on the following schedule:

1. A student who enters the school but withdraws or is terminated during the first quartile (25%) of the program shall be entitled to a minimum refund amounting to 75% of the cost of the program.
2. A student who withdraws or is terminated during the second quartile (more than 25% but less than 50%) of the program shall be entitled to a minimum refund amounting to 50% of the cost of the program.
3. A student who withdraws or is terminated during the third quartile (more than 50% but less than

75%) of the program shall be entitled to a minimum refund amounting to 25% of the cost of the program.

4. A student who withdraws after completing more than three quartiles (75%) of the program shall not be entitled to a refund.

All refunds will be made within 15 business days from the official notification of withdrawal.

Add and Drop Refund

A student who withdraws during the add/drop period shall be entitled to a full refund of all tuition paid by students.

Cancellation Refund

WUV allows student applicants to cancel their enrollment within three business days (excluding weekends and holidays) after signing the enrollment agreement, with no financial obligation other than the non-refundable registration fee. If a student applicant cancels after the three-day period but before the first day of class, they are entitled to a refund of all tuition paid, minus the lesser of 15% of the total tuition for the course or program, or $100. Please note that a student applicant is officially considered a student as of the first day of classes. Therefore, cancellations made before the first day of the semester may be eligible for a refund, in accordance with the terms above.

Course Cancellation

Failure to attend a course after registering is not justification for elimination of charges. A student must officially drop a course to qualify for a refund or release of charges by the add/drop deadline posted by the university. Failure to pay will not release students from responsibility for these charges.

Financial Aid

Applicants who apply for financial aid or installment plan must complete a Payment Plan Agreement prior to the first day of class. A partial payment may be arranged during the approval process for the installation plan, which will enable the student to attend the class. If the student's financial aid is not approved, the student will be required to make full payment before taking or continuing courses. To support students' educational journey, the University provides information on private student loan options. One such option is available through America's Christian Credit Union (ACCU), a faith-based financial institution. To be eligible for an ACCU loan, applicants must be U.S. citizens, permanent residents, or F-1 visa holders with a qualified co-signer. Approval is based on the applicant's credit history and credit score. After applying, students must email a copy of the loan application receipt to the school to ensure that tuition is recorded as paid and to avoid late fees or registration holds.

Payment Plan and Agreement

- If students pay their tuition through myWUV student portal, they must fill out the Payment Plan and Agreement form before paying for the division.
- Failure to make a payment or arranging to make a payment following other terms of the Payment Plan Agreement may also result in an additional late fee of 5% of the outstanding balance.

- Students are allowed to change their payment plan once per semester after the semester has started, while any additional payment plan changes will be subject to a $20 installment re-setup fee for each additional change.

ACADEMIC INFORMATION

ACADEMIC INFORMATION

WUV consists of three divisions: College of Arts and Sciences, School of Business & Technology, and Neal T. Jones Seminary.

College of Arts and Sciences offers two-degree programs: Bachelor of Arts in Biblical Studies (B.A.B.), Bachelor of Science in Family Studies (B.S.F.). It provides the WUV Core Courses for biblical higher education and the General Education courses, both of which are required for all undergraduate students. All two programs are available with an online option.

The School of Business & Technology offers seven-degree programs: Bachelor of Business in Administration (B.B.A.), Bachelor of Science in Accounting (B.S.A.), Bachelor of Science in Computer Science (B.C.S), Master of Business Administration (M.B.A.), Master of Computer Science (M.C.S.) and Master of Information Technology (M.I.S.), and Doctor of Business Administration (D.B.A.). At present, the only program offered with a full online option are the B.B.A., M.B.A., and D.B.A. programs.

The Neal T. Jones Seminary offers seven-degree programs: Master of Divinity (M.Div.), Master of Christian Counseling (M.C.C.), Master of Pastoral Counseling (M.P.C.), Master of Arts in Spiritual Formation and Educational Leadership (MA-S.F.E.L.) Doctor of Ministry (D.Min.), Doctor of Clinical Pastoral Counseling (D.C.P.C.), and Doctor of Education (Ed.D.). All eight programs are available with an online option.

Student Classifications

Full-Time Students for fall and spring semester

A student must register for the following number of credits per semester to be considered a full-time student: 12 or more credits for undergraduate students; 9 or more graduate credits for master's program students; 6 or more doctoral credits for D.Min., D.C.P.C., and Ed.D. students.
Undergraduate students taking more than 16 credits per semester and graduate students taking more than 14 credits per semester need permission from their school director.

Part-Time Students

A student who works toward a degree but registers for less than 12 credits for undergraduate level and less than 9 credits for graduate and seminary level per semester is considered a part-time student.

Definition of Credit Hour

Online classes follow the Distance Education Accrediting Commission (DEAC)'s definition of credit hour. Whereas Carnegie Unit measures a credit hour based on "lecture" and "homework," DEAC measures with Academic Engagement and Preparation, which are similar to "lecture" and "homework" in Carnegie Unit.

A 3-credit hour online course, therefore, would require 135 semester hours (45 hours of academic engagement and 90 hours of preparation).

Duration of Study

College of Arts and Sciences (and all Undergraduate)

Freshman	00-30 credits
Sophomore	31-60 credits
Junior	61-90 credits
Senior	91-120 credits

School of Business & Technology (Graduate)

M.B.A.

First Year	00-24 credits
Second Year	25-48 credits

D.B.A.

First Year	00-12 credits
Second Year	13-27 credits
Third Year	28-40 credits
Fourth Year	41-48 credits

Seminary (Graduate)

M.Div.

First Year	00-26 credits
Second Year	27-52 credits
Third Year	53-75 credits

D.C.P.C.

First Year	00-18 credits
Second Year	19-36 credits
Third Year	6 credits for Dissertation

M.C.C.

First Year	00-24 credits
Second Year	25-48 credits
Third Year	49-64 credits

D.Min.

First Year	00-15 credits
Second Year	16-30 credits
Third Year	6 credits for Thesis/Project

MA-S.F.E.L.

First Year	00-18 credits
Second Year	19-36 credits

M.P.C.

First Year	00-18 credits
Second Year	19-36 credits

Online Classes*

Online classes are comparable in content, faculty, and resources to those offered in residence. They include regular student-faculty interaction by computer, telephone, mail, or face-to-face meetings. Online classes at WUV shall adhere to the following minimum standards:

1. The educational objectives for each program or course shall be clearly defined, simply stated, and of such a nature that they can be achieved through telecommunications.
2. Instructional materials and technology methods meet the stated objectives of the program or course. The school considers and implements basic online navigation of any course or program, an information exchange privacy and safety policy, a notice of minimum technology specification for students and faculty, proper system monitoring, and technology infrastructure capabilities sufficient to meet the demands of the programs being offered.
3. WUV shall provide faculty and student training and support services specifically related to telecommunication activities.
4. WUV shall provide methods for timely interaction between students and faculty.
5. WUV shall develop standards that ensure that accepted students have sufficient background, knowledge, and technical skills to successfully undertake an online class.

* See the Online Class Handbook for further information.

International Students Enrolled in Online Programs

WUV works to provide global access to its online degree programs. While the University tracks issues related to international conditions, it is a student's responsibility to understand requirements related to whether an online degree will be recognized outside the United States; how the collection of student data may be used in another country; and whether withholding taxes (in addition to the price of tuition) will apply. Some countries may not formally recognize foreign online degrees, which may have implications for students who later seek to enroll in other educational programs, or for those who seek employment with that country's government or other employers requiring specific credentials.

International students considering an academic program that leads to a professional license should first confirm with the appropriate professional licensing board in their country of residence or the country where they intend to work as to whether a WUV online academic program will be recognized.

Attendance Policy

Given the inherent nature of online courses, there is no strict attendance policy. Nevertheless, we strongly advise students not to overlook any weekly coursework requirements, which may include reading assignments, participating in discussion forums, completing writing assignments, quizzes, and other tasks. Typically, the weekly agenda should be completed by the end of the week, and timely submission of your work will be considered as meeting the attendance requirement.

Evaluation Procedures

Each student's achievement is reported as a letter grade with associated grade points. Some classes may be graded by simple Pass (P) or Fail (F). Grades are determined on a 4-point system as follows:

Letter Grade	Scale	Grade Point
A	**95-100**	**4.0**
A-	**90-94**	**3.7**
B+	**86-89**	**3.3**
B	**83-89**	**3.0**
B-	**80-82**	**2.7**
C+	**76-79**	**2.3**
C	**73-75**	**2.0**
C-	**70-72**	**1.7**
D+	**66-69**	**1.3**
D	**63-65**	**1.0**
D	**60-62**	**0.7**
F	**0-59**	**0.0**

Incomplete To be completed within 4 weeks after the deadline of final grade submission
W/Grade Voluntary withdrawal within 5 weeks after beginning of semester
W/F Voluntary withdrawal after 5 weeks of beginning of semester
CR/NCR Passing in Pass/Fail class
AU Audit; no credit

Grade Forgiveness

A student may be permitted to retake a course in order to raise an earlier grade of "D" or "F." The last grade earned is considered the grade of record as it pertains to credit toward graduation.

Grade Point Average

The total number of grade points earned in a given course is computed by multiplying the number of course hours by the grade points. The grade point average (GPA) is a numerical measure of all grades. It is calculated by dividing the total number of grade points earned by the total number of credit hours attempted (excluding courses marked I, WP or AU). Example: 16 credit hours with a total of 42 grade points results in a grade point average of 2.625 by dividing the 42 points by 16 credits.

Dean's List

Each semester the Dean's List names full-time students who have shown outstanding academic performance. To qualify for the Dean's List, a student must enroll in a full-time capacity and achieve a 3.8 grade point average or higher in the given semester.

Non-Academic Grading

Grades for practical ministries and internships are PASS/FAIL. A 'P' grade provides credit, but no quality points and it is not counted toward the total quality points for GPA calculation.

Course Audit

Auditing of courses is not permitted for the online program offerings. The course structure and learning environment in our online programs are designed to provide enrolled students with a comprehensive educational experience, centered around active participation, collaboration, and assessment. Auditing a course implies a passive role in the learning process, which contradicts the interactive and engaging nature of our online programs. Our online courses are carefully curated to promote dynamic discussions, real-time interactions with faculty and peers, and timely feedback to facilitate optimal learning outcomes. By participating fully in the course as a registered student, the individual will have access to a wealth of resources, assignments, and assessments tailored to enhance your understanding and mastery of the subject matter.

Incomplete Grades

An Incomplete ("INC") grade is assigned to a student by an instructor when the student's work is incomplete because of circumstances beyond the student's control, and when the student has been temporarily excused by the instructor. A student must receive approval from the instructor on the appropriate form. The instructor will replace the "Incomplete" grade with the earned grade once the incomplete work is completed. Work not completed with the approved timeframe will result in grade "F." See the Registrar Office for additional information about incomplete grades.

Withdrawal

The date of the institution's determination that the student withdrew should be no later than 14 calendar days after the student's last date of attendance as determined by the institution from its attendance records. The institution is not required to administratively withdraw a student who has been absent for 14 calendar days. However, after 14 calendar days, the institution is expected to have determined whether the student intends to return to classes or to withdraw. In addition, if the student is eventually determined to have withdrawn, the end of the 14-day period begins the timeframe for calculating the refunds. In the event that a written notice is submitted, the effective date of termination shall be the date of the written notice. The school may require that written notice be transmitted via registered or certified mail, or by electronic transmission provided that such a stipulation is contained in the written enrollment contract. The school is required to submit refunds to individuals who have terminated their status as students within 45 days after receipt of a written request or the date the student last attended classes, whichever is sooner. An institution that provides the majority of its program offerings through distance learning shall have a plan for student termination, which shall be provided to council staff for review with its annual or recertification application.

Academic Honor System

Unless authorized by the instructor, the giving or receiving of assistance during examinations or on assignments is considered to be a dishonest act and is therefore prohibited. WUV will not overlook failures of personal integrity regarding matters of academic honesty. The violators will be punished with proper measures.

Definition of Plagiarism

Plagiarism is an *intellectual crime*: it is stealing someone else's ideas and pretending that they are your own. Whenever you use someone else's words or ideas in your paper, you must also include a note telling us *where you got that information* – otherwise you will be guilty of plagiarism and risk getting expelled from the class. It's not wrong to quote other authors; it *is* wrong to quote them without telling us that you did it. Many students in America have found out how serious plagiarism is when they get expelled from their school because of it.

Examples of Plagiarism

There are several forms of plagiarism:

- ✓ A student could copy the exact words from a book, article, or Web page on the Internet and put them in their paper without making a note where they got the quote. Instead, you *must* do two things when borrowing someone else's words: put the quote in quotation marks (*like this:* "The President spoke today on the mortgage crisis …") Next, you *must* include a note, usually a footnote, saying where you got this quotation (*for example:* [1] Taken from the *New York Times*, 2008-09-24).
- ✓ A student could borrow an idea from another writer and pretend that he/she came up with it on his/her own. Instead, you *must* include a note stating that you borrowed this idea from another author. Give the author's name and title of his/her work (*like this:* "Argumentation, as Perelman states in his/her book *The Realm of Rhetoric* (page 49) is …").
- ✓ The point is that you must *always* give a reference to any information that is not your own. For more information on plagiarism and how to avoid it, please ask your professor and he/she can direct you to additional resources on this subject.

Cheating on an exam or committing plagiarism will automatically result in an "F" for the course. Copying someone else's paper will result in an "F" for the course. Helping others cheat will be punished by receiving as much as a 50% reduced grade in the exam. Additionally, the violators shall be placed on probation or suspension.

Faculty Accessibility

Student Access to Instructors

Access to faculty outside of the classroom is an important part of the education process. Students are provided with credentialled advisors to assist in making decisions regarding the courses they are to take as well as knowing the requirements of their degree programs. On enrolling, an advisor is assigned to each

student in the school software, MyWUV student portal. A student's communication through different media will elicit a response from the advisor within 48 hours."

In addition, access to instructors is also available for discussion regarding class requirements as well as other academic matters outside the course's regularly scheduled class hours throughout the period during which the course is offered. Full-time faculty place their office hours on their door. All faculty includes access time for their students on course syllabi. Students are encouraged to take advantage of the time when needed.

Class Cancellation Policy

Unlike traditional on-campus courses, there is no class cancellation in the online program due to the nature of the program. Students can access course materials, participate in discussions, and submit assignments according to the established schedule. This consistency ensures that students stay on track with their studies and maximize their learning opportunities. Our dedicated and qualified course instructors are committed to responding to discussions, class assignments, and student queries in a timely manner. In the rare event that an instructor may face unforeseen personal matters that temporarily impact their responsiveness, they will inform the students well in advance.

Transcripts

Official transcripts will be sent to other educational institutions and agencies upon student's request, provided the student has no outstanding financial obligation to the school. Unofficial transcripts may also be obtained from the Registrar's Office. Requests must be made in writing except when a student is required to provide a transcript to a government agency for official purposes. Certain fees apply for official transcripts.

It is the policy of WUV to maintain all records, as required by the Education Reform Act of 1989, for a minimum period of five (5) years, and student transcripts for a minimum of fifty (50) years.

Confidentiality

All WUV student educational records are considered confidential in accordance with the Family Educational Rights and Privacy Act of 1994. The Family Educational Rights and Privacy Act of 1974 was enacted by Congress to protect the privacy of educational records, to establish the right for students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

The privacy of all student records is observed at WUV. Students must approve to release their information to the public. Members of the administration, faculty, or counseling staff may have access to student records for educational, administrative, or statistical purposes only.

Students may inspect and review their educational records upon written request to the academic office. Students may ask the university to amend a record they believe is inaccurate or misleading.

The university reserves the right to release limited directory information unless notified in writing to the contrary by the second week after the start of the term.

Family Educational Rights and Privacy Act (FERPA)

Students have the right to appeal to the Family Education Rights Privacy Act (FERPA) Office in Washington, D.C. concerning alleged failure by the university to comply with the Act. The following is the overview of the FERPA:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school corrects their records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest.
  - Other schools to which a student is transferring.
  - Specified officials for audit or evaluation purposes.
  - Appropriate parties in connection with financial aid to a student.
  - Organizations that conduct certain studies for or on behalf of the school.
  - Accrediting organizations.
  - To comply with a judicial order or lawfully issued subpoena.
  - Appropriate officials in cases of health and safety emergencies.
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact us at the following address:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520

STUDENT LIFE

RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

Rights
WUV students are free to pursue their educational goals. The University shall provide curricula by which students may be given appropriate opportunities for learning in the classroom and on the campus. Each student has the right to personal privacy except as otherwise provided by law and University policy and this will be observed by students and University authorities alike. No disciplinary sanctions may be imposed upon any student subject to disciplinary action rising from alleged violation of the Code of Conduct without due process.

Privileges
Freedom from Harassment
All WUV students may pursue their educational opportunities free from harassment, including physical abuse, threats or intimidation. WUV provides equal educational opportunities to its students without regard to race, color, gender, national or ethnic origin, age, or disability. WUV prohibits discrimination on any of these bases and will take steps necessary to remedy any instances of such discrimination.

Freedom of Speech and Action
WUV students may express their beliefs, feelings, and opinions so long as the manner of expression does not violate another community member's rights. Specific examples of such violations include, but are not limited to, disrupting University functions and impeding access to any part of the campus and violations of the Code of Student Conduct. WUV reserves the right to impose reasonable regulations as to the time and place for some activities and, in certain circumstances, to require written permission before they may be undertaken.

Responsibilities
The enrollment of a student to WUV signifies a voluntary decision on the part of the student to participate in the programs offered by the institution pursuant to the policies, rules, and regulations of the University and rules and regulations of the State Council of Higher Education for Virginia. University admittance of a student, in turn, represents the extension of a privilege to join the University community and to remain a part of it so long as the student meets the required academic, financial, and behavioral standards of the University system (see Student Code of Conduct).

Student Government Association

The Student Government Association officers are appointed by the Dean of Students in cooperation with program directors or deans. Each school will appoint a representative/s to the SGA, ensuring that WUV providing fair and just representation to all students. These representatives will collectively form the Student Government Association. Together they become a decision-making body. No single officer will exert power over other students or student groups.

The SGA will receive an allocated budget as determined by the administration. The Dean of Students will notify the SGA regarding the amount of the budget. SGA then notifies all student groups about the

availability of the funds, and the manner in which to apply for funds. The purpose of the funds is to support student groups and to provide the groups with funds to engage in meaningful activities. Once applications are all collected by the deadline, SGA will interview the representatives of each applying group and examine the validity of such activities and its request for the funds. The presentation should include a clear statement of purpose of the proposed activity or program regarding why and in what sense the proposed program will enrich students' life at the school. SGA will determine which programs merit being funded and make a recommendation to the Dean of Students. The Dean of Students in cooperation with SGA makes a final decision about the allocation of funds to recommended programs.

The SGA officers may not participate in any particular group or activity that is applying for the fund, to avoid any possible conflict of interest. The SGA officers serve on a strictly voluntary basis. No monetary remuneration will be provided to an SGA officer.

SGA's role is to seek to promote and develop harmonious relationships among student groups within the University. Another important role of the Student Government Association is to function as a liaison between students and the administration, staff, and faculty of the school. This includes an invitation to some special meetings of faculty, administration, and staff to promote effective communication between students and the administration.

Community Service

The Dean of Students has the responsibility to seek and provide students with opportunities to develop Christian leadership and spiritual ministry. Within the Washington metropolitan area there are opportunities for institutional work in jails, homeless shelters, struggling churches, hospitals, and nursing homes. Everything is to be done to ensure that students will achieve maximum degree of benefit and fulfillment from personal involvement in various types of practical Christian work and community service throughout the Washington D. C. area.

Alumni Association

The WUV Alumni Association exists to build relationships with alumni, faculty, administration, and students of WUV to promote a harmonious community. Each year alumni have the opportunity to help the school in the form of "The Friends of WUV" program, making tangible contributions towards the school projects and programs. Alumni Grants award financial aids and scholarships to eligible students.

Student Handbook

At the beginning of each school year, new students receive electronic copies of the Student Handbook. It contains much valuable information regarding students' life at WUV. Students are responsible for familiarizing themselves with the content of the Student Handbook.

Standards of Conduct

Each student is required to sign a copy of the WUV Code of Conduct at enrollment. Academic life at WUV

is governed by the Code of Conduct. Violations of the Code of Conduct will be taken seriously. WUV does impose disciplinary actions when appropriate.

Code of Conduct*

Each Christian is to be Christ-like in attitude and action. This is neither automatic nor instantaneous, but a growth process. This Christlikeness does not come by observing certain outward expectations but comes from within as the indwelling Spirit of God energizes the believer submitted to God (Rom 12:1-2; Phil 2:12-13). As believers walk in fellowship with the Lord, being controlled and enabled by the Holy Spirit, they are changed to be more and more like Him (2 Cor 3:18; Phil 2:12-13,1 John 1:4-7).

Believers are to glorify God in their bodies and are to live holy lives (1 Cor 6:19-20; 1 Pet 1:13-16). Love toward God is evidenced by love for those without Christ (note Paul's example in 2 Cor 5:14 and Acts 18:5) and by love for fellow believers (1 John 3:16; 4:7-8).
Living by God's grace, believers are to avoid even the appearance (every form) of wrongdoing (I Thess. 5:22). Believers are called to freedom, but this is not to be an opportunity for the works of the flesh (Gal. 5:13). Individuals who, after spiritual instruction (Gal. 6:1), continue to dishonor the Lord by persisting in un-Christ-like behavior or unruly conduct (Gal 5:19-22) may, after due process, be dismissed from WUV.
*Students are responsible for familiarizing themselves with the more detailed Code of Conduct. See the Code of Conduct Section in the Student Handbook.

Disciplinary Action Policy and Procedures

Each student at Washington University of Virginia is required to comply with WUV's Student Code of Conduct and the policies and procedures contained within the Student Handbook. If any member of the community should interfere with WUV's policies, functions or activities, the community may find it necessary to protect itself through a disciplinary action, which includes suspending or terminating the student's enrollment at the university.

The President of WUV has the discretion to immediately suspend or expel a student to protect the safety and well-being of the student, community, or university.

Any member of the WUV community may bring a claim that a WUV student has engaged in an act of disruptive behavior[1], disorderly conduct[2], trespassing[3], or other conduct which disrupts the educational environment, such as an act of harassment, intimidation, violence or physical force, dishonesty, theft,

[1]Disruptive behavior is defined in § 22.1—276.01 of the Code of Virginia as conduct that interrupts or obstructs the learning environment.
[2]Disorderly conduct is defined in §18.2-415 of the Code of Virginia as involving the intent to cause public inconvenience, annoyance, or alarm, or recklessly creating a risk.
[3] Trespassing upon church or school property is specifically prohibited by § 18.2-128. of the Code of Virginia. The definition developed for the Virginia Department of Education's discipline, crime, and violence report is as follows: To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus, or function.

interference with university functions, disruption of the academic process, disruption of the campus community, or non-compliance with a University professor or staff member. These constitute some of the actions that may subject a student to disciplinary action.

The Dean of Students, in conjunction with a Disciplinary Action Committee, will handle disciplinary action matters. The student will have the opportunity to discuss the issue with the Dean of Students and Committee members. Upon reflection of the allegation and the student's response, the Dean of Students, along with the Disciplinary Action Committee, will determine whether the student engaged in an action that interferes with university policies, functions, or activities, and merits a disciplinary action. They will then decide the appropriate disciplinary action to impose upon the student, which can consist of a warning, probation, suspension, or expulsion.

A student may be expelled from school after written notice of the proposed action and the reasons for the expulsion, and the right to a hearing before WUV's Disciplinary Action Committee in accordance with WUV's regulations. The written notice shall include notification of the length of the expulsion and shall state whether the student is eligible to return to school.
The student has the right to appeal against the decision. The appeal must be in writing and presented to the Dean of Students within 10 days of the decision. The Disciplinary Action Committee will notify the student of the outcome in the matter within 15 days of receipt of the appeal.

Financial Responsibilities

Students who have not met, or made satisfactory arrangements to meet, all financial and other obligations to WUV, including library book returns and library fines, will not be allowed to register for the next academic term.

WUV shall not grant any diploma, transcript, letter of recommendation or any action for placement, until these matters have been resolved. Students will be allowed to graduate only after their financial obligations to WUV have been taken care of, or some sort of arrangement has been made.

Health Services

Students are encouraged to secure medical services, when necessary, from their own physicians. Medical consultations are entirely at student's own expenses. Special items, such as the cost of prescriptions, hospitalization, ambulance service, x-rays, operating room expenses, dental work, surgery, special nursing, or special care for contagious diseases, are also to be paid by the student, when not covered by his/her health insurance.

Online Harassment and Sexual Harassment

The college is committed to maintaining an environment where individuals do not abuse their power or authority in interpersonal relationships. WUV provides the following information and procedures for the campus community and visitors:

Harassment
Harassment is defined as demeaning gestures, repeated verbal attacks, threats that are violent in nature or physical attacks that are directed toward another person. This includes hazing or other dehumanizing actions, harassing, or humiliating an individual. For example, a person harasses another individual when he or she does any of the following:

- Publicly insults another person with gestures of abusive language in a way that may be humiliating or provoke a violent response.
- Subjects another person to offensive physical contact.
- Demonstrates subtle forms of behavior such as offensive posters, caricatures, cartoons, jokes of a sexual or demeaning nature.
- Makes unwelcome advances or verbally attacks another in a harmful or hurtful way.

WUV believes that all students, faculty, staff, and visitors to the campus should be respected and treated with dignity. Harassment of any sort is prohibited and will not be tolerated.

Sexual Harassment
Sexual Harassment is a form of sex discrimination and is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students.
Sexual harassment is defined as unwanted or unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct of a sexual nature. Often such conduct occurs in a context of formal or informal power over another person.

This behavior can be verbal, non-verbal, or physical and may interfere with one's academic environment, work, or employment status.

For example, sexual harassment occurs:
- When submission to such conduct is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in other campus activities; or
- When submission to or rejection of such conduct by another person is used as a basis for evaluation when making academic or employment decisions that affect an individual; or
- When the purpose of such conduct is to unreasonably interfere with an individual's academic or work performance or creates a hostile, intimidating, or offensive environment; or
- When such conduct includes derogatory jokes or comments, unwelcome flirtations, or propositions, threats/demands or subtle pressure to submit to sexual requests, offers of preferential treatment in return for sexual favors, or retaliation for having reported or threatened to report sexual harassment.

Reporting Harassment or Sexual Harassment
If you have witnessed or are the victim of harassment or sexual harassment, immediately report the incident to Student Life. The Director of Student Life will investigate and take appropriate measures to resolve any problem. An appointment is not required under these circumstances. The incident will be investigated expeditiously and in a way that assures confidentiality to the extent feasible.

Be prepared to describe the incident in writing and with sufficient details. The statement must allege actions taken against or towards the victim that constitute harassment or sexual harassment. Include when the incident occurred, who is being charged, and what circumstances, conversations, or witnesses may further define and substantiate the reported problem.
The administrators will make a final judgment based on the merit of the complaint. Steps will be taken to immediately stop inappropriate behavior toward the complainant. Upon conclusion of the investigation, there will be a decision made as to the specific course of action deemed appropriate for the offense(s).

Counseling and support services will be made available to the victim. Assistance with civil or criminal prosecutions will be available through Student Life. No one at the college may retaliate against a person or persons who make a claim of harassment or sexual harassment.

Integrity of University Credentials

Students and graduates have the responsibility to maintain the integrity and authenticity of Washington University of Virginia (WUV) academic credentials and official documents.

The unauthorized alteration, reproduction, falsification, or misuse of WUV diplomas, transcripts, certificates, or other academic records is strictly prohibited. Any individual found to have engaged in such activities may be subject to disciplinary action, including the cancellation or revocation of academic credentials or degrees, and may be subject to legal action in accordance with applicable laws and regulations.

Grievance Procedures

Complaint Process

The Informal Procedure Process
Students, including students taking distance education under the aegis of the National Council for State Authorization Reciprocity Agreement (NC – SARA), who believe that they have been aggrieved either academically or non-academically must first attempt to seek an informal resolution with the other party in the dispute.

If the student is unable to resolve the dispute with the primary party, then the student is to bring the dispute to the office of the Dean of Students, whereupon the Dean, or his/her designee, will seek to reach an informal resolution through mediation between the parties. If mediation at the Dean of Students level fails, then the student's grievance is consigned to the Chief Academic Officer.

The Formal Process
Student grievances that are sent to the Chief Academic Officer must be in writing. A student's written statement, along with supporting evidence, constitutes a case document. The second party to the dispute is also required to provide the Chief Academic Officer with a written statement about the disputed account.

The Chief Academic Officer will then set a date to convene a meeting to hear the case as expeditiously as possible. All parties are to be informed, in writing, of the charges and the meeting date, as well as statements requesting their presence. During the hearing, the student presents his/her case, after which the accused party is allowed to present its side of the story. Following the hearing, the Chief Academic Officer will inform all parties in writing of his decision. The President of WUV is also sent a copy of the decision.

Further Appeal

On-campus Student

If, after following the school's grievance policy, the student finds that the problem has not been resolved, the student may contact the following agencies:

State Council of Higher Education for Virginia (SCHEV)
Tel: (804) 225-2600; Fax: (804) 225-2604
Website: www.schev.edu
Email: PPE@schev.edu

Transnational Association of Christian Colleges and Schools (TRACS)
15935 Forest Road
Forest, VA 24551
Tel: (434) 525-9539
Website: www.tracs.org
Email: info@tracs.org

Association of Theological Schools in Canada and USA (ATS)
10 Summit Park Drive
Pittsburgh, PA 15275-1110
Tel: (412) 788-6505; Fax: (412) 788-6510
Email: www.ats.edu

The Board of Commissioners of the International Accreditation Council for Business Education (IACBE)
11374 Strang Line Road
Lenexa, KS 66215
Tel: (913) 631-3009; Fax: (913) 631-9154
Website: https://iacbe.org/
Email: iacbe@iacbe.org

Distance Education Student

If the student taking distance education under the aegis of the National Council for State Authorization Reciprocity Agreement (NC – SARA) finds that the problem, except for complaints about student grades or student conduct violations, has not been resolved, the complaint may be appealed, within two years of the incident about which the complaint is made, to the NC-SARA Virginia State Portal Entity (See the directory of SARA State Portal Entities at https://nc-sara.org/student-complaints). (SARA Manual 4.5)

NC- SARA Virginia State Portal Entity Contact
Darlene Derricott
Director of Academic Services
State Council of Higher Education for Virginia
101 N 14th St, 9th Floor
Richmond, VA 23219
Tel: (804) 225-2621
darlenederricott@schev.edu
State SARA Website

The student will not be subject to unfair actions because of initiating a complaint to SCHEV, TRACS, ATS, or IACBE or NC-SARA.

Appeals Process Relating to Financial Matters *(Fees, Charges, Refunds, etc.):*

First Appeal

The first appeal must be filed within 45 days of the event. The appeal must be in written form addressed to the Dean of Students. It must address the reason and basis for filing. The Dean will consult with staff, including the Registrar and the related school directors.

The Dean will then prepare a written response to the appeal. If the response is negative, the reason for the negative decision will be clearly stated.

Final Appeal

This appeal may be made to the President of WUV. Such an appeal must be in writing and filed within 30 days from the date of the response of the Dean of Students.

Counseling Services

Counseling services are offered at the WUV through Washington Multicultural Counseling Center (WMCC) for students and their family members, as well as the community at large. WMCC is housed within the counseling department of WUV. The center is a state of art clinical facility dedicated to quality counseling education and training and seeks to address the whole person's aspects - physical, psychological, social and spiritual. All counseling services are provided by our graduate level counselors and their licensed clinical supervisors. The counselors are from diverse language and cultural background including Turkey, Nepal, Peru, Brazil, and South Africa. They serve with the highest cultural competency and many of them are adult learners who serve already as leaders in their respective communities. As part of their education at WUV, the students seek to broaden their experience through internship/externship and volunteer work. Students who want to receive counseling service can contact the Center by calling 703-333-5904 (Ext. 300), or emailing wmccounselors@wuv.edu.

Library and Instructional Resources Center

The library supports the institutional mission and is a vital part of the educational program at WUV. It contains a home and qualified venue for bilingual research in both Korean and English written material. Our collection assists in the educational goals of the WUV curriculum.

The library serves a variety of academic disciplines in the humanities and social services, especially concentrating on theology, Bible commentary, church ministries, multi-cultural immigrant related resources, small business and conflict transformation, English as a Second Language materials, and recently computer science. The collection of the library numbers over 36,000 items including books, journals, videos, tapes, DVDs, and sound recordings. The main collection is in open stacks and arranged according to the Dewey Decimal Classification System. We also have recently obtained the services of three databases including EBSCO Business Source Elite, ProQuest Religion, and DBPia, which is a comprehensive database for those who need access to Korean resources. Our collection provides our students, faculty, and staff free access to resources that reflect depth and diversity of opinions that provide knowledge of the disciplines associated with the WUV class offerings and with developing lifelong interests and skills.

Commuter Resources

Student Parking

Students are to park their vehicles in unrestricted spaces in the campus parking lot. They are not to park their vehicles in the spaces designated for the disabled, short-term loading, or visitors.

Food Services

The WUV staff/student lounge is equipped with an electric oven, microwave oven, refrigerator, and vending machine. Restaurants and fast-food establishments are within easy walking distance from campus.

ACADEMIC PROGRAMS

COLLEGE OF ARTS AND SCIENCE

GENERAL EDUCATION

WUV's General Education curriculum consists of three mandatory core courses and nine elective courses. Elective courses are categorized into five areas and students are required to take at least ONE course from the Communication area and at least TWO courses from each of the rest four areas. Students are required to successfully complete a total of 36 credits to fulfill the General Education Requirement. The five areas are as follows: Communication, Humanities/Fine Arts, Natural Science/Mathematics, Behavioral/Social Science, and Critical Thinking.

Mission

To prepare a diverse body of students for becoming well-versed in a wide variety of academic and non-academic disciplines, better able and more willing to pursue significant questions of the academic disciplines, seek appropriate solutions to complex problems, make sound critical judgments, and formulate rational analysis and assessment, thus ready for further academic challenge.

Objectives

Students who successfully complete General Education curriculum will have:

1. Communication skills in reading, listening, writing, and speaking.
2. Understanding and appreciation of history, fine art, and music to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred.
3. Understanding of and sensitivity to the social, political, and economic frameworks of society and human activities within them.
4. Knowledge of the natural world including the ways it works and the role of science in exploring it for better understanding.
5. Knowledge of methods and techniques for analytic and logical research, evaluation, and problem solving.

General Education Requirements

General Education Requirements		**9 Credits**
All undergraduate students are required to take these three courses in English and Math		
ENG 101	College English I	
ENG 201	College English II	
MAT 101	College Math	

Communication	**3 Credits**

Courses in this area deal with written and oral communications. They will improve student abilities to read, write, speak, and listen with clarity, precision, and depth of understanding. This area also includes speech focused courses which enhance students' abilities to express their ideas in more lucid and effective ways in public presentation.

ENG 103	English: Speech Clinic
ENG 210	Analytical Reading & Writing
ENG 301	College English III
LAN 311	Spanish I: Basic
LAN 312	Spanish II: Intermediate
LAN 321	Chinese I: Basic
LAN 322	Chinese II: Intermediate
LAN 331	Korean I: Basic
LAN 332	Korean II: Intermediate
SPH 101	Public Speech
SPH 300	Great Speeches

Humanities / Fine Arts — 6 Credits

Academic study of the humanities involves the study of recorded human experiences and the major forms of such records: philosophical, historical, artistic, and literary. Students can harness specialized knowledge and personal experiences of humanity. As one facet of human experience, the arts represent a fusion of the emotional, spiritual, and intellectual realities of the human condition. Study of the arts leads to heightened aesthetic awareness and deepens cultural understanding.

ARH 101	Art Appreciation
MUS 101	Music Appreciation
ARH 201	Art History
MUS 201	Music History and Literature
ARH 301	Modern and Contemporary Art and Culture
GOV 202	American Government
HIS 101	History of World Civilization
HIS 102	History of the United States
LIT 101	Introduction to Literature
LIT 301	The Bible as Literature
LIT 401	The Bible and the Koran
BAC 301	Christian Art and Culture

Natural Sciences / Math — 6 Credits

Courses in this area include the study of basic mathematics and scientific knowledge, as well as the role of applied science and technology as agents of change in society and the world. The courses focus on the description, prediction, and understanding of natural phenomena based on observational and empirical evidence. It also concentrates on knowledge and skills necessary for the appreciation and enhancement of a healthy lifestyle.

MAT 110	College Algebra
MAT 201	Calculus I
SCI 101	Introduction to Natural Science
SCI 201	Origin of Life
SCI 202	Chemistry
SCI 203	Introduction to Biological Science
SCI 210	Introduction to Nutrition Science
SCI 212	Physics
SCI 215	Introduction to Public Health
BIB 301	Creation and Evolution

Behavioral / Social Sciences — 6 Credits

Each course in the social sciences develops an appreciation of the processes of social interaction and emphasizes the analytic frameworks and techniques social scientists use to explain the causes and patterns of individual and institutional behavior. A scholarly or scientific discipline that deals with such study includes sociology, psychology, education, economics, political science, and social work.

ECO 101	Introduction to Economics
EDU 101	Introduction to Education
JRN 311	Introduction to Multimedia Journalism
POL 101	Introduction to Political Science
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
SOC 302	Contemporary Social Issues
SOC 311	Human Behavior and Social Environment
SWK 101	Introduction to Social Work
LAW 101	Introduction to Law

Critical Thinking — 6 Credits

Critical thinking, also called critical analysis, is clear, rational thinking involving critique. During the process of critical thinking, ideas should be reasoned and well developed. The National Council for Excellence in Critical Thinking defines critical thinking as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

PHI 101	Introduction to Philosophy
PHI 201	Contemporary Moral Issues
PHI 202	Logic and Reasoning
PHI 203	Introduction to Ethics
PHI 301	Science and Religion
SOC 411	Survey of Popular Culture
PHI 401	Life and Death: An Ultimate Concern

Total 36 Credit Hours

BACHELOR OF ARTS IN BIBLICAL STUDIES (B.A.B.)

The Bachelor of Arts in Biblical Studies program provides students with an academic and ministerial foundation focused on biblical studies and the training necessary for graduate programs, such as M.C.C. or M.Div. The course content is built on biblical and theological truths which are then applied to varying subject matters, skills, principles, and practices of a professional discipline.

Mission

To provide a diverse body of students with necessary exposure to the study of the Bible as the Word of God and to equip them with biblical values and perspectives, so that they can prepare themselves for further academic pursuit and are able to live them out in their lives whether they pursue seminary or practice lay ministry after graduation.

Objectives

By the time of graduation, the program will be able:

1. To increase and enhance students' knowledge of the Bible as the Word of God and its theology.
2. To enable students to apply biblical knowledge effectively to ministry and life.
3. To foster the understanding of Reformation Traditions of the Christian church.
4. To cultivate leadership for teaching the Bible in ministering local churches.
5. To nurture in students a desire to pursue a higher degree in theological, pastoral, and missional ministries.

Graduation Requirements

1. B.A.B. students must complete a minimum of 120 credits: general education (36 credits), major requirements (54 credits), WUV Core courses (15 credits), and electives (15 credits).
2. B.A.B. students must maintain a cumulative grade point average of C (2.0).
3. Students must pass the graduation exams: Bible test and essay exams.
4. Students fulfill the community service in order to learn ministry formation.

Degree Requirements

LIL 101	Library Information Literacy	**0 credits**

General Education	**36 credits**
See the general education section for details.	
WUV Core Courses	**15 credits**
BNT 101 New Testament Survey	

THL 101	Biblical Doctrine I
BOT 101	Old Testament Survey
FDS 101	Introduction to Christian Faith
FDS 102	Worldview

Major Requirements	**54 credits**
BIB 201	Bible Study Methods
BIB 351	Great Figures of the Bible
BNT 206	Pauline Epistles
BNT 209	Gospels and Acts
BNT 211	Life of Jesus
BOT 151	History and Geography of Israel
BOT 201	Pentateuch
BOT 205	Prophetic Books
CNS 101	Introduction to Christian Counseling
CNS 222	Individual Counseling
CNS 323	Group Counseling
CNS 401	Marriage and Family System
EDU 411	Introduction to Christian Education
ETH 301	Christian Ethics
FDS 201	Spiritual Formation
HIS 301	History of the Christian Church
MSS 101	Introduction to Christian Mission
THL 102	Biblical Doctrine II

Electives	**15 credits**
Any bachelor's courses	

Total 120 Credit Hours

BACHELOR OF SCIENCE IN FAMILY STUDIES (B.S.F.)

The Bachelor of Science in Family Studies Online program is designed to prepare students for educational, family, and counseling-related ministries by equipping them with the knowledge, skills, and Christian worldview needed to serve individuals, families, and communities in diverse cultural settings. The program addresses critical issues affecting family life, human development, relationships, and community well-being within both educational and ministry contexts. The B.S.F. Online Program is offered in a 100% online format, providing students with the flexibility to pursue their education regardless of geographic location. Courses are delivered in an accelerated 8-week format, with eight (8) start dates each year, allowing students to begin their studies without extended waiting periods. Coursework is completed through a structured weekly schedule that promotes consistent engagement, academic progress, and meaningful interaction with faculty and fellow students. The program incorporates rigorous learning assessments to ensure that students achieve the intended course learning outcomes and develop the academic, professional, and spiritual competencies necessary for effective service in educational, family, counseling, and ministry settings. Online discussion forums, collaborative learning activities, and faculty mentoring foster critical thinking, effective communication, and the practical integration of biblical principles with professional practice.

Mission

To prepare undergraduate students whose interest is in counseling with basic introductory studies of counseling within biblical values and perspectives as well as larger academic disciplines provided by general education and biblical studies.

Objectives

Students who successfully complete the B.S.F. online curriculum will:

1. Demonstrate foundational knowledge of the Bible and evangelical Christian theology.
2. Demonstrate foundational knowledge of family studies, education, and counseling within Christian and multicultural contexts.
3. Apply essential teaching, communication, and counseling skills in online and local church ministry settings.
4. Integrate biblical principles with educational and counseling practices to serve individuals, families, churches, and communities effectively.
5. Demonstrate the academic preparation and foundational competencies necessary for advanced study in pastoral, counseling, missionary, or related graduate programs.

Graduation Requirements

1. B.S.F. Online students must satisfactorily complete a minimum of 120 credits: General Education (36 credits), major requirements (54 credits), WUV Core courses (15 credits), and electives (15 credits).
2. A cumulative grade point average of C (2.0) must be maintained.
3. Students must satisfactorily pass the graduation exams: Bible test and Essay test.
4. Students must fulfill the online community service requirements in order to learn ministry formation.

Degree Requirements

LIL 101	Library Information Literacy	**0 credits**

General Education		**36 credits**

See the general education section for details.

WUV Core Courses		**15 credits**
BNT 101	New Testament Survey	
BOT 101	Old Testament Survey	
FDS 101	Introduction to Christian Faith	
FDS 102	Worldview	
THL 101	Biblical Doctrine I	

Major Requirements		**54 credits**
BIB 201	Bible Study Methods	
BIB 351	Great Figures of the Bible	
BNT 211	Life of Jesus	
CNS 101	Introduction to Christian Counseling	
CNS 211	Counseling Theories	
CNS 222	Individual Counseling	
CNS 323	Group Counseling	
CNS 401	Marriage and Family System	
CNS 413	Family Counseling	
CNS 433	Mental Health	
BNT 209	Gospels and Acts	
EDU 201	Educational Foundations	
EDU 311	Educational Psychology	
EDU 411	Introduction to Christian Education	
ETH 301	Ethics	
HIS 301	History of the Christian Church	

MSS 101	Introduction to Christian Mission
PSY 311	Developmental Psychology: Personality Theories

Spiritual Formation Requirements	**0 credits**
SPF 101	Chapel Service
SPF 102	Chapel Service
SPF 201	Chapel Service
SPF 202	Chapel Service
SPF 301	Chapel Service
SPF 302	Chapel Service
SPF 401	Chapel Service
SPF 402	Chapel Service

Electives	**15 credits**
Any Bachelor's course.	

Total 120 Credit Hours

SCHOOL OF BUSINESS & TECHNOLOGY

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (B.B.A.)

Bachelor of Business Administration (B.B.A.) Online program is designed for professionals who want to further their knowledge and career potential in today's dynamic and competitive business climate.

Mission

Through instruction in accounting, finance, marketing, operations, and international business combined with biblical and theological disciplines to provide tools necessary for students to obtain the ability to understand business climate, start and run their own business with Christian values.

Objectives

Students who successfully complete the B.B.A. curriculum will:

1. Be able to demonstrate basic knowledge of the Bible and evangelical Christian theology.
2. Be able to distinguish the principal concepts, theories, and practices in the functional areas of business.
3. Be able to apply Biblical principles and concepts to business decisions.
4. Be able to apply business-related quantitative methods and tools to the formulation of management decisions.
5. Be able to construct different types of professional business communication.
6. Be able to work with diverse colleagues.
7. Be able to analyze organizational problems and challenges.

Program Description

BBA Online Program is 100% online program, with a fast-track course in 8-week duration per course with eight (8) start dates per year for students to enroll in short time without a long period of waiting for admission. The course works are scheduled sequentially on the weekly basis. The BBA Online Program conducts a rigorous course learning assessment to ensure students to complete all performance requirements for the course and to demonstrate mastery of the course concepts and course learning outcomes. The course discussion forum provides a mechanism for students to exchange information and ideas and demonstrate the student's level of critical thinking and communication skills to the faculty mentor.

Graduation Requirements

1. B.B.A. students must satisfactorily complete a minimum of 120 credits: General Education (36 credits), WUV Core courses (15 credits), major requirements (42 credits), and major electives (18 credits), and free electives (9 credits).
2. A cumulative grade point average of C (2.0) must be maintained.
3. Students must satisfactorily pass the graduation exams: Essay Test and Capstone course (Business Research).
4. Students fulfill the community service in order to learn ministry formation.

Degree Requirements

Degree Requirements

LIL 101	Library Information Literacy	**0 credits**

General Education		**36 credits**
See the general education section for details.		
WUV Core Courses		**15 credits**
BNT 101	New Testament Survey	
THL 101	Biblical Doctrine I	
BOT 101	Old Testament Survey	
FDS 101	Introduction to Christian Faith	
FDS 102	Worldview	
Major Requirements		**42 credits**
ACC 211	Principles of Accounting	
BUS 102	Principles of Management	
BUS 201	Business Statistics	
BUS 202	Organizational Behavior	
BUS 302	Financial Management (Pre: ACC 211)	
BUS 313	Legal Environment of Business	
BUS 316	Operations and Supply Chain Management	
BUS 322	Management Information Systems	
BUS 401	Human Resources Management	
BUS 402	Entrepreneurship / Venture Business	
BUS 411	Marketing	
BUS 480	Business Research	
ECO 201	Microeconomics	
ECO 202	Macroeconomics	
Concentration Requirements		**18 credits**

*18 credits may include courses alone or courses and practicum. / ** Can not be repeated

ACC 220	Financial Accounting (Pre: ACC 211)
BUS 203	Leadership
BUS 301	Principles of Investment
BUS 311	Business Law
BUS 422	Labor Relations
BUS 451	Christian Business Ethics / Vision
BUS 470	International Business
BUS 471	Introduction to Digital Marketing
BUS 472	Global Supply Chain Management
ECO 303	Managerial Economics
BUS 370	Co-operative Education Program Level 1
BUS 371	Co-operative Education Program Level 2
MIT 301	Database Concept
Practicum	(1 credit hour)
BUS 372	Marketing Field Practicum**
BUS 373	Management Field Practicum**
BUS 374	Human Resource Management Field Practicum**
BUS 375	Accounting and Finance Field Management**

Information Technology Concentration Requirements	**18 credits**

*18 credits may include courses alone or courses and practicum. / ** Can not be repeated

MIT 104	Fundamentals of Web Programming (BCS 104)
MIT 105	Introduction to Data Science (BCS 105)
MIT 302	Data Structures and Algorithm Analysis (BCS 202)
MIT 303	Fundamentals of Programming Languages (BCS 102)
MIT 304	Data Communications and Networking (BCS 303)
MIT 306	Object Oriented Programming (BCS 204)
MIT 307	Cyber Securities (BCS 420)
MIT 311	Software Development (BCS 311)
MIT 315	Applied Machine Learning (BCS 315)

MIT 350	Mobile Application Development (BCS 350)
MIT 415	Big Data on Amazon Web Services (BCS 415)
MIT 421	Computer Forensics (BCS 421)
MIT 422	Security Automation with Python (BCS 422)
MIT 439	Big Data Analytics in Business (BCS 439)
MIT 440	Natural Language Processing (BCS 440)
MIT 441	Deep Learning (BCS 441)
BUS 370	Co-operative Education Program Level 1
BUS 371	Co-operative Education Program Level 2
Practicum	(1 credit hour)
BUS 372	Marketing Field Practicum**
BUS 373	Management Field Practicum**
BUS 374	Human Resource Management Field Practicum**
BUS 375	Accounting and Finance Filed Management**
BUS 376	Information Technology Field Practicum**
Ministry Formation Requirements	**0 credits**
CHS101	Community Service Freshman
CHS102	Community Service Freshman
CHS201	Community Service Sophomore
CHS202	Community Service Sophomore
CHS301	Community Service Junior
CHS302	Community Service Junior
CHS401	Community Service Senior
Electives	**9 credits**
Electives are any courses beyond major subjects that can be taken to broaden the knowledge horizon.	
	Total 120 Credit Hours

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

The Master of Business Administration Online program is a 100% self-paced study online program. Each coursework completes in eight weeks in the fashion of one course at a time while multiple courses are available for selection. It is designed for the professionals who want to further their knowledge and career potential in today′s dynamic and competitive business climate. New admission to the program is possible at every 8 weeks course cycle, which allows six times to join in the program a year.

Mission

To provide students with higher level of training for business management and entrepreneurial strategies combined with theological disciplines for students to obtain the top management ability to analyze the global business environment and execute suitable management strategies.

Objectives

Students who successfully complete the M.B.A. curriculum will:

1. Be able to interpret the principal concepts, theories, and practices in the functional areas of business.
2. Be able to recommend alternative business decisions supported by Biblical principles and concepts.
3. Be able to demonstrate the capacity to manage organizational problems and issues from a multidisciplinary perspective.
4. Be able to identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
5. Be able to demonstrate well-developed leadership, and teamwork skills for the effective implementation of organizational policy.
6. Be able to create coherent forms of both narrative and persuasive types of communication to diverse professional audiences.

Admission Prerequisites (6 credits)

To be admitted to the MBA Online program, the candidate's transcripts must show undergraduate level coursework (or equivalent) covering the following. Otherwise, students must complete the following courses within the first year of MBA program.

1. ECO 201 Microeconomics
2. ECO 202 Macroeconomics

Graduation Requirements

1. M.B.A. Online students must satisfactorily complete a minimum of 36 credits from the course provision.
2. A cumulative grade point average of 2.5 must be maintained.
3. M.B.A. Online students must satisfactorily pass the graduation exams.

Degree Requirements

Major Requirements		**36 credits**
ACC 502	Financial Accounting	
BUS 501	Organizational Behavior	
BUS 502	Human Resource Management	
BUS 503	Financial Management (Pre: ACC502)	
BUS 504	Operations and Supply Management	
BUS 505	Marketing Management	
BUS 506	Management Information Systems	
BUS 507	Strategic Management	
BUS 600	Managerial Statistics	
BUS 700	Business Research	
BUS 702	Business Law and Ethics	
BUS 704	International Business	
		Total 36 Credit Hours

DOCTOR OF BUSINESS ADMINISTRATION (D.B.A.)

The Doctor of Business Administration Online program is a 100% self-paced study online program. Each coursework completes in eight weeks in the fashion of one course at a time while multiple courses are available for selection. It is designed for the professionals who want to further their knowledge and career potential in today's dynamic and competitive business climate. New admission to the program is possible at every 8 weeks course cycle, which allows six times to join in the program a year.

Objectives

Doctor of Business Administration (D.B.A.) Online program will be a professional doctorate that emphasizes the application of theory to actual business issues. The D.B.A. Online program will help candidates develop proficiency in business administration by improving their methodological and analytical skills. It will provide an opportunity for working professionals to advance their careers with a doctoral degree while still working in their field, including the areas of consulting or teaching.

Degree Requirements

Management Courses		**33 credits**
BUS 810	Organization Theory and Design	
BUS 820	Leadership and Business Ethics	
BUS 830	Consumer Behavior Analysis	
BUS 840	Financial Management	
BUS 850	Statistics and Quantitative Analysis	
BUS 860	Global Business Management	
BUS 870	Information System Management and Strategy	
BUS 880	Business Analytics	
BUS 890	Operation and Supply Chain Management	
BUS 900	Financial Statement Analysis	
BUS 910	Business Research Method	
Comprehensive Exam		**1 credit**
BUS 940	Comprehensive Exam	
Dissertation		**14 credits**
3 credits per doctoral project class except BUS 954 (2 credits)		
BUS 950	Doctoral Project I	

BUS 951	Doctoral Project II
BUS 952	Doctoral Project III
BUS 953	Doctoral Project IV
BUS 954	Doctoral Project V

Total 48 credits

NEAL T. JONES SEMINARY

MASTER OF DIVINITY (M.Div.)

The Master of Divinity Online program is for training and fostering qualified Christian ministers, pastors, missionaries, and Bible teachers to proclaim, spread, and teach biblical truth. The MDiv. online program is a 100% online program, with a fast-track course of 8-week duration per course with eight (8) start dates per year for students to enroll in a short time without a long period of waiting for admission. The course work is scheduled sequentially on a weekly basis. The program conducts a rigorous course learning assessment to ensure students to complete all performance requirements for the course and to demonstrate mastery of the course concepts and course learning outcomes. The course discussion forum provides a mechanism for students to exchange information and ideas and demonstrate the student's level of critical thinking and communication skills to the faculty mentor. The Master of Divinity Online program offers three Concentrations, as well as a General Studies with no specific Concentration. The Concentrations are Pastoral Ministry, and Christian Counseling. For the General Studies track, students may complete any four courses (12 credits) from the two Concentrations.

Mission

To develop Christian workers solidly rooted in Scripture, equipped with personal integrity, possession a keen sense of surrounding milieus, and having the capacity to guide the churches to be the leaders of the larger communities.

Seminary Objectives

The M.Div. program will provide education, resources, and guidance:

1. To help its students to be deeply rooted in and understand their religious heritage so that they may have firm foundation as Christian workers. (Religious Heritage)
2. To nurture them to achieve spiritual maturity and personal formation as pastors, counselors, or educators. (Spiritual Formation)
3. To assist them to be keenly aware of the cultural and global contexts they must work as Christian workers. (Cultural Contexts)
4. To enable them to develop the capacity to be leaders of ecclesial or public domain they are called to serve. (Leadership)

Graduation Requirements

1. Students must satisfactorily complete a minimum of 75 credits including 63 credits of MDiv. Common Requirement courses (consisting of 12 credits of Scripture and Interpretation requirements, 15 credits of Theology and Tradition requirements, 15 credits of Church and Community requirements, 15 credits of Spiritual Formation requirements, and 6 credits of Mentored Ministry) and 12 credits of Concentration courses.
2. A cumulative grade point average of 2.5 must be maintained.
3. Students must satisfactorily pass graduation exams: Bible test and essay test.

Degree Requirements

LIL 500	Library Information Literacy	**0 credits**
BTEE600	Biblical Theology Entrance Exam	**0 credits**
BTGE600	Biblical Theology Graduation Exam	**0 credits**
GEE600	Graduation Exam	**0 credits**

Major Requirements		**63 credits**
Scripture and Interpretation		**12 credits**
BNT 511	Survey of the New Testament	
BNT 611	Interpretation of the New Testament (or BNT 751 New Testament Theology)	
BOT 511	Survey of the Old Testament	
BOT 611	Interpretation of the Old Testament (or BOT 751 Old Testament Theology)	
Theology and Tradition		**15 credits**
THL 501	Systematic Theology I	
THL 502	Systematic Theology II	
HIS 501	Church History 1	
HIS 502	Church History 2	
THL 741	Christian Apologetics	
Church and Community		**15 credits**
CHM 511	Foundation for Church Ministry	
CHM 613	Christian Leadership	
MSS 501	Introduction to Missions	
MSS 701	Christian Worldview and Vocation	
SOC 602	Contemporary Cultural Contexts	
Spiritual Formation		**15 credits**
CHM 501	Foundation for Christian Ministry	
CNS 501	Introduction to Christian Counseling	
CNS 714	Marriage and Family Counseling	

ETH 501	Christian Ethics	
PMN 501	Pastoral Spiritual Formation	
PMN 502	Introduction to Christian Spiritual Formation	
PMN 504	Christian Spiritual Formation in the Reformed Tradition	
Mentored Ministry		**6 credits**
PMN 511	Mentored Ministry Practicum: Evangelism	
PMN 512	Mentored Ministry Practicum: Church Education	
PMN 513	Mentored Ministry Practicum: Pastoral Care	
PMN 514	Mentored Ministry Practicum: Preaching	
PMN 515	Mentored Ministry Practicum: Church/Ministry Administration	
PMN 516	Mentored Ministry Practicum: Church Liturgy/Worship	
Concentration: Pastoral Ministry		**12 credits**
EDU 501	Introduction to Christian	
NTL 501	Biblical Greek	
OTL 501	Biblical Hebrew	
PMN 601	Preaching I	
Concentration: Christian Counseling		**12 credits**
CNS 511	Counseling Theory	
CNS 711	Group Counseling	
CNS 744	Psychology and Theology (Faith and Counseling)	
CNS 763	Ethics of Counseling	
Electives		**12 credits**
Choose four courses from the two Concentrations.		
		Total 75 Credit Hours

MASTER OF CHRISTIAN COUNSELING (M.C.C.)

The Master of Christian Counseling Online program designed for the future counselors who want to prepare their knowledge and career potential in today's mental health ministry field. The M.C.C. Online Program is a 100% online program, with a fast-track course of 8-week duration per course with eight (8) start dates per year for students to enroll in a short time without a long period of waiting for admission. The coursework is scheduled sequentially on a weekly basis. The M.C.C. Online Program conducts a rigorous course learning assessment to ensure students to complete all performance requirements for the course and to demonstrate mastery of the course concepts and course learning outcomes. The course discussion forum provides a mechanism for students to exchange information and ideas and demonstrate the student's level of critical thinking and communication skills to the faculty mentor.

Mission

To prepare, train, and foster a diverse body of students to become competent Christian and professional counselors with ethical principles to provide high quality and effective counseling services necessary to diverse constituents.

Objectives

The M.C.C. online program will provide education, resources, and guidance:

1. To help its students to be deeply rooted in and understand their religious heritage so that they may have firm foundation as Christian workers (Religious Heritage).
2. To nurture them to achieve spiritual maturity and personal formation as Christian counselors to serve local churches (Spiritual Formation).
3. To aid them to be well-informed about and have insight into the cultural and global contexts into which they are sent as Christian workers (Cultural Contexts).
4. To equip them with capacity and competency to be leaders of ecclesial or public domain for which are called to serve (Leadership).

Graduation Requirements

1. MCC Online students have satisfactorily completed a minimum of 60 credits.
2. A cumulative grade point average of 2.5 has been maintained.

Degree Requirements

LIL 500	Library Information Literacy	**0 credits**
BTEE600	Biblical Theology Entrance Exam	**0 credits**
BTGE600	Biblical Theology Graduation Exam	**0 credits**
GEE600	Graduation Exam	**0 credits**

Biblical and Theological Studies Requirement		12 credits
BIB 501	Survey of the Bible	
BNT 511	Survey of the New Testament	
BOT 511	Survey of the Old Testament	
CHM 511	Foundation for Church Ministry	
CHM 613	Christian Leadership	
HIS 501	Church History I	
THL 501	Systematic Theology 1	
THL 741	Christian Apologetics	
Major Requirements		**45 credits**
CNS 501	Introduction to Christian Counseling	
CNS 511	Counseling Theory	
CNS 701	Marriage and Family System	
CNS 711	Group Counseling	
CNS 716	Multi-cultural Counseling	
CNS 718	Career Development and Counseling	
CNS 725	Counseling and Psychotherapy Techniques	
CNS 735	Addiction and Recovery	
CNS 763	Ethics of Counseling	
CNS 765	Psychological Appraisal & Diagnostic Procedures	
CNS 785	Research and Program Evaluation	
CNS 787	Counseling Internship 1	
CNS 788	Counseling Internship 2	
PSY 523	Human Growth and Development	
PSY 721	Psychopathology and Counseling	
Electives		**3 credits**
CNS 505	Biblical Counseling	
CNS 506	Christian Spiritual Formation in Counseling	
CNS 509	Spiritual Formation for Helping Professionals	

CNS 631	Counseling Children
CNS 641	Individual Counseling
CNS 642	Inner Healing
CNS 714	Marriage and Family Counseling
CNS 721	Conflict Transformation
CNS 734	Crisis Counseling
CNS 744	Psychology and Theology (Faith and Counseling)
CNS 755	Counseling and Sexuality
CNS 761	Self-Appraisal
CNS 791	Behavioral Health Interpreting

Total 60 Credit Hours

MASTER OF PASTORAL COUNSELING (M.P.C.)

The 36-credit Master of Pastoral Counseling (MPC) Online Program provides foundational training in pastoral counseling for individuals pursuing service-oriented roles in churches, faith-based organizations, educational settings, and community ministries. The curriculum introduces essential counseling theories, helping skills, and pastoral care practices while emphasizing the integration of Christian faith, biblical understanding, and relational support. Delivered in a fully online format, the program engages students through structured coursework, interactive discussions, case studies, and reflective assignments designed to promote practical application in ministry and helping contexts. Faculty mentors provide guidance and feedback to support students' development as compassionate listeners, effective caregivers, and ethical Christian helpers who can offer meaningful support to individuals facing personal, relational, and spiritual challenges.

Mission

To prepare, train, and support a diverse body of students to become ethically grounded pastoral counselors and Christian helpers who can thoughtfully integrate biblical principles and counseling skills in ministry, church, educational, and community-based settings, serving individuals, families, and communities with compassion, responsibility, and Christian integrity.

Objectives

The M.P.C. online program will provide education, resources, and guidance:

1. To help students develop a solid biblical and theological foundation for providing pastoral care and Christian helping within churches, ministries, and faith-based organizations.
2. To nurture students to become compassionate, ethically responsible, and spiritually sensitive pastoral counselors and Christian helpers who demonstrate Christ-like character in ministry.
3. To equip students with the knowledge and practical helping skills necessary to provide emotional, relational, and spiritual support to individuals and families facing life challenges.
4. To prepare students to serve effectively in churches, ministries, faith-based organizations, and community settings by promoting personal growth, resilience, and spiritual well-being through pastoral counseling and Christian caregiving.

Graduation Requirements

1. Students must satisfactorily complete a minimum of 36 credit hours of approved coursework.
2. Students must complete the Library Information Literacy (LIL 500) course during the first semester of enrollment.
3. A minimum cumulative GPA of 2.5 must be maintained throughout the program.
4. All financial and academic obligations to the university must be met before graduation

Degree Requirements

LIL 500	Library Information Literacy	**0 credits**

Major Requirements	
CNS 501	Introduction to Christian Counseling
CNS 511	Counseling Theory
CNS 711	Group Counseling
CNS 714	Marriage and Family Counseling
CNS 718	Career Development and Counseling
CNS 725	Counseling and Psychotherapy Techniques
CNS 734	Crisis Counseling
CNS 735	Addiction and Recovery
CNS 744	Psychology and Theology (Faith and Counseling)
CNS 765	Psychological Appraisal & Diagnostic Procedure
PSY 523	Human Growth and Development
PSY 721	Psychopathology and Counseling
	Total 36 Credit Hours

MASTER OF ARTS IN SPIRITUAL FORMATION AND EDUCATIONAL LEADERSHIP (MA-S.F.E.L.)

Mission

The mission of the Master of Arts in Spiritual Formation and Educational Leadership (MA-SFEL) program is to prepare spiritually mature, academically grounded, and professionally competent Christian educational leaders who integrate biblical and theological foundations, spiritual formation, educational leadership, curriculum and instruction, and professional practice to serve effectively in Christian schools, alternative educational settings, faith-based organizations, and other educational communities.

Objectives

The MA-SFEL program seeks to:

1. **Biblical and Theological Foundations**: Develop a sound biblical and theological foundation that enables students to understand education, leadership, human dignity, vocation, and service from a Christian worldview.
2. **Spiritual Formation**: Cultivate spiritual maturity, Christian character, discernment, and personal formation necessary for responsible Christian educational leadership.
3. **Educational Leadership**: Develop foundational competencies in educational leadership, organizational development, school administration, policy, and collaborative decision-making.
4. **Curriculum and Instruction**: Equip students to understand, develop, implement, and evaluate curriculum and instructional practices appropriate to Christian and alternative educational environments.
5. **Professional and Teacher Development**: Prepare students to support teacher development, educational improvement, mentoring, collaboration, and effective professional practice within schools and learning communities.
6. **Research and Reflective Practice**: Develop the ability to investigate educational issues systematically and apply research, evidence, and reflective inquiry to improve educational practice and policy.
7. **Specialized Professional Preparation**: Provide focused preparation in approved areas of advanced professional study through specialized coursework, supervised field experience, and research or capstone work.

Program Description

The Master of Arts in Spiritual Formation and Educational Leadership (MA-SFEL) Online Program is a 36-credit graduate program designed to prepare Christian educational leaders for service in Christian schools, alternative schools, faith-based educational organizations, churches, nonprofit organizations, and other educational communities. The program integrates biblical and theological foundations, Christian spiritual formation, educational leadership, curriculum and instruction, organizational development, educational research, and professional practice. It is based on the conviction that effective Christian educational leadership requires both professional competence and the spiritual and ethical formation of the leader.

Students complete a common graduate core that provides preparation in Christian worldview, spiritual formation, educational leadership, curriculum, and research. They then pursue an approved area of Advanced Professional Studies that allows them to develop focused expertise related to their vocational and professional goals. A distinctive feature of the program is the opportunity to integrate advanced professional study with supervised field experience and applied educational research. Students may investigate problems of educational policy, curriculum, school improvement, teacher development, or other issues arising from actual educational settings.

Program Purpose

The purpose of the MA-SFEL program is to prepare Christian educational leaders who are capable of leading schools, developing educators, strengthening curriculum and instruction, addressing educational problems, and contributing responsibly to the development of Christian and alternative educational communities. The program seeks to bridge Christian faith and educational professionalism by combining biblical and theological study, spiritual formation, educational leadership, academic research, and field-based professional experience.

Graduation Requirements

- Minimum 36 credits beyond master's degree
- Minimum GPA 2.5
- Completion of a Capstone Project, Internship, or Thesis as the culminating experience, demonstrating an integrative understanding of spiritual formation and educational leadership
- Institutional clearance (financial, academic, library, etc.)

Degree Requirements

The 36-credit M.A. in Spiritual Formation and Educational Leadership program is structured in the following sections:

LIL 500	Library Information Literacy	**0 credits**
BTEE600	Biblical Theology Entrance Exam	**0 credits**
BTGE600	Biblical Theology Graduation Exam	**0 credits**
GEE600	Graduation Exam	**0 credits**

Biblical & Christian Formation		**9 credits**
BTF 521	Biblical Foundations for Spirituality	
BTF 522	Systematic Theology and Spirituality	
SFL 501	Spiritual Formation and Development	

Educational Leadership & Professional Studies		**12 credits**
Students select courses from the options listed below. Depending on the student's selected specialization, certain courses within this area may be required to fulfill the requirements of that specialization.		
CSL 511	Counseling Theories	
CSL 512	Advanced Psychopathology	
CSL 531	Existential Analysis and Logotherapy	
EDU 560	Human Development Theory and Faith Education	
EDU 605	Foundations of Educational Leadership	
EDU 606	Curriculum Design and Evaluation	
EDU 607	Christian School Leadership and Organizational Development	
Advanced Professional Specialization		
Students may choose one of the following three specializations: Spiritual Intelligence or Alternative & Christian Education or Logotherapy		
Advanced Professional Specialization - Spiritual Intelligence (SQ)		**9 credits**
ELE 676	SI Career Coaching in the AI Era	
PTM 639	Global SQ Expert Training and Application	
SFL 518	Innovative Strategies for SQ-Based Leadership	
Advanced Professional Specialization - Alternative & Christian Education		**9 credits**
EDU 761	Alternative Education Policy and School Development	
EDU 762	Alternative Curriculum Development and Evaluation	
EDU 763	Advanced Practicum in Alternative and Christian Education	
Advanced Professional Specialization - Logotherapy		**9 credits**
CSL 571	Philosophical Counseling	
CSL 591	Psychological Assessment and Diagnosis	
CSL 592	Counselor Education and Supervision Practicum	
Capstone		**6 credits**
CAP 701	Capstone I: Research and Project Development	
CAP 702	Capstone II: Applied Research and Final Project	
		Total 36 credits

DOCTOR OF MINISTRY (D.Min.)

The Doctor of Ministry Degree Online Program is designed to provide the highest professional education in various areas of ministry for the students who are successfully engaged in ministry.

Mission

To promote students' professional competence in theological reflection and practical ministry skills, and to help students develop spiritual and local church leadership.

Objectives

Each graduate of the D.Min. Degree Online Program will be able to:

1. Objectively evaluate the ministry in which the student has been involved.
2. Analyze and understand problems that have hindered the ministry from spiritual maturation.
3. Share these struggles with fellow pastors, see how they cope with these difficulties, and learn from each other about how to deal with them.
4. Formulate diverse strategies to overcome these obstacles and discover which strategy may best work for the individual church.
5. Create a project which one can implement to achieve the devised strategy.
6. Report the outcome of its implementation so that fellow pastors may benefit from it.

Program Description

The D.Min. Degree Online Program is a 100% online program, with a fast-track course of 8-week duration per course with eight (8) start dates per year for students to enroll in a short time without a long period of waiting for admission. The course work is scheduled sequentially on a weekly basis. The program conducts a rigorous course learning assessment to ensure students to complete all performance requirements for the course and to demonstrate mastery of the course concepts and course learning outcomes. The course discussion forum provides a mechanism for students to exchange information and ideas and demonstrate the student's level of critical thinking and communication skills to the faculty mentor.

Graduation Requirement

To complete the D.Min. program, candidates must satisfy two basic elements: Course work and Project or Thesis. Here the "Project" refers to a particular casework carried out in tandem with the candidates' ministry. The final product of the project will take the shape of a well-researched report. The "Thesis" indicates a written work that proves a candidate' theological assertion or view on certain aspects of ministry by means of practical examples. The degree shall be completed within a minimum of three years to maximum six years. Students whose programs continue into a fourth year will be charged a continuation fee for that year and any additional approved years. To earn the D.Min. degree, students must successfully complete 36 credit hours in total, that consist of 30 hours of coursework and 6 hours of project/thesis writing.

Degree Requirements

Thirty (30) credits of seminars, 0 credits of Research Methods, and six (6) credits of project/thesis. Each seminar consists of three (3) credit hours, with only one exception of Research Methods of 0 credit hour. If deemed necessary, new areas or seminars may be added.

RS 801 Research Methods	**0 credits**

Core Courses	**12 credits**
BIB 852	Analysis of Preaching in the Bible
CNS 801	Pastoral Psychotherapy
THL 821	Divine Scattering and Gathering: Diaspora Theology
THL 851	Advanced Systematic Theology in Ministry

Electives	(*: Priority Elective Courses)	**18 credits**
*BIB 851	Advanced Biblical Interpretation and Preaching	
*BIB 823	Jesus' Resurrection: A Starting Point of Biblical Theology	
*BIB 831	Biblical Analysis and Evaluation of Churches in the New Testament	
BIB 853	Biblical Interpretation that Transforms Preaching	
BIB 854	Advanced Biblical Preaching in the Gospel of Luke	
BIB 855	Preaching from the Romans	
BIB 856	Relational Preaching from the Corinthian Correspondence	
BIB 861	Advanced Exegesis of the Bible	
BIB 862	Preaching from the Theological Conflicts of the Apostolic Church	
BIB 866	Points of Preaching from the Gospels	
BIB 869	Points of Preaching from the Revelation	
CHM 851	Modern Leadership and Pastoral Leadership	
CHM 871	Multi-cultural Church Ministry	
*CNS 810	Counselor Spirituality and Identity	
*CNS 821	Advanced Pastoral Counseling	
*CNS 825	Advanced Marriage and Family Therapy	
CNS 826	Pastoral Family Counseling	
CNS 832	Pastoral Marriage Counseling	
CNS 848	Crisis Ministry and Clergy Self-Care	
EDU 820	Christian Education and Educational Ministry	

ETH 851	Current Ethical Issues	
*THL 870	Theology of Ministry for the Korean Congregations	
RS 921	Project/ Thesis Writing	**6 credits**

Total 36 Credit Hours

DOCTOR OF CLINICAL PASTORAL COUNSELING (D.C.P.C.)

The purpose of the D.C.P.C. Online program is to advance clinically competent and spiritually mature leadership in the field of Christian Counseling by equipping students with advanced knowledge and skills that integrate counseling discipline with sound Christian doctrine. The program seeks to raise leadership and scholarship among Christian counselors so that students may be prepared to serve in churches and other faith-based organizations, as well as in secular places and practices to make meaningful community and global contributions. D.C.P.C. Online Program is a 100% online program, with a fast-track course of 8-week duration per course with eight (8) start dates per year for students to enroll in a short time without a long period of waiting for admission. The coursework is scheduled sequentially on a weekly basis. The D.C.P.C. Online Program conducts a rigorous course learning assessment to ensure students to complete all performance requirements for the course and to demonstrate mastery of the course concepts and course learning outcomes. The course discussion forum provides a mechanism for students to exchange information and ideas and demonstrate the student's level of critical thinking and communication skills to the faculty mentor.

Mission

To educate and equip a diverse student body with the most advanced level of psychotherapy/counseling knowledge and skills grounded in ethical principles to reach people effectively to bring healing and restoration to them.

Objectives

Each graduate of the D.C.P.C. online program will be able to:

1. Model and interpret a series of methods of evaluating and comparing secular theories of psychotherapy from an evangelistic standpoint; synthesizing and applying a wide array of counseling theories from an integrated Christian Worldview.
2. Assess, diagnose, and treat clients in a broad range of age, gender, and race; treat mental disorders using multiple appropriate, biblically established counseling theories and techniques.
3. Demonstrate a counseling process that is Bible-based, God-honoring, Christ-centered, and Spirit-powered, separate from a secular psychotherapy.
4. Incorporate ethical and legal standards from the counseling field to justify one's own observations of a client.
5. Evaluate children, adolescents, couples, and family clients to effectively determine treatments in accordance with a distinctly Christian worldview and established best practices.
6. Evaluate diverse populations within a systems context to effectively determine appropriate treatments.

Graduation Requirements

1. To complete the D.C.P.C. program, candidates must satisfy the following basic elements: 1) course work, 2) internship experience, and 3) dissertation.
2. All prerequisites (counseling 12 credits & theology 9 credits) should be done with a minimum grade of 2.5 GPA in a year of admission.
3. The degree shall be completed within a minimum of three years to maximum ten years.

4. The candidate must obtain a minimum of 3.0 GPA for each course to remain in the program.
5. Students whose programs continue after completing 42 credit hours, including 3 credit hours of a field internship, and are followed by a minimum of 6 credit hours in dissertation writing.

Degree Requirements

Prerequisites	**21 credits**

Applicants must have completed at least 21 graduate prerequisite credits in the following areas, including 12 graduate credits in counseling and 9 graduate credits in theology. Courses equivalent to those listed below may be accepted at the discretion of the program director.

Counseling	Counseling Theories
	Group Counseling
	Ethics of Counseling
	Psychology and Theology
Theology	Systematic Theology
	Introduction to New Testament
	Introduction to Old Testament

Major Requirements	**36 credits**
CNS 801	Pastoral Psychotherapy
CNS 806	Counseling Process and Techniques
CNS 810	Counselor Spirituality and Identity
CNS 825	Advanced Family Therapy
CNS 835	Applied Research I
CNS 850	Cognitive theory and Application
CNS 855	Attachment Based Treatment
CNS 860	Assessment and Treatment of Addictive Behaviors
CNS 865	Advanced Psychopathology and Treatment
CNS 875	Trauma and Crisis Counseling
CNS 877	Advanced Counseling Seminar
CNS 900	Internship in Counseling I

Dissertation Writing and Defense	**6 credits**
CNS 990	Dissertation Writing and Defense I

CNS 999	Dissertation Writing and Defense II
	Total 42 Credit Hours

DOCTOR OF EDUCATION (ED.D.)

Mission

The mission of the Doctor of Education (Ed.D.) program is to prepare scholar-practitioners who lead and strengthen educational organizations through advanced knowledge, ethical and transformational leadership, and research-informed practice. Grounded in a Christian worldview, the program equips educational leaders to foster human development, develop educators, cultivate effective learning communities, and address complex educational and organizational challenges. Through the integration of scholarship, professional practice, and applied research, graduates are prepared to lead meaningful and sustainable improvement in diverse educational and faith-based settings.

Objectives

The Doctor of Education (Ed.D.) program will provide advanced education, scholarly resources, and professional guidance:

1. **Christian Worldview and Ethical Leadership**: To develop a Christian worldview for educational leadership that enables students to integrate faith, ethical reasoning, and professional responsibility in addressing complex educational and organizational challenges.
2. **Human Development and Learning**: To deepen students' understanding of human development, learning, and educator growth so that they can cultivate environments that support the intellectual, professional, personal, and holistic development of learners and educators.
3. **Educational Leadership and Professional Development**: To prepare transformational educational leaders who can develop educators, strengthen learning communities, and lead diverse educational organizations through collaborative, culturally responsive, and research-informed leadership.
4. **Organizational Leadership and Educational Improvement**: To develop advanced competencies in organizational leadership, governance, policy, and educational innovation so that students can analyze complex educational systems, lead organizational change, and promote sustainable institutional improvement.
5. **Advanced Professional Studies**: To provide opportunities for advanced professional specialization that enable students to apply doctoral-level knowledge and leadership competencies to selected areas of educational and professional practice.
6. **Research and Inquiry**: To develop advanced competencies in educational research, inquiry, and program evaluation that enable students to critically evaluate scholarship, investigate significant problems of practice, and make evidence-informed educational decisions.
7. **Scholarship and Professional Practice**: To prepare scholar-practitioners to integrate research and professional practice through a Dissertation in Practice that addresses significant educational problems and contributes to meaningful and sustainable improvement in educational organizations and communities.

Program Description

The Doctor of Education (Ed.D.) program at Washington University of Virginia is a professional doctoral program designed to prepare transformational educational leaders who integrate Christian faith, scholarly inquiry, and professional practice to foster human development, strengthen educators and learning communities, and lead meaningful and sustainable educational change in diverse educational contexts.

Graduation Requirements

- Minimum 54 credits of approved doctoral coursework
- Minimum GPA 3.0
- Completion of all required courses in Christian Foundations, Educational Leadership and Human Development, Organizational Leadership and Educational Innovation, Advanced Professional Studies, and Research and Inquiry
- Completion of approved 9-credit specialization within the Advanced Professional Studies area
- Satisfactory completion of advancement to doctoral candidacy prior to the final stages of the Dissertation in Practice
- Successful completion of 12 credits of Dissertation in Practice (EDU 901–904)
- Successful completion of the Dissertation in Practice oral defense and required revisions
- Submission of final approved Dissertation in Practice in accordance with University doctoral formatting, submission, and archival requirements
- Maintenance of good academic standing and satisfactory professional and ethical conduct
- Institutional clearance (financial, academic, library, etc.)

Degree Requirements

Christian Foundations for Educational Leadership		**6 credits**
EDU 801	Christian Worldview, Education, and Leadership	
EDU 802	Christian Ethics and Educational Leadership	
Educational Leadership and Human Development		**12 credits**
Approved doctoral-level professional options may also be offered within this area. Students complete 12 credits from courses approved for their program of study. Depending on the students' selected specialization, certain courses within this area may be required.		
EDU 811	Advanced Theories of Learning and Human Development	
EDU 812	Leadership for Educator Development and Professional Learning	
EDU 813	Culture, Community, and Educational Leadership	
EDU 814	Educational Leadership in Diverse and Global Contexts	
Educational Leadership and Human Development - Logotherapy		**12 credits**
For students pursuing Logotherapy specialization, the following four courses are required within this area.		

CSL 811	Advanced Counseling Theories
CSL 812	Family Therapy, Family Counseling, and Couples Counseling
CSL 821	Mental Health and Advanced Psychopathology
CSL 822	Psychological Testing, Assessment, and Diagnosis

Organizational Leadership, Policy, and Educational Innovation	**9 credits**
EDU 821	Organizational Analysis, Change, and School Improvement
EDU 822	Strategic Leadership, Governance, and Educational Policy
EDU 823	Innovation and Future Directions in Education

Advanced Professional Specialization

Students complete 9 credits of approved advanced professional specialization coursework.

Advanced Professional Specialization - Logotherapy	**9 credits**
CSL 841	Clinical Practicum and Individual Counseling Supervision
CSL 851	Advanced Special Topics in Existential Analysis and Logotherapy
CSL 852	Seminar in Existential Philosophical Counseling

Advanced Professional Specialization - Spiritual Intelligence (SQ)	**9 credits**
SFL 814	SQ Leadership Strategies in the Fourth Industrial Revolution
SFL 815	Global SQ Leadership: Theory and Practice
SFL 816	SQ Leadership in Interdisciplinary Contexts

Advanced Professional Specialization - Alternative & Christian Education	**9 credits**
EDU 831	Advanced Studies in Christian School Leadership
EDU 832	Curriculum, Instruction, and Educational Improvement
EDU 833	Applied Leadership and Problem Solving in Educational Settings

Research and Inquiry	**6 credits**

Approved specialized research options may be used when required by an approved specialization. For students pursuing Logotherapy specialization, CSL 831 Advanced Research Methodology in Counseling (3 credits) is required as part of the 6-credit Research and Inquiry requirement.

EDU 851	Advanced Research Design and Methods in Education
EDU 852	Applied Research and Program Evaluation

Dissertation in Practice	**12 credits**

EDU 901	Dissertation in Practice I: Problem Identification and Proposal Development
EDU 902	Dissertation in Practice II: Research Design and Implementation
EDU 903	Dissertation in Practice III: Analysis, Findings, and Educational Application
EDU 904	Dissertation in Practice IV: Completion, Defense, and Dissemination

Total 54 credits

UNIVERSITY COURSE DESCRIPTIONS

UNIVERSITY COURSE DESCRIPTIONS

The WUV course descriptions are updated regularly during the academic year. Courses are not necessarily offered every term or year. All announcements in the Course Catalog are subject to change without notice and do not constitute an agreement between the WUV and the student. Students should assume the responsibility of consulting the appropriate academic unit or adviser for more current or specific information.

KEY TO COURSE DESCRIPTIONS

ARH - Art History	**HIS** - History
ACC – Accounting	**LAN** - Language
BAC – Christian Art and Culture	**LIT** - Literature
BCS - Computer Science	**MAT** – Mathematics
BIB - Biblical Studies	**MIS** – Management Information System
BUS – Business	**MIT –** Information Technology
CHM -Church Ministry	**MSS**– Mission
CS – Computer Science	**MUS -** Music
CNS - Counseling	**PHI** - Philosophy
E - Electives	**PMN** - Pastoral Ministry
ECO - Economics	**PSY** - Psychology
EDU –Education	**REL** - Religion
ENG - English	**SCI** - Science
ETH - Ethics	**SOC** - Sociologies
FDN - Foundational Studies	**SPH** - Public Speech
GE – General Education	**THL** - Theology
GOV - Government	**WML -** Worship Music Leadership

LIBRARY INFORMATION

LIL 101 Library Information Literacy 0 credit

The purpose of the course is to equip students with ability to use library resources effectively and ethically in terms of research, evaluation, and putting to use of information. In addition to the library information literacy, guidance to proper academic writing and effective use of computer will be offered in order to enhance students' academic performance.

LIL 500 Library Information Literacy 0 credit

It aims at upgrading students' ability to understand, locate, gather, analyze, integrate, and use any information related to their study and to do research in/through the library.

GENERAL EDUCATION

ARH 101 Art Appreciation 3 credits

Art Appreciation introduces the student to the importance of art and to give students an intelligent and sensuous appreciation of creative art product in diverse context and various media. Through lectures, readings, museum visits, and hands-on activities, students will develop an understanding of the functions of art, a basic vocabulary for describing visual art, a general understanding of the role art has played throughout Western history, and contemporary trends.

ARH 201 Art History (Renaissance to Modern Art) 3 credits

This course surveys major developments and artists in European and American painting, sculpture, and graphic arts from c. 1300 to the mid-20th century. Architecture will be addressed infrequently. Lectures are organized by chronology and geography. As we consider evolutions of individual, regional, and period styles, our central emphasis will be on changing aims, means, and perceptions of art amid shifting political, religious, social, economic, and other contexts. There will be a class museum visit.

ARH 301 Modern and Contemporary Art and Culture 3 credits

This course is to explore the birth of modern art and culture at large its development and meaning in Europe and in America from the nineteenth century to twenty first century, contemporary art. The course will cover major artistic movement such as Realism, Impressionism, Post-Impressionism, Symbolism, Fauvism, Expressionism, Cubism, Dada, Constructivism, Surrealism, Abstract Expressionism, Minimalism, Conceptualism, Environmental Art, Performance, Feminism, Post-modern Art as well as major master artists. It will also introduce Contemporary Asian Art and its major contribution to current art scene.

CS 101 Introduction to Computer Science (BCS101) 3 credits

Introduction to Computing Principles teaches the essential ideas computers to an audience with no prior computer experience. This course is geared to use live code exercises most days in class -- bringing the

ideas to life, but without bogging down too much in computer idiosyncrasies. It is recommended to bring a laptop or tablet to lecture each day to follow along with the work.

ECO 101 Introduction to Economics 3 credits

This course presents knowledge, understanding, and applications of basic microeconomics, and macroeconomics concepts such as demand and supply, market equilibrium, market structure, economic growth, macroeconomic indicators, monetary policy, fiscal policies and international trade. Fore mentioned critical areas are very important for the students to understand and apply them in their personal life as well as professional occupation.

EDU 101 Introduction to Education 3 credits

A survey of philosophical issues, trends, and practices in private and public education. The course covers metaphysics, epistemology and axiology as they pertain to teachers, students and curriculum. Students are expected to acquire philosophical understanding of education.

ENG 101 College English I 3 credits

A study to master the rules of basic English grammar, improving vocabulary and building paragraph writing skills. Students should be able to learn to develop ideas into paragraphs and essays.

ENG 103 English: Speech Clinic 3 credits

This course is of value to all those interested in the sounds of human language and how sounds are used in speech communication. The course also provides an introduction to the application of phonetics to such areas as language acquisition, speech pathology, speech synthesis and speech recognition. The purposeful application of rules would be clear oral communication.

ENG 201 College English II 3 credits

An advanced study on the English language designed to help students develop expository essay writing with techniques for topic development, organization, and improved style by practicing various forms of descriptive and analytical reading and writing.

ENG 210 Analytical Reading and Writing 3 credits

This course intends to teach students on how to Organize ideas in a coherent and logical manner; Connect multiple texts through an issue or an idea; Identify authors' key arguments; Create and defend arguments of one's own; and demonstrate correct grammar, syntax, and acknowledgment of sources.

ENG 301 College English III 3 credits

This course provides students with an introduction to the varieties of literary and cultural criticism and the techniques and strategies required to research and write effective critical essays.

GOV 202 American Government 3 credits

An overall survey as to how the ideological framework of American government is set up, how each branch of the government operates, how the Bill of Rights functions in its operation, and what kind of direct and indirect impact it has upon the lives of its citizens. The course includes a brief survey of the history of the United States.

HIS 101 History of World Civilization 3 credits

This course surveys the development of civilization from prehistoric times to the present. Students will have the opportunity to study major periods, societies, figures, inventions, and events throughout history with an emphasis on the ideas, beliefs, developments, and cultures of each time period. Political and social philosophies and their influence on historical events are discussed.

HIS 102 History of the United States 3 credits

Overall view of American history up to the modern era with special attention given to immigration and settlement, the Revolutionary War and the founding of the nation, and the Civil War and emancipation. Students will be able to get a hold of clear understanding of modern America and progression of democracy and human rights.

JRN 311 Introduction to Multimedia Journalism 3 credits

This course teaches students on Fundamentals of multimedia reporting: finding and developing story ideas, photojournalism, audio storytelling, design, infographics, and cross-platform digital convergence.

LAN 311 Spanish I: Basic 3 credits

This course is designed to introduce students to the grammatical structures and vocabulary necessary to express personal meaning on basic topics. Language topics and functions are integrated into activities that emphasize all four language skills (speaking, listening, reading and writing), with special attention to speaking and listening. Cultural knowledge that will build a deeper understanding of how Spanish-speaking people communicate will be integrated into the course content.

LAN 312 Spanish II: Intermediate 3 credits

Intermediate Spanish course is to stresses oral expression, reading, writing and listening while providing an intensive grammar review for those who have successfully completed Spanish I. Cultural and literary readings are used to expand vocabulary, stimulate discussion, and broaden understanding of the Hispanic world.

LAN 321 Chinese I: Basic 3 credits

This course is designed to help students develop functional language ability in spoken and written Mandarin Chinese in order to meet the basic needs in their personal and academic lives requiring the use of Chinese. Course activities include intensive drills on sounds and tones, vocabulary, grammatical construction, and simplified characters in meaningful contests. Cultural understanding is an integrated part of the course.

LAN 322 Chinese II: Intermediate 3 credits

This course is designed for students who have successfully completed a rigorous college-level course in spoken and written Mandarin Chinese. Many of the linguistic tasks students will learn to handle are similar to Level I (Chinese I: Basic) but are more advanced. In this course students are required to comprehend and produce paragraph-level Chinese.

LAN 331 Korean I: Basic 3 credits

This course is designed to help students develop functional language ability in spoken and written Korean in order to meet the basic needs in their personal and academic lives requiring the use of Korean. Course activities include intensive drills on sounds and tones, vocabulary, grammatical construction, and simplified characters in meaningful contests. Cultural understanding is an integrated part of the course.

LAN 332 Korean II: Intermediate 3 credits

This course is designed for students who have successfully completed a rigorous college-level course in spoken and written Korean. Many of the linguistic tasks students will learn to handle are similar to Level I (Korean I: Basic) but are more advanced. In this course students are required to comprehend and produce paragraph-level Korean.

LAW 101 Introduction to Law 3 credits

This course guides the undergraduate student in an initial study of law and legal reasoning. It covers the nature and function of rules/law, the distinctiveness of legal reasoning, and the way in which law responds to social phenomena and contributes to the development of different social, business and economic institutions.

LIT 101 Introduction to Literature 3 credits

This course will enable students to comprehend short stories, poetry, and drama; focuses on how to read critically, on the importance of identifying the writer's worldview, and on how to critically analyze each of these genres.

LIT 301 The Bible as Literature 3 credits

The purpose of this course is to consider the Bible as both a collection of disparate books and as a unified whole. The course is designed to explore the Bible's literary techniques and its enormous variety of genres—everything from myth to history, from genealogy to poetry, from prophecy to biography. The goal is to understand and appreciate the richness and complexity of the biblical texts, as well as the importance of those texts to our culture.

LIT 401 The Bible and the Koran 3 credits

In this course, we will conduct comparative overviews and analyses between the Quran and the Bible. The inquiries will be defined by the following subjects: Historical study of the origin of both books; Comparisons by themes between both books (e.g., monotheism, creation, sin, forgiveness of sins, eternal security, final apocalypse etc.); Comparisons of common characters in both books (e.g., Jehovah/Allah,

Ibrahim/Abraham, Isa/Jesus etc.).The inquiries will be taught from a Christian perspective, however the professor will be fairly presenting the doctrine of Islam and Christianity supported by verses from both sacred books.

MAT 101 College Math 3 credits

A course designed to help students learn to develop analytical ability and logical thinking; for demonstration of math's practical use in our daily life, the basic ideas of mathematic principles and applications are examined. This is a course that broadens students' conception of what mathematics and its scope of applications is.

MAT 110 College Algebra 3 credits

This course is a continuation of topics from Intermediate Algebra. Topics of study include algebraic equations and inequalities, absolute value, polynomial, rational, exponential and logarithmic functions, conic sections, systems of equations and inequalities, matrices and determinants. Additional topics may include sequences and series, combinatorics, probability and mathematical induction.

MAT 201 Calculus I 3 credits

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

MUS 101 Music Appreciation 3 credits

This course is designed to render an understanding of, and a familiarity with, music of antiquity and of modern times, most prominently that of Western genres. Though distinct from a music history course, time will be spent on historical detail, as well as on musical elements, categories, and sociological factors that have shaped composition styles.

MUS 201 Music History and Literature 3 credits

This course is designed to introduce students to Western European musical time periods from the medieval to the 20th century with a focus on the musical elements of the art song. Students will have a brief overview of well-known composers in each era and their music, through class lectures and musical examples. The music lectures will be applied to the learning and singing of songs in order to better understand the style of each musical era.

PHI 101 Introduction to Philosophy 3 credits

An introductory study - partly historical and partly topical- to examine methods and assumptions of philosophical systems, theories of knowledge, metaphysics, and values of leading philosophers in these areas, together with carrying on a dialogue with their ideas. This course will provide students with a valuable tool to comprehend events, societal interactions, and human history.

PHI 201 Contemporary Moral Issues 3 credits

An examination of various moral issues that confront us daily in our society and assessment of them from prevailing social, philosophical, and ethical perspectives; these issues will be analyzed and evaluated using biblical principles.

PHI 202 Logic and Reasoning 3 credits

An introductory study of the science of critical thinking, including both formal and informal logic; explores categorical propositions, syllogisms, fallacies, truth tables, the square of opposition, and rules for inductive and deductive reasoning for the purpose of improving argumentative writing and recognizing errors in arguments of others. Students will find this course useful in all areas of human life.

PHI 203 Introduction to Ethics 3 credits

This course is an introduction to the principles and techniques of rational decision making in morality. It includes a survey of ethical theories and terms (e.g., moral absolutism and relativism, egoism and altruism, the nature of moral reasoning, conceptions of the good life, free will, moral responsibility). We will examine the basic principles of critical reasoning; applications of reasoning to moral issues; philosophical explorations of morality; the theory of right and wrong behavior; the theory of value (goodness and badness); and, the theory of virtue and vice. The course is designed to help students develop their abilities to think critically and analytically about ethical issues, evaluate philosophical literature, and express themselves well about their own ethical positions.

PHI 301 Science and Religion 3 credits

This course examines the nature of both science and religion and attempts to explore the possible relationships between them. The primary purpose is to dispel the popular myth that science and religion are entrenched in a never-ending conflict. As a result, this course argues that if the limits of both science and religion are respected, then their relationship can be complementary.

POL 101 Introduction to Political Science 3 credits

This course is an overview of the discipline, including the basic theories, concepts, approaches, and major questions of political science. It provides students with a foundation of knowledge to understand modern politics in historical context. Topics includes: the modern state, democracies and authoritarian systems, parties, interest groups, social movements.

PSY 101 Introduction to Psychology 3 credits

An examination of historic and contemporary psychological theories of maturity, motivation, personality, emotions and mental health; theories will be discussed, evaluated and integrated with biblical teachings about human nature and the Christian life. The course is designed to help students to come up with deeper understanding of human behavior.

SCI 101 Introduction to Natural Science 3 credits

An introduction to the universal principles that operate in our physical world, providing facts, terminology and concepts necessary for understanding issues in contemporary society. Attempts will be made to find a bridge between faith and natural science so that students might be able to reconcile presumed conflicts.

SCI 201 Origin of Life 3 credits

A search for the answer to the question of human origin and development; the course examines various theories about human origin and assesses their strengths and weaknesses, including a biblical understanding of creationism.

SCI 202 Chemistry 3 credits

A study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include atomic and molecular structure, gas laws, stoichiometry, changes of state, chemical binding, solutions, and energetics in chemical reactions. Course intended primarily for students with little or no previous chemistry background.

SCI 203 Introduction to Biological Science 3 credits

An introduction to the fundamental concepts of biology, including the basic chemistry of cells, experimental design and scientific methods, and Christian philosophy of science; includes the human sexual life cycle, transmission genetics, the essentials of the central dogma of molecular biology, and a biblical response to the theory of evolution.

SCI 210 Introduction to Nutrition Science 3 credits

An introduction to the essential nutrients, their functions and relationships in the body, including what kind of food constitutes a healthy diet, how to get proper exercise, and how to cultivate good habits; offers helpful ideas that the whole family can practice together.

SCI 212 Physics 3 credits

This course will explore the natural laws of how the universe operates. This introductory course covers all the fundamentals of physics. The topics will include momentum and energy, force and motion, gravity, particles, the five states of matter, temperature and heat, sound waves, electricity, magnetism, and light. Understanding laws of nature will enable students to understand the works of the creation.

SCI 215 Introduction to Public Health 3 credits

An introductory course of public health is designed to provide basic concepts of public health and the prevention strategies to protect the health of the public. This course explores important public health issues and problems globally, such as various infectious diseases and travel illnesses including common tropical diseases. The study of epidemiological approaches is discussed to identify risk factors and intervention skills, especially for the Christian missionaries and travelers under the harsh environment.

SOC 101 Introduction to Sociology 3 credits

An introduction to basic sociological concepts, such as individual and group interaction, social mobility and stratification, status and class, race and gender relations, urbanism, crime and criminology, social change and reform, and many contemporary issues. Through obtaining perspective on human condition on societal level, students will be able to deal with immediate and remote issues more ethically in consciousness of community.

SOC 302 Contemporary Social Issues 3 credits

A careful examination of various social ills that confront us daily in our life and surroundings, and an assessment of them from prevailing social, philosophical, and ethical perspectives; these issues will be analyzed and assessed using biblical principles in order to discover Christian answers to these problems.

SOC 311 Human Behavior and Social Environment 3 credits

This course explores the complex interrelatedness of individuals and the various systems that comprise their social environment. Particular emphasis is placed on understanding how race, ethnicity, culture, gender, and socioeconomic factors contribute to and influence personal development and social functioning of individuals and family systems.

SOC 411 Survey of Popular Culture 3 credits

This class aims at studying overall situation, industry structure and future trend of cultural contents as one of the cores of knowledge-based economy. The student will acquire the basic knowledge on variety of issues of cultural contents such as overall concept, category and current situation of cultural contents industry, government policy, business strategy, and imaginative connecting method, Humane Studies and Business Administration through cultural contents, possibility for integrating and specific scheme. The class is the basic requirement which provide the students with fundamental understanding of overall cultural contents.

SWK 101 Introduction to Social Work 3 credits

This course provides an overview of an integrative approach to general practice of social works, emphasizing intervention on individual, environmental, and societal levels. Special emphasis is placed on values, human diversity, social problems, and fields of practice in social work.

SPH 101 Public Speech 3 credits

Intended to help students gain ability in using oral communication as a way of thinking, learning and sharing ideas with others; trains students in the ability to express themselves in public through hands-on experience in preparing and making presentations.

SPH 300 Great Speeches 3 credits

A careful look into a dozen great speeches that have affected American life and culture; analyzes how the speakers used the power of language to create the force with which they could move, motivate and inspire people for the greater good.

ACCOUNTING

ACC 202 Cost Accounting 3 credits

A study of principles and procedures used in collection, recording and reporting of costs, including balance sheet inventory valuation and related income statement cost of goods-sold valuation.

ACC 211 Principles of Accounting 3 credits

An introduction to basic principles of accounting theory and practice, with the focus being on how decision makers analyze, interpret, and use accounting information.

ACC 220 Financial Accounting 3 credits

A study of corporate financial concepts and theories with emphasis on the preparation of financial statements for decision makers, such as stockholders, suppliers, banks, employees, government agencies, owners, and other stakeholders.

ACC 302 Accounting Information Systems 3 credits

A basic knowledge of functioning of the accounting information systems, with emphasis on internal control, systems concepts, analysis, computer software, data storage and processing methods, accounting transaction cycles, revenue cycle applications, and expenditure cycle applications.

ACC 401 Federal Taxation 3 credits

A study of the legal and accounting aspects of federal taxation with emphasis on individuals and unincorporated businesses.

ACC 402 Auditing 3 credits

A study of auditing standards and related auditing procedures, including evaluation of internal control and preparation of the audit programs, and examination of financial statements.

ACC 407 Intermediate Accounting (Pre. ACC220) 3 credits

This course bridges the gap between basic bookkeeping and complex professional reporting by exploring the core concepts, theories, and regulatory standards of financial accounting. Key focus areas include the practical application of the U.S. GAAP and foundational IFRS guidelines.

ACC 411 Managerial Accounting 3 credits

A study of identifying, measuring, analyzing, interpreting, and communicating information for an organization's goals. It is to provide accounting information to help managers make decisions to manage the business.

ACC 432 Accounting Theory and Ethics 3 credits

A study of historical development of accounting theory, including theoretical ethical decision-making models and contemporary financial reporting issues related to the conceptual framework of the Financial Accounting Standards Board (FASB).

ACC 433 Government and Not-for-Profit Accounting 3 credits

A study of governmental and not-for profit entity theory, practice and reporting issues. Emphasis on accounting principles relating to governmental agencies, colleges and universities, health care and not-for-profit organizations.

BIBLICAL STUDIES

BIB 201 Bible Study Methods 3 credits

An introductory course that emphasizes the inductive approach to the study of Scripture; teaches students to learn how to use Bible study tools and some of the basic interpretative principles and methods of Bible study; examines and analyzes selected biblical texts.

BIB 251 Inter-testamental History 3 credits

This course surveys theological and historical development during the Inter-testamental Period (BC 600-BC5) on the basis of its history and literature. It helps students understand the background of the New Testament.

BAC 301 Christian Art and Culture 3 credits

This course surveys the birth of Christian art that uses themes and imagery from Christianity and its ritual. From the very beginning of Christianity people have developed its own symbols, signs, and other visual expressions. This course is a historical and cultural approach to Christian iconography as the study of visual and cultural specificity depends on denominations, regions, and ages.

BIB 301 Creation and Evolution 3 credits

Students will learn about the biblical definition of creation and the theory of evolution. This course also will cover the contents of creation, the belief that life and the universe were created by a God; and evolution, the process by which different kinds of living organisms developed and diversified from earlier forms. Through the comparison of these two concepts between, students will learn seemingly contradictory but intertwined concepts and meaning of creation and evolution.

BIB 351 Great Figures of the Bible 3 credits

A study of the famous figures of the Old and New Testaments, examining how these people with all their human weaknesses and failings still were loved and used by God. It aims to build students' character so that they may become good witnesses like those who lived by their faith and devotion to God.

BIB 401 Bible Teaching Methods 3 credits

This course is designed to develop basic principles and practices in teaching the Bible in various ministry settings, such as youth groups, young adult groups, and adult groups. It helps students exercise curriculum evaluation, unit development and practice teaching.

BIB 432 Principles of Leadership 3 credits

This course explores personal performance management and productivity improvement from a biblical and practical perspective. It enables students to grasp principles of biblical leadership and relationship to effective management, personnel, evaluations, strategic planning, and goal setting.

BIB 451 Bible Teaching Through Drama 3 credits

A study designed to teach students how to develop strategies for teaching the Bible in an image-oriented culture. It helps students to use dramas to communicate biblical messages through acting and the interpreting of acts.

BNT 101 New Testament Survey 3 credits

An examination of the entire New Testament in its historical and cultural context in order to gain a knowledge of the life, teachings, and ministry of Christ, the birth and expansion of His Church, and various teachings concerning the early believers' faith and practice.

BNT 205 General Epistles 3 credits

An introductory study of the General Epistles covering Hebrews, James, 1 and 2 Peter, 1, 2, and 3 John, and Jude. Students will deal with the theological issues of the epistles and learn how to interpret some difficult texts during class for their teaching.

BNT 206 Pauline Epistles 3 credits

This course is designed to survey Paul's letters, dealing with historical background, contents, and theology of the texts. It helps students familiarize themselves with main themes and messages of Pauline epistles.

BNT 209 Gospels and Acts 3 credits

This is a survey of the life and ministry of Christ and the ministry of his disciples. It is designed to help students understand various theological subjects in the Gospels and the establishment and development of the Early Church.

BNT 211 Life of Jesus 3 credits

This course is an overview of the earthly life, ministry and teachings of Jesus Christ in the four Gospels with special attention given to the chronological sequence of events. It is designed to introduce the person and ministry of Jesus Christ to students.

BNT 301 Matthew 3 credits

This class is a study of the Gospel of Matthew. Students will learn how to interpret Matthean texts for their teaching or sermon preparation, including theological issues and messages of the texts.

BNT 304 Gospel of John 3 credits

This course is a study of the Gospel of John focusing upon the Johannine identity of Jesus as the one who was sent to reveal the one true God and through whom the true nature of God has been made known to humanity. It helps students interpret the Gospel of John in terms of a theological perspective.

BNT 305 Acts 3 credits

This course examines the establishment and growth of the Early Church by evangelization of the Gospel. It will help students to understand Acts from the perspective of the historical and progressive development of God's plan of redemption.

BNT 306 Romans 3 credits

This course will explore the background, content, and theology of Paul's letter to the Romans. Students will be exposed to major theological themes of the book for their biblical understanding and Christian life.

BNT 311 Sermon on the Mountain 3 credits

This course is to learn the Sermon on the Mount from the book of Matthew that is a collection of teachings of Jesus given on the mountain. It emphasizes the moral and spiritual teachings that have been a key element of Christian behavior and ethics. The course will also examine the implications of the teaching in today's life.

BNT 327 Revelation 3 credits

This course is a study of the Book of Revelation focusing on some important theological themes including eschatology. Primary attention is given to the text in its presumed original setting and to its theology, and then to its relevance for the churches today.

BOT 101 Old Testament Survey 3 credits

A foundational course of the entire Old Testament in its historical and cultural context in order to understand its general content, including its decisive features and fundamental teachings. It is intended to discover the place of each scripture in God's total, progressive revelation and to apply practical principles for contemporary Christian living.

BOT 151 History and Geography of Israel 3 credits

This course will provide the student with a thorough understanding of the biblical and modern history of Israel and its surrounding region, and the role geography played in these events. Particular attention is placed on becoming familiar with locations mentioned in the biblical stories.

BOT 201 Pentateuch 3 credits

This class is designed to survey the first five books of the Old Testament with special attention given to the major themes of the Pentateuch, such as Creation, Covenant, Exodus, Law, the Tabernacle, Theocracy, and the Ten Commandments.

BOT 202 Historical Books 3 credits

This course is an introduction to the historical writings of the Old Testament. It helps students to be familiar with Israel's history from the Conquest to the Post-Exilic return.

BOT 203 Poetic Literature 3 credits

This course examines the poetic literature of the Old Testament. Students will explore the distinctive features of biblical poetry and examine how biblical poetry is structured.

BOT 204 Wisdom Literature 3 credits

An introduction to the wisdom literature of the Old Testament with special attention given to the contents and main themes of Proverbs, Ecclesiastes, Song of Solomon, and Job. Students are expected to understand true wisdom from biblical perspective.

BOT 205 Prophetic Books 3 credits

A study of the Old Testament prophets (Isaiah through Malachi); attempts to discover the original messages of the prophets within their historical contexts, the effects of their messages, and how they can be applied to our lives and ministries.

BOT 301 Genesis 3 credits

A study of the basic theologies of Genesis through the ideas of Creation, the Fall, and Judgment (Gen 1-11); covers the theology of the Covenant as well as that of the life and faith of the patriarchs (12-50).This course helps students gain a biblical worldview and apply it for their life and teaching.

BOT 314 Psalms 3 credits

An examination of Psalms regarding authorship, structure, and theological issues. It is designed to help students' personal devotional life using Psalms.

BOT 311 The Ten Commandments 3 credits

The course will examine the Ten Commandments, which functioned as the foundational values of not only Western civilization but also provided universal values of human life and behavior. The class will examine the implications of the Ten Commandments in today's world.

BUSINESS -BACHELOR

BUS 100 Business Practicum 0 credit

Students will take an internship as part of their program of studies in business and accounting.

BUS 102 Principles of Management 3 credits

An introduction to management process of organizations in society by applying basic social science disciplines and research methods to management.

BUS 201 Business Statistics 3 credits

A study of basic skills and insights for effective use and communication of quantitative methods with exposure to key computer software.

BUS 202 Organizational Behavior 3 credits

An introduction to concepts of psychology and social dynamics of organizations, such as decision making, motivation, attitudes, teamwork, power, leadership, etc.

BUS 203 Leadership 3 credits

Teaches basic knowledge of leadership characteristics and application of basic social science disciplines and research methods to leadership issues.

BUS 301 Principles of Investment 3 credits

Basic knowledge of investment by studying consumers' buying behavior, strategic processes of marketing; also practical experience such as new product development, advertising, and retailing.

BUS 302 Financial Management 3 credits

An introduction to financial markets, investment analysis, risk management, capital budgeting, and tools for finance.

BUS 311 Business Law 3 credits

Overview of the American legal system related to business law and the Universal Commercial Code.

BUS 313 Legal Environment of Business 3 credits

An introduction to the legal, political and social institutions affecting business activity, with an emphasis on public law and governmental regulation.

BUS 316 Operations and Supply Chain Management 3 credits

This course introduces the students to the theory and practice of production management as a functional area in the management of business enterprise. It primarily discusses the principles, concepts and basic problems affecting the manufacturing and non-manufacturing firms.

BUS 322 Management Information Systems 3 credits

Introduction to computer-based information processing management systems, analytic approaches to management decision making, and management skills for automation, robotics, telecommunication, etc.

BUS 370 Co-operative Education Program Level 1 3 credits

This course will provide practical training experience to undergraduate students working in various areas of business administration. Students will be able to gain insights into general business operations which would enhance their classroom learning in various business disciplines. *Prerequisite: None*

BUS 371 Co-operative Education Program Level 2 3 credits

This course will provide practical training and hands-on experience to undergraduate students in their more concentrated area of business administration. Students will gain key industry knowledge in specific concentration areas such as international business, marketing, finance, etc. *Prerequisite: None*

BUS 401 Human Resource Management 3 credits

Teaches basic knowledge of human resource management such as human resource planning, recruitment, selection, training, development, compensation, unionism, collective bargaining, etc.

BUS 402 Entrepreneurship / Venture Business 3 credits

How to start a new venture business in various business environments, and essential characteristics of entrepreneurial development.

BUS 411 Marketing 3 credits

Consumer and organizational buying behaviors, strategic processes of marketing, and practical experiences such as new product development, advertising, and retailing.

BUS 422 Labor Relations 3 credits

An examination of economic, social, political, institutional, and psychological forces affecting development of unions and guilds. Instruction covers employer-union and employer-employee relations, contracts, union mediation and arbitration, and current legal and economic conditions in the labor market.

BUS 451 Christian Business Ethics/Vision 3 credits

This is a study of Christian ethics and practice in relationship to the conduct of business. The course will provide skills in problem analysis and the application of the Christian vision.

BUS470 International Business 3 credits

Application of fundamental management strategies to global business in various cultural environments and basic knowledge of different business customs in global perspective.

BUS471 Introduction to Digital Marketing 3 credits

This course provides a broad overview of the digital marketing techniques needed for successful marketing campaigns in a digital economy including web page design, analytics, search engine optimization (SEO), pay per click, email marketing, social media marketing and mobile marketing

BUS472 Global Supply Chain Management 3 credits

This course provides a broad concept of global supply chain management including sourcing, distributing, and manufacturing products and services in order achieve competitive advantages in the global business.

BUS 480 Business Research 3 credits

The course intends for students to create an entrepreneurship model with hypothetical manning and funding a group project or to enhance student's classroom instruction with practical experience by internship at an off or on campus worksite.

BUSINESS - MASTER

ACC 502 Financial Accounting 3 credits

This course is to prepare financial reports that provide information about a firm's performance to external parties such as investors, creditors, and tax authorities. Financial Accounting is to perform according to Generally Accepted Accounting Principles (GAAP) guidelines.

ACC 701 Federal Taxation 3 credits

This course provides an in-depth study of the federal tax law applicable to sole proprietorships, partnerships, corporations, estates, and trusts.

BUS 500 Business Practicum 0 credit

Students will take an internship as part of their program of studies in business.

BUS 501 Organizational Behavior 3 credits

The course deals with organizational behavior. Organizational Behavior deals with the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness. It is an applied behavioral science built on contributions from a number of behavioral disciplines, mainly psychology on the micro level; and social psychology, sociology, and anthropology on the macro level.

BUS 502 Human Resource Management 3 credits

The course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers of choice are considered.

BUS 503 Financial Management 3 credits

The course deals with various financial matters of corporations including the capital allocation process, financial securities, financial institutions, capital planning, financial markets, trading procedures in financial markets, financial analysis, and global financial crisis and international connections. It also

deals with special and advanced topics and issues such as merger and acquisition, bankruptcy and liquidation, risk management, portfolio theory, and analysis of capital structure.

BUS 504 Operations and Supply Chain Management 3 credits

This course introduces the students to the theory and practice of production management as a functional area in the management of business enterprise. It primarily discusses the principles, concepts and basic problems affecting the manufacturing and non-manufacturing firms. It also includes the methods, strategies and application of various economical and mathematical tools in solving the production and operation related problems. It covers the two major areas of production and operations management: Design of the Operation System and Operation and Control of the System.

BUS 505 Marketing Management 3 credits

The course evaluates the global markets, and teaches marketing strategy formulation, including market entry, local market development, and global market integration. The strategic challenge of global marketing formulation and local market adaptation, with attention to market conditions in mature, new growth, and emerging market environments; in addition, nature and impact of economic reforms, direct investment patters, regional integration, and competitiveness in regional markets.

BUS 506 Management Information Systems 3 credits

The course teaches the technologies and applications of telecommunication systems in the commercial and public sectors with emphasis on wireless, mobile, and internet communication protocols. Systems technology and configurations to support business application requirements are evaluated. Moreover, functional characteristics of network technologies and computer security issues are included in discussions, related with data base management.

BUS 507 Strategic Management 3 credits

The course deals with goals and objective of an organization - a set of managerial decisions and actions determining the performance on the global space in the long run through evaluation of external and internal environments, formulation, implementation, and reassessment and control of strategies. Other strategic issues consider managing technology and innovation, entrepreneurial venture and small businesses, and non-profit organizations.

BUS 510 Organization Theory 3 credits

The course basically deals with a system's approach to the organization, which includes environment, goals and values, physical structure, organizational behavior, human resources, corporate finance, information and technology, organizational culture, command-control and coordination, and leadership. It also includes advanced topics such as closed system rational models, open system natural models, integrative approaches to organization, open system rational models, open system natural models, and critical theory and postmodernism.

BUS 600 Managerial Statistics 3 credits

The course introduces students to basic concepts in probability and statistics of relevance to managerial decision making. Topics include basic data analysis, random variables and probability distributions, sampling distributions, interval estimation, hypothesis testing and regression. Specific topics include mean, median, mode, standard deviation and variance, and the ability to calculate and interpret these. The goal is to understand elementary probability theory and to learn the basics including the ability to calculate the probabilities of unions and intersections of simple events. Students will also understand the idea of independence of events, conditional probabilities, and Bayes rule.

BUS 700 Business Research 3 credits

This is the course that a student can choose area search topic an entrepreneurial strategy and cases for semester under individual faculty direction chosen by him/herself or student enhances a student's classroom instruction with practical experience by internship at an off or on campus worksite.

BUS 702 Business Law and Ethics 3 credits

The course examines the philosophy and practice of substantive law affecting the formation, operation and discharge of commercial transactions and contracts, and business associations, including agency, partnership, corporation and trust forms of association. Aspects of property law as well as international dimensions are considered. Moreover, the course considers the interplay of ethical criteria, moral values and social norms in determining the environment in which managers must operate. Performance of selected profit and nonprofit organizations and their contributions to society are examined. This course also discusses current issues and problems such as environment, energy, regulation, consumerism, health, transportation and affirmative action.

BUS 703 Labor Relations 3 credits

A broad treatment of labor-management relations in both the private and public sectors, the course will encompass historical development of the labor movement, modern society and industrial relations, management philosophy regarding employee relations and organized labor, labor legislation and its social, economic, and political impact, collective bargaining and its scope and process, contract administration principles and practices, and labor relations issues and trends.

BUS 704 International Business 3 credits

This course focuses on global economic integration and emerging market economies and the effects these trends have on both service and manufacturing industries in the short- and long-term. Other global business issues will include: the European Union (EU), North American Free Trade Association (NAFTA), and the World Trade Organization (WTO); environmental considerations in business operations; the influences of the political and legal environment on markets; the strategies for business entry into a global market; and the development of leadership talent in a global setting.

BUS 705 International Financial Management 3 credits

The objective of the course is to demonstrate how to be effective global financial managers. The course covers the fundamentals of the macroeconomic environment of international financial management, discusses the financial environment in which the multinational firm and its managers must function, and covers foreign exchange management and financial management in a multinational firm.

BUS 707 Corporate Governance 3 credits

Corporate governance refers to the structures and processes for the direction and control of companies. It concerns the relationships among the management, Board of Directors, controlling shareholders, minority shareholders and other stakeholders. A well-defined and enforced corporate governance contributes to sustainable economic development by enhancing the performance of companies and increasing their access to outside capital. It provides a structure that works for the benefit of everyone concerned by ensuring that the enterprise adheres to accepted ethical standards and best practices as well as to formal laws.

BUS 708 Consumer Behavior 3 credits

Consumer Behavior is the study of the cognitive, affective, behavioral and environmental factors that influence decision-making in the marketplace. Through the use of case analyses, students will explore theoretical concepts and learn how the consumer engages in the buyer-seller relationship. The psychological factors which influence and shape consumer behavior will be explored. In addition, students will read some of the primary research and will develop a final paper or other project to demonstrate their integrated understanding. Prerequisite: Marketing is required; Introductory Psychology is recommended.

BUS 709 Risk and Insurance 3 credits

Insurance is one of the major risk-handling methods. Insurance has grown rapidly and constitutes a major social and economic force. This course deals mainly with theories and practices of the nature of risk and risk management, the insurance institution, the legal environment of insurance, personal risk management in life, health, and income. It will also deal with the nature of property liability, business risk management, government and insurance, and international insurance.

BUS 710 Christians and Business 3 credits

The course covers biblical interpretations of economic principles related to economic fundamental questions and biblical teachings of ethics for business operation.

BUS 712 Small Business Management 3 credits

The course intends to teach how to create and manage a small business. It deals with theory and practice of a small business. In theory, how is the small business different from the large corporation in terms of global, regional, and local environments as well as organization itself including goals and objectives, organizational structure, organizational behavior, human resource management, financial management, information system management, marketing management, and command and control or leadership. In

practice, each student practically creates a small business with hypothetical manning and funding as a group project, and presents the project and discusses pros and cons.

BUS 713 Investment Strategies 3 credits

The course intends to teach various investment strategies utilized by professional investors. It aims to give practical insights regarding how strategies are used, and to better understand the strategies' strengths and weaknesses. It is to teach students a subjective and anecdotal approach to securities analysis, relative valuation, industry and group rotation, asset allocation, market timing, "theme" investing, and quantitative analysis. Both old and new market theories will be discussed within the context of financial history, including various sentimental, psychological, stylish, and cyclical influences on securities prices. Contrasts will be drawn between long-term and short-term strategies.

BUS 714 Digital Marketing 3 credits

Digital marketing is a term used for the marketing of products and services using digital channels such as Internet, mobile phones, social media, and any other digital medium. Consumers are more than ever utilizing digital channels for staying in touch with friends and family members, shopping, consuming news, or searching for information. This presents businesses with an opportunity to market their products and services in a way that was not possible before the Internet. Since the Internet became available to public, through browsers like Netscape and Internet Explorer in 1990s, digital marketing has evolved and has fundamentally changed how businesses interact with consumers today.

BUS 715 Project Management 3 credits

This course presents a broad overview of economic theory, history, development, and application. It introduces terms, definitions, policies, and philosophies of market economies providing some comparison between different economic systems and including some degree of exposure to microeconomic and macroeconomic concepts as well.

BUS 716 Survey of Economics 3 credits

This course presents a broad overview of economic theory, history, development, and application. It introduces terms, definitions, policies, and philosophies of market economies providing some comparison between different economic systems and including some degree of exposure to microeconomic and macroeconomic concepts as well.

BUS 718 AI Strategies for Business Transformation 3 credits

This graduate-level course examines how artificial intelligence reshapes organizational strategy, operations, and value creation across modern enterprises. Students explore the strategic frameworks, technological foundations, and managerial considerations required to deploy AI responsibly and effectively in real-world business environments. Emphasis is placed on understanding AI not merely as a technical tool, but as a catalyst for organizational redesign, competitive advantage, and long-term innovation.

BUS 719 Healthcare Operations Management 3 credits

This course applies quantitative and qualitative operations management principles to the healthcare sector. Students learn how to treat clinical processes as service supply chains, where the "inventory" is often patient flow and medical supplies.

BUS 790 Co-operative Education Program Level 1 3 credits

This course will provide practical training and hands-on experience to graduate students as related to their area of interest for their senior research project course. Students will be able to work in any area of interest as long as it related to their current or future conceptual framework of their senior research project.

ECO 501 Managerial Economics 3 credits

Managerial Economics is the application of economic theory and methodology to managerial decision making problems within various organizational settings such as a firm or a government agency. The emphasis in this course will be on demand analysis and estimation, production and cost analysis under different market conditions, and forecasting and decision making under uncertainty. Students taking this course are expected to have had some exposure to economics and be comfortable with basic algebra. Some knowledge of calculus would also be helpful although not necessary.

ECO 602 Global Economic Environments 3 credits

In this course students will be introduced to, and expected to analyze important topics in international trade, including: why nations trade, comparative advantage, trade subsidies and tariffs, and regional arrangements and important international institutions that condition economic integration. We will also consider some of the ethical issues in international trade, recognizing that trade may involve "winners" and "losers" and how international policies transfer wealth and real purchasing power among various parties.

ECO 603 Economics of Development 3 credits

The course is a branch of economics which deals with economic aspects of the development process in low-income countries. Its focus is not only on methods of promoting economic development, economic growth and structural change, but also on improving the potential for the mass of the population, for example, through health and education and workplace conditions, whether through public or private channels. The course involves the creation of theories and methods that aid the determination of policies and practices and can be implemented at either the domestic or international level. This may involve restructuring market incentives or using mathematical methods like inter-temporal optimization for project analysis, or it may involve a mixture of quantitative and qualitative methods.

This course is about moving organizations forward by planning, diagnosing, implementing, and evaluating organization development interventions. It summarizes the basic processes, approaches, and strategies of organizational development that are effective in managing organizational change. A close look is taken at managing layoffs, divestitures, closings, and mergers and acquisitions.

BUSINESS – DOCTORAL

BUS810 Organization Theory and Design 3 credits

This course is about moving organizations forward by planning, diagnosing, implementing, and evaluating organization development interventions. It summarizes the basic processes, approaches, and strategies of organizational development that are effective in managing organizational change. A close look is taken at managing layoffs, divestitures, closings, and mergers and acquisitions.

BUS820 Leadership and Business Ethics 3 credits

This course covers principles and theories of leadership. Included are an in-depth presentation of the challenges of leadership, a discussion of leadership theories, and analysis of the application of various leadership theories to challenging real-world situations, with an emphasis on corporate ethics. It explains how leaders must transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. It also discusses strategies for improving corporate governance.

BUS830 Consumer Behavior Analysis 3 credits

This course introduces theoretical and substantive issues useful in understanding consumer behavior. The issues are addressed from a variety of different viewpoints. Priority is placed on the economic, psychological, and socio-cultural factors that affect consumer behavior and the consumer decision-making process. The focus is on understanding current theoretical and methodological approaches to the various aspects of consumer behavior.

BUS840 Financial Management 3 credits

This course provides an in-depth look at how organizations manage financial resources through capital generation, asset management, and asset planning. Learners will study complex accounting rules to learn how financial information is created and applied to evaluate a firm's financial standing. Topics included in this course are budgetary planning and controls, financial and risk analysis, and managerial decision making. Learners will also develop an understanding of the external users of financial information, such as investors, customers, analysts, and the financial media.

BUS850 Statistics and Quantitative analysis 3 credits

This course delves into the statistical and measurement techniques that are used to analyze, interpret, and present business data. Examples include descriptive statistics, hypothesis testing, probability distributions, sampling, analysis of variance, correlation, and linear regression. The emphasis of this course is on selecting the optimal statistical/measurement technique and on properly interpreting the results.

BUS860 Global Business Management 3 credits

This course presents a global perspective of dynamic management issues in diverse international host environments. Cross-cultural management and competitive strategies are evaluated in the context of global changes—the evolving European Union, the North American Free Trade Agreement, and rapidly growing Asian economies—that require new management applications. Real-life business cases are used to present course material and provide Learners with decisions that managers of multinational corporations face each day.

BUS870 Information System Management and Strategy 3 credits

This course focuses on the theory and practice of leveraging and sharing information to develop more effective organizations. It presents the practice of information management within the framework of organizational information systems used in decision-making processes. Some of the topics covered include decision-making and problem-solving situations in information management, information needs and requirements, group decision-making processes, and the organization, representation, and communication of information and the associated effect on decision making.

BUS880 Business Analytics 3 credits

This course examines how ethnographic methods may be used to analyze information-based work practices and to design business systems to be sensitive to those who use them. Corporate culture is highly distributed, infrastructural, and rapidly changing, with a dramatic impact on organizational action. Corporate cultures should be studied by means of sophisticated ethnographic methods. Grounded this way, the course aims to help Learners develop the judgment necessary to design, test, and evaluate business systems of the future.

BUS890 Operation and Supply Chain Management 3 credits

This course includes a broad area that covers both manufacturing and service industries, involving the functions of sourcing, materials management, operations planning, distribution, logistics, retail, demand forecasting, order fulfillment, and more. Operations and Supply Chain help optimize a firm's supplier or customer network to create an outstanding product or service.

BUS900 Financial Statement Analysis and Valuation 3 credits

The Financial Statement Analysis and Valuation course examines the tools and techniques of financial statement analysis and company valuation from the perspective of investors and creditors; emphasizes theoretical and empirical properties of financial ratios as well as valuation methods used in practice.

BUS910 Business Research Method 3 credits

This course focuses on the need for business research. More specifically, it emphasizes the process of planning, acquiring, analyzing, and disseminating relevant data, information, and insights to decision makers in ways that mobilize an organization to take appropriate actions that maximize business performance.

BUS940 Comprehensive Examination 1 credit

Comprehensive Examination (Dissertation Proposal Defense)

Learners can only take a comprehensive examination after successfully accomplishing their coursework. The purpose of the comprehensive examination is to verify whether the learner has obtained satisfactory mastery of their study to permit admission to candidacy. This is an examination where the learner is demanded to defend their D.B.A. doctoral project's proposal. The examination will be led by a committee of at least 2 faculty members (including the dissertation adviser) of WUV. All 2 committee members should have earned doctoral degrees (Ph.D. or D.B.A.), and need to be approved by the D.B.A. Director in advance. A learner who fails the comprehensive examination may

choose to take it a second time within months or to withdraw from the program. Students who fail the second time must leave the program; no third attempt is allowed.

COUNSELING/MINISTERIAL STUDIES

CNS 101 Introduction to Christian Counseling 3 credits

This course is designed to encourage counseling reflection for the purpose of facilitating effective and appropriate Christian care and counseling. To that end, it has been specifically designed to address systematic understandings of spiritual care and addressing individuals and families.

CNS 211 Counseling Theories 3 credits

The course features an overview of current trends in counseling theory and practice. Basic counseling skills taught in this course include interviewing, assessment, and therapeutic listening in a laboratory situation.

CNS 222 Individual Counseling 3 credits

This course provides a foundation to treat individuals in Christian counseling by offering an overview of selected theories and techniques. The course focus is to prepare students to have competency counseling individuals.

CNS 323 Group Counseling 3 credits

A study about group behavior and its relationship to ministry and counseling; students will participate in small group experiences, simulations, role plays, and group exercises in order to understand group interaction, such as problem-solving, conflict management, and communication patterns.

CNS 401 Marriage and Family System 3 credits

The course offers a study of the marriage and family system. Emphasis is on understanding the structure and function of marriage, the various aspects of the marital relationship and family systems. The impact of cultural and social forces upon the family system is explored.

CNS 413 Family Counseling 3 credits

This course analyzes various factors that cause conflict in marriage and family life, such as gender differences, generation gap, cultural distance, language difficulties, character conflict, and the like, so as to explore strategies to resolve these conflicts and bring harmony to marriage and family.

CNS 421 Counseling Techniques 3 credits

An intensive counseling experience designed to enhance self-awareness, promote personality exploration, and provide case discussion and analysis. Fundamentals of the therapeutic relationship and essential skills are examined.

CNS 433 Mental Health 3 credits

An analysis of the causes, problems, and theories of pathological and behavioral abnormalities; examines the history, definitions, issues, and treatments related to abnormal behavior. Students evaluate these concepts and research conclusions critically and biblically.

CNS 441 Counseling and Sexuality 3 credits

An introduction to the etiology and dynamics of selected disorders; sexual abuse and sexual addictions to be used as models for counseling theory and therapy; students to explore the basic treatment procedures used in Christian counseling.

CNS 443 Faith and Counseling 3 credits

This course provides students with the basic relationships between Christian faith and counseling. It deals with how Christian faith helps caregivers and counselors understand and explore counselees' suffering, grief, loss, problems, and pain.

COMPUTER SCIENCE

BCS 101 Preview of Computer Science 3 credits

Introduction to Computing Principles teaches the essential ideas computers to an audience with no prior computer experience. This course is geared to use live code exercises most days in class -- bringing the ideas to life, but without bogging down too much in computer idiosyncrasies. It is recommended to bring a laptop or tablet to lecture each day to follow along with the work.

BCS 102 Fundamentals of Programming (MIT303) 3 credits

This course introduces the fundamental concepts of structured programming, and provides a comprehensive introduction to programming for computer science and technology majors. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. This course assumes computer literacy.

BCS 103 Database Concepts and Applications (MIT 301) 3 credits

This course covers fundamentals of database architecture, database management systems, and database systems; principles and methodologies of database design, and techniques for database application development.

BCS 104 Fundamentals of Web Programming (MIT 104) 3 credits

This course focuses on learning the basic building blocks of web programming. The student will be introduced to three languages used for web page design and implementation: HTML, CSS, and Javascript. To develop a deeper understanding of how websites work together, the HTTP protocol will be introduced along with basic AJAX programming.

BCS 105 Introduction to Data Science (MIT 105) 3 credits

This course will introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Students will learn concepts, techniques and tools

they need to deal with various facets of data science practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, data product creation, evaluation, and effective communication.

BCS 201 Discrete Mathematics and Logic 3 credits

The purpose of the course is to provide students with an understanding of the formal foundations of classical logic languages and related methodologies to reason over formal logical theories. An overview of the proof methods based on logics, and useful in mathematics and computer science, will be given. The course will also demonstrate the ability to use logic as a tool for representation and reasoning in computer science.

BCS 202 Data Structure and Algorithms (MIT 302) 3 credits

The focus of this course is on solving computational problems that involve manipulating collections of data. We will study a core set of data abstractions, data structures, and algorithms that provide a foundation for writing efficient programs.

BCS 203 Foundations of Software Engineering 3 credits

Fundamental software engineering techniques and methodologies commonly used during software development are studied. Topics include various life cycle models, project planning and estimation, requirements analysis, program design, construction, testing, maintenance and implementation, software measurement, and software quality. Emphasized are structured and object-oriented analysis and design techniques, use of process and data models, modular principles of software design, and a systematic approach to testing and debugging.

BCS 204 Object Oriented Programming (MIT 306) 3 credits

Thorough treatment of programming according to object-oriented principles. Introduces classes, interfaces, inheritance, polymorphism, and single dispatch as means to decompose problems. Covers intermediate programming techniques including error handling through exceptions, arrangement of source code into packages, and simple data structures. Intermediate debugging techniques and unit testing are covered.

BCS 206 Introduction to Programming Languages (MIT 206) 3 credits

This course provides fundamental concepts, design principles, and practical applications of various computer programming languages. Through hands-on coding exercises or projects, students will gain proficiency in multiple languages, including but not limited to Python, Java, C++, or JavaScript. The course also delves into critical topics such as compiler design, language translation, memory management, and performance optimization.

BCS 241 Data Mining (MIT 241) 3 credits

Data Mining studies algorithms and computational paradigms that allow computers to find patterns and regularities in databases, perform prediction and forecasting, and generally improve their performance

through interaction with data. It is currently regarded as the key element of a more general process called Knowledge Discovery that deals with extracting useful knowledge from raw data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques, and visualization of the generated structures.

BCS 301 Computer Architecture 3 credits

This course aims to provide a strong foundation for students to understand modern computer system architecture and to apply these insights and principles to future computer designs. The course is structured around the three primary building blocks of general-purpose computing systems: processors, memories, and networks.

BCS 302 Web Application Development 3 credits

This course will introduce concepts in programming web application servers. At the conclusion of this course, you will understand the fundamental concepts of software engineering and how they apply to web application design and programming, will know the modern tools used to program web application servers, and will be able to produce substantial web applications as part of a team. This course will introduce web application concepts using both Django/Python and J2EEbased technologies, and you will be able to generalize these concepts to other web application technologies and tools.

BCS 303 Data Communications and Networking (MIT 304) 3 credits

This course teaches the design and implementation techniques essential for engineering robust networks. Topics include networking principles, Transmission Control Protocol/Internet Protocol, naming and addressing (Domain Name System), data encoding/decoding techniques, link layer protocols, routing protocols, transport layer services, congestion control, quality of service, network services, programmable routers and overlay networks.

BCS 310 Operating System Design 3 credits

This course examines the important problems in operating system design and implementation. The operating system provides an established, convenient, and efficient interface between user programs and the bare hardware of the computer on which they run. The operating system is responsible for sharing resources, providing common services needed by many different programs, and protecting individual programs from interfering with one another.

BCS 311 Software Development in Python (MIT 311) 3 credits

This course enables students who have a basic understanding of Python to take their programming skills to the next level. Areas cover include string and list capabilities; building, and importing packages; text formatting; using the Django web-development package; graphics programming; and reading and writing binary files.

BCS 315 Applied Machine Learning (MIT 315) 3 credits

This course looks at the algorithms and techniques used in Machine learning, including simple neural networks, support vector machines, decision trees and clustering techniques. The course takes a top down approach in using the algorithms through common Data Science tools such as Scikit-learn or Python. This course will also look at good experimental design for using these tools.

BCS 316 Algorithms of Robotics 3 credits

This course explores the intersection of algorithmic logic and physical automation, focusing on how fundamental computing principles are applied to modern robotic systems. It serves as an introductory survey of both software architecture and hardware integration.

BCS 320 Probability and Mathematical Statistics 3 credits

This course introduces fundamental concepts, theories and primitive applications of probability and mathematics statistics including random variable, random process, law of large numbers and central limit, parameter estimation and hypothesis testing, and regression analysis.

BCS 321 Information Technology Governance (MIT 321) 3 credits

The course focuses on organizational leadership, structures and IT management processes to support and sustain business strategies. It examines important concepts and models related to managing IT such as IT strategy, IT planning, IT alignment and IT evaluation. The course provides students with knowledge and skills to be able to make useful contributions to a range of IT related decisions in organizations.

BCS 350 Mobile Application Development (MIT 350) 3 credits

Mobile computing devices have become ubiquitous in our communities. In this course, we focus on the creation of mobile solutions for various modern platforms, including major mobile operating systems. Topics include mobile device architecture, programming languages, software engineering, user

BCS 370 Co-operative Education Program Level 1 3 credits

This course provides practical training experience to undergraduate students as related to computer science field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 371 Co-operative Education Program Level 2 3 credits

This Level 2 Co-operative Education Program is a continuation of Level 1 Co-operative Education Program with 3 credit hours. Prerequisite: None

BCS 372 Computer Programming Field Practicum 1 credit

This course provides practical training experience to undergraduate students as related to computer programming field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 373 Data Science Field Practicum 1 credit

This course provides practical training experience to undergraduate students as related to data science field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 374 IT Infrastructure Field Practicum 1 credit

This course provides practical training experience to undergraduate students as related to IT infrastructure field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 375 Advanced Computer Field Practicum 1 credit

This course provides practical training experience to undergraduate students as related to advanced computer field industry. Students will be able to apply the classroom learning in the professional work environment and gain insights and practical skills from the computing industry. Prerequisite: None

BCS 400 Artificial Intelligence 3 credits

This course is about the theory and practice of Artificial Intelligence. We will study modern techniques for computers to represent task-relevant information and make intelligent (i.e. satisfying or optimal) decisions towards the achievement of goals. The search and problem solving methods are applicable throughout a large range of industrial, civil, medical, financial, robotic, and information systems. We will investigate questions about AI systems such as: how to represent knowledge, how to effectively generate appropriate sequences of actions and how to search among alternatives to find optimal or near-optimal solutions. We will also explore how to deal with uncertainty in the world and how to learn from experience.

BCS 415 Big Data on Amazon Web Services (MIT 415) 3 credits

This course explores the fundamentals of big data processing, storage, and analytics using Amazon Web Services (AWS). Students will gain hands-on experience with key AWS services designed for big data, including Amazon S3, Amazon Redshift, AWS Glue, Amazon EMR, and AWS Lambda.

BCS 420 Cyber Securities (MIT 307) 3 credits

This course introduces students to the interdisciplinary field of cyber-security by discussing the evolution of information security into cyber-security, cyber-security theory, and the relationship of cyber-security to nations, businesses, society, and people. Students will be exposed to multiple cyber-security technologies, processes, and procedures learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cyber-security problems.

BCS 421 Computer Forensics (MIT 421) 3 credits

Computer forensics is a field of technology that uses investigative techniques to identify and store evidence from a computer device. This course introduces various techniques of computer forensics for the information stored in Database, Email, Mobile, Computer Memory, Network, and Malware. This course requires a functional knowledge of information technology (IT) fundamentals—e.g. operating systems, information security, network security, and programming languages.

BCS 422 Security Automation with Python (MIT 422) 3 credits

This course is an immersive and hands-on course designed to equip students with the skills to develop solutions for real-world defensive and offensive security challenges. The course covers the essentials of Python programming, automating vulnerability scanning, network security automation, web application security automation, and Machine Learning and AI in security automation.

BCS 439 Big Data Analytics in Business (MIT 439) 3 credits

This course examines the role of big data analytics in modern business decision-making. Students will learn key analytical techniques, including data mining, predictive modeling, and machine learning applications. The course covers essential tools such as SQL, Python, R, and business intelligence platforms, with a focus on data visualization and interpretation. Topics include market trends analysis, customer segmentation, risk assessment, and real-time analytics.

BCS 440 Natural Language Processing (MIT 440) 3 credits

Natural Language Processing (NLP) aims to harness, employ, and analyze linguistic and textual data effectively. This course introduces widely used techniques, strategies, and toolkits for natural language processing, with a primary focus on those available in the Python programming language. Students will gain experience in using Python to conduct textual and linguistic analyses.

BCS 441 Deep Learning (MIT 441) 3 credits

This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. This course will cover a range of topics from basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to problem domains like speech recognition and computer vision.

BCS 490 Capstone Study 3 credits

This course is a culminating study that utilizes the knowledge and skills obtained from computer related course works. It is a project driven course that students are required to develop a sizable computer program. Students will present the software development plan in the beginning of the project, and start software development upon approval of the instructor. At the end of the course, students report out the development results.

ECONOMICS

ECO 201 Microeconomics 3 credits

Basic knowledge of demand and supply interactions, market structure such as perfect competition, monopoly, oligopoly, and monopolistic competition, and general equilibrium.

ECO 202 Macroeconomics 3 credits

Introduction to national economic indicators such as GDP, unemployment, and inflation in the context of their measurement, long-term growth, short-term fluctuations, and open economy.

ECO 303 Managerial Economics 3 credits

The course is the application of economic theory and methodology to managerial decision making problems within various organizational settings such as a firm or a government agency.

EDUCATION

EDU 201 Educational Foundations 3 credits

A basic study of the foundations and practice of educational ministry in and through the church; provides an introduction to teaching and learning principles and their application to teaching the Bible; attention to be given to understanding the student, lesson design, and instructional strategies.

EDU 311 Educational Psychology 3 credits

A study of the teaching-learning process focusing on intellectual growth and development and the factors that enhance or retard that development; special attention will be given to the various learning theories and principles.

EDU 312 Educational Ministry 3 credits

An examination of the importance of education in ministry from a biblical perspective; explores various theories of education and analyzes how to effectively apply them to Christian ministries in diverse settings.

EDU 321 History and Philosophy of Christian Education 3 credits

A survey of the historical development of Christian education from ancient to modern times; focuses upon a critical analysis of various educational philosophies that have functioned as the basis for modern Christian education.

EDU 411 Introduction to Christian Education 3 credits

Intended to teach students what it means to educate people in Christian views, values, and beliefs founded upon the Scriptures; also instructs them how to effectively convey these beliefs in their teaching.

HISTORY/THEOLOGY/ETHICS

ETH 301 Ethics 3 credits

An examination of biblical foundations of Christian ethics focusing on major ethical teachings of the Old and New Testaments and biblical motifs as ethical principles. It deals with contemporary problems of war, capital punishment, pleasure, money, divorce, abortion, mercy killing, social responsibility, and similar issues.

ETH 405 Culture and Ethics 3 credits

An examination of the moral issues of modern culture which are of immediate concern to the church, society, and Christian ethicists. It provides an introduction to Christian moral norm, virtues, and practices and to cultural disputes of social ideals.

FDS 101 Introduction to Christian Faith 3 credits

An introduction to basic Christian truths; teaches students what it means to live according to biblical teachings, what kind of character and integrity such a life would produce, and why it is important to lead lives in imitation of Jesus Christ.

FDS 102 Worldview 3 credits

This course is designed for basic understanding, analysis, and assessment of today's prevailing world views, which consist of ideas, convictions and commitments that shape our outlook on life, from an Evangelical Christian perspective. It discusses how to defend and advocate the value of the Christian worldview founded upon the Scriptures.

FDS 201 Spiritual Formation 3 credits

A practical course of instruction designed to acquaint students with the fundamental areas of the Christian life. It puts emphasis on students' personal walk with God, cultivation of Christian character, and responsibility for sharing their faith with others.

HIS 301 History of the Christian Church 3 credits

A survey of the development of the Christian Church from the close of the New Testament period to the present time, with special attention to the origins and beliefs of various denominations.

THL101 Biblical Doctrines I 3 credits

An overview of the key areas and issues pertaining to Christian truth based on the Bible. It will survey the doctrines concerning the Bible, God, Human, and Jesus Christ. It helps students to understand the biblical faith and practice it in the contemporary world.

THL102 Biblical Doctrines II 3 credits

An overview of the key areas and issues pertaining to the doctrines of Jesus Christ, Salvation, the Church, and Last Things on the Basis of the Bible. It helps students to understand the biblical faith and practice it in the contemporary world.

THL 311 Christianity and Culture 3 credits

An exploration of the relationship between Christianity and Western culture throughout history. It will focus on how Christianity in the current complex multicultural milieu should engage with many other competing worldviews.

THL 361 Christian Spirituality 3 credits

This study surveys the spiritual traits of Christianity including their development, practice, and maintenance. It aims at helping students establish a wholesome walk of faith that matches their confession of Christ.

INFORMATION TECHNOLOGY- BACHELOR

MIT 104 Fundamentals of Web Programming (BCS 104) 3 credits

This course focuses on learning the basic building blocks of web programming. The student will be introduced to three languages used for web page design and implementation: HTML, CSS, and JavaScript. To develop a deeper understanding of how websites work together, the HTTP protocol will be introduced along with basic AJAX programming.

MIT 105 Introduction to Data Science (BCS 105) 3 credits

This course will introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Students will learn concepts, techniques and tools they need to deal with various facets of data science practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, data product creation, evaluation, and effective communication.

MIT 301 Data Base Concept (BCS 103) 3 credits

This course is an introductory course in design and manipulation of database systems that usually deal with very large amounts of data. The most popular approach used to organize and ask questions about data is the Relational approach that uses a two-dimensional table as its primary structure.

MIT 302 Data Structures and Algorithm Analysis (BCS 202) 3 credits

The focus of this course is on solving computational problems that involve manipulating collections of data. We will study a core set of data abstractions, data structures, and algorithms that provide a foundation for writing efficient programs.

MIT 303 Fundamentals of Programming Languages (BCS 102) 3 credits

This course discusses various programming language concepts, as well as design and implementation topics for several language families. Topics include formal languages and grammars; recursive descent

parsing; data types, expressions, control structures, and parameter passing; compilers and interpreters; memory management; functional programming principles.

MIT 304 Data Communications and Networking (BCS 303) 3 credits

This course teaches the design and implementation techniques essential for engineering robust networks. Topics include networking principles, Transmission Control Protocol/Internet Protocol, naming and addressing (Domain Name System), data encoding/decoding techniques, link layer protocols, routing protocols, transport layer services, congestion control, quality of service, network services, programmable routers and overlay networks.

MIT 306 Object Oriented Programming (BCS 204) 3 credits

Thorough treatment of programming according to object-oriented principles. Introduces classes, interfaces, inheritance, polymorphism, and single dispatch as means to decompose problems. Covers intermediate programming techniques including error handling through exceptions, arrangement of source code into packages, and simple data structures. Intermediate debugging techniques and unit testing are covered.

MIT 307 Cyber Securities (BCS 420) 3 credits

This course introduces students to the interdisciplinary field of cyber-security by discussing the evolution of information security into cyber-security, cyber-security theory, and the relationship of cyber-security to nations, businesses, society, and people. Students will be exposed to multiple cyber-security technologies, processes, and procedures learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cyber-security problems.

MIT 311 Software Development (BCS 311) 3 credits

This course is intended for a second course on Python, to enable students who have a basic understanding of Python to take their programming skills to the next level. Areas cover include string and list capabilities; building and importing packages; text formatting; using the Django web-development package; graphics programming; and reading and writing binary files.

MIT 315 Applied Machine Learning (BCS 315) 3 credits

This course looks at the algorithms and techniques used in Machine learning, including simple neural networks, support vector machines, decision trees and clustering techniques. The course takes a top down approach in using the algorithms through common Data Science tools such as Scikit-learn or Python. This course will also look at good experimental design for using these tools.

MIT 350 Mobile Application Development (BCS 350) 3 credits

Mobile computing devices have become ubiquitous in our communities. In this course, we focus on the creation of mobile solutions for various modern platforms, including major mobile operating systems. Topics include mobile device architecture, programming languages, software engineering, user interface design, and app distribution.

MIT 415 Big Data on Amazon Web Services (BCS 415) 3 credits

This course explores the fundamentals of big data processing, storage, and analytics using Amazon Web Services (AWS). Students will gain hands-on experience with key AWS services designed for big data, including Amazon S3, Amazon Redshift, AWS Glue, Amazon EMR, and AWS Lambda.

MIT 421 Computer Forensics (BCS 421) 3 credits

Computer forensics is a field of technology that uses investigative techniques to identify and store evidence from a computer device. This course introduces various techniques of computer forensics for the information stored in Database, Email, Mobile, Computer Memory, Network, and Malware. This course requires a functional knowledge of information technology (IT) fundamentals—e.g. operating systems, information security, network security, and programming languages.

MIT 422 Security Automation with Python (MCS 422) 3 credits

This course is an immersive and hands-on course designed to equip students with the skills to develop solutions for real-world defensive and offensive security challenges. The course covers the essentials of Python programming, automating vulnerability scanning, network security automation, web application security automation, and Machine Learning and AI in security automation.

MIT 439 Big Data Analytics in Business (BCS 439) 3 credits

This course examines the role of big data analytics in modern business decision-making. Students will learn key analytical techniques, including data mining, predictive modeling, and machine learning applications. The course covers essential tools such as SQL, Python, R, and business intelligence platforms, with a focus on data visualization and interpretation. Topics include market trends analysis, customer segmentation, risk assessment, and real-time analytics.

MIT 440 Natural Language Processing (BCS 440) 3 credits

Natural Language Processing (NLP) aims to harness, employ, and analyze linguistic and textual data effectively. This course introduces widely used techniques, strategies, and toolkits for natural language processing, with a primary focus on those available in the Python programming language. Students will gain experience in using Python to conduct textual and linguistic analyses.

MIT 441 Deep Learning (BCS 441) 3 credits

This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. This course will cover a range of topics from basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to problem domains like speech recognition and computer vision.

MASTER OF SCIENCE in MANAGEMENT INFORMATION SYSTEM

MIS 531 Database Design 3 credits

The object of this course is to teach students the general concepts of relational databases and how to design a database that is anomaly free. Students will learn to design, create, populate, and query a database by working with the Oracle ™ database engine and the SQL language. Students will also learn basic database administration skills such as creating users, granting/revoking privileges individually or collectively to several users through the use of roles.

MIS 550 Introduction to Data Science 3 credits

This course will introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Students will learn concepts, techniques and tools they need to deal with various facets of data science practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, data product creation, evaluation, and effective communication.

MIS 551 Data Mining (Pre: MIS 550) 3 credits

Data Mining studies algorithms and computational paradigms that allow computers to find patterns and regularities in databases, perform prediction and forecasting, and generally improve their performance through interaction with data. It is currently regarded as the key element of a more general process called Knowledge Discovery that deals with extracting useful knowledge from raw data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques, and visualization of the generated structures.

MIS 552 Applied Machine Learning (Pre: MIS 550) 3 credits

This course looks at the algorithms and techniques used in Machine learning, including simple neural networks, support vector machines, decision trees and clustering techniques. The course takes a top down approach in using the algorithms through common Data Science tools such as Scikit-learn or Python. This course will also look at good experimental design for using these tools.

MIS 553 Deep Learning (Pre: MIS 550) 3 credits

This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. This course will cover a range of topics from basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to problem domains like speech recognition and computer vision.

MIS 554 Natural Language Processing (Pre: MIS 550) 3 credits

Natural Language Processing (NLP) aims to harness, employ and analyze linguistic and textual data effectively. This course introduces widely used techniques, strategies and toolkits for natural language processing, with a primary focus on those available in the Python programming language. Students will gain experience in using Python to conduct textual and linguistic analyses.

MIS 555 Advanced Database Management (Pre: MIS 531) 3 credits

The objective of the course is to provide hands-on experience in some of the most modern and in-demand database technologies, including Mongo DB, (NoSQL), Snow Flake (cloud agnostic DW), Neo4J (Graph DB), Google Bigh Query and others. The prerequisite is that students have already taken the regular database course.

MIS 556 Big Data on Amazon Web Services 3 credits

This course introduces cloud-based big data solutions such as Amazon Elastic MapReduce (EMR), Amazon Redshift, Amazon Kinesis and the rest of the AWS big data platform. This course shows how to use Amazon EMR to process data using the broad ecosystem of Hadoop tools like Hive and Hue. It will also cover how to create big data environments, work with Amazon DynamoDB, Amazon Redshift, and Amazon Kinesis, and leverage best practices to design big data environments for security and cost-effectiveness.

MIS 560 Algorithms of Data Analytics 3 credits

This course focuses on understanding the algorithms that are frequently used in data analytics. The topics to discuss include, Analytical Geometry, models and data, Linear Regression, Dimensionality Reduction with Principal Component Analysis, Support Vector Machines, Backpropagation & Automatic Differentiation, Artificial Neural Networks, Linearization & Multivariate Taylor Series, Bayes' Theorem & Summary Statistics, Gaussian Distribution & Change of Variables, and Continuous Optimization - Gradient Descent and Constrained Optimization.

MIS 561 Healthcare Informatics and Analytics 3 credits

This course bridges the gap between information technology and executive decision-making. It prepares healthcare leaders to manage data infrastructure and translate massive clinical data sets into actionable business intelligence.

MASTER OF COMPUTER SCIENCE

CS 500 Mathematics for Computer Science 3 credits

This comprehensive course is designed to provide a solid foundation in three pivotal areas of mathematics: Calculus, Linear Algebra, and Discrete Mathematics. It is tailored to equip students with essential mathematical tools and concepts that are vital for advanced studies and practical applications in various fields such as computer science and data analytics. Discrete Mathematics includes propositional logic, set theory, graph theory, and combinatorics. Calculus contains differential calculus and integral calculus. Linear Algebra includes matrices and determinants, and vector spaces.

CS 510 Mid-Level of Programming 3 credits

This course bridges the gap between high-level application development and low-level machine architecture. Focusing primarily on languages that allow direct hardware and memory interaction

(such as C and C++), students will dive deep into manual memory management, system-level APIs, concurrency, and performance optimization.

CS 513 Algorithms of Robotics 3 credits

This course explores the intersection of algorithmic logic and physical automation, focusing on how fundamental computing principles are applied to modern robotic systems. It serves as an introductory survey of both software architecture and hardware integration.

CS 532 Advanced Network Securities 3 credits

This is a graduate level course on advanced network security. The course involves both a reading/lecture/discussion and a term project. We will read and discuss research papers on various aspects of network security: Bot and Botnets, DNS security, Email spam, IP prefix hijacking, Network Intrusion Detection, On-line Authentication, Phishing attacks, Security inside Cloud, Spyware/Malware, TCP misbehaviors, Web security, and VoIP security. Students are expected to read papers before the class and participate in the discussion during the class.

CS 533 Network Infrastructure Planning 3 credits

This course provides a study of network infrastructure design. Topics included in this course are strategies for planning, implementing, and maintaining server availability and security, client addressing schemes, name resolution, routing, remote access, and network security. Students gain experience by designing plans for implementing common network infrastructure and protocols.

CS 534 Cyber Securities 3 credits

This course introduces students to the interdisciplinary field of cybersecurity by discussing the evolution of information security into cybersecurity, cybersecurity theory, and the relationship of cybersecurity to nations, businesses, society, and people. Students will be exposed to multiple cybersecurity technologies, processes, and procedures learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cybersecurity problems.

CS 535 Computer Forensics 3 credits

Computer forensics is a field of technology that uses investigative techniques to identify and store evidence from a computer device. This course introduces various techniques of computer forensics for the information stored in Database, Email, Mobile, Computer Memory, Network, and Malware. This course requires a functional knowledge of information technology (IT) fundamentals—e.g. operating systems, information security, network security, and programming languages.

CS 536 Information Technology Governance 3 credits

The course focuses on organizational leadership, structures and IT management processes to support and sustain business strategies. It examines important concepts and models related to managing IT such as IT strategy, IT planning, IT alignment and IT evaluation. The course

provides students with knowledge and skills to be able to make useful contributions to a range of IT related decisions in organizations.

CS 537 Mobile Application Concepts 3 credits

This course will focus on mobile applications, their architecture, design, and supporting technologies; Mobile device operating systems and frameworks; synchronizing mobile applications, support for inter-application data-exchange; accessing and manipulating special-purpose device capability such as location, orientation, and input modality. This course will also cover programming practices for securing mobile applications and optimizing run-time performance.

CS 538 Security Automation with Python (2nd Year) 3 credits

This course is an immersive and hands-on course designed to equip students with the skills to develop solutions for real-world defensive and offensive security challenges. The course covers the essentials of Python programming, automating vulnerability scanning, network security automation, web application security automation, and Machine Learning and AI in security automation.

CS 540 Principles of Programming Languages 3 credits

This course introduces the fundamental concepts of structured programming and provides a comprehensive introduction to programming for computer science and technology majors. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. This course will teach various computer programming languages including Python, C, and C++.

CS 541 Fundamentals of Web Programming 3 credits

This course focuses on learning the basic building blocks of web programming. The student will be introduced to three languages used for web page design and implementation: HTML, CSS, and JavaScript. To develop a deeper understanding of how websites work together, the HTTP protocol will be introduced along with basic AJAX programming.

CS 542 Object Oriented Programming 3 credits

Thorough treatment of programming according to object-oriented principles. Introduces classes, interfaces, inheritance, polymorphism, and single dispatch as means to decompose problems. Covers intermediate programming techniques including error handling through exceptions, arrangement of source code into packages, and simple data structures. Intermediate debugging techniques and unit testing are covered. Note: Lectures and labs are offered in groups. Students MUST register for a lecture and a lab from the same group.

CS 545 Software Development in Python 3 credits

Students will learn to write clean, well-tested, advanced Computer programming codes using industry-standard software engineering patterns. They will study the foundational structures of programming, from object-oriented principles to advanced topics such as Data Science.

CS 557 Artificial Intelligence 3 credits

This course is about the theory and practice of Artificial Intelligence. It will cover modern techniques for computers to represent task-relevant information and make intelligent decisions towards the achievement of goals. It will investigate questions about AI systems such as: how to represent knowledge, how to effectively generate appropriate sequences of actions and how to search among alternatives to find optimal or near-optimal solutions. We will also explore how to deal with uncertainty in the world and how to learn from experience.

CS 561 Computer Architecture 3 credits

This course aims to provide a strong foundation for students to understand modern computer system architecture and to apply these insights and principles to future computer designs. The course is structured around the three primary building blocks of general-purpose computing systems: processors, memories, and networks.

MISSION

MSS 101 Introduction to Christian Mission 3 credits

A study of the biblical foundations, history and philosophy of Christian missions; special attention to be given to modern missions and various ethnic and cultural challenges the church is facing in our multicultural and global era.

MSS 212 History of World Missions 3 credits

This course surveys the world missionary movement from its inception with the early church era to the present. Emphasis in the course will be on major personalities and organizations.

REL 421 World Religions 3 credits

A critical examination of the growing influence of world religions in shaping our culture and worldviews; closely studies the tenets of various world religions in order to prepare Christians for effective interaction with Muslims, Buddhists, Hindus and others.

REL 422 Comparative Religion 3 credits

An analytical study of how Christianity differs from Islam, Judaism and Eastern religions, comparing diverse religious concepts, such as the ultimate reality, the human condition, salvation, and evil, from the Christian perspective.

PRACTICAL THEOLOGY

MSS 315 Personal Evangelism 3 credits

This class is designed to equip the minister to train others in a variety of skills related to personal evangelism.

PMN100 Ministry Practicum 0 credits

Students will take an internship as part of their program of studies in ministry.

PMN 411 Pastoral Care 3 credits

Designed to help students learn how to understand human problems and suffering; through various case studies students learn the pastoral role in caring for church members who are facing these difficulties.

WML 101 Music Theory I 3 credits

A rudimentary study of music including notation, note and clef reading, rhythm, scales, intervals, key signatures, triads, non-harmonic tones, ear training, sight singing, keyboard skills and four-part harmony.

WML 104 Harmony 3 credits

This course will review of the basic physics of the harmonic series and derivation of musical scales; "just intonation" and tempered tunings. It will also deal with standard musical notation, intervals (melodic, harmonic, diatonic and chromatic), and syntax of consonance and dissonance and rudimentary counterpoint.

WML 201 Beginning Guitar Class 3 credits

In this class students will learn to play the guitar, one of the basic instruments of modern worship; students will learn and practice basic guitar chord-formation and rhythm; students will provide their own guitars.

WML 411 Worship Music and Arrangement 3 credits

This course will describe how worship leaders utilize music in various worship settings. This course will help students arrange worship music by understanding basic music theory and components.

SEMINARY
COURSE DESCRIPTIONS

SEMINARY COURSE DESCRIPTIONS

The NTJS/WUV course descriptions are updated regularly during the academic year. Courses are not necessarily offered every term or year. All announcements in the Course Catalog are subject to change without notice and do not constitute an agreement between the Seminary/WUV and the student. Students should assume the responsibility of consulting the appropriate academic unit or adviser for more current or specific information.

COURSE DESCRIPTIONS KEYS

BIB - Biblical Studies	**NTL –** New Testament Langage
BNT – New Testament	**OTL** – Old Testament Langage
BOT – Old Testament	**PHI** - Philosophy
CAP - Capstone	**PMN** - Pastoral Ministry
CHM -Church Ministry	**PSY** – Psychology
CNS - Counseling	**REL** – Religion
CSL – Counseling Logotherapy	**RS** – Research
E - Electives	**SCI** - Science
EDU –Education	**SOC** – Sociologies
ETH - Ethics	**SFL** – Spiritual Formation
FDN - Foundational Studies	**SPH** - Public Speech
HIS - History	**THL** - Theology
LIT - Literature	**WML -** Worship Music Leadership
MSS– Mission	**WOM –** Women's Spiritual Formation

BIBLICAL STUDIES AND BIBLICAL EXEGESIS

BIB 501 Survey of the Bible 3 credits

This course offers students a survey of the whole Christian Bible from the redemptive historical perspective. The stories in the Bible are explored as one single story of God's dealing with human history for the redemption of His creation, and the basic Christian doctrines are thereby studied. The course has no prerequisite and opens only to MBA students.

BIB 551 Intertestamental Theology 3 credits

An examination of the historical development during the inter-testament period; It helps students perceive the theological development during this period and how it influenced the theology and formation of the New Testament communities.

BIB 601 Biblical Hermeneutics 3 credits

A study of the principles of the literal-grammatical system of biblical interpretation along with an investigation of issues related to intended meaning, literary design, biblical theology, and use of the OT in the NT to receive particular attention. The students will develop their ability to apply those principles to representative passages and to a synthesis of entire books.

BIB 621 Bible Exposition Methodology 3 credits

A study of principles of interpretation, application, and delivery of Scripture in its various settings or genre. The students will deal with the problems created by various literary forms, cultural differences, and theological issues. They will engage preaching preparation with scriptural examination, employment of forms in light of literary, cultural and theological issues.

BIB 823 Jesus's Resurrection: A Starting Point of Biblical Theology 3 credits

The New Testament books were primarily authored by individuals whom the Spirit of the Risen Jesus enlightened. This course endeavors to follow in their intellectual and spiritual footsteps, seeking to comprehend Jesus Christ through their experience of his resurrection. Exploring their experiences allows us to partake in the earnest struggles of these spiritual luminaries as they struggled with God and the transformative influence of the Spirit.

BIB 831 Biblical Analysis and Evaluation of the Churches in the New Testament 3 credits

This course offers an in-depth examination of the various churches mentioned in the New Testament, focusing on their historical, cultural, and theological contexts. Students will analyze the distinctive characteristics, challenges and failures of each church, exploring themes such as leadership, community, dynamics, and doctrinal development. The course aims to provide a foundational understanding of early Christian communities and their relevance to contemporary church practice.

BIB 841 Advanced Biblical Exegesis 3 credits

A foundation class for the Th.M. program; the students will study the Bible in its original languages and practice intensive exegesis work, focusing upon its textual, contextual, literary, historical, and theological issues.

BIB 842 Advanced Old Testament Themes 3 credits

An explorative course for Th.M. program; the students will examine various themes of the Old Testament in order to understand the prominent theological, ethical, and social ideas of the Old Testament; the themes to include creation, covenant, redemption, holiness, Sinai and Zion, etc.

BIB 843 Advanced New Testament Themes 3 credits

A Th.M. course which explores various themes including the virgin birth, incarnation, redemption, holiness, the Messiah, and the cross of the New Testament for the understanding of the prominent theological, ethical, and social ideas of the New Testament.

BIB 851 Advanced Biblical Interpretation and Preaching 3 credits

A D. Min. course that aims at helping pastors who desire to improve their preaching to sharpen their skills in biblical interpretations. The course involves in-depth study of selected biblical texts, including their limit, context, and theology.

BIB 852 Analysis of Preaching in the Bible 3 credits

This D. Min. course is based on evangelical interpretation of the Scriptures. It aims at helping the preachers to be faithful to selected text in areas of author-intended meaning and author-intended impacts and assists them to be effective in proclamation ministry. This study is designed to help students to comprehend the procedure of biblical sermon formation and to attain effective delivery skills in immigrant Korean-American church contexts.

BIB 853 Biblical Interpretation that Transforms Preaching 3 credits

The course is designed to help pastors make their preaching afresh and creative through a sound interpretation of the Bible upon the guidance of the Holy Spirit. Some biblical passages will be selected, researched, and interpreted for students to gain interpretive models through which they can transform their preaching.

BIB 854 Advanced Biblical Preaching in the Gospel of Luke 3 credits

This course presupposes evangelical interpretation of the Bible. This advanced preaching seminar leads students to understand a theology of preaching and characteristics of genres of biblical books. Students will apply such understanding to the Gospel of Luke to better grasp the meaning of the Lucan message. This process aims to help students acquire and develop their own effective methods of preaching various Lucan passages.

BNT 501 Introduction to the New Testament I 3 credits

The course covers the four Gospels and the Acts. Students will be able to discuss the preservation and transmission of the traditions in the early church, the advancement of the Gospel from the Jewish people to the Gentiles through cultural barriers, Jesus' view of the Law, the chronology of Jesus in the Synoptic and John, the significance of the pouring out of the promised Holy Spirit, etc.

BNT 502 Introduction to the New Testament II 3 credits

A study of the Epistles and the Revelation in the New Testament. The course investigates critical, historical, hermeneutical, and theological issues related to each book. The students will also study the way how the early church adapted Jesus' teachings to diverse Gentile world as well as Apostle Paul's struggles with Judaizers.

BNT 511 Survey of the New Testament 3 credits

This course will focus on the general historical (social, religious, political) setting of the New Testament, the authorship, date and the development of the central themes, general contents, purposes of the New Testament (Four Gospels, the Book of Acts, Pauline Epistles, the General Epistles, Johannine Epistles and Revelation).

BNT 601 Gospels 3 credits

An expository study of the Gospels. The course reveals historical and theological developments of the Gospels. Students will learn how to perform exegetical and hermeneutical work on specific texts for their sermon preparation.

BNT 602 Synoptic Gospels 3 credits

This course introduces students to the current questions in research on the Gospels of Matthew, Mark, and Luke. Careful reading and group discussion of key issues that dominate the current debates will focus on such topics as theories of synoptic relationships, literary and theological characteristics of each gospel, and trends in the Christology, Soteriology and Ecclesiology of the Synoptic Gospels.

BNT 605 General Epistle 3 credits

An in-depth study of the General Epistles that deals with the theological issues of each book. Students will learn how to perform exegetical and hermeneutical work on specific texts for their sermon preparation.

BNT 606 Pauline Epistles 3 credits

An expository study of the Pauline Epistles including historical and theological issues. Students will learn and practice exegetical and hermeneutical work on specific texts for their sermon preparation.

BNT 607 Prison Epistles 3 credits

An exegetical study of the Prison Epistles; deals with the social and historical contexts and theological issues of the epistles; students learn how to perform exegetical work on specific texts for their sermon preparation.

BNT 608 Pastoral Epistles 3 credits

This course is an expository study of 1 and 2 Timothy and Titus, with emphasis on interpretive problems and the theological and practical relevance of the Pastoral Epistles for the society, the church, and the church leadership.

BNT 609 Gospels and Acts 3 credits

This course is designed to cover the gospels of Matthew, Mark, Luke, and John, and the Acts of the Apostles. Attention is given to each writer's literary art, theological teaching, pastoral purposes, and message for today's church and world.

BNT 611 Interpretation of the New Testament 3 credits

This course is designed to cover the gospels of Matthew, Mark, Luke, and John, and the Acts of the Apostles. Attention is given to each writer's literary art, theological teaching, pastoral purposes, and message for today's church and world.

BNT 701 Matthew 3 credits

An exegetical study of the Gospel of Matthew. Students will learn how to perform exegetical work on specific texts for their sermon preparation, including analysis of the words and grammar of selected texts, the literary and social context of the texts, and their theological significance.

BNT 702 Mark 3 credits

An exegetical study of the Gospel of Mark. Students will learn how to perform exegetical and hermeneutical work on specific texts for their sermon preparation, including analysis of the words and grammar of selected texts, their literary and social contexts, and their theological significance.

BNT 703 Luke 3 credits

An exegetical study of the Gospel of Luke. Students will learn how to perform exegetical and hermeneutical work on specific texts for their sermon preparation, including analysis of the words and grammar of selected texts, their literary and social contexts, and their theological significance.

BNT 704 John 3 credits

An exegetical study of the Gospel of John. Students will learn how to perform exegetical work on specific texts for their sermon preparation, including analysis of the words and grammar of selected texts, their literary and social contexts, and their theological significance.

BNT 705 Acts 3 credits

As an exegetical study of the Book of the Acts of the Apostles, the course deals with the historical background and theological development of the early church. Students will learn how to perform exegetical

work on specific texts. Students will also study the life and deeds of the early Christian communities and their expansion to the ends of the earth.

BNT 706 Romans 3 credits

An exegetical study of the Epistle to the Romans. It deals with the theological issues of the epistle, which have become the cornerstone of Christian theology. Students are to learn how to perform exegetical work on specific texts during the class for their sermon preparation and biblical research.

BNT 707 Corinthians 3 credits

An exegetical study of the Epistles to the Corinthians. Students will investigate historical and theological issues of selected texts of the epistles and pursue their application of the Corinthian theology to the contemporary life.

BNT 719 Hebrews 3 credits

The course leads students to perform exegetical work on selected texts and explicate answers to questions such as to what extent the New Covenant replaces the Old or how Jews should regard their crucified Messiah. Students will discover answers to these and other important questions by studying the background, context, and content of the epistle. The course focuses on the key interpretive issues; theological contributions found in this rich, Christo-centric book; and the superiority of Jesus and the New Covenant.

BNT 727 Revelation 3 credits

An in-depth study of the Book of Revelation, focusing on its exegetical, critical, historical, and theological issues. Students will learn characteristics of the apocalyptic literatures of the period.

BNT 751 New Testament Theology 3 credits

An exploration of how Jesus Christ revealed Himself to early believers and how their understanding of Christ gathered in the canon shaped the Christian communities and their theologies that have left an indelibly profound influence upon human life and destiny.

BNT 752 Theology of the Cross 3 credits

An in-depth exploration of the meaning of the cross in Pauline theology with regard to its relationship with sin and redemption, resurrection, church, and Christian life; carefully analyzes various texts that deal with the death of Jesus.

BNT 753 Theology of Resurrection 3 credits

Designed to examine the significance of the resurrection of Jesus Christ in Christian faith and its implications in Christian theology; explores various texts that convey this critical event.

BNT 764 Theology of John 3 credits

This is an in-depth exploration of the theology of the Gospel of John. It deals with the author's special aim

and emphasis in comparison with the Synoptic Gospels. Students will learn historical, hermeneutical, and theological issues of the Gospel.

BNT 832 Exposition of Mark 3 credits

An expositional study of the Gospel of Mark. Special attention will be given to the nature of the genre and source of the Gospel together with historical, hermeneutical, and theological issues. Careful exposition of a section or sections of Greek texts of the Gospel will be made.

BOT 501 Introduction to the Old Testament I 3 credits

Students are expected to learn the five books of Moses with regard to the historical and religious life of ancient Israel. They are also required to investigate critical, historical, hermeneutical, and theological issues related to each book.

BOT 502 Introduction to the Old Testament II 3 credits

Students will examine historical books, poetic literature, and prophetic books of the Old Testament within their historical contexts, which extend from the conquest of the land to exile to Babylon. They will also explore critical, historical, hermeneutical, and theological issues related to each book.

BOT 511 Survey of the Old Testament 3 credits

Students will examine each book of the Old Testament in general within its historical contexts. They will also explore some historical, hermeneutical, and theological issues related to each book.

BOT 601 Pentateuch 3 credits

An exegetical study of the Pentateuch; deals with the historical and theological development of ancient Israelite Scripture. Students will learn how to perform exegetical work on specific texts during the class for their sermon preparation.

BOT 602 Historical Books 3 credits

An exegetical study of the historical writings of the Old Testament with special attention to Israel's history from the Conquest to the Post-exilic Return as well as examination of critical, historical, hermeneutical, and theological issues.

BOT 603 Poetic Literature 3 credits

An expositional study of the poetical literature of the Old Testament. Special attention will be given to the nature of Hebrew poetry and the forms of poetic literature, together with historical, hermeneutical, and theological issues.

BOT 604 Wisdom Literature 3 credits

An exegetical study of the wisdom literature of the Old Testament; explores the theological relationship among these books as well as examines critical, historical, hermeneutical, and theological issues.

BOT 605 Prophets 3 credits

An exegetical study of the Prophetic books; deals with the historical and theological development of the prophetic books. Students will learn how to perform exegetical work on specific texts for their sermon preparation.

BOT 611 Interpretation of the Old Testament 3 credits

A study of the principles of biblical interpretation and exegesis from a historical-grammatical contextual viewpoint with a Biblical Theology emphasis on the unity of the Old and New Testaments as the inspired history of redemption. The history of interpretation, interpretive principles, and contemporary issues of the interpretation of texts will also be surveyed. Special attention will be given to the interpretation of each text within its literary and canonical context with emphasis on its genre (historical narrative, prophecy, poetry, and wisdom). The importance of the Ancient Near Eastern historical-geographical-cultural contexts of the OT will also be taken into consideration. Practical interpretive exercises in applying the principles studied will give guided hands-on experience to develop good habits of reading, expositing, and teaching the OT.

BOT 701 Genesis 3 credits

This course is an exegetical study of the Book of Genesis with special attention to main theological issues such as Creation, Fall, and Covenants. Students will learn how to perform exegetical work on specific texts during the class for their sermon preparation.

BOT 702 Exodus 3 credits

This course is a careful textual study of the Book of Exodus. Students are expected to give special attention to the Israelite exodus from Egypt and the events surrounding it, the first Passover, the role of Moses as a prophet, and the Torah.

BOT 705 Deuteronomy 3 credits

The course is an intensive study of the Book that forms the capstone of Mosaic teaching. Students are required to pay special attention to the importance of the content of the book for Israel, Judaism, and the Christian Church.

BOT 714 Psalms 3 credits

In this careful exposition of the book of Psalms, students will study the theological message of the Psalms. They will give attention to the questions relating to the formation of the Book of Psalms, literary features, and theological themes and issues arising from the Psalms.

BOT 724 Jeremiah 3 credits

This course helps students develop skills in the central activity of Biblical interpretation in religious traditions that attend to the literary-rhetorical character of the Biblical text, namely, the contextual interpretation of a coherent passage of Jeremiah. It seeks to do this by framing the class as a community of

interpreters who are engaged in seeking the meanings that can be discovered in and through passages from the Book of Jeremiah.

BOT 751 Old Testament Theology 3 credits

Through this careful study students will learn how God's self-revelation manifested in His salvation history in the life and history of ancient Israel, how it shaped the life of the ancient Hebrew people, and how it is still relevant in our time.

BOT 752 Theology of Priesthood 3 credits

An introduction to the priestly theology of the Bible, including an examination of critical, historical, hermeneutical, and theological issues. Students will examine the historical context, literacy shape, and religious significance of ancient Israel's sacral priestly traditions as they are preserved in the traditions of the Old Testament.

BOT 761 Covenant Theology 3 credits

This course is a careful study of Covenant ideas in the Old Testament. Students will examine what kinds of covenants God made with Israel and how these covenants became the foundation of Israel's hope in God throughout its painful history.

BTF 521 Biblical Foundations for Spirituality 3 credits

Examines biblical texts that shape Christian spirituality, exploring themes such as covenant, worship, prayer, and discipleship.

BTF 522 Systematic Theology and Spirituality 3 credits

Introduces major theological doctrines and their influence on spiritual formation and leadership practice.

BTF 523 Old Testament Foundations for Spiritual Formation 3 credits

Explores Old Testament narratives, poetry, and wisdom literature to discover themes and models for spiritual formation.

BTF 524 New Testament Foundations for Spiritual Formation 3 credits

Analyzes New Testament teachings on the Spirit, community, discipleship, and eschatological hope as they shape Christian formation.

NTL 501 Biblical Greek 3 credits

This course is a study of the elementary grammar of the biblical Greek along with its paradigms and vocabulary to enable students to practice basic translation of selected passages.

OTL 501 Biblical Hebrew 3 credits

This course is designed to help students cultivate the skill to exegete the Old Testament in its original Hebrew language. Students will learn basic principles of Hebrew alphabet and grammar along with its

paradigms, vocabulary, and syntactical principles, and practice translation needed in preparation for exegesis.

OTL 601 Hebrew Syntax 3 credits

As an intensive study of Hebrew syntax, this course covers issues of syntax at the word, phrase, clause, and sentence levels. Special attention will be given to necessary vocabulary, grammar, and morphology.

NTL 601 Greek Syntax and Exegesis 3 credits

Students apply their basic Greek grammar to the texts of the New Testament. Through this course students learn how to overcome limitations of basic grammar and find out the intended meanings of given texts and the importance of the context of the texts in exegesis. Selected Greek texts will be read and translated.

COUNSELING

CNS 501 Introduction to Christian Counseling 3 credits

This course is designed to encourage theological and spiritual reflection for the purpose of facilitating effective and appropriate Christian care and counseling. To that end, it has been specifically designed to address systematic understandings of spiritual care addressing individuals, families, congregations, and the broader community as well as identity issues related to being a spiritual care agent and Christian counselor.

CNS 505 Biblical Counseling 3 credits

The course focuses on the biblical formulation of various pastoral counseling case studies and current practices in the congregational model. The course will also closely examine the use of the presupposition of Biblical Theology (Redemptive Historical Approach) and the Systematic Theology based on the Reformed Confessional Standards. The course will also examine the current landscape of modern biblical counseling model and its practices.

CNS 506 Christian Spiritual Formation in Counseling 3 credits

Emphasis is placed on the counselor's personal and spiritual formation, the integration of Christian faith with counseling practice, and the process of spiritual growth in the lives of individuals and communities. Students will explore biblical, theological, and psychological perspectives on human transformation, spiritual maturity, and the formation of Christian character in counseling contexts.

CNS 509 Spiritual Formation for Helping Professionals 3 credits

This course explores spiritual formation as a foundational component of personal and professional development for those serving in helping professions. Attention is given to spiritual disciplines, self-awareness, vocational identity, ethical service, and the prevention of burnout. Students will examine how spiritual formation shapes the character, presence, and practice of counselors, ministers, educators, chaplains, and other caregivers who serve individuals, families, churches, and communities.

CNS 511 Counseling Theory 3 credits

This course features an overview of current trends in counseling theory and the role of counseling in public, private and church settings. Basic counseling skills taught in this course include interviewing, assessment, and therapeutic listening in a laboratory situation. Application is made to premarital, family crisis, grief and substance abuse counseling, with emphasis on developing strategies and applying scriptural principles.

CNS 531 Theories of Personality 3 credits

This course examines specific theories of personality for the purpose of explaining normal and abnormal development and behavior. Psychoanalytic, Trait, Humanistic, Existential, Cognitive, Behavioral and Social Learning Theories, among others, are reviewed and critiqued.

CNS 551 Counseling Services and methods 3 credits

This course emphasizes the mastery of attending and responding action and termination strategies necessary to assist clients' progress through the stages of counseling. It focuses on the counseling skills, which recognizes basic counseling phases, practical applications of each phase, and psychological/theological assessment.

CNS 614 Human Sexuality 3 credits

This course focuses on sexual development and educational issues as applied to the field of professional counseling. Students will become familiar with the biological, psychological, cultural, and behavioral aspects of human sexuality and family life. The overall theme of the course focuses on responsible sexual behaviors and attitudes.

CNS 622 Stress and Religious Coping 3 credits

This course focuses on theories, methods and applications of stress and coping research. This course provides an understanding of the conceptual and methodological definitions of stress and coping; and delineates the physiological and spiritual responses to stress in humans. It also examines the moderators and effectiveness of the stress and coping process; and allows each student to develop an expanded knowledge of a specific area within stress and coping.

CNS 631 Counseling Children 3 credits

This course provides theological, theoretical, and practical foundations for a comprehensive exploration of assessment, treatment, and advocacy of children (through adolescents). The developmental and psychological needs and problems of children are examined through the analysis of personality types and family structure.

CNS 632 Death and Dying 3 credits

This course focuses on the theological and psychological (psycho-spiritual) issues surrounding complicated death and grief. In particular, we will explore some of the more complex and difficult situations facing the

pastor or religious leader including: traumatic death, child/infant death, suicide, and complicated grief/mourning.

CNS 641 Individual Counseling 3 credits

This course provides a foundation to treat individuals in Christian counseling by offering an overview of selected theories and techniques. The course focus is to prepare students to have competency counseling individuals. This course integrates theoretical and theological systems of conceptualizing human being, and health using the norms of individual psychotherapy counseling modalities, theology, the experiences of the student and the client, and practical skill development.

CNS 642 Inner Healing 3 credits

This course is designed to understand the Christian inner healing and deliverance in the biblical foundations of counseling. This course will explore the topics including weeding out roots of bitterness, overcoming strongholds of inner vows, heart and mind. Ministry tools, understanding the fruit in our lives, tracing fruits to roots, prayer, using the gifts of the Spirit, from present pain to past pain, praying about the root, true repentance and post-traumatic stress syndrome.

CNS 661 Theory and Practice of Counseling 3 credits

This course features an overview of current trends in counseling theory and practice and the role of counseling in public, private and church settings. Basic counseling skills taught in this course include interviewing, assessment, and therapeutic listening in a laboratory situation. Application is made to premarital, family crisis, grief and substance abuse counseling, with emphasis on developing strategies and applying scriptural principles.

CNS 671 Counseling Seminar 3 credits

This seminar is designed to create a community of colleagues in scholarly conversation. The conversation will: a) explore a wide range of research methodologies and b) examine in depth some major themes current in Christian counseling/Pastoral counseling.

CNS 701 Marriage and Family System 3 credits

This course examines theoretical approaches including major systems theories, strategiesand techniques of family and relationship therapy. Emphasis is on understanding the structure and function of marriage, the various aspects of the marital relationship and family systems. The impact of cultural and social forces upon the family system is explored.

CNS 711 Group Counseling 3 credits

A study about group behavior and its relationship to ministry and counseling; students will participate in small group experiences, simulations, role plays, and group exercises in order to understand group interaction, such as group decision-making, problem-solving, conflict management, and communication patterns.

CNS 712 Family System and Family Life Cycle 3 credits

The course offers a study of the family as a system, family life cycle stages, tasks, and difficulties that families may experience as they move through their developmental stages. Concepts and principles applicable to helping people within a systems perspective will also be discussed.

CNS 713 Family Counseling 3 credits

This course is designed to provide initial information on the processes in premarital, marital and family counseling, and to investigate some of the available tools for doing counseling, and/or marriage enrichment in a church-related setting. The main focus of the course is on the counseling process rather than educative efforts of the church and family.

CNS 714 Marriage and Family Counseling 3 credits

This course provides students with the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. This course helps students acquire knowledge of relationship dynamics, assessment, and skills related to working with couples and families. The Christian view of marriage in consideration of the nature of marriage and family in contemporary society will be discussed.

CNS 716 Multi-Cultural Counseling 3 credits

This course is designed to provide a deeper understanding of the cultural, socioeconomic, and ethnic variables that influence the counseling relationship and process in a growing pluralistic society. In addition, students will examine some of the major cultural groups in the United States and abstract implications for practice in counseling.

CNS 717 Grief, Loss, and Trauma in Multi-Cultural Society 3 credits

This course will provide foundational concepts associated with the process of loss and grief, death and dying, as well as trauma and its long-term effect in a multicultural context. Students will learn distinctive ways different cultures experience loss and grief and a particular attention will be paid to the treatment of the human stress response in various cultures, effective counseling strategies that are culturally sensitive. Private sufferings and public meanings will be explored from a multicultural perspective.

CNS 718 Career Development and Counseling 3 credits

This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searchers, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information.

CNS 721 Conflict Transformation 3 credits

This course explores the nature of conflict that is borne by individual, relational, cultural, structural, and religious differences and inequalities. Transforming conflict intra- and interpersonally and pursuing peace building interpersonally. Students are empowered to recognize and transform conflict in relationships, family, institutions and organizations.

CNS 725 Counseling and Psychotherapy Techniques 3 credits

This course provides students with both a didactic and experiential foundation in the fundamental techniques of counseling and psychotherapy. Students will learn how to establish and maintain a therapeutic relationship, set treatment goals, apply core helping skills such as active listening and interviewing, manage session dynamics, and appropriately initiate termination and referral processes. Emphasis will be placed on understanding the parameters and limitations of the counseling process as well as ethical and culturally responsive practice.

CNS 731 Mental Health 3 credits

This course presents a study of the causes, problems, and theories of pathological and behavioral abnormality; examines the history, definitions, issues, and treatments related to abnormal behavior; and includes student evaluation of these concepts and research conclusions, critically and biblically.

CNS 734 Crisis Counseling 3credits

This course introduces students to the concepts and fundamental skills of counseling in a crisis setting. Effective counseling responses rooted in counseling theory and technique, pastoral care, and Scripture are analyzed. Students develop a crisis counseling approach informed about crisis in human life and the Church.

CNS 735 Addiction and Recovery 3 credits

The purpose of this course is to introduce students to practice and policy aspects ofaddictions counseling. From a strengths perspective, biological, psychological, social, and spiritual factors will be considered as they relate to substance abuse issues. An in-depth study of treatment for addictive disorders will be included.

CNS 741 Faith and Counseling 3 credits

This course will introduce students to the unique and dynamic role of faith in counseling settings. The nature of suffering, healing, and hope in human experiences are surveyed in relation to Christian theology, Scriptures, and counseling. Students will develop various aspects of theological, spiritual, and integrative counseling approaches essentially necessary to the Christian counselor who explores human suffering and healing.

CNS 742 Spirituality and Counseling 3credits

This course identifies that Christian counseling is a search for the Divine in the circumstances of our lives. Its aim is for the patient/client to find meaning and purpose in his/her situation and for the caregiver to find meaning in his/her profession. This course presents a perspective and a vision. This perspective and vision

articulates a clear rationale and strategies that counselors can use to integrate spirituality into the practice of their caring work.

CNS 744 Psychology and Theology 3 credits

This course will introduce students to the unique and dynamic role of faith in counseling settings. The nature of suffering, healing, and hope in human experiences are surveyed in relation to Christian theology, Scripture, and counseling. Students will develop various aspects of theological, spiritual, and integrative counseling approaches essentially necessary to the Christian counselor who explores human suffering and healing.

CNS 751 Needs Assessment in Counseling 3 credits

This course develops a biblical understanding of human constitution, fundamental human need, and strategies for assessing and meeting individual needs. Students will consider a wide range of common human problems.

CNS 755 Counseling and Sexuality 3 credits

The purpose of this course is to increase students' awareness, knowledge, and skills regarding the broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort in addressing sexuality issues in counseling with clients across the developmental spectrum.

CNS 761 Self Appraisal 3 credits

This course provides an overview of the use of a variety of standardized personality tests, with an emphasis on history, validity, reliability, administration, and interpretation issues surrounding this branch of counseling assessment. This course will teach students how they care not only for others but alsofor themselves.

CNS 762 Ethics of Christian Counseling 3 credits

This course is a study of the legal requirements and ethical codes for the professional counselor. Discussions include problems commonly encountered within the counseling profession. Consideration is given to the challenges associated with the set-up and supervision of counseling practices and programs.

CNS 763 Ethics of Counseling 3 credits

This course is designed to provide the prospective counselor with the knowledge of the professions' ethical and legal standards, their evolution, methods of change and applications to various professional activities. This course develops sensitivity to culture, ethnicity, sex/gender, and people with disabilities, which is imperative in learning how to apply ethical standards in a positive and competent manner to all populations.

CNS 765 Psychological Appraisal & Diagnostic Procedures 3 credits

This course introduces students to the principles and practices of psychological testing and diagnostic procedures used in counseling. Students will gain knowledge of test selection, administration, scoring, and interpretation for a variety of assessment tools. The course covers foundational concepts such as reliability, validity, standardization, and cultural fairness in assessment. It also explores how to integrate appraisal data into diagnosis, case conceptualization, and treatment planning, with attention to the ethical use of assessment tools.

CNS 771 Counseling Issue and Strategy 3 credits

This course focuses on understanding diverse clients from different theoretical perspectives and utilizing various strategies and techniques to bring about client change. An overarching goal of this course is to foster the development of attitudes and knowledge necessary to become a reflective practitioner serving a pluralistic society. Issues of multiculturalism and client diversity (e.g., race/ethnicity, gender, class, sexual orientation, disability, etc.) will be integrated into all course content.

CNS 775 Growth and Development of the Contemporary Minister 3 credits

An in-depth look at the person in the ministry. Extensive testing will form the foundation for this course, and the results of the testing will be used to develop a growth-profile for the individual student.

CNS 780 Counseling Practicum 3 credits

The purpose of this course is to develop the counseling skills under the supervision and guidance of staff. Students will actively participate in counseling situations with individuals and groups or research on counseling topics.

CNS 781 Counseling Practicum 1 credit

A clinical skills course emphasizing the acquisition of practical therapeutic techniques through role playing and modeling. Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

CNS 782 Human Service Practicum 1 credit

Human Service Practicum is an intensive field experience in human services and community agencies. The field experience will be supervised by agency field instructors in cooperation with the Director of practicum programs.

CNS 783 Mental Health Practicum 1 credit

This course provides students the opportunity to perform a variety of counseling activities that regularly employed professional staff perform in a clinical mental health setting while under clinical supervision.

CNS 784 Clinical Therapy Practicum 1 credit

Clinical therapy practicum provides students from a wide variety of educational disciplines the opportunity to apply traditional academic classroom learning to actual clinical experiences in a multi-program setting.

CNS 785 Research and Program Evaluation 3 credits

Students learn the importance of scientific inquiry in the fields of counseling. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence-based practice.

CNS 787 Counseling Internship 1 3 credits

This course provides the first phase of a supervised counseling internship experience. Students are expected to engage in counseling-related activities within an approved clinical setting, including a minimum number of direct client contact hours. The course focuses on the application of counseling theories, techniques, and ethical decision-making in real-world practice. Weekly supervision and reflective practice are integral components, with emphasis on developing professional identity and competence.

CNS 788 Counseling Internship 2 3 credits

This course continues the supervised clinical internship begun in Counseling Internship I. Students will build upon previously developed skills while expanding their scope of practice in a clinical setting. Emphasis is placed on increasing autonomy, refining clinical judgment, and deepening the integration of theory and practice. Students will complete the remaining required hours of supervised internship, including direct client contact, and will continue to receive supervision and feedback to support their growth as professional counselors.

CNS 790 Practicum 1 1 credit

This course is a supervised practicum designed to provide students with hands-on experience in church-based soul care ministries. Students will engage in practical activities such as providing spiritual support, facilitating care-related conversations, and participating in the life of the local church community. Emphasis is placed on integrating theological reflection with basic counseling and pastoral care skills. The course includes structured supervision and reflective journaling to enhance self-awareness, spiritual maturity, and ministry effectiveness.

CNS 791 Behavioral Health Interpreting 3 credits

This one-week intensive course for students and working professional provides knowledge and skills for delivery of behavioral health interpreter services. The training will outline critical knowledge and the distinctive set of skills necessary for effective interpreting for behavioral health which includes mental health, substance abuse, and developmental/intellectual disability services. Students who are bilingual (English and other language) and interested in Interpreting for behavioral health, as well as current behavioral health practitioners who are interested in incorporating interpreters into their services are appropriate for this course.

CNS 801 Pastoral Psychotherapy 3 credits

This is a study of evangelical theological and ethical perspectives and their impact on pastoral and professional counseling. Particular emphasis is placed on biblical themes related to human nature, its ideal

vs. its present condition, and the divine design for its restoration, health, and destiny. This course is required for the Pastoral Care and Counseling Specialization only.

CNS 805 Applied Counseling Theories 3 credits

A review and critique of counseling theories. Research regarding counseling theory constructs, along with their application in different settings and populations are reviewed.

CNS 806 Counseling Process and Techniques 3 credits

This course provides advanced training in the counseling process and the development of essential counseling techniques. Students examine the stages of counseling, therapeutic relationship building, case conceptualization, treatment planning, intervention strategies, and termination. Emphasis is placed on integrating evidence-based counseling skills with biblical principles and ethical practice. Through case studies, role-play, and supervised practice, students strengthen their ability to conduct effective counseling in individual, family, church, and community settings.

CNS 810 Counselor Spirituality and Identity 3 credits

The Christian counselor must be in good spiritual as well as emotional and psychological health in order to assist those needing healing. This course is intended to provide an opportunity for self-examination, as well as to suggest ways the counselor may sustain good spiritual health while assisting others in a broken world.

CNS 821 Advanced Pastoral Counseling 3 credits

A D.Min. class designed to enrich pastoral experiences in counseling in local church settings with special attention given to the practical training of pastors for premarital preparation, parenting preparation, crisis counseling, and grief counseling. This course includes spiritual and religious perspectives in the field of counseling and theoretical counseling applications in spiritual settings.

CNS 825 Advanced Family Therapy 3 credits

A review of foundational, contemporary, and evidence-based approaches to the treatment of clinical problems in marriage and family therapy. An emphasis will be placed on ethical and effective bio-psycho-social-spiritual assessment, case conceptualization, treatment planning, and treatment that is both evidenced based and biblically grounded.

CNS 832 Pastoral Marriage Counseling 3 credits

This course is an experiential exploration of selected, major treatment approaches utilized in marital and family counseling. The goal of this course is to examine the nature and proper functioning of marriage, gender issues in marriage, common couple patterns, and premarital/remarital and marital counseling strategies designed to promote harmony and instill hope.

CNS 835 Applied Research I 3 credits

A review of the process and method of developing and conducting research. Emphasis will be placed upon the application of methods for development and preparation of the doctoral proposal.

CNS 841 Advanced Inner Healing and Soul Care 3 credits

Advanced inner healing course include biblical foundations of inner healing and advanced inner healing techniques, soul care and deliverance. Fallen nature impacted the whole of humanity and nature with sin, sickness, guilt and shame. It is why Jesus had to come to save, heal and draw us as individuals, families, groups and generations to His life of abundance. This course discovers the need for an inner transformation through rebirth, conversion, forgiveness, inner child, back to the womb, sensing Jesus and Sonship.

CNS 845 Applied Research II 3 credits

An individually selected quantitative or qualitative research project under supervision of the student's advisor (includes independent studies).

CNS 850 Cognitive Theory and Application 3 credits

An overview of theoretical foundations of cognitive therapy. Students learn the assessment, conceptual framework, strategic focus, and technical details of how cognitive therapy is conducted.

CNS 855 Attachment Based Treatment 3 credits

This course provides an extensive overview of attachment theory, from early conceptual developments to the most recent empirical findings. Emphasis placed on attachment theory within a developmental context and on applying attachment theory to the practice of counseling and psychotherapy of adults, children, and families.

CNS 860 Assessment and Treatment of Addictive Behaviors 3 credits

The psychological and psychosocial effects of various drugs are discussed, along with current information on addictive patterns and behaviors of individuals. Emphasis is placed on the causes, diagnosis, treatment, referral, and prevention of addictive behaviors.

CNS 861 Addictions and Treatment 3 credits

The psychological and psychosocial effects of various drugs are explored, along with current Neuro-biological findings on addictive patterns and behaviors of individuals. Emphasis is placed on The etiology of addictions, diagnosis, treatment, and prevention of addictive behaviors in early years. Also, various intervention resources are examined.

CNS 862 Assessment and Treatment of Addictive Behaviors 3 credits

In this course offered for D.Min. students, the psychological and psychosocial effects of various drugs are discussed, along with current information on addictive patterns and behaviors of individuals. Emphasis is placed on the causes, diagnosis, treatment, referral, and prevention of addictive behaviors.

CNS 865 Advanced Psychopathology, Diagnosis and Treatment 3 credits

Prerequisite: Graduate- level Psychopathology and Counseling. This course presents a Comprehensive Examination of the major psychiatric disorders contained in the Diagnostic and Statistical Manual of Mental Disorders, including Personality Disorders and Character Flaws. Students will learn multi-axial diagnosis and develop treatments for these disorders.

CNS 875 Trauma and Crisis Counseling 3 credits

This course examines the nature and impact of trauma and crisis across the lifespan and prepares students to provide effective, trauma-informed counseling interventions. Topics include acute and complex trauma, grief and loss, abuse, domestic violence, suicide intervention, disaster response, post-traumatic stress, and resilience. Students develop assessment, crisis intervention, stabilization, referral, and treatment planning skills while integrating current evidence-based practices with biblical and pastoral perspectives in counseling.

CNS 877 Advanced Counseling Seminar 3 credits

An intensive study in a specific subject of Professional Counseling. Examples of seminar courses presently being offered include: Psychodynamic Theory and Psychotherapy, Attachment Theory and Psychotherapy; Treatment of Trauma.

CNS 880 Ministry of Counseling (with focus on individuals) 3 credits

This course focuses on working with individuals who identifies himself or herself as needing counseling. Students will examine major theoretical perspectives and the counseling processes that underlie assessments and interventions relating to individual's personal and interpersonal concerns. The students will learn to adopt counseling to issues of cultural diversity, as well as ethical and legal considerations.

CNS 883 Ministry of Counseling (with focus on families) 3 credits

This course focuses on working with families who identify themselves as a system in need of counseling. This course provides family counseling theories and major treatment approaches utilized in marital and family counseling. The students will learn to translate theories into practice, including how to formulate hypotheses about couple and family process, identify problematic patterns of interaction and communication, compose goals for couple and family therapy, design and practice systemic interventions that are therapeutic and biblical. The students will learn to adapt counseling interventions to issues of familiar and cultural diversity, as well as ethical and legal considerations.

CNS 886 Ministry of Counseling (with focus on groups) 3 credits

This course focuses on the study of principles in group development, group dynamics, group processes, and group members' roles and behaviors, as well as therapeutic factors in relation to group guidance/counseling/therapy. With the understanding of group counseling theory and methods, students will practice their leadership styles, techniques and roles through practical exercises. Ethical and legal issues related to group interventions will also be explored and adopted.

CNS 889 Ministry of Counseling (with focus on organizations) 3 credits

This course focuses on working with community non-profit organizations and churches as a counselor, facilitator, or consultant, promoting biblically sound and healthy adaptive functioning of the organizations. This course provides students with the studies related to provision of consultation services, counseling administration, and program evaluation procedures. The course places special emphasis on effective application of evidence based best practices of organizational and Christian leadership.

CNS 900 Internship in Counseling I 3 credits

Work with individuals or groups in practical situations under the supervision and guidance of staff in that setting. Open only to doctoral students or by consent of the department.

CNS 910 Internship in Counseling II 3 credits

Work with individuals or groups in practical situations under the supervision and guidance of staff in that setting. Open only to doctoral students or by consent of the department.

CNS 990 - 999 Dissertation Writing and Defense 6 credits

Students must create a dissertation proposal, successfully defend the proposal, obtain IRB approval to conduct the research, collecting and analyze the data, and complete the final writing of the Dissertation.

CSL 511 Counseling Theories 3 credits

Provides a comprehensive overview of major counseling theories, including psychodynamic, cognitive-behavioral, humanistic, and existential approaches. Emphasizes the integration of philosophical foundations and the development of a coherent personal counseling orientation.

CSL 512 Advanced Psychopathology 3 credits

Introduces major mental health disorders through contemporary diagnostic frameworks, with attention to psychological, biological, and social influences. Highlights existential perspectives on human suffering, anxiety, and meaning.

CSL 531 Existential Analysis and Logotherapy 3 credits

Introduces the foundational concepts of Existential Analysis and Logotherapy, focusing on the human search for meaning. Explores the multidimensional nature of the person and practical meaning-centered interventions.

CSL 571 Philosophical Counseling 3 credits

Examines central themes in existential philosophy and their application to counseling practice. Emphasizes the use of philosophical reflection to deepen therapeutic dialogue and client self-understanding.

CSL 591 Psychological Assessment and Diagnosis 3 credits

Provides an introduction to commonly used psychological assessment tools and diagnostic procedures. Emphasizes ethical standards and culturally responsive practices in assessment and treatment planning.

CSL 592 Counselor Education and Supervision Practicum 3 credits
Offers supervised counseling experience in individual and/or group settings. Focuses on the application of counseling skills, reflective practice, and the formation of a professional counselor identity.

CSL 811 Advanced Counseling Theories 3 credits
This course critically examines major contemporary counseling theories and integrative models, establishing advanced intervention strategies applicable to complex clinical cases and fostering the development of a coherent theoretical identity.

CSL 812 Family Therapy, Family Counseling, and Couples Counseling 3 credits
Grounded in theoretical foundations of family therapy, this course develops counseling strategies optimized for the unique characteristics of Korean family culture. The primary goal is healing and restoring wounds within families and couples, including inner-child healing and therapeutic communication methods. Students apply Existential Analysis and Logotherapy in family treatment and participate in case presentations and supervision based on real clinical cases.

CSL 821 Mental Health and Advanced Psychopathology 3 credits
This course provides an in-depth understanding of current diagnostic systems and underlying mechanisms of mental disorders. Students acquire advanced knowledge of psychopathology necessary for sound clinical judgment and therapeutic intervention.

CSL 822 Psychological Testing, Assessment, and Diagnosis 3 credits
This course addresses major psychological assessments at an advanced level, cultivating competencies in clinical interpretation, integrative diagnosis, and professional psychological report writing.

CSL 831 Advanced Research Methodology in Counseling 3 credits
This course explores advanced statistical analyses and qualitative inquiry methods to scientifically investigate complex phenomena arising in counseling practice. With a focus on Existential Analysis and Logotherapy, students deepen qualitative research using phenomenological methods. The course includes writing case conceptualization reports in existential counseling utilizing phenomenological analysis, and discussions on the counselor's philosophical competence and ethical responsibility in addressing clients' existential crises. This advanced course integrates core discourses of existential philosophy into clinical counseling through qualitative case conceptualization.

CSL 841 Clinical Practicum and Individual Counseling Supervision 3 credits
Based on actual counseling practice, this course strengthens professional intervention competencies. Through supervision, students deepen clinical reflection and develop a mature counselor identity.

CSL 851 Advanced Special Topics in Existential Analysis and Logotherapy 3 credits

This advanced doctoral course examines the theoretical foundations and professional applications of Existential Analysis and Logotherapy. Building on Viktor Frankl's multidimensional understanding of the human person—body, mind, and spirit—the course explores how existential analysis informs the understanding of human existence and how Logotherapy applies this understanding to questions of suffering, meaninglessness, freedom, responsibility, and the discovery of meaning. Students critically examine contemporary research and evidence related to Logotherapy and develop advanced case conceptualization skills. Special attention is given to applications of Existential Analysis and Logotherapy in complex areas such as trauma, depression, addiction, death anxiety, and other existential challenges.

CSL 852 Seminar in Existential Philosophical Counseling 3 credits

This advanced doctoral seminar examines major themes in existential philosophy and their application to counseling and professional practice. Students critically engage philosophical perspectives on fundamental dimensions of human existence, including death, freedom, responsibility, isolation, anxiety, and meaning. Through advanced readings, case analysis, scholarly dialogue, and reflective application, students explore how existential philosophical perspectives can inform counseling relationships and responses to existential crises. The seminar emphasizes the development of philosophical competence, ethical reflection, and advanced professional judgment in helping individuals engage existential concerns and pursue meaningful and responsible ways of living.

PMN 728 Pastoral Counseling Seminar 3 credits

An intensive study in a specific subject of Professional Counseling. This course allows variation in the approach and content of the regular curriculum, and often will be used by visiting professors**.**

PSY 521 Human Development 3 credits

Patterns and theories of development from conception through late adulthood emphasizing early childhood through adolescence; analysis of individual, family, and environmental factors which affect development over the life span; knowledge and understanding of key concepts about human development across the life span; comparison, contrast and analysis of the major principles and predominant theories associated with this field of inquiry.

PSY 523 Human Growth and Development 3 credit

This course focuses on Human growth and development. Human development is a lifelong process of physical, behavioral development – cognitive, and emotional growth and change. In the early stages of lifetime from babyhood to childhood, childhood to adolescence, and adolescence to adulthood- enormous changes take place. Throughout the process, each student develops attitudes and values that guide choices, relationships, and understanding.

PSY 621 Developmental Psychology: Personality Theories 3 credits

A course designed to introduce a variety of physical, psychological, and socio-cultural factors that interact in the process of human growth and development, family life-cycle and learning, from a Christian perspective. Special attention is given to diverse theories concerning personality development.

PSY 721 Psychopathology and Counseling 3 credits

A study of behavioral deviations, determining factors and differential diagnoses of behavior, considered to deviate from normal patterns. Special attention is given to the DSM.

EDUCATION

EDU 500 Foundation of Theology Seminar 0 credit

This seminar course discusses the theological foundation of Christian education by dealing with the basic theological concepts and topics, which have essential bearing on the holistic study of Christian education.

EDU 501 Introduction to Christian Education 3 credits

This course is an introductory study of Christian education based on Scripture. Students will explore various educational theories to acquire the theory and practice of Christian education and ability to teach in local churches.

EDU 502 Community Approach to Christian Education 3 credits

This course focuses on the community of faith and its congregation as the primary means or context of Christian religious education. The course intends to foster the formation and transformation of congregation into a vibrant, educating and learning community of faith. It explores educational potentials of all aspects of congregational life including faith practices and dynamic interactions with surrounding cultures. Specific attention will be on assessing and equipping Korean-American congregations as educating communities of faith.

EDU 511 Educational Ministry of Church School 3 credits

In order to prepare students for effective church school ministry, the course deals with the history of church school, educational curriculum, and components of teacher's character and ability.

EDU 512 Multi-cultural Christian Education 3 credits

This course aims at equipping students with the fundamental philosophy and principles of Christian education in carrying out educational ministry in multi-cultural settings.

EDU 513 Communication and Christian Education 3 credits

Students will learn basic principles of effective communication in Christian education. The course covers the concepts, types, skills, and media of communication.

EDU 514 Parental Spirituality I: Tending Spiritual Lives of Parents 3 credits

Regarding the faith of parents nourishing the faith of children, the course addresses religious call to the parenting. Primary focus of this course is not on the faith of children, for instance, how parents bring their

children up religiously. Rather, it emphasizes the faith of parents, in particular, the personal religious identity of parents, exploring childhood memories, parental roles, and resources to enrich spiritual lives.

EDU 515 Parental Spirituality II: Nurturing the Inner Parent 3 credits

Building on the idea of "Inner Parent" as a symbol of responsible, adult self within, this laboratory course in parental spiritual formation is intended to move the participants toward the healing and wholeness. The course utilizes Erickson's psychosocial development theory, especially the concepts of developmental "tasks" or "crises" as overarching framework and uses a combined tool of guided imagery, spontaneous drawing, and personal narrative in the context of individual and group prayer in order to assist the participants to relate or reconnect to their physical and emotional selves in a more holistic way.

EDU 551 Philosophy of Christian Education 3 credits

This course examines trends and principles of Christian educational philosophy. This course will help students understand philosophical foundation of Christian education through investigating the essence, goal, and contents of education philosophy.

EDU 560 Human Development Theory and Faith Education 3 credits

The course will help students learn characteristics of human development theory and faith development theory for effective Christian education.

EDU 601 Preschool and Child Education 3 credits

This course is designed to teach students to evaluate and create intentional learning experiences that foster Christian spiritual development in children. The course addresses several facets of Christian teaching: the nature and design of curriculum, learning styles, developmental issues, discipline, and teaching methods. Each student will teach a preschool and elementary lesson during the semester, with opportunity to reflect on their teaching to promote self-awareness as a teacher.

EDU 602 Youth Education 3 credits

This course is designed to prepare church leaders to direct an in-depth discipleship and evangelism program for youth. It focuses on personal discipleship and the basic disciplines of the Christian life: personal testimony, prayer life development, fellowship with other believers, Scripture memory, personal witnessing, and ministering to others.

EDU 603 Adult Education 3 credits

The historical and philosophical development and the biblical principles of Christian education for adults are examined and applied. Attention is given to the discipleship process and faith development, the teacher/learner process, adult ministry needs in the local church, developing lesson plans and directing the Christian education program for adult groups in the church.

EDU 605 Foundations of Educational Leadership 3 credits
Examines key theories, models, and practices of educational leadership with a focus on vision, ethics, policy, and transformational leadership in diverse learning environments.

EDU 606 Curriculum Design and Evaluation 3 credits
Introduces principles of curriculum development and assessment, emphasizing outcome-based design, instructional alignment, and program evaluation in educational and spiritual contexts.

EDU 607 Christian School Leadership and Organizational Development 3 credits
This course examines theories and practices of leadership and organizational development within Christian and faith-based educational settings. Emphasis is placed on mission-driven leadership, organizational culture, ethical decision-making, teacher development, collaborative leadership, and school improvement. Students explore how Christian worldview and educational leadership principles inform institutional vision, governance, professional relationships, and partnerships among schools, families, churches, and communities. Through case studies and applied projects, students develop strategies for strengthening educational organizations and cultivating healthy learning communities.

EDU 612 Educational Leadership and Administration 3 credits
The course aims at equipping students with biblical leadership in order for them to be effective in educational administration.

EDU 613 Christian Mentoring 3 credits
The students will learn concepts, principles and methods of Christian mentoring in relation to biblical examples. The course will help students acquire the ability to plan, perform, and evaluate mentoring programs.

EDU 614 Method of Media Application 3 credits
In order to maximize effectiveness in Christian education, this course teaches how to utilize educational material, hardware/software, and social media/network.

EDU 615 Education of Parents 3 credits
This course is to learn the biblical parenting skills. It includes the role of parents in family, mutual growth between parents and children, and understanding of cultural mandate.

EDU 616 History of Christian Education 3 credits
A survey of the educational theory and history tracing the stream of Christianity. It includes biblical, theological, and psychological foundations, and the aims, methods, curriculum, organization, and leadership of teachers in Christian history. Students will establish their own insight and inspiration on Christian education for their future teaching ministry.

EDU 701 Education and Theology 3 credits

This course is designed to explore basic theories and philosophy of education from biblical perspective. Students are expected to establish philosophical synthesis in education.

EDU 703 Curriculum of Christian Education 3 credits

A historical survey of education in the Bible with special attention to equip students with ability to develop contemporary curriculum in Christian education.

EDU 706 Child Development and Parenthood 3 credits

This class will address the knowledge, skills, attitudes and behaviors associated with supporting and promoting optimal growth and development of children from conception to school age. Topics covered to strengthen the well-being of families and individuals include meeting the physical, social, emotional, intellectual, moral, and cultural developmental needs of a child as a parent or caregiver. The influences of heredity, environment, family, and societal crisis on the development of the child are also explored, as well as identifying community and family support services.

EDU 711 Contemporary Issues in Christian Education 3 credits

This course explores current issues in the field or in a particular area of educational ministry. The instructor and students, in consultation, will determine topics for research. Students will have ability to gain insight on current issues and find the alternative.

EDU 751 Creative Bible Teaching Methods 3 credits

This course is intended to introduce various teaching methods to students who desire to engage in serious Bible teaching ministries in local churches. Students will develop their own creative teaching methods through analyzing and assessing different methods.

EDU 753 Program Design in the Church Education 3 credits

This course fosters students' ability to design educational programs for local churches, which includes small group leaders, teachers, Church School, and discipleship training.

EDU 760 Theory of Christian Alternative School 3 credits

In a situation where public education is collapsing, the Christian alternative schools as an alternative are emerging. The Christian alternative school intends to deconstruct the myths of modernity and value neutrality and seeks for integrated education from the Christian perspective. This course is composed of the reason, purpose and action plan of Christian alternative school.

EDU 761 Alternative Education Policy and School Development 3 credits

This course examines the policy, legal, administrative, and organizational contexts of alternative education and their implications for school development. Students analyze educational policies, governance structures, regulatory environments, and emerging issues affecting alternative and Christian educational institutions in diverse national and cultural contexts. Particular attention is given to policy analysis,

institutional sustainability, educational innovation, and the development of effective school models. Students apply policy analysis to contemporary educational issues and develop research-informed recommendations for improving alternative educational environments.

EDU 762 Alternative Curriculum Development and Evaluation 3 credits

This course provides advanced study of curriculum development, instructional design, and evaluation within alternative and Christian educational settings. Students examine alternative educational goals, curriculum models, teaching and learning approaches, learner-centered practices, and methods of student and program assessment. Emphasis is placed on designing and evaluating curricula that respond to the mission, educational philosophy, learner needs, and cultural context of diverse educational communities. Students develop or evaluate a curriculum or instructional program applicable to an alternative or Christian educational setting.

EDU 763 Advanced Practicum in Alternative and Christian Education 3 credits

This supervised practicum provides students with advanced professional experience in an approved alternative, Christian, or faith-based educational setting. Under the guidance of faculty and qualified site supervisors, students engage in observation, instructional or leadership activities, curriculum implementation, professional collaboration, and analysis of educational practice. Each student identifies a significant problem of practice within the educational setting and develops an evidence-informed response or improvement strategy. Reflective practice, professional mentoring, and integration of academic learning with field experience are emphasized throughout the practicum.

EDU 780 Christian Education Practicum 1 credit

This course is designed to prepare the graduate exam and the certification exam for Director of Christian Education (DCE). It includes the orientation, field practice, and qualifying test.

EDU 801 Christian Worldview, Education, and Leadership 3 credits

This course examines the relationship between Christian worldview, educational philosophy, and leadership practice in contemporary educational settings. Students critically explore biblical and theological perspectives on the nature and purpose of education, human dignity, knowledge, vocation, community, and leadership. Emphasis is placed on applying a Christian worldview to educational decision-making, institutional mission, leadership practice, and complex challenges facing Christian and faith-based educational organizations.

EDU 802 Christian Ethics and Educational Leadership 3 credits

This course examines ethical theories, Christian moral perspectives, and their application to educational leadership and professional practice. Students analyze ethical dilemmas related to institutional governance, leadership authority, equity, professional responsibility, organizational relationships, and educational decision-making. Emphasis is placed on developing ethically responsible leaders who integrate Christian

values, professional standards, sound judgment, and responsible stewardship in diverse educational environments.

EDU 811 Advanced Theories of Learning and Human Development 3 credits

This course provides advanced study of major theories and research concerning human development, learning, motivation, and adult development. Students critically examine theoretical perspectives and empirical research related to cognitive, social, emotional, moral, and professional development across the lifespan. Emphasis is placed on evaluating and applying research on human development and learning to educational leadership, educator development, organizational practice, and the design of environments that support individual and professional growth.

EDU 812 Leadership for Educator Development and Professional Learning 3 credits

This course examines leadership theories and practices for developing educators and strengthening professional learning within educational organizations. Students explore faculty and teacher development, mentoring, coaching, professional learning communities, reflective practice, leadership development, and organizational capacity building. Emphasis is placed on designing and evaluating sustainable systems that promote educator effectiveness, professional growth, collaboration, and continuous improvement.

EDU 813 Culture, Community, and Educational Leadership 3 credits

This course examines the relationship among organizational culture, educational community, and leadership practice. Students analyze how values, beliefs, relationships, institutional traditions, and social contexts influence educational organizations and learning communities. Particular attention is given to building healthy organizational cultures, strengthening school-family-community relationships, managing conflict, cultivating collaboration, and leading educational communities through cultural and organizational change.

EDU 814 Educational Leadership in Diverse and Global Contexts 3 credits

This course examines educational leadership across diverse cultural, social, institutional, and global contexts. Students critically analyze how culture, globalization, demographic change, educational systems, and community contexts shape leadership practice and educational decision-making. Emphasis is placed on culturally responsive leadership, cross-cultural communication, global educational perspectives, and leadership within diverse schools, higher education institutions, faith-based organizations, and educational communities.

EDU 821 Organizational Analysis, Change, and School Improvement 3 credits

This course provides advanced study of organizational theory, institutional analysis, change leadership, and educational improvement. Students learn to diagnose organizational challenges, analyze institutional systems and culture, identify problems of practice, and develop research-informed strategies for organizational change. Emphasis is placed on leading sustainable improvement, developing organizational

capacity, managing change, and evaluating the effectiveness of school and institutional improvement initiatives.

EDU 822 Strategic Leadership, Governance, and Educational Policy 3 credits

This course examines strategic leadership, governance, policy analysis, and institutional decision-making in educational organizations. Students analyze governance structures, educational policy, strategic planning, accountability, resource stewardship, and relationships among institutional stakeholders. Emphasis is placed on evaluating policy and governance issues and developing strategic responses that advance institutional mission, educational quality, organizational sustainability, and responsible leadership.

EDU 823 Innovation and Future Directions in Education 3 credits

This course examines emerging trends, innovations, and future challenges influencing education and educational leadership. Students critically evaluate developments in artificial intelligence, educational technology, changing learning environments, innovative educational models, and evolving social and workforce needs. Emphasis is placed on the educational leader's responsibility to evaluate innovation critically, guide responsible adoption of emerging technologies, manage organizational change, and develop forward-looking strategies consistent with institutional mission and educational values.

EDU 831 Advanced Studies in Christian School Leadership 3 credits

This course provides advanced study of leadership within Christian and faith-based educational institutions. Students critically examine institutional mission, Christian educational philosophy, governance, school culture, faculty development, community relationships, strategic leadership, and organizational sustainability. Emphasis is placed on integrating Christian worldview with research-informed leadership practices to strengthen educational institutions and cultivate communities committed to academic excellence, spiritual formation, professional development, and service.

EDU 832 Curriculum, Instruction, and Educational Improvement 3 credits

This course examines curriculum and instructional leadership as central responsibilities of educational leaders. Students critically analyze curriculum systems, instructional practices, assessment, program effectiveness, and research on teaching and learning. Emphasis is placed on using evidence to evaluate educational programs, lead curriculum and instructional improvement, support educator effectiveness, and develop innovative responses to the needs of Christian, alternative, and other educational settings.

EDU 833 Applied Leadership and Problem Solving in Educational Settings 3 credits

This course engages students in the systematic analysis of significant problems of practice within educational organizations. Students apply leadership theory, organizational analysis, research evidence, and professional judgment to diagnose educational challenges and develop feasible improvement strategies. Through case analysis, field-based inquiry, and applied leadership projects, students examine issues involving school improvement, educator development, organizational culture, student learning, policy implementation, and institutional effectiveness.

EDU 851 Advanced Research Design and Methods in Education 3 credits

This course provides advanced preparation in the design and conduct of educational research. Students critically examine quantitative, qualitative, mixed-methods, and practice-based research approaches and evaluate their appropriateness for addressing complex educational problems. Emphasis is placed on research questions, theoretical and conceptual frameworks, literature review, research design, data collection, validity and trustworthiness, research ethics, and the critical evaluation of scholarly literature. Students develop a research design relevant to a significant educational problem of practice.

EDU 852 Applied Research and Program Evaluation 3 credits

This course examines applied research and program evaluation as tools for educational improvement and evidence-informed leadership. Students study approaches to program evaluation, improvement research, action-oriented inquiry, data analysis, and assessment of educational interventions and organizational initiatives. Emphasis is placed on interpreting evidence, evaluating program effectiveness, communicating findings to stakeholders, and using research to inform policy, leadership decisions, and sustainable educational improvement.

EDU 901 Dissertation in Practice I: Problem Identification and Proposal Development 3 credits

This course initiates the Dissertation in Practice process. Students identify and define a significant problem of practice within an educational or organizational context, conduct a comprehensive review of relevant scholarly literature, establish an appropriate conceptual or theoretical framework, and formulate research questions. Under faculty supervision, students develop the initial components of a doctoral-level dissertation proposal addressing a meaningful problem in educational practice.

EDU 902 Dissertation in Practice II: Research Design and Implementation 3 credits

Building upon the work completed in Dissertation in Practice I, students refine the research design and methodology appropriate to their approved problem of practice. Students address participant selection, data collection, analysis procedures, ethical considerations, and implementation planning. Upon required academic and institutional approvals, students complete the dissertation proposal process and begin implementation of the approved research or improvement study.

EDU 903 Dissertation in Practice III: Analysis, Findings, and Educational Application 3 credits

This course focuses on the analysis and interpretation of evidence generated through the approved Dissertation in Practice study. Students systematically analyze findings, relate results to relevant scholarship and the conceptual or theoretical framework, and examine implications for educational leadership and professional practice. Particular attention is given to translating research findings into evidence-informed recommendations for organizational improvement, policy, leadership, or educational practice.

EDU 904 Dissertation in Practice IV: Completion, Defense, and Dissemination 3 credits

This course represents the culminating phase of the Dissertation in Practice. Students complete and revise the doctoral manuscript, articulate conclusions and recommendations, and demonstrate how the study contributes to educational practice and professional knowledge. Students complete the required doctoral defense and prepare appropriate strategies for communicating or disseminating findings to relevant educational and professional audiences in accordance with university doctoral requirements.

PSY 611 Educational Psychology 3 credits

An overview of the contributions of psychology to the teaching-learning process, including such topics as learning theory, individual differences, motivation, human development, exceptionality, teaching methodology, measurement and evaluation.

SPIRITUAL FORMATION

SFL 201 Introduction to Spiritual Intelligence (SQ) Studies 3 credits

This course introduces the foundational concepts and interdisciplinary study of Spiritual Intelligence (SQ). Students examine how spiritual intelligence relates to self-awareness, meaning and purpose, personal values, ethical decision-making, relationships, resilience, and responsible leadership. Through readings, discussions, reflective activities, and practical applications, students explore how SQ can contribute to personal growth, professional development, and constructive engagement within organizations and diverse communities.

SFL 501 Spiritual Formation and Development 3 credits

Explores the biblical, historical, and psychological foundations of spiritual formation with a focus on personal growth and transformation.

SFL 502 Christian Mysticism and Contemplative Practices 3 credits

Introduces Christian mystical traditions and contemplative disciplines, including practices such as silence, meditation, and solitude.

SFL 503 Spiritual Discernment and Decision-Making 3 credits

Focuses on spiritual discernment frameworks, ethical reflection, and guidance processes for individual and organizational decisions.

SFL 504 Spiritual Practices in Christian History 3 credits

Surveys key spiritual disciplines as practiced throughout Christian history, with attention to their cultural and theological roots.

SFL 505 Prayer and Spiritual Direction 3 credits

Explores various forms of prayer and introduces the art and theology of spiritual direction as a ministry of deep listening and guidance.

SFL 506 Spiritual Intelligence for Personal and Organizational Growth 3 credits
Examines the concept of Spiritual Intelligence (SQ) and its application in leadership, emotional health, and institutional culture.

SFL 512 Organizational Leadership and Management 3 credits
Focuses on leadership and administrative principles in educational, nonprofit, and community-based organizations, including strategic planning, budgeting, and team development.

SFL 518 Innovative Strategies for SQ-based Leadership 3 credits
Introduces leadership strategies that draw upon spiritual intelligence (SQ) to foster innovation, resilience, and ethical culture in organizational and educational systems.

SFL 519 Servant Leadership in Educational and Community Contexts 3 credits
Explores servant leadership as a transformative model that emphasizes service, empowerment, empathy, and community building in education and nonprofit contexts.

SFL 520 Leadership and Empowerment in Ministry 3 credits
Focuses on leadership development that empowers individuals and teams for sustainable ministry and educational impact through mentoring, vision casting, and spiritual formation.

SFL 521 Application Strategies for OS Content 3 credits
Equips students with advanced strategies for developing and implementing On-tact Smart (OS) evangelism content grounded in SQ principles for educational and spiritual leadership contexts.

SFL 522 SQ Leadership in the Fourth Industrial Revolution 3 credits
Address challenges of the Fourth Industrial Revolution and integrate innovative leadership theories with practical strategies for transformational and organizational leadership.

SFL 523 Strategies and Operations for SQ Field Application 3 credits
Explores strategic approaches for implementing SQ in educational and counseling contexts, integrating innovative teaching methods using social media, metaverse platforms, and AI-driven content.

SFL 814 SQ Leadership Strategies in the Fourth Industrial Revolution 3 credits
Examines the ethical challenges emerging from rapid technological change, emphasizing SQ as a guiding force for Christian leaders in digital spaces.

SFL 815 Global SQ Leadership: Theory and Practice 3 credits
Explores SQ-informed leadership practices in multicultural and global contexts, with a focus on leadership in international organizations and NGOs.

SFL 816 SQ Leadership in Interdisciplinary Contexts 3 credits
Explores how SQ-informed leadership interfaces with various fields—such as education, healthcare, business, and technology—emphasizing collaborative spiritual leadership across professions.

ELE 671 Christian Ethics and Leadership 3 credits
Explores moral theology, virtue ethics, and ethical leadership in Christian contexts.

ELE 672 Historical Foundations of Spiritual Formation 3 credits
Examines the historical development of Christian spiritual formation from early church traditions to contemporary movements, with applications to educational leadership.

ELE 673 Mind Care Techniques Using SQ Principles 3 credits
Equips students with SQ-based methods for mental and emotional well-being in leadership and spiritual direction.

ELE 674 Spiritual Warfare and Ministry 3 credits
Examines theological and pastoral responses to spiritual conflict, temptation, and resilience.

ELE 675 Technology and Spirituality 3 credits
Explores how digital culture, artificial intelligence, and media intersect with spiritual life and leadership.

ELE 676 SI Career Coaching in the AI Era 3 credits
Explores the career coaching in the context of the AI era, addressing career development, decision-making, and motivation in rapidly changing vocational environments.

ELE 677 Principles and Applications of SQ Mind Care 3 credits
Provides strategies for designing and implementing SQ-based mind care programs to support psychological well-being and resilience, integrating techniques such as meditation, and group counseling.

HISTORY/THEOLOGY/ETHICS

ETH 501 Christian Ethics 3 credits
A range of contemporary proposals will be considered and evaluated by reference to the Christian tradition and selected moral problems. In attempt to formulate an evangelical view on human morality, such themes in theological ethics as divine sovereignty and human freedom, the use of the Bible in ethics, love and justice, norm and context, and natural law will be discussed.

ETH 705 Culture and Ethics 3 credits
This course examines ethical issues in the various aspects of contemporary culture. Such ethical issues related to human life, sexuality, political injustice, economic inequality, and environment will be discussed. In addition to classroom interaction, students will participate in 10 hours of internship in a social justice or service organization of their choice under the guidance of its director.

ETH 851 Current Ethical Issues 3 credits

This course, offered for D.Min. students, discusses various contemporary moral issues from an evangelical Christian ethical perspective. Moral problems in political, economic, social, medical, cultural, and environmental areas of modern life will be examined in a way that helps the students to develop critical evaluations of such problems and to formulate a more adequate Christian understanding of them. The course also seeks to help the D. Min. students develop confidence and competence in providing ministerial guidance to their congregations about concrete moral problems that people today experience in their daily lives.

HIS 501 Church History I 3 credits

A study of Christian history from its inception to the end of the Medieval Period. It puts a special emphasis on the development of various doctrines of the church as well as the development of the church as a dominant political and religious institution. It will help students to establish their own perception on the church for their ministry.

HIS 502 Church History II 3 credits

A study of Christian history from the Reformation to the modern era, dealing with the development of the Protestant movement as well as various revival movements. It also includes various missionary movements that gave rise to the third world Christian movement in modern times. It will help students to establish their own perception on the church for their ministry.

HIS 503 History of the Christian Churches 3 credits

This course offers a survey of the entire history of the church, in its many branches from the first century to the present day. Special emphasis will be given to standard theological themes, studied in their historical context, with people, places, and events, as well as to the spread of the church into all lands.

HIS 511 Classics of Christian Devotion 3 credits

This course consists of an historical and interpretive study of selected devotional literature of Christianity with some reflections on its contemporary revivalism. It aims at nurturing students with Christian spirituality and providing them with practical ways of spirituality in the world.

HIS 521 History of Conversion 3 credits

This course surveys conversion experiences of Christian figures in Church History. The biblical and personal background of their conversion experiences will be examined. Students will examine their own conversion experience and gain an idea of true Christian conversion.

HIS 603 Reformation 3 credits

A survey of the origin, development, and historical and theological conflicts of the Reformation with special attention to Lutheran, Reformed, Anglican, Radical, and Roman Catholic phases of the movement. It helps students to understand the main theological issues and their significance in the Protestant faith.

HIS 611 Contemporary Church Movements 3 credits

A survey of church history exclusively concentrating on the ideas, beliefs, and principles of modern and post-modern church movements. Students will acquire insight on biblical idea of the Church based on the examination of the movements that have profoundly shaped contemporary Christian climate and cultures.

HIS 738 History of Spiritual Revival 3 credits

An examination of the history of spiritual revivals and awakenings and their influence on church life and growth. This course will study the sociological and spiritual milieu out of which these movements arose and what impact they had on cultural society. The class will seek to discover the theological and biblical principles of those movements and apply them to the contemporary church.

HIS 741 Puritanism 3 credits

This study focuses on the faith and practices of English and American Puritans. It covers their antecedents in the Continental and English Reformations and their movement in the American soil. It helps students to understand the origin and development of Puritanism through exploring their faith and practice.

HIS 743 Baptist History and Heritage 3 credits

An introduction to the history, theology, and ecclesiastical polity of Baptist churches. It will cover the lives and teachings of their leaders and their contributions to Christian history and to the formation of Baptist churches. It aims at understanding historical and theological identity of Baptist faith and practice.

HIS 744 Presbyterian History and Heritage 3 credits

An introduction to the history, theology, and ecclesiastical polity of Presbyterian churches. It will cover the lives and teachings of their leaders and their contributions to Christian history and to the formation of Presbyterian churches. It aims at understanding historical and theological identity of Presbyterian faith and practice.

HIS 747 American Church History 3 credits

This course covers the history of Christianity in America from the time of colonization to the present. It will help students understand contemporary traits of local churches in American soil by exploring historical development of various denominational and sectarian churches in the northern America.

HIS 748 History of American Revivalism 3 credits

This study covers revival movements from the First Great Awakening to the Third Great Awakening in 1857-58on American soil. It focuses on historical conditions for awakening, revival leaders, and the development of institutional revivalism. It will help students establish a biblical idea concerning the true revival in Christian ministry.

HIS 749 Modern Revivalism 3 credits

This course explores modern revival movements which took place from the 19th century to the present in North America. Revival leaders, institutions, and cultural background will be examined to understand the methodology and theology of each revival movement.

HIS 813 Christological Controversies in Early Church 3 credits

This course provides a detailed and theological study of the person of Christ. Special attention will be given to the Christological controversies of the early Christian centuries and the resolutions of the Councils that dealt with those controversies. Students will establish theological understanding concerning Jesus Christ to teach him in their ministry.

PHI 511 Religious Philosophy 3 credits

A study of the Christian religion based on the western philosophical tradition of rationalism. It examines various proofs for the existence of God, epistemological dilemma, the problem of evil, and the place of revelation and faith. It aims at providing students with apologetic foundation for Christian faith.

THL 501 Systematic Theology I 3 credits

A careful study of the biblical doctrines. It covers doctrines of the inspiration of the Scriptures, doctrines of God, anthropology, hamartiology, and Christology. This course will help students to have integrated biblical perspectives in order to make application of biblical doctrines for their Christian ministries.

THL 502 Systematic Theology II 3 credits

A careful study of the doctrines of the Bible. It covers soteriology, pneumatology, ecclesiology, and eschatology. This course will help students to have integrated biblical perspectives in order to make application of biblical doctrines for their Christian ministries.

THL 601 The Doctrine of the Holy Spirit 3 credits

This course will examine the *ordosalutis* (order of salvation) and union with Christ; regeneration, faith, and assurance of salvation; justification, adoption, sanctification, perseverance, and glorification. It will help students understand how in this application of redemption the glorification of Christ is central and this is the great ministry of the Holy Spirit.

THL 608 Eschatology 3 credits

This study examines key issues in the doctrines of eschatology. It will help students understand theological issues on the last things, including immortality, death and the immediate state, tribulation, the Millennial Kingdom, the eternal state, and the Judgment of God, along with the purposes of God in the progress of Revelation.

THL 613 Christology in the New Testament 3credits

An in-depth study of various Christological issues in the Scriptures, such as Messiah, Son of God, Son of Man, I Am, the Crucified One, and the Risen One. It examines various Christological texts in the Bible and contemporary theological interpretation on Jesus Christ.

THL 614 Theology of Redemption 3 credits

This course explores diverse understandings and uses of the concept of redemption to understand what God has done in and through Jesus Christ for the salvation of sinful human beings. It helps students apprehend how each Gospel writer, Paul, and other writers of the New Testament understood the crucial concept of salvation.

THL 661 Christian Spirituality 3 credits

A study of the biblical principles that govern true Christian character, life, and ministry. It aims at providing students with biblical ideas on the heart condition necessary for holy living and spiritual power in ministry.

THL 701 Diaspora Theology 3 credits

This course is an attempt to view Christian life and identity in terms of diaspora, the scattered people of God, i.e. the sojourners on a journey through this world with God-given mission in particular locations. Through this course, students will have a chance to rediscover their identity, listen to God's call in wherever they are scattered, and learn what their mission is as God's diaspora.

THL 711 Current Theological Issues 3 credits

A study of significant issues within contemporary American culture, which confront Christian churches. It will help students apprehend and analyze these issues to interact with them based on the Bible.

THL 713 Theology of Early Church Fathers 3 credits

A study of the Early Church Fathers' theological formulation of essential Christian doctrines, such as the doctrine of God, the Trinity, Christ's two natures, the Nicene Creed, the Creed of Constantinople, the Creed of Chalcedon, and the doctrine of grace. It seeks to identify the doctrinal continuity with today's biblical doctrines.

THL 731 Contemporary Theologies 3 credits

A careful study of significant theological movements within the contemporary Christian world. It will analyze and assess the rise, development, and unique features of selected contemporary theological systems. It will help students conduct and develop theological reflection on the contemporary cultural issues.

THL 741 Christian Apologetics 3 credits

The course chiefly deals with how to defend basic Christian beliefs with responses to objections and critiques of various faith traditions and views, and it seeks to formulate the rational basis for Christianity.

THL 821 Divine Scattering and Gathering 3 **credits**

This course examines God's powerful work with His people throughout history in terms of scattering and gathering. Scattering, which may appear as a disaster from a human perspective, is, in fact, God's sovereign will and plan, as attested in Ezekiel 12:15-16. God's scattering is His dynamic sending of His children with the divine purpose of proclaiming His reign throughout the world. At the end of this scattering will come the great gathering of all nations and peoples who have received His lordship's message through Jesus Christ our Lord. This understanding of God's plan will provide students with a new paradigm through which to view God's redemptive history in the Bible.

THL 851 Advanced Systematic Theology in Ministry 3 credits

A D.Min. class designed to explore the implications of various theological ideas in ministry. It examines what Christology, Trinity, or Incarnation means to practical Christian ministries and how it can help Christian ministers shape healthy doctrines to serve local churches and to develop biblical ministries in them.

THL 870 Theology of Ministry for the Korean Congregations 3 credits

This course is designed to research the nature of the church in the light of biblico-theological perspectives. Students are expected to establish the biblically stable understanding in the nature of the church and the mission of pastor in serving of the church.

MINISTERIAL STUDIES

CHM 501 Formation for Christian Ministry 3 credits

Throughout their seminary studies, students participate in a series of Christian formation small group experiences. Students are given opportunities to engage in various forms of Christian ministry and to reflect on their practice of ministry. The main issues of this course are Christian character, spiritual maturity, integration of faith and practice, and ministerial skill development.

CHM 511 Foundations for Church Ministry 3 credits

The purpose of this course is to introduce students to the philosophical and theological aspects of ministry. The primary thrust of the course is to help students develop a practical approach and skills which will enable them to function as shepherds in various ministry settings. Including the church

CHM 512 Small Group Training 3 credits

A study of the importance of small group leadership and organization within the context of local church ministries; explores potential contributions to church growth as well as benefits to individual spiritual development.

CHM 513 Relationships in Ministry 3 credits

Designed to introduce the importance of human relationships in various church ministries; examines the theories of relationships by means of practical case studies to gain insight into how to better cultivate human relationships in local churches.

CHM 521 English for Ministry 3 credits

Designed for students who are non-native English speakers, this course provides English language training for various ministerial activities including public prayer, teaching, and preaching.

CHM 601 Theology in Ministry 3 credits

This course integrates learning from biblical, theological, and ministry studies into a research thesis that expresses one's theology of ministry. This course also deals with pastoral theological preparation for and conducting of regular and occasional services in the church.

CHM 612 Principles of Leadership 3 credits

The Principles of Leadership course will prepare students for leadership roles in the community and in their professions. The course will provide students with the knowledge, skills, and foundation in leadership necessary to be effective in a variety of settings. Students will gain both the theoretical and practical skills necessary for success in both their personal and professional lives.

CHM 613 Christian Leadership 3 credits

This course provides students with insight into the nature, scope, and challenge of leadership. It helps students identify and apply Christian principles to the leadership task.

CHM 621 Communications in the Church 3 credits

This course deals with generational and cultural differences among congregations, especially between the 1stgeneration immigrants and the 2nd generation Americans. Biblical, theological, and sociological studies, as well as case studies, will be implemented in order to gain a more adequate understanding of the cultural diversity in the church and a better way to dealing with it.

CHM 631 Church Growth 3 credits

The course teaches students how to understand their social environments and discover effective strategies for establishing healthy and effective ministries. It also diagnoses and analyzes the problems that hinder local churches from growing.

CHM 632 Social Work and Christian Ministry 3 credits

This course provides students with the definition, areas, and roles of social work and helps them to incorporate social work into Christian ministries. Students will be introduced to social work situations and receive hands-on experience.

CHM 651 Multi-media Ministry 3 credits

This course will examine the impact and utility of media on the work of local churches and on Christian leaders and workers. It helps students to develop media contents and to apply best practices in support of effective ministry.

CHM 711 Church Leadership 3 credits

A study of biblical and practical principles for leadership in local church settings; examines various types of leadership and assesses them in light of biblical truth, with special attention given to servant leadership.

CHM 712 Church Administration 3 credits

A study of biblical and practical principles for administering the affairs of local churches; includes both business and spiritual areas and particularly underscores the role of the pastor in conducting various types of public and ecclesiastical services.

CHM 713 Church Education Administration 3 credits

The course will introduce the range of skills and practices in educational ministry in the local church settings. A major theme of the course will be the skills for being a good administrator.

CHM 714 Church Leadership and Administration 3 credits

A study of biblical and practical principles for leadership and administration in local church settings; examines various types of leadership with special focus on servant leadership and the roles of the pastor in dealing with ecclesiastical affairs.

CHM 721 Worship 3 credits

A study of Christian worship, its biblical roots, and historical development; also examines diverse contemporary denominational worship styles and their roles and outcomes in the lives of participants.

CHM 722 Church Music 3 credits

An overview of the songs of praise and various worship movements of contemporary churches; analyzes both musical and textual qualities of these songs, their theological emphases, and their functions within contemporary worship settings.

CHM 731 Church Planting 3 credits

Provides necessary and helpful information created by the Baptist General Association and the North American Mission Board regarding how to start a church; also prepares students through practical hands-on experience and training.

CHM 732 Human Work and Bi-vocational Ministry 3 credits

This course discusses the meaning and purpose of human work with theological, historical, and ethical approaches. The relationship between faith and work, the Christian's responsibilities in the workplace, and the Christian's task of developing culture will be dealt with in a way that helps students to formulate a more

adequate theological understanding of work. For the ministerial vocation, a possibility of tent-making ministry will be explored as an option not just for financial stability but also for a pastoral ministry that is more effectively connected to community and culture.

CHM 733 Church Design and Planting 3 credits

An introduction to church planting with emphasis on design and planning. It also provides theological and practical foundations and teaches how to use demographics and various types of market research as well as how to raise financial resources.

CHM 741 Senior Seminar I 3 credits

A course designed exclusively for M.Div. seniors; a senior research program for graduating seniors to spend some time dealing with various spiritual, moral, and social issues they wish to clarify before graduating.

CHM 742 Senior Seminar II 3 credits

A course designed exclusively for M.Div. seniors; a senior research program for graduating seniors to spend some time dealing with various spiritual, moral, and social issues they wish to clarify before graduating.

CHM 832 Modern Church Growth 3 credits

A D.Min. course. Designed to analyze the problems that hinder local churches from growing; helps students to understand their social environments and find effective strategies for establishing healthy and effective ministries.

CHM 851 Modern Leadership and Pastoral Leadership 3 credits

A D.Min. course that analyzes various modern leadership models in business and politics in conjunction with the biblical concept of servant leadership, examining them in order for students to formulate their own unique leadership styles.

CHM 871 Multi-cultural Church Ministry 5 credits

This course is designed to introduce new doctoral students to explore various themes related to multi-cultural missions and ministry with a biblical perspective: what can we learn from the history of the Church's relationship to the multi-cultural context, the importance of narrative in church ministries, including the Trinitarian nature of the church, the relationship of the Church to the Kingdom of God, New Testament images of the Church, the classical marks of the Church, worship, unity, the Sacraments, ministry of the people of God, mission in the world.

PMN 501 Pastoral Spiritual Formation 3 credits

The purpose of Mentored Ministry is to expose students to real ministry settings whereby they can mature and further develop their giftedness and demonstrate suitability for ministry. Therefore, the Mentored Ministry courses require well-experienced spiritual mentors who have attained an understanding of Scripture and theology, who have gained competence in ministerial functions, and who demonstrate spiritual maturity, personal integrity, and emotional and psychological wholeness. The Christian ministry

for MDiv. students may be composed of various areas or fields such as Evangelism, Preaching, Church Administration, Pastoral Care, Church Education and Church Liturgy.

PMN 502 Introduction to Christian Spiritual Formation 3 credits
This course provides an introduction to the biblical, theological, and historical foundations of Christian spiritual formation. Emphasis is placed on the nature and purpose of spiritual growth, discipleship, and Christian character as essential dimensions of faithful Christian living and ministry.

PMN 504 Christian Spiritual Formation in the Reformed Tradition 3 credits
This course examines Christian spiritual formation from the perspective of the Reformed tradition. Drawing upon Scripture and the historic Reformed confessions, students explore sanctification, union with Christ, the means of grace, and the practice of spiritual disciplines within the life of the covenant community.

PMN 511 Mentored Ministry Practicum: Evangelism 1 credit
The ministry area of this course is evangelism so that it is designed for students individually/personally or by a group to share the gospel with non-believers in various ways such as internet evangelism, booklet evangelism, invitation evangelism and relationship evangelism.

PMN 512 Mentored Ministry Practicum: Christian Education 1 credit
This course is designed for students to experience a part (or parts) of Christian education ministry in a local church or any Christian education environments. List of programs can be as follows: Adult Education, Bible Study, Catechism Class, Childhood Education, Christian School or Day Care Program, and Discipleship.

PMN 513 Mentored Ministry Practicum: Pastoral Care 1 credit
This course is designed to help students learn how to care for people in physical, emotional, mental, and spiritual needs with Christian pastoral principles.

PMN 514 Mentored Ministry Practicum: Preaching 1 credit
This course is designed to let students directly or indirectly experience a process of preparing sermons, and practice delivery of sermons for different audiences in various situations so that they may learn how to offer constructive sermons effectively.

PMN 515 Mentored Ministry Practicum: Church or Ministry Administration 1 credit
This course is designed to help students how to apply and use biblical and practical administrative principles and skills in various types or settings of public and ministerial services.

PMN 516 Mentored Ministry Practicum: Church Liturgy/Worship 1 credit
This course is designed to help students learn how various types of Christian liturgical worship service including wedding service, funereal service and communion service may be offered. The formats of the services may differ depending on different denominations. Students are requested to attend or watch various Christian liturgical services, and to report the results and their evaluation.

PMN 601 Preaching I 3 credits

A course enabling students to apply their understanding of exegesis to the development of sermons. Students will undergo a rigorous process of constructing sermons; videotaping of sermons will aid students in self-evaluation.

PMN 602 Preaching II 3 credits

A continuation of PMN 601; students will practice delivery of sermons crafted for different audiences and cultural contexts; guided by the instructor, students will learn to offer constructive oral and written feedback to one another.

PMN 603 Expository Preaching 3 credits

This course is designed to instruct the student concerning methodology in organizing sermonic material into proper sermonic form. The student is exposed to valid methods of textual analysis and outline construction.

PMN702 Ministry Practicum 0 credit

Students will take an internship as part of their program of studies in ministry.

PMN 701 Practice of Ministry 1 credit

This course is designed to help the student think about who Jesus is in His humanity, in his ministry to the Father, and to the world in the communion of the Holy Spirit. That understanding is applied to the practice of preaching, worship, evangelism, discipleship, and the administration of the church.

PMN 711 Pastoral Care 3 credits

A course designed to help students learn how to understand human problems and suffering among church members and how to care for them as pastors; students will explore their attitudes about disease, pain, psychic dysfunction, separation from family, and death.

PMN 721 Pastoral Counseling 3 credits

An exploration of the unique role of pastor in counseling, where theology and practice meet; special focus will be given to premarital preparation, parenting preparation, crisis counseling, and grief counseling.

PMN 722 Ministry and Counseling 3 credits

This course offers students an opportunity to learn basic counseling skills for use in ministerial settings. Students will develop skills in assessment, honoring ethical concerns and addressing the most common diagnoses such as depression and anxiety. Attention will be given to clarifying the differences between pastoral care and pastoral counseling.

PMN 751 Pastoral Ministry and Philosophy 3 credits

A project for graduating M.Div. students planning to go into church ministry; students will analyze their churches, examine their strengths and weaknesses, and come up with a ministerial philosophy and plan for their future ministries.

PTM 631 Counseling and Care in Educational and Faith-based Settings 3 credits
This course explores foundational theories and practices of counseling and care across educational, faith-based, and multicultural environments, focusing on empathy, ethics, and holistic well-being.

PTM 632 Spiritual Counseling and Care 3 credits
Focuses on the integration of spiritual care and counseling, addressing emotional, relational, and spiritual needs in ministry and education.

PTM 633 Interfaith Dialogue and Spirituality 3 credits
Explores the theological, ethical, and practical dimensions of interfaith dialogue and the development of spiritual identity in pluralistic contexts.

PTM 634 Multicultural Contexts and SQ 3 credits
Examines how spiritual intelligence interacts with cultural diversity, identity, and leadership in global and local settings.

PTM 635 Global Perspectives on SQ and Social Change 3 credits
Investigates the role of SQ in global leadership and its potential to contribute to social justice, innovation, and systemic transformation.

PTM 636 Pastoral Care and Crisis Ministry 3 credits
Equips students with skills to care for individuals and communities during crisis, trauma, and grief, with an emphasis on faith and resilience.

PTM 637 Spiritual Care in Community and Institutional Settings 3 credits
Focuses on spiritual care approaches adaptable to schools, nonprofits, and faith communities, emphasizing culturally responsive practices and community support systems**.**

PTM 638 Principles and Applications of Metaverse SQ Counseling 3 credits
Examines the theoretical foundations and practical applications of SQ counseling within metaverse environments, integrating practical theology and ministry practices for innovative counseling contexts.

PTM 639 Global SQ Expert Training and Application 3 credits
Formulate, deliver, and evaluate SQ programs in English for international and multicultural contexts, emphasizing global leadership and cross-cultural communication.

SOC 601 Social Media and Popular Culture 3 credits
This course discusses the increasing importance and influence of the computer-mediated social communication that involves creation and sharing of information and ideas. As today's social media and

related technologies change the terrain of popular culture, and vice versa, the Christian interaction with them will be discussed from the biblical and theological perspective of the cultural mandate.

SOC 602 Contemporary Cultural Contexts 3 credits

Contemporary Cultural Contexts considers cultural and social issues from an evangelical perspective. It provides an analysis of culture and considers its relationship to the church, with special attention given to Christian models of cultural engagement.

WOM 501 Women's Spirituality 3 credits

The term "spirituality" has been understood differently throughout history, and even more so today. It is also arguable whether women's spirituality is and should be different from men's. Defining women's spirituality as free-flowing intimate relationships among self, others, and God, this course examines and endeavors to find the ways to overcome the five factors that have hindered Korean women's progress toward more mature spirituality.

WOM 502 Engaging the Bible in Small Groups 3 credits

This course is for women leaders of small group Bible studies. Students will experience the classroom as a laboratory in which to lead or engage various types of small group Bible studies and then reflect on their teaching and experience in small groups so as to become more knowledgeable, skilled leaders of small group Bible studies.

WOM 520 Parental Spirituality 3 credits

Parental Spirituality represents the mature, adult spirituality as it focuses on nurturing the following generations. As the faith of parents nourish the faith of children, students are encouraged to explore their own life, faith, and personal religious identity, particularly in relation to their parenthood, and therefore to transform themselves into better nurturers of younger generations.

WOM 630 Responsible Spirituality: Discerning and Leading Popular Culture 3 credits

This course explores beliefs and values implicit in the contemporary popular culture, particularly expressed through multi media. It will examine ways in which the church interacts with culture based on Richard Niebuhr's typology. It helps the students to develop critical tools in discerning moral/theological premise, cultural values in the media which are never value-neutral, and often in conflicts with Christian perspectives. Throughout the course, the students will learn how to engage popular culture in responsible ways participating in the redeeming work of Christ.

WML 502 Hymnology 3 credits

An examination of the history and development of the traditional hymn and hymn tune, types of hymns and their uses, and analysis and interpretation of hymns; also examines various gospel songs with regards to their history and development, tune, type, and interpretation.

WML 524 Worship Music Instrument I 3 credits

A study of instruments and their capabilities, including ranges, transposition, idiomatic techniques, and potential combinations. Survey and evaluation of literature for instruments and for ensembles that include instruments.

WML 525 Worship Music Instrument II 3 credits

Advanced analysis of worship music instruments. Prerequisite: Worship Music Instrument I or permission of instructor. Students will serve in a leadership role in a local church or school instrumental program.

WML 531 Digital Music Technology I 3 credits

A survey of various forms of music technology including desktop music publishing, multi-track sequencing with MIDI and digital audio, computer assisted instruction, multimedia and the internet; applications will include Cakewalk Sonar and Studio.

WML532 Digital Music Technology II 3 credits

A study of digital multi-track sequencing using Cakewalk Sonar and Studio; includes recording and editing MIDI tracks, digital audio processing and CD audio.

WML 601 Introduction to Worship 3 credits

This class will introduce contemporary worship of all styles, help students learn how to build quality congregational repertoire, build skills in worship planning and gain expertise in arranging music for contemporary worship ensembles, and develop skills in rehearsing and leading worship groups. The course will examine the scriptural, theological, and historical foundation of the role of personal and corporate worship leaders.

WML 602 Introduction to Church Music 3 credits

This class will deal with the significance of music in the church, particularly during worship. Music is integral to the liturgy of the church because it combines sacred words and music. Music also has power to engage emotions, unite the congregation, and communicate the sermon. Christian worship has a nobler form when the rites are celebrated with singing; liturgical song flows out of Christ's life and mission and into the eternal Song of Praise.

WML 702 Contemporary Christian Music (CCM) 3 credits

A survey of the history and development of modern contemporary church music and gospel songs; students will analyze not only their tunes, types and uses, but also how these music pieces reveal theological underpinnings of modern churches and congregations.

WML 703 Contemporary Worship 3 credits

A class designed to examine and analyze various contemporary worship styles, such as worship focused upon contemporary music and gospel songs, worship with emphasis on drama, and worship with modern dance; also studies various ways of utilizing audio-visual equipment to maximize worship.

WML 711 Worship Music Arrangement 3 credits

This course is designed to help students be able to arrange worship music by understanding basic music theory and components in various settings.

WML 751 Global Worship 3 credits

A careful look into the diverse worship practices of different ethnic and cultural groups; students will investigate how different cultures affect the theology of worship and how in turn the theology of worship shapes the style and nature of worship.

WML 771 Chapel Band 1 credit

According to major, the student is given a practical opportunity to perform at the chapel service, thus learning to lead worship music.

WML 772 Worship Music Leadership Practicum 2 credits

Students can earn this credit by attending the annual summer and winter worship music leadership conference and seminar. Students will develop their understanding and practice of the content and design of Sunday worship and its use of worship music in a given context.

MISSIONS

MSS 501 Introduction to Missions 3 credits

A study of the biblical foundations, history and philosophy of Christian missions with special attention given to modern missions and various ethnic and cultural challenges the church is facing in this current era.

MSS 511 Christianity and Culture 3 credits

A course designed to explore the relationship between the development of Christianity and Western culture; examines the intellectual, social, and cultural history of the West as it relates to the history of the church and vice versa.

MSS 512 Urban Missions 3 credits

This course analyzes the social, economic, and spiritual needs of urban life and examines how Christians should respond to the various needs of people and minister practically to their needs in order to bring the gospel to the.

MSS 514 Ethnic Evangelism 3 credits

An examination and analysis of different worldviews, customs, value systems, verbal and nonverbal communication, and social structures in order to understand and effectively construct evangelistic strategies for different ethnic groups.

MSS 515 Personal Evangelism 3 credits

An exploration of how each believer can cross the barriers between believers and non-believers to effectively communicate the gospel to them; also focuses on how to understand individuals around us and evangelize them.

MSS 601 Evangelism and Practicum 3 credits

This class is designed to explore what it means to share the gospel with those who do not yet believe; analyzes the problems that hinder them from coming to the Christian faith and teaches how to effectively strategize to reach out to non-believers.

MSS 611 Survey of Modern Missions 3 credits

A broad survey of the faith movement of the 19th and 20th centuries, which gave rise to the modern evangelical missionary movement with special attention given to the modern missionary movement of Korean churches and their contributions.

MSS 612 History of World Missions 3 credits

An overview of the Christian movement from the 1st century and the founding of the early churches to the domination of Western missions to the 21st century in which many third world countries dominate the scenes of world missions.

MSS 701 Christian Worldview and Vocation 3 credits

This course introduces students to general concepts and understanding of the Christian Worldview as rooted in the Reformed theological traditions. The basic elements of the Christian Worldview will be discussed along with their practical implications to all spheres of life from the redemptive perspective. A special focus will be given to the Christian understanding of human work to develop a holistic view of work based on the biblical scheme of creation, fall, and redemption.

MSS 711 Cross-cultural Church Planting 3 credits

A course designed to offer a study of the biblical and cultural principles involved in planting new churches in different cultures both at home and abroad; students will learn such concepts as church organization, forms of worship, lay participation, and leadership development.

MSS 751 Current Issues in Missions 3 credits

An investigation of the cultural issues facing the church in its worldwide mission, such as Ecumenism, Separatism, the Charismatic Movement, Liberation Theology, the Power Encounter Movement, and the Church Growth Movement.

MSS 851 Christian Ethics in Multi-Cultural Context 3 credits

This course focuses on core Christian ethical vision, values, and convictions (norms & virtues) shaping Christian moral agency, decisions, and ecclesial practices in multi-cultural contexts. Based on the evangelical perspective with biblical and missional foundations, the course discusses the methods of ethical

decisions, the authority of Scripture, formation of moral agency, norms of love and justice, together with the issues of economic, and ecological justice, the sanctity of life, sexual faithfulness, violence and peacemaking with particular attention to multi-cultural contexts of Christian ministry today.

MSS 852 Christian Ministry in the Multicultural Contexts 3 credits

This course is designed to help Christian leaders -pastors, missionaries, and Christian professionals who are going into missions and cross/inter-cultural ministries- be able to exegete and understand the diverse people. Attention is given to the theoretical and methodological insights that anthropology and sociology offer to our understanding of the social and multicultural contexts in which people live. These insights are applied to evangelism and church planting, particularly in cross/inter-cultural settings.

MSS 853 Evangelism and Culture in the Korean Context 3 credits

This course is designed to help develop Korean leaders (pastors, missionaries, and Christian professionals) for intercultural ministries. The student will learn the historical and theological roots of evangelism as well as the Korean history, which have shaped its expressions in the Korean context. This course also examines the evangelical movement's evangelism, which has been the main engine of the modern missionary movement and has contributed directly to the Christian faith.

MSS 855 Paradigms of Missions as Foundations of Church Ministry 3 credits

In this course, students will be introduced to the historical change process that has a significant impact on the contemporary church with biblical and missional perspectives. Specifically, students will explore Trinitarian perspectives on the missio Dei, the reign of God, and contextual theology to examine foundations of Church ministries, including youth subcultures, technology, postmodernism, feminism, gender issues, race/ethnicity, media, popular culture, and race/ethnicity. Drawing on theological insights from many sources, students will look for ways to analyze missional church or emerging church ministries.

MSS 856 Application to a Mission Field for Establishment of Small Churches 3 credits

This course seeks to interrelate the disciplines of ecclesiology and missiology from a biblical perspective and provides students with a healthy foundation to plant small churches that make disciples in mission fields. This course is designed on the following concepts: a) A biblical theology of church planting, b) The spiritual formation of the planter, and c) The missional skills to approach diverse cultures in mission fields.

MSS 858 Enthusiast Spirituality and Mission Field 3 credits

This course will help students develop an approach to their spiritual life that integrates their spirituality with their missional activities. A narrative approach will be introduced that will integrate the student's own pilgrimage, scripture, and cultural context. This course also provides spiritual disciplines on how to think through students' pilgrimage - of personal, spiritual, academic, and missional formation as a way to share their faith with others- for cultivating biblical and missional reflective practices.

REL 711 World Religions 3 credits

A course dealing with the growing influence of world religions in shaping our culture and worldviews; carefully studies the tenets of various world religions in order to prepare Christians for effective interaction with Muslims, Buddhists, Hindus, and others.

RESEARCH COURSES

RS 601 Methods of Biblical Research 3 credits
This course, offered during the "J" term, is designed to help students utilize exegetical tools used in biblical research; consideration will be given to methods of research with stress on the nature of evidence and documentation as well as style and format for scholarly writing.

RS 801 Research Methods in Theology 0 credits
This course is for D.Min. students and designed to facilitate a practical understanding of research methodology and the writing of doctoral-level papers on theological and ministerial studies. Attention will be given to necessary preparation for completion of the research thesis or project.

CAPSTONE PROJECT

CAP 691 Capstone Project or Thesis 3 credits
Allows students to develop a research-based or practice-based project integrating program themes with leadership application.

CAP 692 Spiritual Leadership Internship 3 credits
Supervised field experience in a spiritual or educational leadership setting, providing practical training and reflective formation.

CAP 693 Research Methods for SQ Development 3 credits
Explores tools and strategies for measuring and enhancing spiritual intelligence, with application to organizational development and leadership.

CAP 694 Research Methods in Spiritual and Educational Contexts 3 credits
Introduces qualitative and quantitative research methodologies for exploring spirituality and leadership within educational and ministry settings.

CAP 695 Spiritual Leadership Practicum 3 credits
Applies leadership theory in a ministry or educational context through a project-based practicum.

CAP 696 Emerging Trends in Metaverse Counseling 3 credits
Introduces students to digital spirituality and counseling in virtual and AI-enhanced environments.

CAP 697 Research Methods in the AI Era 3 credits
Examines AI-based research methodologies with emphasis on applying research design, data analysis, and AI tools to real-world problems.

CAP 698 Practical Application of SQ Professional Programs 3 credits
Trains students to design, implement, and manage SQ-based professional programs for diverse populations, emphasizing character development, creativity, and self-esteem enhancement.

CAP 701 Capstone I: Research and Project Development 3 credits
This course prepares students to develop an integrative graduate research or applied professional project related to their area of specialization. Students identify a significant educational or professional problem, conduct a focused review of relevant literature, formulate appropriate research or project questions, and develop a research or project design. The course introduces appropriate qualitative, quantitative, mixed-methods, and practice-based approaches and addresses the responsible use of emerging technologies, including artificial intelligence, in academic research. Students complete an approved proposal that provides the foundation for Capstone II.

CAP 702 Capstone II: Applied Research and Final Project 3 credits
This course serves as the culminating academic and professional experience of the MA-SFEL program. Building upon the approved proposal developed in Capstone I, students conduct an applied research study or complete a substantial professional project addressing an educational or organizational issue related to their specialization. Students analyze findings, evaluate implications for professional practice, and produce a graduate-level written report or project accompanied by an oral or professional presentation. The capstone demonstrates the student's ability to integrate Christian formation, educational leadership, specialized professional knowledge, research, and reflective practice.