



VIRGINIA CHRISTIAN UNIVERSITY

GENERAL CATALOG

2025-2026

“Continue thou in the things which thou hast learned and hast been assured of, knowing of whom thou hast learned them” (II Tim.3:14).

Virginia Christian University is a religious institution exempt from state regulation and oversight in the Commonwealth of Virginia.

14012-F Sullyfield Circle, Chantilly, VA 20151

Tel: 703-629-1281/703-657-0690(Fax)

WEB: vacu.edu Email: office@vacu.edu

The President's Message:

Dear Students,

In every generation, God calls his people to “make a difference” as they know and live according to the Scripture. Virginia Christian University is committed to providing a quality Biblical education that integrates the truths of our Lord God’s Word with all knowledge. Upon the basis of this commitment, the mission of Virginia Christian University is to provide Christian Higher Educational Programs to spiritual and intelligent students who are serving the church in order to fulfill the great commission. The vision of VACU is to provide the best training possible for the people who are preparing for the gospel ministry at the church of our Lord Jesus Christ.



One focus shapes our approach to theological education: equipping students with academic and practical tools that will enable them to fulfill the primary calling as ministers of the Word, to preach and teach the gospel for the expansion of the Kingdom of Lord Jesus Christ.

Through VACU’s education, you will be specialized in a professional program and earn an approved degree. After you have read this catalog, why not visit the VACU campus, so you can attend the classes and the chapel? You can talk with our faculty and staff who will give good advice for your future. I strongly believe that you will never regret your decision to receive your education at our university.

Cordially in Christ,

Dr. Thomas Rhee

President

Table of Contents

Chapter One: GENERAL INFORMATION

FROM PRESIDENT MESSAGE-----	2
HISTORY AND INFORMATION-----	8
DOCTRINAL STATEMENT-----	10
MISSION AND VISION STATEMENT -----	16
INSTITUTIONAL CORE VALUES-----	17
PHILOSOPHY OF EDUCATION -----	18
CORE STUDENT LEARNING OUTCOME-----	19
SPIRITUAL MATURITY STATEMENT -----	20
COMMUNITY LIFESTYLES STATEMENT -----	24
CODE OF CONDUCT -----	26

Chapter Two: ADMISSION INFORMATION

1. SPIRITUAL REQUIREMENTS -----	28
2. ACADEMIC REQUIREMENTS -----	28
3. CHRISTIAN COMMITMENT & EXPERIENCE -----	29
4. ADMISSIONS POLICIES-----	31
5. APPLICATION PROCESS-----	31
6. ADMISSION OF INTERNATIONAL STUDENTS -----	32
7. NON-DEGREE STUDENTS-----	34
8. DRUG FREE WORKPLACE POLICY -----	34
9. POLICY FOR PROTECTION OF PRIVACY, TRANSPARENCY, AND NO-HARASSMENT-----	34
10. EQUAL OPPORTUNITY: Non-Discrimination Policy-----	35
11. SEXUAL HARASSMENT POLICY-----	36
12. RACIAL HARASSMENT POLICY-----	36
13. ACADEMIC FREEDOM -----	37
14. ADMISSIONS CLASSIFICATIONS -----	38
15. READMISSIONS-----	39

Chapter Three: ACADEMIC INFORMATION

1. GRADING SYSTEM-----	41
------------------------	----

2. TRANSFER STUDENTS-----	42
3. APPLICATION PROCEDURE-----	43
4. STUDENT CONDUCT -----	43
5. CLASS ATTENDANCE REGULATION-----	44
6. COURSES SELECTED OR CHANGED-----	44
7. REPEATING COURSES -----	44
8. CLASS CALENDAR-----	45
9. CRITERIA FOR EXPULSION-----	45
10. DISMISSAL FROM CLASS-----	45
11. STUDENT RECORDS POLICY-----	46
12. MAXIMUM COURSE LOAD-----	46
13. ATTENDANCE POLICY OF STUDENT-----	46
14. VACU HONOR SYSTEM-----	48
15. INCOMPLETE GRADES-----	50
16. WITHDRAWAL POLICIES-----	51
17. SATISFACTORY ACADEMIC PROGRESS-----	52
18. IT REQUIREMENTS-----	54
19. REMEDIAL PROGRAM FOR UNDERPREPARED STUDENTS-----	54
20. REGULATIONS OF GENERATIVE AI-----	56
21. POLICY REGARDING TRANSFER CREDITS -----	58

Chapter Four: INFORMATION OF STUDENT LIFE

1. STUDENT SERVICES-----	60
2. SPIRITUAL LIFE-----	61
3. WORK-STUDY/STUDENT ASSISTANTSHIP ON CAMPUS-----	62
4. PROBITY(ETHICS) OF STUDENT-----	63
5. STUDENT GRIEVANCE -----	63
6. LIBRARY SERVICE-----	65
7. CAREER SERVICES -----	67
8. STUDENT RIGHT AND RESPONSIBILITIES-----	67
9. RIGHTS IN VIOLATION PROCEDURES -----	68
10. STUDENT ASSOCIATIONS -----	69
11. SPIRITUAL DEVELOPMENT-----	69
12. FIELD EDUCATION -----	70

13. STUDENT DRESS CODE -----71

Chapter Five: FINANCIAL INFORMATION

1. FINANCIAL POLICY -----74
 2. TUITION AND FEE -----74
 3. PAYMENT PLANS -----75
 4. FINANCIAL ASSISTANCE -----75
 5. AWARD OF STUDENT-----76
 6. FINANCIAL APPEALS -----77
 7. REFUND POLICY -----78

Chapter Six: ACADEMIC PROGRAMS

SECTION I. UNDERGRADUATE PROGRAM (BBS)-----80

1. PROGRAM OBJECTIVE-----80
 2. PROGRAM OUTCOMES-----80
 3. PROGRAM REQUIREMENTS -----81
 4. GRADUATION REQUIREMENTS -----81
 5. FIELD OF EDUCATION OF BBS-----82

SECTION II. GRADUATE PROGRAMS-----84

I. MDIV PROGRAM -----84

1. PROGRAM OBJECTIVE-----84
 2. PROGRAM OUTCOMES-----84
 3. MDIV’S PROGRAM REQUIREMENTS-----85
 4. GRADUATION REQUIREMENTS -----85
 5. PASTORAL INTERNSHIP-----86
 6. FIELD OF EDUCATION -----87
 7. CREDIT HOUR DEFINITION FOR BBS AND MASTER COURSE -----88

II. MCC PROGRAM -----89

1. PROGRAM OBJECTIVE (PURPOSE)-----89
 2. PROGRAM OUTCOMES (GOALS) -----89
 3. REQUIREMENTS FOR ADMISSION -----89
 4. PROGRAM REQUIREMENTS-----90

5. GRADUATION REQUIREMENTS-----90
 6. FIELDS OF EDUCATION-----91

III. TH. M PROGRAM -----92

1. PROGRAM OBJECTIVE-----92
 2. PROGRAM OUTCOMES-----92
 3. REQUIREMENTS FOR ADMISSION-----93
 4. GRADUATION REQUIREMENTS -----93
 5. LANGUAGE REQUIREMENTS-----94
 6. FIELDS OF CONCENTRATIONS-----94
 7. GRADUATION THESIS-----94
 8. CURRICULUM OF MASTER OF THEOLOGY-----94

IV. DOCTOR OF MINISTRY(D.MIN.) PROGRAM -----97

1. PROGRAM OBJECTIVE-----97
 2. PROGRAM LEARNING OUTOMES-----97
 3. PROGRAM CONTENT-----98
 4. REQUIREMENT FOR ADMISSION-----99
 5. COURSE REQUIREMENTS-----100
 6. PROJECT DISSERTATION-----101
 7. PROGRAM STRUCTURE AND FIELDS OF CONCENTRATION-----102

Chapter Seven: COURSE DESCRIPTIONS

I. COURSE DESCRIPTIONS FOR BBS-----106
 II. COURSE DESCRIPTIONS FOR MDIV, MCC, ThM-----136
 III. COURSE DESCRIPTIONS FOR D.MIN. -----192

Chapter Eight: LEADERSHIP

ORGANIZATION CHART-----199
 BOARD OF TRUSTEES -----200
 ADMINISTRATIVE OFFICERS -----201
 FACULTY-----202
 ACADEMIC CALENDAR-----210
 DIRECTIONS TO VACU CAMPUS-----211

Chapter One:

General Information



HISTORY AND INFORMATION

VIRGINIA CHRISTIAN UNIVERSITY FOUNDED, MAR. 2005

In March 2005, Virginia Christian University was founded by Dr. Thomas Rhee and Dr. Woong Joe Kang, co-founder of the University, to train qualified ministers wholly committed to the Word of God. The hope of the University was to launch a truly ethnic Christian theological training, with the aim of reforming Lord Jesus' churches in the U.S. The uniqueness of such an institution is its vision to serve as a bridge between the East and the West, academically and missiologically, and ministerially by the power of God the Holy Spirit for the expansion of the Kingdom of God and the glory of Triune God.

VACU EXEMPT FROM STATE REGULATION AND OVERSIGHT IN THE COMMONWEALTH OF VIRGINIA

Since 2006, Virginia Christian University has been exempted from the Federal income tax under section 501(c) (3) of the Internal Revenue Code. Also, Virginia Christian University is a religious institution exempt from state regulation and oversight in the Commonwealth of Virginia.

VACU CERTIFIED FOR SEVIS BY USCIS

Since August 2008, VACU has been certified by the U.S. Citizenship and Immigration Services (USCIS) for the Student and Exchange Visitor Information System (SEVIS) to issue Forms I-20 and accept F-1 nonimmigrant foreign students for its degree programs.

MOU ESTABLISHED WITH DAEJEON THEOLOGICAL UNIVERSITY

On August 14, 2012, Virginia Christian University and Daejeon Theological University in Daejeon, South Korea, established the Memorandum of Understanding (MOU) to promote the academic cooperation between the two institutions, expand the scholarly associations, and promote mutual understanding within the overarching Kingdom works. Furthermore, both institutions agreed to explore the potential future establishment of a framework for educational and scientific cooperation.

MOU ESTABLISHED WITH KOSIN UNIVERSITY

On October 26, 2012, Virginia Christian University established the MOU with Kosin University to promote mutual cooperation in the area of education, practice, research and cooperative educational exchange.

VACU RECOGNIZED BY THE GENERAL ASSEMBLY OF THE PRESBYTERIAN CHURCH IN KOREA

On September 23, 2014, Virginia Christian University was acknowledged as a recognized college by the General Assembly of the Presbyterian Church in Korea in South Korea.

VACU GRANTED A RENEWAL OF RELIGIOUS EXEMPTION

Pursuant to 8 VAC 40-31-50 of the Virginia Administrative Code, Virginia Christian University has been granted a renewal of its religious exemption from the regulations of State Council of Higher Education for Virginia (SCHEV) for a period of five years, beginning August 9, 2021 and ending August 26, 2026, as long as the institution's primary purpose remains to provide religious training or theological education.

VACU HAS RECEIVED FULL MEMBERSHIP ACCREDITATION FROM ABHE

Virginia Christian University received **recertification of full membership accreditation (for ten years)** from the Association for Biblical Higher Education (ABHE) at its 78th Annual Meeting held in Orlando, Florida February 19-21, 2025.

Since August 29, 2025, Virginia Christian University has been accredited by the Association for Biblical Higher Education (Commission on Accreditation) **to grant certificates and degrees at the Doctoral (Doctor of Ministry)** as well as Associate, Baccalaureate, and Master's levels.

Virginia Christian University received full membership accreditation (for five years) from the Association for Biblical Higher Education (ABHE) at its 73rd Annual Meeting held in Orlando, Florida February 12-14, 2020. Prior to full membership, the University received candidacy status for accreditation from the Association for Biblical Higher Education (ABHE) at its 70th Annual Meeting held in Orlando, Florida February 8-10, 2017. VACU hosted ABHE visitation for initial accreditation in November 2016.

Virginia Christian University is related to the Presbyterian Churches in America through its church courts. Presently, VACU is sponsored by and responsible to several Korean Presbyteries of the Presbyterian Churches in America. VACU works very closely with the Theological Seminary Program of the Presbyterian Churches in the U.S. and its curriculum has been designed to fulfill the requirements of the uniform curriculum of the Presbyterian Churches in the states.

The Virginia Campus is located in Chantilly, Virginia. School offices are open from 9:00 A.M. to 5 P.M, from Monday through Friday, except on holidays noted in the Academic Calendar. The school telephone number is (703)629-1281 and the Fax number is (703)657-0690.

DOCTRINAL STATEMENT

The doctrinal position of VACU is historically that of conservative reformed theology, evangelical Christianity, and The Westminster Confession. Virginia Christian University rests firmly upon the integrity and inerrancy of the Holy Scriptures and, therefore, wholeheartedly accepts the great Doctrines of the historic Protestant Christian faith.

Traditionally, VACU rests firmly to stand for these great truths, and it is VACU's desire to continue to provide personnel for service in these ranks. To guarantee that VACU will maintain its theological position, each member of the Board of Trustees, faculty, and staff is initially and annually required to engage in and subscribe to the following Statement of Faith. The Board, Administration, and Faculty, Student of VACU believe:

Section 1: The Holy Scriptures

(1) We believe the Holy Scriptures of the Old and New Testaments to be the verbally inspired Word of God, the final authority for faith and life, inerrant in every matter in the original writing, infallible and God-breathed (2 Timothy 3:16-17). Scripture inerrancy means that the original documents were without error. To describe inspiration as verbal and plenary is to explain not how Scripture was inspired by God the Holy Spirit but what resulted from that activity of God the Holy Spirit.

(2) We believe in all the words of Scripture and all portions of it, as originally written, were God-breathed. It came from God the Holy Spirit, to be sure, but He employed finite humans to write down His message and to recognize it as God's Word. The human writers God selected to pen His Word were not sinless humans, either (2 Peter 1:21).

Section 2: The Triune God

(1) We believe in one Triune God, eternally existing in three persons God the Father, God the Son, and God the Holy Spirit co-eternal in being, co-identical in nature, co-equal in power and glory, and having the same attributes and perfections.

(2) We believe in the Triune God revealed as eternally existing in three equal persons, God the Father, God the Son and God the Holy Spirit. There are three persons in the Godhead, the Father, the Son, and the Holy Spirit: and these three are one God, the same in substance, equal in power and glory (Deuteronomy 6:4, 2 Corinthians 13:14). "In the unity of the Godhead there are three persons, of one substance, power and eternity; God the Father, God the Son, and God the Holy Spirit. The Father is of none, neither begotten nor proceeding; the Son is eternally begotten of the Father, the Holy Spirit eternally proceeding from the Father and Son." (Westminster Confession II-3).

(3) The Bible presents a consistent picture of three distinct persons, God the Father, God the Son, and God the Holy Spirit, all of whom are assigned status as deity, who relate to each other on a coordinate level, who share in works of creation, redemption, and sanctification, and who in every way are related to by New Testament believers, each in turn and all in unison, as God, yet they are consistently presented not as three gods but as united.

Section 3: The Person and Work of God the Father

(1) We believe that the Father is, the First Person of the blessed Triune God, a self-existent spirit, unseen by men, who shares one essence with Jesus Christ and the Holy Spirit, and possesses the same attributes of omniscience, omnipotence, love, truth, holiness, righteousness, and goodness (1 Corinthians 8:6, John 5:46, 6:26, 7:28, 14:9-10, 15:9, 17:11, 17:25, Matthew 6:8, 6:32, Ephesians 3:20, James 1:17). He receives worship and is the One to whom human beings relate through Christ, having sent Jesus Christ and the Holy Spirit to the earth (John 4:23, 8:42, 14:6, 14:26).

(2) We believe God the Father resurrects the dead, and that heaven belongs to Him (John 5:21, 14:2, Romans 6:4). He controls the timeline for eschatological events (Acts 1:67). He draws the elect to Christ, having chosen them before the foundation of the world (John 6:44, Ephesians 1:3). He predestines believers to adoption as sons and preserves them in their relationship to God (John 17:11, Ephesians 1:5).

(3) We believe God the Father is to be the focal point for believers in their Christian lives and in their fellowship (Romans 6:11, 1 John 1:3). He cares for them, comforts them, hears and answers their prayers, honors believers that serve Jesus Christ, leads them, and gives them gifts (John 12:26, 15:1, 16:23, Romans 6:11, 2 Corinthians 1:34, 1 Thessalonians 3:11, James 1:17, 1 John 1:3).

Section 4: The Person and Work of Christ as God the Son

(1) We believe that the Lord Jesus Christ, the Second Person of the blessed Triune God, eternally God, self-existent God the Son, became man (incarnation), without ceasing to be God, having been conceived by the Holy Spirit and born of the Virgin Mary, in order that He might reveal God and redeem sinful men (Luke 1:35, John 1:1-2, 1:14).

(2) We believe in the full deity of the Lord Jesus Christ. We believe in the Lord Jesus Christ's Pre-existence and Eternity: God the Son is eternally begotten of God the Father. He existed as Only Son of God the Father before he was born of Mary. God the Son always existed (omnipresence), being as eternal as God himself. The truth is, God the Son is both, He is the God-man. Both Christ's perfect humanity and his undiminished(full) deity are absolutely essential to the Scriptural portrait of Him.

(3) We believe that the Lord Jesus Christ accomplished our redemption through His death on the cross as a representative, vicarious, substitutionary sacrifice; and that our justification is made sure by His literal, physical resurrection from the dead (Romans 3:24-25, Ephesians 1:7, 1 Peter 1:35, 2:24).

(4) We believe that the Lord Jesus Christ ascended to heaven and is now exalted at the right hand of God the Father, where, as our High Priest, He fulfills the ministry of Representative, Intercessor, and Advocate (Acts 1:9-11, Romans 8:34, Hebrews 7:25, 9:24, 1 John 2:12).

Section 5: The Person and Work of God the Holy Spirit

(1) We believe that God the Holy Spirit, the Third Person of the blessed Triune God, is a person who convicts the world of sin, of righteousness, and of judgment; revealing Christ to men and enabling them to believe; and, that He is the supernatural agent in regeneration, baptizing all believers into the body of Christ, indwelling and sealing them unto the day of redemption (John 16:8-11, Romans 8:9, 1 Corinthians 12:12-14, 2 Corinthians 3:6, Ephesians 1:13-14).

(2) We believe that He guides believers into all truth, anoints and teaches them, and that it is the privilege and duty of all the saved to be filled with God the Holy Spirit (John 16:13, Ephesians 5:18, 1 John 2:20, 2:27).

(3) We believe in God the Holy Spirit as a divine person, a personality distinct from God the Father and God the Son. By the deity of God, the Holy Spirit is meant that He is One with God, and One in the God-head, co-equal, co-eternal, and con-substantial with God the Father and God the Son. His works are assigned

to the Spirit which only God can perform, thus arguing for his full deity. God the Holy Spirit was involved in the work of creation (Genesis 1:2). Both the revelation and inspiration of Scripture were the result of the work of the Holy Spirit (2 Samuel 23:2).

Section 6: The Creation and Man

(1) We believe that the book of Genesis presents a historically accurate account of the origin of man, the fall of Adam and Eve, and consequently the entire human race, the worldwide flood, the call of Abraham, and the origin of God's chosen people, Israel. Included in this is our belief that the special creation of the existing universe, consisting of time, space, and matter, was accomplished in six literals, twenty-four-hour days, as detailed in Genesis chapter one.

(2) We believe that God created an innumerable host of angels, some of whom followed the lead of Lucifer, now called Satan, in rebelling against God, thereby bringing sin into the universe. We believe in Satan's complete defeat by the Lord Jesus Christ.

(3) We believe that man was created in the image and likeness of God, but that when man sinned the human race fell and became alienated from God. Man, thus, is totally depraved and of himself, utterly unable to remedy his lost condition (Genesis 1:26-27, 5:2, Psalm 51:1-8, Romans 3:22-23, 5:12, Ephesians 2:13, 2:12). We believe in man's need for repentance, redemption and justification through faith alone in Christ crucified and risen from the dead.

Section 7: Salvation of Men

(1) We believe that salvation is the gift of God brought to man by grace and received by personal and purposeful faith in the death and resurrection of the Lord Jesus Christ, whose precious blood was shed on Calvary for the forgiveness of sins (1 Corinthians 15:15, Ephesians 1:7, 2:8-10, 1 Peter 1:18-19).

(2) We believe that men are justified by grace through faith, on the ground of the shed blood of Christ, and that all who receive the Lord Jesus Christ as Savior are born again (regeneration) of the Holy Spirit and thereby become children of God the Father (John 1:12-13).

(3) We believe that while the death and resurrection of Christ is sufficient provision for the salvation of all men, only those who exercise saving faith will have forgiveness of sin and receive eternal life. Those who so exercise faith is then regenerated, baptized by the Holy Spirit into Christ, and granted every spiritual blessing in Christ (Romans 6:34, 1 Corinthians 12:13, Ephesians 1:34, 2:8-9, Philippians 2:13, Titus 3:5, 1 John 2:2).

Section 8: The Eternal Security and Assurance of Believers

(1) We believe that all the justified, once saved, are kept by God's power and are thus secure in Christ forever (John 6:37-40, 10:27-30, Romans 8:1,38, 1 Corinthians 1:48, 1 Peter 1:5).

(2) We believe that it is the privilege of believers to rejoice in the assurance of their salvation through the testimony of God's Word; which, however, clearly forbids the use of Christian liberty as an occasion to the flesh (Romans 13:13-14, Galatians 5:13, Titus 2:11-15, 1 John 5:10-13).

(3) We believe in the perseverance of the saints. Saints who have accepted in his Beloved, effectually called and sanctified by his Holy Spirit, can neither totally nor finally fall away from the state of grace; but shall certainly persevere therein to the end, and be eternally saved (Phil.1:6, John 10:28-29).

Section 9: The Two Natures of the Believer and Sanctification.

(1) We believe that the regenerated person retains his corrupt, sinful, depraved nature, but at the moment of salvation also becomes a partaker of the divine nature, capable of pleasing God through the ministries of the indwelling Holy Spirit (Romans 6:13, 8:12-13, Galatians 5:16-25, Ephesians 4:22-24, Colossians 3:9-10, 1 Peter 1:14-16, 1 John 3:59).

(2) We believe that sanctification, which is a setting-apart unto God, is threefold: It is already complete for every saved person because his position toward God is the same as Jesus Christ's position. Since the believer is in Christ, he is set apart unto God in the measure in which Christ is set apart unto God (John.17:17. 2 Cor.3:18).

(3) We believe, however, that he retains his sin nature, which cannot be eradicated in his life. Therefore, while the standing of the Christian in Christ is perfect, his present state is no more perfect than his experience in daily life. There is, therefore, a progressive sanctification wherein the Christian is to "grow in grace," and to "be changed" by the unhindered power of God the Holy Spirit (Eph. 4:24. 5:25-27).

(4) We believe also, that the child of God the Father wills is yet to be fully sanctified in his state as he is now sanctified in his standing in Christ when he shall see his Lord Christ and shall be "like Him" (I Thess.5:23. Heb.10:10-14. 12:10).

Section 10: Separation, Holy Life of the Believer

(1) We believe that all the saved should live in such a manner as not to bring reproach upon their Savior and Lord; and, that separation from all religious apostasy, all worldly and sinful pleasures, practices and associations is commanded by God (Romans 12:12, 14:13, 2 Timothy 3:15, 1 John 2:15-17, 2 John 9:11).

(2) We believe that it is the duty of each believer to live a holy life unto God, keeping himself unspotted from the world, and that it is God's intention that this shall be accomplished in the believer's life by his constant dependence on the divine ennoblement of the indwelling Holy Spirit. We believe in the illuminating, indwelling and sanctifying work of the Holy Spirit enabling the Christian to witness effectively to the gospel and to serve responsibly in the world (I Cor.11:1, Eph. 4:1-3, 5:1-3, John 14:16-17, 14:26).

Section 11: Missions and the Believer

(1) We believe that it is the obligation of the saved to witness by life and by word to the truths of Holy Scripture and to seek to proclaim the Gospel to all mankind (Matthew 28:19-20, Mark 16:15, Acts 1:8, 2 Corinthians 5:19-20).

(2) We believe in the responsibility of the church in transforming people and culture in the contemporary context, in obedience to God according to the Scriptures all, to the realization of the kingdom of God (Rom 12:1-2).

Section 12: The Church of the Lord

(1) We believe that the church of The Lord Jesus Christ is composed solely of believers: it is the Body and Bride of our Lord and is the one body into which all believers are baptized by the Holy Spirit. Christ is head of the church (Acts 2:1-47, Ephesians 1:22).

(2) We believe in the autonomy of the local church (Acts 13:14, 20:28, Romans 16:1, 1 Corinthians 3:9-16, 1 Peter 5:14).

(3) We recognize water baptism and the Lord's Supper as scriptural ordinances. They are a means of Christian testimony for the church today (Matthew 28:19-20, Acts 2:41-42, 18:8, 1 Corinthians 11:23-26).

Section 13: Ministry and Spiritual Gifts

(1) We believe that God is sovereign in the bestowing of all His gifts; that the gifts of evangelist and pastor- teacher are given to the church for the equipping of the saints today; that each believer has a spiritual gift for the purpose of ministry to others, such as the gifts of ministry, helping, leadership, administration, exhortation, giving, mercy, and teaching, prophecy, speaking in tongues, and the working of miracles are given by the Holy Spirit for expansion of the Kingdom of God and evangelism(Romans 12:68, 1 Corinthians 12: 4-11, 2 Corinthians 12:12, Ephesians 4:7-12, 1 Peter 4:10).

(2) We believe that the gifts of prophecy, speaking in tongues, and the working of miracles have ceased as special revelation since the record of Scripture, found in Old and New Testaments were completed and their authority became established (2 Tim.3:15-17).

(3) We believe that God hears and answers the prayer of faith, in accord with His own will, for the sick and afflicted (John 15:7, James 5:14-15, 1 John 5:14-15).

Section 14: The Personality of Angel and Satan

(1) We believe that angels are created beings, not the Creator (Ps.148:5) Angels are personal beings; that is, they possess intelligence (1 Pet 1:12), feelings (Lk 2:13) and will (Jude 6). They are spirit beings (Heb.1:14), though unlike God. They are limited in power, knowledge, and activity (1 Pet.1:11-12).

(2) We believe that the fall of the angels was done from a privileged position. He was not a deprived creature who had not drunk deeply of the blessings of God before he sinned (Ezekiel 28:11–15). Evil angels as Satan delight in opposing God and antagonizing His work (Mat.4:1-4; Luk.4:2).

(3) We believe that Satan is a person, the author of sin and cause of the fall; that he is the open and declared enemy of God and man; and that he shall be eternally punished in the lake of fire (Job 1:67, Isaiah 14:12-17, Matthew 4:2-11, Revelation 20:11).

Section 15: The Second Coming of Jesus Christ

(1) We believe in the personal, bodily and victorious second coming of our Lord Jesus Christ. God the Son will then set up His kingdom upon the earth, after which He will deliver the Kingdom to God the Father that the Godhead may be all in all. The certainty of Christ's return, of the future resurrection and judgment, ought to have its effect upon our lives. Believers do have hope that is based on divine certainty. Death does not end it all. A day of reckoning and accounting will come. There is no second chance after death (Matthew 24:29-37, Act. 1:11, Revelation 22:20).

(2) We believe in the second coming of our Lord Jesus Christ as a single event; not two comings, but one stage in the one coming (Matt. 24:22, Luke 21:36, John 5:29, 2 Thess.2:3). The exact time of the second coming of the Lord is unknown (Matt. 24:36).

(3) We believe that the second coming of our Lord Jesus Christ will be a personal coming (Acts 1:11), a physical coming (Heb. 9:28. Rev.1:7), a visible coming (Matt. 24:30, 26:64, Luke 21:27), a sudden coming (Matt 24:37, Mark 13:33-37), a glorious and triumphant coming. God the Son will not return in the body of His humiliation, but in a glorified body and royal apparel (Heb. 9:28. Matt. 24:30).

(4) We believe that our Lord Jesus Christ will return at the end of the world for the purpose of introducing the future age, the eternal state of things, and He will do this by inaugurating and completing two mighty

events, namely, the resurrection of the dead and final judgment (Matt. 13:49-50, 25:14-46, Luke 9:26, John 5:25-29, Rom 2:3-16, Rev.20:11-15).

Section 16: The Resurrection of the Dead, the Eternal State

(1) We believe in the bodily resurrection of all men, the saved to eternal life, and the unsaved to judgment and everlasting punishment (Matthew 25:46, John 5:28-29, 11:25-26, Revelation 20:56, 22:12).

(2) We believe that the souls of the justified are, at death, absent from the body and present with the Lord, where in conscious bliss they await the resurrection, when soul and body are reunited to be glorified forever with the Lord (Luke 23:43, 2 Corinthians 5:8, Philippians 1:23, 3:32, 1 Thessalonians 4:16-17, Revelation 20:46). “At the last day, such as are found alive shall not die, but be changed; and all the dead shall be raised up with the selfsame bodies, and none other, although with different qualities, which shall be united again to their souls forever.” (The Westminster Confession. Ch. 32-2).

(3) We believe that the souls of unbelievers remain, after death, in conscious misery until their resurrection, when with soul and body reunited they shall appear at the Judgment of Jesus Christ, and shall be cast into the lake of fire, not to be annihilated, but to suffer everlasting conscious punishment (Matthew 25:41-46, Mark 9:43-48, Luke 16:19-26, 2 Thessalonians 1:79, Jude 6-7, Revelation 20:11-15).

(4) We believe in the bodily resurrection of the just and the unjust, the everlasting conscious blessedness of the saved and the everlasting conscious punishment of the lost (John 5:24-29). “The bodies of the unjust shall, by the power of Christ, be raised to dishonor; the bodies of just, by his Spirit (God the Holy Spirit), unto honor, and be made conformable to his own glorious body.” (The Westminster Confession. Ch. 32-3).

How should we then live in the view of the biblical message about the future?

We should live according to the Scripture, live as though we would appear before Our Lord God in a matter of minutes or hours. As we so live in such a way, we should view every opportunity as though it might be the last one we will ever have. The Bible does not teach God’s people to fold their hands and wait idly for Christ’s return. Rather, it emphasizes the need to be actively serving God and the others while we wait for God’s Son from heaven.

MISSION AND VISION, GOALS STATEMENT

MISSION STATEMENT

VACU exists to glorify God by educating students to serve the Lord Jesus Christ in the church and society as biblically minded and professionally competent leaders.

VISION STATEMENT

To provide the best training possible for students who are preparing for the gospel ministry in the church of our Lord Jesus Christ and world mission through God the Holy Spirit.

GOALS

1. To provide excellent biblical higher education
2. To provide outstanding educational resources.
3. To provide an environment that encourages spiritual growth in the lives of its students
4. To prepare students for lives of leadership and service both in the church and in a variety of other careers/ministries.

INSTITUTIONAL CORE VALUES

Believing that the Church is constantly in need of a sound ministry, committed to the Bible and the Confessional Standards of the church, VACU is dedicated to the following distinctive principles:

1. Belief in the plenary verbal inspiration of Scripture resulting in an inerrant Word as it was originally given by God, and, therefore, the only infallible rule of faith and practice.

2. Belief in the Reformed Faith as set forth in the Westminster Confession of Faith, and the Larger and Shorter Catechisms. VACU stands firmly on these historic confessional standards as they set forth the biblical faith. Full subscription to the whole of these Standards is the position of VACU.

3. Belief in the Great Commission as the one and only mission of the Church. The Christian individually and in association with others, has obligations to function in all spheres of life by developing and practicing the full implications of the Christian world and life view in every human relationship and in all aspects of life and society under the Lordship of Christ.

4. Belief in Dynamic Spiritual Emphasis as a student must be walking in fellowship with God (the Holy Spirit) so that he or she can be taught by the Holy Spirit. The cultivation of the spiritual life is inseparably fused with the scholarly study of biblical and related subjects, thus providing an unusual classroom climate and a distinct theological education. All this is designed to prepare students to communicate the Word of God in the power of the Holy Spirit.

5. Belief in Strong Commitment to Missions: VACU is firmly committed to promoting the missionary enterprise throughout the world. This Commitment is demonstrated in a variety of ways that provide exposure for students to the diverse nature of missions and the unique opportunities for career service in missions.

6. Emphasis on the practical as well as the theological aspects of ministry. VACU believes that learning “how” to minister is as important as learning “what” to minister, and therefore trains as well as instructs. (Mat.28:19-20).

7. Committed to developing students for a ministry and service attitude as evidenced by preparing them both academically and experientially to serve Jesus Christ in the Church and society.

PHILOSOPHY OF EDUCATION

1. VACU is a biblical university: The Bible is the heart of the curriculum, in contrast to a program that is essentially philosophical or sociological. The absolute inerrancy and authority of the Scripture are paramount. Because we emphasize the primacy of the Word of God, we believe that the tools of exegesis are essential in preparing students for the ministry, so that they may become capable expositors of the Word of God.

2. The doctrinal distinctive of VACU (see Doctrinal Position), rooted in a proper exegesis of the Scripture, are regarded as “absolutes” and they are to be upheld as such by the faculty and communicated clearly to each student.

3. We are aware that teaching sound doctrine alone is not enough. This doctrine must be translated into practical Christian service. Therefore, our faculty must not only be highly qualified in academics and instructional methodologies, but they also must be excellent spiritual and moral examples.

Recognizing the limitations of a primarily academic setting, we seek to instill within the student a deep love for God and His Word, a heart for evangelism and missions, and the integration of biblical teaching and values into every aspect of life. We also believe that it is imperative for students to be involved in practical “hands-on” ministry and mission to complement their university studies.

4. The primary mission of VACU is to provide quality collegiate education. VACU is a Christian academic community in the tradition of evangelical institutions of higher education. As such, VACU continues the philosophy of education which first gave rise to the university, summarized in the following proposition; God, the infinite source of all things, has shown us truth through Christ in nature, history, and, above all, in Scripture. Persons are spiritual, rational, moral, social and physical, created in the image of God. They are, therefore, able to know and to value themselves and other persons, the universe and God.

Education as the process of teaching and learning, involves the whole person, developing the knowledge, values, and skills which enable the individual to change freely.

CORE STUDENT LEARNING OUTCOME

Each graduate of Virginia Christian University will be able to:

1. Demonstrate a sound knowledge of the Scriptures, as evidenced by successful completion of the coursework within the program and improved scores on a standardized Bible test.
2. Define and systematically summarize one's theological understanding as evidenced by a comprehensive, personal statement of faith.
3. Present a reasoned defense of one's beliefs that is intellectually and rationally sound.
4. Apply biblical principles in his lifestyle and ministry internship so that he might exhibit godly character, as assessed by the college faculty.
5. Analyze and identify effective methods of discovering biblical truth from the Scriptures in order to produce a disciplined system of lifelong learning skills.
6. Communicate effectively the Gospel through sermons, Bible studies, and/or witnessing, in the context of his gifts and calling, whether at home or on the mission field. The code of conduct states the kind of lifestyle expected of trustees, administrators, faculty, and students.
7. Stimulate a spirit of inquiry, investigation and critical thinking so that they can be able to defend their faith and biblical truth for the expansion of the Kingdom of God.

SPIRITUAL MATURITY STATEMENT

(WITH GROWING AND LEARNING TOGETHER LIFESTYLE)

As a community of believers, our first desire at VACU is to worship and engage with God, both corporately and individually for the glory of Triune God. We believe that academic learning divorced from a life of biblical spirituality and holiness neither honors God nor serves His people. Working with the local church, our goal is to grow our faculties and students so that their experiential knowledge of God in Christ is evidenced in their character, outlook, conduct, relationships and involvement in society.

With chapel, daily prayer times, spiritual retreats, on-campus community groups, overseas mission's trips and ministry experiences in and around Virginia, the opportunities for spiritual growth abound. Consider how VACU can help faculties and students grow in their relationship with God as you seek to worship Him with your whole heart, soul and mind through God the Holy Spirit.

VACU is a community in which individuals join together to further their academic achievement, personal development, and spiritual growth. Together we seek to honor Christ by integrating faith and learning while our hearts and lives reflect mature Christian practice in our Lord Jesus Christ.

This statement explains the principles and the expectations that help us live together and meet institutional objectives. We acknowledge that it is impossible to create expectations that fully satisfy every member. Nevertheless, certain expectations bring order to community life. When individuals join VACU, they freely and willingly choose to take upon themselves the responsibilities outlined in this statement.

1. Assumptions

Loving Triune God and being accountable to Him are the primary motivations for Christian relationships and behavior. The Scripture as the word of God is our authority; it provides the essential teachings and principles for personal and community conduct.

God, through the Holy Spirit, places in every believer the inner resources and attributes to minister to others through supportive relationships.

Members of this community are either committed to Christ or are at least sympathetic with a Christian perspective. They also desire to achieve a liberal arts education in an evangelical Christian context. A well-trained faculty and a competent staff, equipped with facilities and materials necessary for effective work, stand ready to help you become a whole person.

2. Responsibilities for Relationships

Living in daily fellowship with others is a privilege and an expression of God's grace. In recognition of this privilege, we place great value on the quality of relationships in our community. We acknowledge that we live in a fellowship where we depend on and are accountable to one another.

The New Testament word for fellowship is KOINONIA. It is translated as PARTAKER, COMMUNION, COMMUNICATION, CONTRIBUTION, DISTRIBUTION. Members, therefore, are

encouraged to seek as many opportunities as possible to demonstrate KOINONIA. Within our community the greatest expression of fellowship and the highest principle for relationships is love. As Scripture states:

“We should love one another. This is how we know what love is: Jesus Christ laid down His life for us. And we ought to lay down our lives for our brothers...let us not love with words or tongue, but with actions as in truth. Since God so loved us, we ought to love one another. Whoever loves God must also love his brothers.” (1 John 3:11-16, 18; 4:11, 21 NIV). In order for spiritual growth to occur, we have identified the following specific expressions of love among the most desirable in our relationships.

3. Serving One Another

Each member of the community is expected to strive consciously to maintain relationships that support, encourage, and help others. “We who are strong ought to bear the weaknesses of those without strength and not just please ourselves. Let each of us please his neighbor for his good, to build him up.” (Romans 15:1-2, NIV)

4. Supporting One Another

We are responsible to support those experiencing grief, discouragement, illness, tragedy, and other personal trials. Expressions of bearing one another’s burdens include comfort, consolation, encouragement, and intercession. Difficulties in relationships can occur because of our humanness. In such cases we are to respond as Scripture states: “...clothe yourself with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another.” (Colossians 3:12 NIV)

5. Resolving Problems

Speaking the truth to each other in love can strengthen our community. We can often resolve problems of relationships and behavior by constructively confronting one another in an appropriate spirit. If the welfare of the one confronted is paramount and if the confronter acts in love, growth can result.

6. Healing of Relationships

Healing broken relationships is necessary for a healthy community. When persons or groups have been hurt, regardless of the reason, we are expected to reach out to one another, to forgive one another, to restore relationships, and to make restitution. “...and He (Christ) has given us the ministry of reconciliation...and He has committed to us the message of reconciliation.” (II Corinthians 5:18-19 NIV). Implementing the above expressions of love in relationships requires sensitivity to others and continual effort. It also requires that we love others as we love ourselves. Relationships of this quality enrich our lives and community, honor God, and assist in meeting the goals of VACU.

7. Responsibility for Behavior in Jesus Christ

1) Biblical Expectations

Scripture teaches that certain attributes are available to all individuals through the Holy Spirit. These attributes include “love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law.” (Galatians 5:22-24, NIV). This “fruit of the Spirit” is to be sought,

nurtured, and demonstrated in our relationships. In contrast to encouraging these positive attributes, Scripture condemns such things as greed, jealousy, pride, lust, needless anger, an unforgiving spirit, harmful discrimination, and prejudice based on race, sex, or socioeconomic status.

Scripture as the word of God also prohibits certain behaviors and community members should avoid them. They include backbiting, cheating, dishonesty, drunkenness, gossip, immodesty of dress, lying, occult practices, profanity, sexual promiscuity (including adultery, homosexual behavior, pre-marital sex), theft, and vulgarity (including crude language).

In keeping with Scriptural admonitions to bring ourselves under the authority of government, members of VACU community are expected to uphold the laws of the local community, the state of Virginia, and the nation, except for those rare occasions in which obedience to the civil authority would require behavior that conflicts with the teaching of Scripture. On such occasions, each individual would submit voluntarily to the civil penalty for his/her behavior. Behavior resulting in civil arrest on or off campus is subject to review within VACU's disciplinary procedures.

2) College Expectations

In addition to Biblical expectations, members of the VACU community voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the total community. These standards are not presented as absolutes or as an index of Christian spirituality, but rather as expectations of the community of VACU. Because of the importance of trust in and responsibility to one another, violations of these standards are seen as a serious breach of integrity within the community.

The following standards apply to students, faculty, and administrators at VACU and all agree to uphold them:

Corporate worship, community building, and learning are essential for our community. Therefore, students, faculty, and administrators are expected to attend chapel. Regular attendance signals a mature response to VACU goals.

Because of our concern for the worth and dignity of persons, each member of the community is expected to respond to special needs existing in our society and on our campus. Therefore, discrimination against others on the basis of race, national origin, sex, disability, or socio-economic status is not acceptable. Members of the community are to observe the Lord's Day (Sunday) as a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation may be a part of the day, "business as usual" that relates to VACU programs and services will not be sanctioned or encouraged except where absolutely necessary. Consideration of others and standards of respect and good taste are important to VACU; therefore, all activities should be guided by this principle. Hence, any kind of demeaning gesture, threat of violence, or physical attack directed toward another person will not be tolerated. Vandalism of property is also not acceptable.

The pornography industry exploits people. Further, the use of the industry's products is immoral. Therefore, pornographic materials are not to be used, possessed, or distributed on or away from campus. The community recognizes the danger to one's physical and psychological wellbeing in the use of certain products. Therefore, members of the community are to refrain from the use of tobacco in any form, alcoholic beverages, hallucinogenic drugs and substances (including marijuana), or narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, or distributed on or away from campus.

Members are also expected not to abuse the use of legal substances. Gambling (exchange of money or goods by wagering or betting) is an unwise use of God-given resources, and therefore, is not acceptable in any form.

There are aspects of our culture over which devout and sincere Christians disagree - for example, forms of entertainment such as television and movie viewing, dancing, listening to popular music, reading books, and playing video games. Rather than provide a list of proscriptions, VACU expects its members to apply Scriptural standards of discretion and discernment and to be sensitive to the leading of the Holy Spirit. As individuals and as a community, we must uphold the ideal of purity when choosing whether or not to participate in an activity. Prudence tells us that environments and activities which diminish one's moral sensitivity should be avoided.

Members of VACU observe the demands of academic integrity such as honesty and giving credit to sources. Plagiarism will not be tolerated. Compliance with day-to-day policies and procedures of the community is expected from all members. These routine items are listed in the Student Handbook and Catalog of VACU.

SUMMARY

The intent of this statement is to identify expectations and responsibilities that assist VACU to function as a Christian community and to achieve goals as an institution of higher learning. This statement addresses relationships and behavior. These emphases are parallel and vital to the quality of our lives together. The behavior part of the statement includes standards that are specific to VACU. These standards are important and must be consistently maintained to assure a proper climate for growing and learning. These standards need to be kept in perspective with the Biblical responsibilities for relationships and behavior.

The book of Colossians provides an appropriate summary of the goals for our community:

“Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against another. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful. Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom...with gratitude in your hearts to God. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father...” (Colossians 3:12-17, NIV) As long as you are a member of VACU, you are responsible for implementing these stated expectations. Your signature on the application attests that you understand and are willing to comply with the expectations and responsibilities.

COMMUNITY LIFESTYLES STATEMENT

Members of VACU are committed to the mission of the institution and to living in a manner that brings glory to the name of our Lord Jesus Christ. To this end we agree to uphold the standards of the community as cited in this statement.

Since members of the VACU community are also members of the broader community of the body of Jesus Christ, it is expected that everything we do will reflect our commitment, both to our Lord and to His body of believers. This commitment is to be demonstrated by faithful involvement in a local evangelical church, Christian loyalty to each other, and pursuit of the fruit of the spirit – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

The Word of God is the final authority on all matters of faith and conduct. Therefore, items expressly forbidden in the Scripture are not acceptable for members of the VACU community. Examples include pride, lust, slander, drunkenness, profane language, premarital sex, adultery, homosexual behavior and prejudice (1 Cor 6:9-11). Members of the VACU community work hard to eliminate inappropriate attitudes and actions in their personal lives and in the life of the community and to see them replaced by Christ-like attitudes and actions appropriate for mature Christians.

VACU values the worth and dignity of human life as expressed through the fruit of God the Holy Spirit. Having been made in the image of God, those who live and work at the institution express faith and are expected to respect and uphold life-affirming practices that distinguish our faith community from other institutions of higher education, particularly for those who are vulnerable members of society. Consistent with the views of the Fellowship of VACU Brethren Churches, VACU believes that human life is worthy of respect and protection at all stages from the time of conception. The sanctity of human life is established by creation (Genesis 1:26-27), social protection (Genesis 9:6) and redemption (John 3:16).

While Scripture does not provide specific teaching regarding all social practices in a given cultural setting, it does speak to the Christian's responsibility in areas of conduct which may be harmful or spiritually offensive to self or others. In keeping with its objectives to develop moral and spiritual leadership, VACU expects members of the community to demonstrate restraint and discretion in entertainment choices, social activities, and personal habits (Galatians 5:13-23). Without question, the Christian must abstain from all that is morally degrading. While VACU does not normally assume the role of a censoring agent, it does expect tangible evidence of a life committed to growth in Christ and sound judgment based on biblical principles.

Some substances may harm one's physiological and psychological well-being. In some cases, they dishonor the body, which is the temple of God the Holy Spirit (Romans 12:1). Therefore, members of the community are to refrain from the use of tobacco in any form, hallucinogenic drugs, illegal substances (including marijuana), and/or narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, or distributed on or away from campus.

VACU is committed to maintaining an alcohol-free campus. This means that the consumption of alcohol will be prohibited on campus properties and at VACUs-affiliated events. Adult employees of VACU will use careful discretion in any use of alcohol, avoiding the serving or consumption of alcohol in any situation in which traditional undergraduate or underage members of VACUs family are or are likely to be present. Underage drinking is not only contrary to school policy, but also against the law.

CODE OF CONDUCT

Traditionally, a code of conduct is a list of rules with consequences. The Board has stated the code of conduct of VACU in a way that reflects the grace of God. It is included in VACU's official publications. Trustees, administrators, faculty, staff, and students must agree to abide by the code. Virginia Christian University affirms that:

1. 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 (Romans 12:12; Philippians 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 Corinthians 3:18; Philippians 2:12-13, 1 John 1:47).

2. Believers are to glorify God in their bodies and are to live holy lives (1 Corinthians 6:19-20; 1 Peter 1:13-16). Believers' Love toward God is evidenced by love for those without Christ (note Paul's examples in 2 Corinthians 5:14 and Acts 18:5) and by love for fellow believers (1 John 3:16; 4:78).

3. Living by God's grace, believers are to avoid even the appearance of wrongdoing in any form (1 Thessalonians 5:22). Believers are called to freedom, but this is not to be an opportunity for the works of the flesh (Galatians 5:13).

4. Individuals who, after spiritual instruction (Galatians 6:1), continue to dishonor the Lord by persisting in un-Christ-like behavior or unruly conduct may, after due process, be dismissed from VACU (1 Thessalonians 5:14).

Chapter Two:

Admissions Information



ADMISSIONS INFORMATION

Virginia Christian University is a higher education institution open to any qualified individual without regard to race, religion, gender, age, color, nation or ethnic origin, or disability. This non-discriminatory policy applies to admission policies, scholarship and loan programs, and other institution administered programs, except where required by specific religious tenets held by the institution.

In examining the credentials of applicants, admissions personnel consider the applicant's Christian experience, commitment and character. Academic ability as revealed in high school (or college for a MDiv/MCC applicant) GPA standardized test scores, and extra-curricular activities contribute to the decision-making process.

For the regular seminary course (MDiv) students are expected to give evidence of their calling to the ministry, which includes the pastorate, missionary and evangelistic work, Christian education, and other forms of vocational Christian service. The scholastic requirement is a bachelor's degree or equivalent.

An official transcript of the applicant's previous academic record must be submitted to VACU by the time of registration. The official record is requested by the prospective student, not by VACU. Non-degree students who are not working toward a degree or who are not able to pursue theological studies full time are occasionally admitted by the Director of Admissions.

1. SPIRITUAL REQUIREMENTS

The spiritual requirements at the University have priority over any and all academic requirements. Because VACU prepares its students for a spiritual ministry, students must qualify certain spiritual qualities in prospective students. Therefore, each applicant is required to submit the following items:

- 1) A statement of personal conversion and of Christian experience and service.
- 2) A signed application form which indicates that the applicant (1) is in agreement with the doctrinal position of VACU, as found in the doctrinal statement of this catalog, and (2) will abide cheerfully by the spirit and standards of VACU. Applicants who are not in full agreement with VACU's doctrinal position may request Special Student status.
- 3) The name and address of at least one person who can testify to the applicant's Christian or moral character and suitability for study.

2. ACADEMIC REQUIREMENTS

The ability to successfully perform in VACU's academic environment is judged by the applicant's previous educational experience and test scores, with greater emphasis being placed upon the former. Since VACU is a higher education institution, a prospective student must meet

minimum academic prerequisites consistent with higher education standards. Those minimum standards are as follows:

1) Complete transcript: A high school diploma (or a bachelor for an MDiv applicant) or equivalent is required for entrance into all programs. An applicant is responsible for having complete transcripts of all past school credit sent directly from the institution to the Director of Admissions of VACU.

2) Grades: Three factors are considered in relation to the applicant’s previous academic records: (1) the overall GPA; (2) the applicant’s class rank and the school size; and (3) the grade pattern from the freshman to senior year. It is normally expected that the applicants should rank in the upper half of their class and have a 2.0 or above GPA on a 4.0 system. Transfer students are also expected to have attained a 2.0 GPA in previous college work. Transfer students with a GPA of less than 2.0 may be accepted provisionally.

#	Admission Materials	Graduate	Undergraduates
1	Application form	✓	✓
2	Previous Degree	Bachelor’s	High School
3	Official Transcript	✓	✓
4	English Proficiency*	✓	✓
5	Financial Documents*	✓	✓
6	ID or Passport	✓	✓
7	Statement of Purpose (Essay)	✓	✓
8	Readiness Assessment**	✓	✓

*Not for domestic students who attended/graduated from accredited U.S. based institutions. All international applicants should meet the English language proficiency requirements as below:

>A minimum TOEFL score of 61 iBT or an IELTS score of at least 6.0.

>Or, successful completion of at least two academic years (60 semester credits/ 90 quarter credits) at the baccalaureate level from institutions accredited by US Department of Education-recognized agencies.

**This is a self-assessment tool for Distance Education applicants only. VACU requires to assess whether students have the skills, competencies, and access to technology necessary to succeed in a distance education environment prior to their enrollment in the program

3. CHRISTIAN COMMITMENT & EXPERIENCE

1) Christian Commitment

Since the stated purpose of Virginia Christian University is to prepare qualified leaders for the Christian church and its related ministries, it is important that the values of the applicant can benefit from the programs and environment of VACU, three areas are reviewed:

(1) **Conversion:** It is expected that students at VACU have confessed faith in Jesus Christ as personal Savior. Applicants are asked to submit a statement concerning their personal faith.

(2) **Lifestyle:** To be comfortable in the VACU environment, the applicant's lifestyle should reflect Christian principles. To assist in the evaluation of the applicant's qualification in this respect, a confidential character reference from a pastor or Christian leader is required. Applicants must also submit a concise statement describing their family background, personal experience and professional goals.

(3) **Belief:** Since a major segment of VACU curriculums is devoted to the study of Bible content and reformed theological doctrine, it is important that the applicant receives a copy of VACU's doctrine position concerning some contemporary issues in Scripture.

2) Christian Experience

Most applicants who come to VACU directly after high school graduation have little employment experience. In such cases, the applicant's involvement in extra-curricular high school activities and in church and community programs. **Conditional Admission for Non-Christian Students** is as follows: Non-Christian students may be granted conditional admission if they accept the following conditions:

(1) **Curriculum Engagement....a)** Adhere to and actively engage with the current curriculum for the Biblical Studies program. **b)** Participate fully in all required courses, assignments, and activities as outlined in the program syllabus.

(2) **Academic Performance... a)** Maintain a minimum GPA of 2.5 after the first semester. **b)** Regularly meet with your academic advisor to monitor your academic progress and ensure you are on track with your studies.

(3) **Faith Integration....a)** Engage in activities and courses that foster an understanding and appreciation of the Christian faith. **b)** After one year of study, participate in an interview with your academic advisor to discuss your faith journey and confirm that you have embraced the Christian faith.

(4) **Monitoring and Evaluation;** Students' progress will be monitored through regular evaluations...**a) Mid-Semester Review:** A review will be conducted halfway through is considered in the admissions decision. Other applicants have accumulated years of experience in the business world or in Christian ministry. VACU considers these experiences as a significant factor in the admissions decision. Your first semester to assess your academic performance and engagement with the curriculum. **b) End-of-Semester Review:** A comprehensive review will be conducted at the end of your first semester to determine if you have met the GPA requirement. **c) Annual Faith Interview:** At the end of your first year, an interview will be conducted by your academic advisor to discuss your faith journey and evaluate your embrace of the Christian faith.

(5) **Consequences of Non-Compliance;** Failure to meet any of the conditions outlined in this agreement may result in...**a)** Academic probation for one semester,

during which you must meet all conditions to continue in the program. b) Possible dismissal from the Biblical Studies program if conditions are not met after the probationary period.

4. ADMISSION POLICIES

1) Equal Opportunity: VACU does not discriminate on the basis of race, gender, color, age, handicap, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and other school-administered programs.

2) Provisional Acceptance: Applicants who transfer from an unaccredited institution, who do not meet the admissions criteria, who have not met the admissions test requirements, or who have not completed the admissions process may be granted provisional acceptance. In such cases the conditions and time limitations for full acceptance will be stipulated. When the requirements are met, the provisional status will be removed. Except for extenuating circumstances, the time limitations placed on provisional acceptance will not be extended.

5. APPLICATION PROCESS

1) An application should be submitted in accordance with the instructions printed on the application form. A non-refundable application fee of \$200.00 should accompany the form. It is recommended that high school students apply early in their senior year and that all students apply early in their senior year and that all students complete this application process by July 1 of the year of enrollment.

2) Upon receipt of the application, the student will be sent the reference form(s), doctrinal statement, and financial aid forms. These should be distributed to the proper persons and returned to VACU as soon as possible. A delay in acceptance may be experienced when all required information has not been received by the Admissions Office.

3) Essay Questionnaire: Fill out the essay questionnaire (include any letters of explanation) and remember to sign it.

4) Doctrinal Statement of VACU: Read and sign our doctrinal statement saying that students will respect VACU's views even though students may not agree with some of them.

5) References: Complete student name on the reference form(s) and have the appropriate people complete each form. Reference(s) must have known you for at least one year.

6) Standardized Tests for Incoming Students: Take either the SAT or ACT exam for B.BS course, and have a copy of your score sent directly to VACU. Most local high schools administer the ACT or SAT test, which may also be taken by non-traditionally aged students. Visiting students and auditors may not be required to submit ACT or SAT score;

(1) Percentage of freshmen in the top 20% of high school or college class.

(2) Freshmen average high school or college scores.

(3) Reading and English writing skills of freshmen.

(4) Result of test of Scripture and Theology, Church history, Vision Statement of students.

6. ADMISSION OF INTERNATIONAL STUDENTS

VACU issues I-20 forms to international students. As a result, each prospective international student must contact the Office of Admissions regarding preparation of the student VISA. After processing your completed application, the Admissions Office will inform you of its decision. It is wise to start the process well in advance of the term for which you are applying. Any questions about applications, important dates or any other part of the admissions process should be directed to:

Virginia Christian University
Attn: Office of Admissions
14012-F Sullyfield Circle, Chantilly, VA 20151
admissions@vacu.edu

1) Financial Statement Requirement

International applicants must submit financial statements showing evidence of financial support to attend school full-time. Original (not copies) bank verification of funding must substantiate financial statements. The statement must be original and on the institution's letterhead/stationery.

All documentation must be dated within 3 months of the date of initial enrollment at VACU. The Office of Admissions has provided you with an estimate of annual educational and living expenses for international students for an academic term. You must document financial support equal to or greater than this amount. This estimate is subject to change without notice and will usually increase each year.

2) International Student Visa Information

All international students must enter the US on a student (F-1) visa. VACU can issue the Form I-20 for eligible students. All F-1 students are entered into the computerized Student and Exchange Visitors Information System (SEVIS), which monitors the immigration status of international students. Details of requirements to obtain the Form I-20 and student visa are in the **3) How to Apply for International Applicants** section below. Students should carefully follow proper immigration procedures in order to maintain legal status in the US students on other visas may be eligible to study full-time or part-time, depending on the visa. Contact the Admissions Office or any US Embassy or Consulate for more information.

3) How to Apply for International Applicants (I-20 Required)

(1) complete the Online Application Form, including credit card payment (Visa, Master, etc.) for non-refundable application fee, \$100.

(2) Submit a photocopy of the front page of a valid passport (with the picture, the name and the date of birth) online

(3) Mail a copy of a high school diploma or college transcript, translated in English and notarized, or sign a self-attestation.

(4) Mail an original copy of a bank statement that shows available funds to afford the program and the cost of living (Note: All financial information must be statements with dates no older than 3 months prior to the I-20 application date.)

(5) Complete all spiritual requirements.

(6) Mail the affidavit of Support Form signed by the sponsor (if applicable).

(7) Transfer student only: email a photocopy of the current visa and I-94. Note: Other forms of payment (Cash, Debit Cards, Money Orders or Certified Bank Checks) are accepted as well.

The student must apply at least one month before the start day of every semester. All required documents except the application form must be submitted via email (scanned documents must be readable) or mail.

4) Important Information for Students in F-1 status

(1) All F-1 students should be enrolled full-time (at least 12 credits in undergraduate degree program). Full-time status must be maintained and verified to avoid being out of proper USCIS status.

(2) Students are responsible for notifying the International Student Office of any change in their personal information no later than 10 days after the change is implemented. (Ex: address, telephone number, etc.)

Note: If you are currently a student at another institution and already have an F-1 visa, you need a new I-20 issued by ICC. Therefore, you must submit the I-20 application packet, transfer clearance form, a copy of current visa I-20, passport, and I-94, along with all other admissions requirements

(3) A student may be recommended for campus employment after the student has completed one year in his/her program of study and proves the need for financial assistance. F-1 students with a work permit may work 20 hours per week while classes are in sessions and 40 hours per week during vacation period.

Note: If the prospective student is a current student at another institution and already has an F-1 visa, the prospective student needs a new I-20 issued by VACU. Therefore, the prospective student must submit the I-20 application packet: transfer form, a copy of current passport, visa, I-20, and I-94, along with all other admissions requirements.

Caution: Prospective students are cautioned not to come to the United States on a visitor's visa and then attempt to get their status changed to F-1 once they arrive in the United States. The U.S. Immigration Service considers this as coming to the U.S. on false pretenses and may not approve such a request. The only exception is if the individual indicates to the U.S. Consulate in their country in writing that the purpose of a visit to the U.S. is to select a college.

7. NON-DEGREE STUDENTS

A non-degree student is someone desiring to take only a limited number of courses for credit, without enrolling in an official degree program. Students desiring to use VACU course credits to transfer to another institution would fall into this category.

The process for acceptance as a non-degree student is as follows:

1) Submit a completed student application, along with the application fee, to the Admissions Office.

2) Submit an official letter from the registrar of the prospective student's current institution stating that the prospective student is in good standing and in which program of study he/she is enrolled, or a copy of the prospective student's transcript form the highest degree earned. If the student is currently not enrolled in another institution, the most recent post-secondary transcript must be submitted.

3) Submit a statement describing the prospective student's conversion experience, including what a person must do to receive eternal life and when the prospective student personally took that step.

4) When all the required documents are received by VACU, the application file will be reviewed. The admission status will be notified by mail. A non-degree student is subject to all current institutional policies, including but not limited to financial, academic, and behavioral requirements.

8. DRUG FREE WORKPLACE POLICY

VACU has a policy of maintaining a Drug-Free Workplace. All employees and students are hereby notified that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in this institution's workplace. VACU requires that its campus, faculty, staff and students be drug free.

VACU also considers tobacco to be habit-forming and addictive, and strictly prohibits smoking or the usage of other tobacco substances while on any of the campuses or while attending other institution related activities. The workplace is defined as any classrooms, hallways, restrooms, parking lot, or storage areas that are connected to main campus at 14012-F and 14016-G Sullyfield Cir., Chantilly, VA 20151, or any location outside of the main campus where VACU programs or courses are discussed or promoted.

9. POLICY FOR PROTECTION OF PRIVACY, TRANSPARENCY, AND NO-HARASSMENT

VACU has been doing every effort to keep relevant policies up to date for promoting of protection of student privacy, transparency in safety and on-campus crime, and provision for redress of harassment (including sexual harassment) that might be experienced by students, staff, faculty, administration, and board.

It is encouraged to further refer to the relevant sections of this catalog or the student handbook, such as “equal opportunity: Non-Discrimination Policy”, “Sexual Harassment Policy”, and “Racial Harassment Policy”.

The United States Congress passed the Jeanne Clery Act in 1990, requiring universities to disclose statistics about crime on and around campus so students could properly evaluate their school’s safety. The intent of the law is that colleges ought to make information about crime on and around campus publicly available. Safety requires transparency.

Since the operation of the school, VACU has not had any harassment or crimes on the campus. The school is located in Fairfax County, Virginia, a very secure area in the United States. See the data below:

Crime is ranked on a scale of 1 (low crime) to 100 (high crime)

Fairfax County violent crime is 10.2. (The US average is 22.7)

Fairfax County property crime is 23.1. (The US average is 35.4)

(Data from <https://www.bestplaces.net/crime/county/virginia/fairfax>)

To prove further transparency in safety and crime on and around the campus, links are provided here for quick reference.

- <https://www.bestplaces.net/crime/county/virginia/fairfax>
- <https://spotcrime.com/map?lat=38.8933505&lon=-77.4335258&address=14012%20Sullyfield%20Cir,%20Chantilly,%20VA%2020151,%200USA>

10. EQUAL OPPORTUNITY: NON-DISCRIMINATION POLICY

All aspects of VACU’s programs will be administered in compliance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, as amended; the Age Discrimination in Employment Act; the Equal Pay Act; the Vietnam Era Veterans' Readjustment Assistance Act of 1974; Federal Executive Order 11246; Genetic Information Nondiscrimination Act of 2008 (GINA); Virginia's State Executive Order Number Two; and all other applicable rules and regulations.

No individual will be excluded from participation in, denied benefits of, subjected to discrimination under or denied employment in the administration of or in connection with VACU programs because of race, color, age, disability, citizenship, handicap or political affiliation.

Participation in any VACU program shall be open to citizens and non-nationals of the United States, lawfully admitted refugees and parolees and other individuals authorized by the Attorney General to work in the United States.

VACU's commitment is that no individual will be intimidated, threatened, coerced, or discriminated against because of filing a complaint, furnishing information or assisting or participating in any manner in an investigation, compliance review, hearing or any other activity related to the administration of VACU's programs.

11. SEXUAL HARASSMENT POLICY

Sexual harassment is a form of discrimination based on sex and falls within the statutory prohibitions against sex discrimination. VACU is committed to maintaining a working and a study environment free of sexual harassment. Accordingly, in compliance with Section 703 of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, it is the VACU's policy not to tolerate any verbal, nonverbal, or physical behavior which constitutes sexual harassment.

Responsible employees are required to report their knowledge of sexual harassment to the school management. Personnel with supervisory responsibilities are required to take immediate and appropriate action when incidents of alleged sexual harassment are brought to their attention. Violations of the policy prohibiting sexual harassment may lead to disciplinary actions, including reprimand, suspension, or termination of employment or academic status.

Sexual harassment is defined as conduct of any type that is based upon a person's sex (including pregnancy), and unreasonably interferes with the person's work or academic performance or limits participation in university activities, or creates a working or learning environment that a reasonable person would find hostile, threatening or intimidating. Sexual harassment includes sexual advances, requests for sexual favors, sexual jokes, and unwelcome sexual touching, among other things.

Faculty, staff, students, and applicants for employment or admission with complaints of sexual harassment should contact the school office for resolution options. Individuals may file a complaint of harassment and/or discrimination by returning a complaint form.

Faculty, staff, and students may file complaints outside the university. Students may file complaints with the Office of Civil Rights of the Department of Education. Faculty and staff may file complaints with the Equal Employment Opportunity Commission.

12. RACIAL HARASSMENT POLICY

VACU is committed to the principles that enable educational and professional enhancement of all ethnic and racial groups. VACU seeks to emphasize the importance of community awareness and appreciation of diverse cultures within the United States and of the rest of the world.

The present and future courses of the VACU are designed to eliminate all policies and practices that work to the disadvantage of individuals on the basis of race, and to work diligently to eliminate all forms of discrimination including institutional and personal patterns that directly and indirectly feed the destructive forces of racism. VACU is therefore committed to consistent efforts toward maintaining a Christ-centered community free of all forms of racial harassment, and has adopted a racial harassment policy as a basis for community guidance, education, and complaint resolution.

Racist and discriminatory conduct means verbal or physical behavior that explicitly demeans the race, color, ethnic ancestry, or national origin of an individual or individuals, and: (1) has the purpose or effect of interfering with the education, VACU related work, or other institutionally authorized activity of a student, employee, official, or guest; or (2) creates an intimidating, hostile, or demeaning environment for learning, working, or other activity authorized by VACU.

Some cases of racist and discriminatory behaviors by a student, employee, official, or guest include:

- 1) Physical contact or attacks for racist and discriminatory reasons.
- 2) Intimidation through the threat of force or violence.
- 3) Verbal assaults based on ethnicity that demean the color, culture or history of any person and perpetuate stereotypical beliefs about and attitudes toward minority groups. Such behaviors may include name calling, racial slurs, slang references, and jokes.
- 4) Non-verbal behavior that demeans the color, culture, or history of any person, and perpetuates stereotypical beliefs about and attitudes toward minority groups. Such behavior may include name gestures, portrayals, graffiti, or acts of exclusion.

In any case of racist behavior, the offended person must report the incident immediately to the President or a Dean. A student also has the option of filing a formal charge of harassment with the U.S. Department of Education. Its address and telephone number are available from the Office of VACU, 14012-F Sullyfield Cir., Chantilly, VA 20151 and (703) 629 – 1281 or (703) 378 -7497.

13. ACADEMIC FREEDOM

At an institution of higher education like VACU, the principle of Academic Freedom is essential (distinctive) to the search for truth and its exposition. Freedom in research is fundamental to the advancement of knowledge, the right to Academic Freedom in its teaching aspect is fundamental for the protection of the rights of the faculty and of the students in the educational process.

These concepts of Academic Freedom are promoted at VACU and they are elaborated as follows:

The faculty, staff and students of VACU are entitled to full freedom in research and in publication of the results, subject to the adequate performance of the faculty's other academic duties. The faculty member may take on additional employment, including research for pecuniary return, without the approval of VACU's officer or the President of VACU, provided it does not interfere with his/her duties at VACU. The faculty and students of VACU are entitled to freedom in the classroom to discuss their subject but should exercise this freedom in a responsible manner.

The faculty, staff, and the students of VACU may exercise their rights as citizens when speaking or writing as citizens and should be free from institutional censorship or discipline, but the faculty members' special position in the community imposes special obligations. As a member of the teaching profession, and as a representative of an educational institution, the faculty member should remember that the public may judge his/her profession and his/her institution by his/her utterances.

Hence, the faculty member, staff, and students should at all times be accurate; should exercise appropriate restraint; should show respect for the opinion of others; and should make every effort to indicate that they are not speaking for VACU. Any faculty member and students who believes that his/her rights have been abridged or ignored by an administrative officer or employees of VACU and who is unable to obtain redress which is satisfactory to the faculty member within his/her own department, shall have the right to appeal to the President of VACU.

14. ADMISSIONS CLASSIFICATIONS

1) Regular Students: A student who meets all entrance requirements, is accepted by VACU, and is pursuing a degree program.

2) Probationary Student: A student permitted to enroll who does not meet all the admission criteria but whom the Admissions Committee identifies as being likely to succeed. Reasons for anticipated success are documented in the student's file. A probationary student will be given two consecutive semesters to demonstrate academic success. A limited number of probationary students will be permitted to enroll each semester.

3) Visiting Student: A student not pursuing a degree program but desiring to be admitted for part-time studies (a maximum of 6 credit hours per semester for two semesters). Visiting students who wish to continue must declare a program upon completing 12 hours.

4) Auditor: A student permitted to enroll in a course without being required to fulfill the normal course requirements in that course when it is taken for credit. No credit is granted. Abbreviated admissions credentials are required of those students who are only auditing courses. Husbands or wives of full-time students are permitted to audit one course free of charge per semester. Other auditors pay a reduced tuition cost for each course. Full-time Regular Students who have a 2.5 GPA or above may audit one course free of charge per semester; however, this course will not appear on the academic transcript.

5) Transfer student: A student desiring to transfer to VACU from any other higher education institutions including colleges, universities, and Bible institutes who meets the Christian and academic requirements listed previously. The transfer students should have official transcripts of their college-level work sent directly to the Director of Admissions of VACU. Faxed or E-mail copies must be followed up by official copies for final acceptance. Transcripts will be evaluated in semesters of VACU curriculum, and credit will be allowed whenever possible for equivalent courses taken elsewhere. Work completed with a grade below C (2.0) is not transferable. Students may be asked to provide a catalog from their previous institution for the purpose of credit evaluation.

15. READMISSIONS

A student who has left a program of study at VACU for more than two consecutive semesters will be considered for reentry only after submitting the Returning Student Application form and current Pastoral Reference to the Admissions Office prior to the opening of the current semester.

The application may be found on the Web site. Additional letters of reference and/or an interview may be required. Students who are readmitted to VACU must meet all criteria in effect in the current catalog. Those who have been admitted from VACU for academic reasons are readmitted on a case-by-case basis. Such decisions are made by the Academic Dean and/or Student Dean who take into consideration the following criteria:

- 1) A “Statement of Intent” field by the student which indicates a renewed commitment and desire to pursue studies and the means to be used to achieve academic goals.

- 2) Satisfactory records of subsequent educational work at other colleges. Attendance at VACU is a privilege and not a right. The Administration reserves the right to dismiss any student who does not comply with the purposes, requirements, and regulations of VACU.

Chapter Three:

Academic Information



ACADEMIC INFORMATION

Because VACU is a Biblical and theological school, the certificate and degree programs are structured to give every student a thorough background in the Bible and reformed doctrine. Thus, all VACU students regardless of their professional specializations are enrolled in biblical study or divinity programs. The curriculum of VACU also provides students with a foundation in general education so that they will comprehend the history, language, ideology, and expressions of past and present world cultures.

The curriculum is designed to help students develop a truly biblical world and life view. It remains balanced and maintained between theoretical and practical courses. Students are expected to tie their future (and current, if any) ministry professional knowledge gained from their enrollment at VACU.

1. GRADING SYSTEM

Grades and grade points of VACU are assigned as following the 4.0 grade point system and requiring a 2.0(C) average for graduation. Grades and their interpretation are as follows:

GRADE	INTERPRETATION	POINTS
A+ (95-100)	Excellent	4.0
A (90-94)	Outstanding	4.0
B+ (85-89)	Very Good	3.3
B (80-84)	Good	3.0
C+ (75-79)	Above Average	2.3
C (70-74)	Average	2.0
D+ (65-69)	Below Average	1.3
D (60-64)	Work Acceptably Done	1.0
F (below 60)	Failing	0
I	Incomplete	0
W	School Withdrawal	0
R	Repeated Course	0
WP	Withdrawal While Passing	0

1) I (Incomplete): An Incomplete grade may be issued by a faculty member in lieu of a final grade when course requirements have not been met by the end of the semester. The student is

responsible for removing an “I” from his/her record. This work must be completed within six weeks from the end of the semester in which the “I” is received. Failure to meet this deadline will automatically result in an “F” for the course.

2) Withdrawal: A student desiring to withdraw from VACU at any time should report that fact in writing to the Academic Dean by submitting the Voluntary Withdrawal Form, so that his/her records may be completed, and his/her transcript released. Failure to submit the proper form may result in the non-release of the transcript.

3) Examination: All examinations must be taken at the time scheduled. Exceptions may be granted by the professor with the approval of the Academic Dean. Requests for such an exception must be submitted in writing prior to the set time.

4) Add: From the pre-enrollment period through the end of the second week of the semester, all students, with the exception of 1st semester freshmen, may add courses that are free from restrictions/permissions, by the re-submission of Course Registration Form to VACU office. Instructor’s or academic unit’s approval is conditional on class size limitations. Regardless of when a student adds a course, the student is responsible for meeting all course requirements as mandated by the specific course syllabus.

5) Drop: Please note that “dropping” a course and “withdrawing” from a course are distinct actions and are governed by different policies (See “Course Withdrawal Policy” below). For both graduate and undergraduate students, courses may only be dropped during the “add & drop period” lasting from the beginning of the enrollment period through the end of the second week of the semester. Dropping of a course results in the course being removed from the student’s academic record without a “W” appearing on the transcript, specifically, neither the course nor the grade of “W” appears on the student’s transcript. Freshmen and new first-semester transfer students must meet with their academic advisors to drop courses during the first quarter.

2. TRANSFER STUDENTS

Transfer students from other acceptable institutions who seek to complete their theological studies at VACU must meet the requirements set forth in the catalog. Transfer applicants will be considered for acceptance by the Admission Committee upon presentation of satisfactory transcripts from accredited colleges and/or universities which grant higher degrees.

Credit will be given for courses completed in other accredited institution when the students request transfer during their application process and such courses are comparable to those offered in this institution;

1) The grades of D or F are not transferable.

2) Transfer of some credits is allowed toward all degrees from accredited graduate theological schools or other accredited universities. Please refer to the relevant page of each program.

3. APPLICATION PROCEDURE

1) Application forms may be obtained by writing to:

Virginia Christian University.

14012-F Sullyfield Cir., Chantilly VA, 20151.

The application should be submitted as soon as possible along with the application fee of \$200.00 and the other items required. The application fee is not refundable.

2) An official transcript from each of the previous institutions attended by the applicant should be sent by each institution directly to the Director of Admissions.

3) At least one reference from a person who has known the applicant for more than a year. A pastor of a local church or a professor of the applicant's previous school is preferred.

4) All of the applicants are required to be interviewed by the Admissions personnel before their acceptance at VACU. After all required documents have been received, the Admissions Committee will consider the applicant, and the Director of Admissions will inform the applicant of the decision.

4. STUDENT CONDUCT

All degree candidates of VACU are expected to conduct themselves at all times as mature Christians. VACU stands committed to the position of the Westminster Standards as a sound exposition of the biblical principles of conduct as well as of faith and doctrine.

VACU reserves the right to dismiss students or refuse to admit applicants whose conduct fails to meet the ethical principles set forth in the Bible and the Westminster Standards.

“I therefore, the prisoner of the Lord, beseech you that ye walk worthy of the vocation wherewith ye are called, with all lowliness and meekness, with longsuffering, forbearing one another in love; Endeavoring to keep the unity of the Spirit in the bond of peace” (Eph.4:1-3).

In keeping with the goal of a drug-free campus, possession or consumption of alcohol anywhere on VACU campus, including classrooms, is not permitted. VACU prohibits the possession or use of alcoholic beverages on campus or at functions elsewhere held by VACU or its organizations. Public display, drunkenness, and misconduct are violations of VACU conduct rules and those violating these rules will be disciplined in accordance with the seriousness of the violation.

VACU prohibits the possession, use or distribution of illegal drugs. Anyone apprehended using or selling on campus will be subject to immediate dismissal.

VACU also must reserve the right to request at any time the withdrawal of a student who cannot make the required progress toward graduation or whose conduct is detrimental to his or her health or whose conduct is not satisfactory to its officials. A student may be asked to withdraw because of unsatisfactory conduct in the absence of any specific charge.

5. CLASS ATTENDANCE REGULATION

All classwork is directed to the glory of God and designed for the best preparation of students for their service to God. Students are expected to attend all class sessions on time. No student should absent himself/herself from one class in order to fulfill requirements of another class. The handling of unexcused absences is left to the discretion of the professor.

A student with three unexcused absences for three credit hours will be dismissed from the course with a failing grade. Excessive absences may be appealed to the Academic Committee. Additional attendance requirements may be stipulated by the professor. Three tardiness are counted as one absence. A tardiness more than thirty minutes is counted as one absence.

VACU faculties value class attendance as an integral and meaningful element in academics. Since the importance of the common gatherings of participants may vary from course to course, instructors are given the responsibility of regulation attendance in their classes, subject to the following limitations:

- 1) Attendance regulations are to be clearly announced in writing by the instructor at the beginning of each semester.
- 2) Attendance regulations for multi-section courses are to be set by agreement at the department level.
- 3) Excessive absences may result in suspension from the course with grade of F. When an F is given for excessive absences, the instructor must notify the Registrar in writing.
- 4) Attendance at quizzes announced at least a week in advance and at special sessions is mandatory. Excuses for absence in such instances are to be obtained by the student from the Academic Dean.
- 5) Student appeals concerning attendance regulations are to be made to the School Academic Regulations Committee (or Teacher meeting).

6. COURSES SELECTION OR CHANGED

Any change in the course of study must be made during the first week from the beginning of each semester by submitting an updated course registration form to the VACU office.

Courses discontinued (with permission) after the first week of each semester are recorded WA (authorized withdrawal). Courses dropped after the date announced in the registration bulletin for semester will automatically get the grade of WF (withdrawal failing).

The deadline for course registration is announced each semester. Courses marked WF are counted as hours attempted in the grade point ratio while grades of WA are ignored in computing the grade point ratio.

7. REPEATING COURSES

A student may retake a course for the purpose of improving a grade only if a grade of “D” or “F” was earned in the just finished semester. Such repetition should be done immediately after the concerned semester.

The last grade earned shall be used to determine credit for the course and in the computation of the student’s grade point average. This policy applies only when the student completes the course.

8. CLASS CALENDAR

Virginia Christian University’s academic calendar is conditioned on a two-semester basis with the first semester concluding prior to Christmas and the second semester concluding in the early part of June. Each semester is 16 weeks long. Virginia Christian University conducts abbreviated summer and winter sessions in addition to the two regular academic semesters for an opportunity of students to advance in their programs.

9. CRITERIA FOR EXPULSION OF A STUDENT

- 1) By regulation of federal education.
- 2) By the school regulations.
- 3) Students fail to attend for more than four weeks of the semester without permission of VACU.
- 4) Students do not register for courses for two months.
- 5) Students do not return to the school after the student asks for a leave of absence.
- 6) Students receive 3 warnings related to educational matters set by the school regulation.
- 7) Students gain admission to another school without permission of VACU.

10. DISMISSAL FROM CLASS

1) Students may be dismissed from class for an adequate cause deemed by VACU. Students dismissed have the right to appeal the decision to the Academic Regulations Committee within 48 hours.

2) Before a student is dismissed from a class, the professor must have given prior written warning to the student that the student is in imminent danger of dismissal. If the student is later dismissed, written notification must again be given. Copies of the notices shall be sent to the Academic Office and the Office of Student Services.

3) If dismissal from a class causes the student’s course load to fall below that required for remaining in the dormitory, the student may petition the Dean of Students to modify this requirement. Appeals may be made to the Professor Committee of VACU.

4) A student who is dismissed from class in the Winter module or Summer module will be required to vacate the student room within 24 hours following appeal verdicts. Faculty members

dismissing a student from a class during the Winter module or Summer module are required to notify the Dean of VACU of their actions immediately by telephone.

11. STUDENT RECORDS POLICY

The permanent records of VACU students shall consist of files in the Academic & Registration Office, and placement folder. All information collected on students during attendance at the college shall be retained during the time of attendance at VACU and for seven years thereafter. Students may examine their academic records by contacting the Academic & Registration Office to make an appointment. After seven years VACU will maintain only the following:

- 1) the application for admission
- 2) the academic records, including a listing of courses attended, credits, grades, quality points earned
- 3) the transcripts, which will list courses attended, credits earned, grades, and quality points, date of graduation, degree awarded
- 4) the placement files
- 5) the student financial account.

12. MAXIMUM COURSE LOAD

The full-time load for international students (F-1) should be 12 credits for BBS and 9 credits for MDiv. The maximum course load during a regular semester is 18 credits for students in the BBS program. If approved by the Academic Dean of VACU, a student may exceed 18 credits. For students in the MDiv or MCC program, the maximum course load during the regular semester is 15 credits and may exceed with an approval of the Academic Dean.

13. ATTENDANCE POLICY OF STUDENTS

In order to receive maximum benefit from the instructional program, students are expected to attend school regularly and be punctual each day for the lectures. It is understood that good attendance positively impacts the learning process.

1) Class Attendance

Regular and punctual attendance in classes is expected of all students at VACU. Each faculty member is to state the attendance policy in writing to all students in class. The faculty member is the judge of whether the student has met the stated attendance requirements of the course. Class attendance is considered essential to the educational process. VACU subscribes to the philosophy that academic success is directly proportional to class attendance. It is important that students

regularly and punctually attend all class sessions. Attendance will be recorded from the first day of the class through the final exam:

- (1) The professor must receive the names of students from the office.
- (2) Every class, the professor must check attendance of those who have registered.
- (3) The professor must announce the class policy regarding attendance to their students.
- (4) The professor will report the students who have missed two or more classes to the school office.

VACU recognizes that situations may arise which will prevent a student from attending classes. VACU will accommodate occasional absences but recommends that students who attend less than 80% of the scheduled class meetings submit a withdrawal request to the VACU Office according to the Withdrawal Procedures described in VACU Catalog and Faculty Handbook.

Regular attendance and participation in schooling is an important factor in educational and life success. Students who are regular non-attenders are at risk of alienation from education that can lead to decreased options for future pathways.

2) Special Absence

All absences are unexcused except those caused by illness of the student, quarantine, death in the immediate family, recovery from an accident, required court attendance, and educational tours and trips. A student shall not be absent from school or from any other required school hours except for illness or other providential cause, unless with written permission of the teacher, or other duly authorized school official.

3) Invalid Excuse

A student, who is absent from school without a valid excuse, will be marked as being unexcused for the period of each absence. Students will be notified of their responsibility for their unexcused absences by the proper school authority;

(1) The Registration office will send an academic warning, informing of VACU attendance policy and inviting the students to contact the office to discuss the matter, to the students who have accumulated three absences from their classes during one semester by both e-mail and postal mail.

(2) An unexcused absence occurs when the student does not provide, within two days after an absence, an explanatory note signed by the student or visitation by a physician, which satisfies the criteria for excused absence. After three days of unexcused absences from school or the class, an official notice of unexcused absence will be sent to the student. The notice will list the dates of unexcused absences and notify students that any further absence with invalid excuse constitutes a summary offense under the School Code.

4) Excused Absence

Excused absences may be granted for: illness, quarantine, death in the immediate family, impassable roads, school-sanctioned educational trips, and exceptionally urgent reasons which affect the student. Absences for other reasons will be considered unexcused. For an absence to be excused, the student must send a note to the Registration office within two (2) days after each absence or the day of absence.

Instructors may advise any student with excessive absences to withdraw from the course involved to protect the academic standing of the student. It is the student's responsibility to monitor absences and to comply with the instructor's syllabus concerning the make-up work. Failure to submit make-up assignments or to withdraw when it is clear that the student cannot achieve an acceptable grade in the class may result in a low grade, the course including possibly an F based on grade performance in the course. Grades will not be raised or lowered based directly on attendance.

5) Early Dismissal

Students are not permitted to leave the school campus at any time during the school day without permission from the instructor. If a student wishes to be excused early during the school day, the student must present a note to the instructor. The note should indicate

- (1) the date and time of dismissal
- (2) appropriate reason of absence and
- (3) signature of the student.

The registrar will issue an "early dismissal" slip to the student, which the student must present to the professor (for his/her signature) at the time of departure of the student. If a student returns to VACU on the same day, the student is to report to the office before going to class.

6) Appeals Process

If a student disagrees with the assignment of an unexcused absence, a tardy or denial of permission to make up missed work, an appeal may be made. The appeal must be submitted in writing within one week of the incident.

14. VACU HONOR SYSTEM

In the VACU community, there can be no doubt that honor and the pursuit of knowledge are intertwined. An honor system must be believed in, supported by, and administered by the entire VACU community. Upon enrollment at Virginia Christian University, each student is automatically subject to the provisions of the Honor System.

Each student has a duty to become familiar with the Honor Code and the provisions of the Honor System. Not knowing (Ignorance) of what constitutes an Honor Code violation cannot be

used as a defense in an honor violation hearing. The Honor System at VACU does not discriminate based upon race, color, religion, national origin, political affiliation, gender, sexual orientation, age or disability.

All academic work such as, but not limited to, examinations, papers and other written or electronically submitted assignments are submitted pursuant to the Honor Code, and shall contain the following pledge (or similar pledge approved by the faculty or staff member) of the student(s) submitting the work: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." The pledge shall be signed by the student(s) unless it is submitted electronically, in which case the faculty or staff member may require a different method of proof of a student's pledge.

What is The Honor Code---Students shall observe complete honesty in all academic matters? Violations of the Honor Code include, but are not limited to, taking or attempting to take any of the following actions:

1) Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers or other supplementary items.

2) Giving false or misleading information regarding an academic matter.

3) Copying information from another student during an examination.

4) Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit.

5) Obtaining prior knowledge of examination materials (including by using copies of previously given examinations obtained from files maintained by various groups and organizations) in an unauthorized manner.

6) Selling or giving to another student unauthorized copies of any portion of an examination. Using a commercially prepared paper or research project or submitting for academic credit any work completed by someone else.

7) Falsifying or attempting to falsify class attendance records for oneself, or for someone else, or having another falsify attendance records on your behalf.

8) Falsifying material relating to course registration or grades, either for oneself or for someone else.

9) Falsifying reasons why a student did not attend a required class or take a scheduled examination.

10) Taking an examination in the place of another student.

11) Making unauthorized changes in any reported grade or on an official academic report form.

12) Falsifying scientific or other data submitted for academic credit.

13) Collaborating in an unauthorized manner with one or more other students on an examination or any work submitted for academic credit.

14) Committing the act of plagiarism - the deliberate copying, writing or presenting as one's own information, ideas or phrasing of another person without proper acknowledgement of the true source.

15) Using computing facilities or library resources in an academically dishonest manner. Falsifying evidence or intimidating or influencing someone in connection with an honor violation investigation, hearing or appeal.

15. INCOMPLETE GRADES

1) INCOMPLETE GRADES

Students may be granted an incomplete grade “I” when they are unable to complete the necessary course assignments or exams (midterm and/or final). Incomplete Grade “I” must be made up within the 1st four weeks of the subsequent semester to change the incomplete grade(s). Incomplete grades, when not corrected within the above established time frame will be converted to “F” grades.

If the instructor who issued the “I” grade is no longer on the faculty, the determination of completion of the needed work shall be made by the Academic Dean and may be assigned to the instructor who is currently in charge of the course. A student with an “I” grade who misses the scheduled date for completing the missing work (test, exams, etc.) shall receive a failure (F) grade for that course.

2) RECURRENT INCOMPLETE GRADES

Students with recurrent incomplete grades (semester after semester) shall be placed on academic probation until these incomplete grades can be corrected. Students with incomplete grades for three consecutive credits can be subjected to academic dismissal from VACU. Students with incomplete grades shall be notified of this Regulation in writing by the Registrar.

3) MAKE-UP EXAMS

The opportunity to sit for a make-up exam is a privilege given to all students with valid excuses. The administration and faculty realize that certain circumstances may prevent a student from being present on the day of midterm or final exams. Students can petition for a make-up exam by filling out a Make-Up Exam Form located at the Registrar’s office. The Make-Up Exam Form must have the approval of the Academic Dean and must show that the student has paid for the Make-Up fee in the amount of \$50.00.

The approved Make-Up Form must be presented to the instructor when taking the Make-Up exam, so that the instructor can process the grade or change the “I” grade by submitting the Make-Up Exam Form to the Registrar with the indicated grade change. After the receipt of the Make-Up Exam Form, the Registrar must check for:

- (1) The approval of the Academic Dean.
- (2) The payment of the Make-Up fee.
- (3) The new grade as (signed) provided by the instructor.
- (4) The signature of the instructor.

After processing the Make-Up Exam Form, the Registrar shall file that form in the appropriate student's file for future reference. At any given quarter a student is not allowed to have more than three (3) Make-Up exams.

4) EXAM RETAKE FOR FAILING GRADES

Student with a "D" or an "F" grade may petition the Academic Dean for the privilege of retaking the exam to replace the "D" or "F" grade, provided the student complies with the following criteria:

(1) A student cannot petition for a Retake Exam if the student has two or more courses with a "D" or "F" grade.

(2) A student can only petition for a Retake Exam if the student's final course grade is within 10% of the passing grade (63% to 69%) for the course with the "D" or "F" grade.

(3) A Retake Exam can only be taken during the five (5) weeks following the final exam week in which the student received the failure grade. Any special exception must be approved by the Academic Council. Failure to show up for the established date of the Retake Exam will result in a failure grade for that exam.

(4) Students who elect to retake the exam and successfully pass this exam may only receive a highest grade of "B." The original "F" grade shall remain in the official transcript but will not be counted in the grade point average. However, if the student fails the Retake exam, he/she shall receive a second "F" grade to be recorded in the student's transcript. The student shall be required to retake the course again in its entirety for a passing grade.

(5) Application to take a Retake Exam should be made through the Registrar's Office.

(6) Students who fail the Retake Exam cannot petition for a Retake Exam.

16. WITHDRAWAL POLICIES

1) WITHDRAWAL FROM COURSES

Students may withdraw from courses (see Add and Drop) during the first two weeks after the classes begin without affecting their grade point average. Students thereafter are required to obtain a permit from the Academic Dean to withdraw. Withdrawal from enrolled classes after the first two weeks with the proper withdrawal procedure will result in a 'W' grade recorded in the official transcript. A student can withdraw from a class by the following procedures:

(1) Make a request to withdraw by using an official Withdrawal Request Form.

(2) Obtain the signature of the instructor from the withdrawing course.

(3) Submit the completed Withdrawal Request Form to the Registrar's Office

No withdrawals are permitted during the final three weeks of semester except in cases such as accident or serious illness. An 'F' will be automatically entered in the grade report if the student does not attend the final three weeks of class without being excused. All withdrawals must be requested by completing the Drop Form. Oral requests, whether by phone or in person, are not accepted and will not be acted upon.

2) WITHDRAWAL FROM VACU

(1) Students wishing to withdraw temporarily, but who wish to be considered as continuing students, must first obtain an approval from the Academic Dean. The following procedures must be observed by the student:

(a) Notify the Academic Dean or the Registrar the intent to withdraw by completing and submitting the Withdrawal Notice Form.

(b) Clear all outstanding debts with VACU.

(c) Students who submit their Withdrawal Notice Form and have a refundable amount of their payment such as paid tuition shall receive their refunds within thirty (30) days according to the refund policy from receipt of the Withdrawal Notice Form.

(2) Students who fail to register two consecutive semesters, without the Academic Dean's approval, will be automatically withdrawn from VACU.

A student may withdraw from VACU on or before the first day of instruction without any penalty. The student will be refunded the full amount of money paid minus \$100 application fee if he/she is a new student and \$50 registration fee if he/she is a continuing student. For students who have completed 60% or less of the 11-week instruction period, the refund shall be on a pro rata basis. This policy is binding whether or not the student filed his or her withdrawal notice to VACU.

17. SATISFACTORY ACADEMIC PROGRESS

There are three distinct classifications of academic standing reflected on the academic record or transcript. The conditions associated with each of these classifications are described below and are intended to guide the student in his/her academic planning. In particular, a student placed on academic probation must meet with his/her academic advisor/registrar to develop an academic strategy for the success that will also allow him/her to be removed from academic probation.

1) Good Standing

Good standing status is assigned to the semester record of any student enrolled in the degree program a semester and cumulative grade point average (GPA) above the standard of 2.00 at the close of the semester.

2) Academic Probation

A student can be placed on an academic probation when either the semester or cumulative GPA falls below 2.00. Students on probation must contact the academic advisor/registrar to develop a written academic plan and to establish GPA goals using the Veigel GPA calculator. While on probation, a student must adhere to the conditions of the program of study in which he/she is enrolled. For example, a student enrolled in a bachelor's degree program full-time must complete a minimum of twelve (12) credits but not exceed fifteen (15) credits during probationary semesters of the study [for a master's degree program, a minimum of nine (9) credits but not exceed

twelve (12) credits]. Removal from probationary status requires that the student achieve both a semester and cumulative GPA of 2.00 or higher in a subsequent semester.

3) Dismissal

(1) Semester Grade Point Average: A student can be dismissed from VACU when his/her semester GPA falls below the 2.00 standard more than twice, not including their first semester at VACU. Students, who earn a semester GPA below 1.00, not including their first semester at the VACU, may be automatically dismissed from VACU. That is, they can be subject to dismissal without the benefit of a probationary period. Such students have the opportunity to appeal the dismissal decision, as described below. First semester students that obtain a semester GPA below 1.00 can be placed on probation and held to the standards established by the conditions of academic probation.

(2) Cumulative Grade Point Average: A student can be dismissed from VACU when his/her cumulative GPA remains below the 2.00 standard for the probationary period of the semester unless an extended period is approved by his/her academic advisor/registrar.

(3) Subject to Dismissal: The decision to dismiss a student who is subject to dismissal rests with VACU and entails a thorough review of the student's academic record, progress and plan. Students whose academic standing is classified as subject to dismissal must meet with the academic advisor/registrar to discuss their academic standing, progress and plans.

(4) Right to Appeal a Dismissal Decision: A student has the right to appeal a dismissal decision. He/she may do so by submitting a petition to the Office or the Academic Dean of VACU. The form must be completed and filed by the student within seven (7) days of having been notified in writing that he or she is being dismissed from VACU and in no later than the first day of classes in the semester in which the dismissal is to take effect. Upon submitting the petition to appeal the dismissal decision, the student will be scheduled to meet with the Academic Dean of VACU in order to discuss his or her academic progress and plan. A final decision regarding the outcome of the student's appeal will be communicated at this meeting. If a student seeks to be reinstated for the semester into which the dismissal is to take effect, he/she must meet with the Academic Dean before the Wednesday of the second week of the semester. After that date, appeals will be considered for the subsequent semester.

(5) Terms of Reinstatement after Dismissal: Reinstatement to VACU through the Academic Standing Committee of VACU is subject to the following conditions:

(a) For Full-Time Students: The student is expected to meet the Academic Standard of VACU by the time he/she is to graduate, that is, a cumulative GPA of 2.00. The student must enroll in and complete no fewer than twelve and no more than fifteen credits unless otherwise approved by the Academic Standing Committee (for a master's degree program, a minimum of nine credits but not exceed twelve credits). During the period of reinstatement, a student cannot change his/her program of study or status. Inter-college transfer requires that a student is in good standing, that is, above a GPA of 2.00 for such transfer to be considered unless the transfer is approved by the Deans/Directors of both units. A student must obtain a minimum semester GPA of at least a 2.00 during the readmitted semester. If the student does not meet the GPA standard as established under the conditions of reinstatement (nominally 2.00), he/she can be dismissed from VACU.

(b) For Part-Time Students: The student is expected to meet the Academic Standard of VACU by the time he/she is to graduate, that is, a cumulative GPA of 2.00. The student can enroll in and complete no more than eleven (11) credits during the readmitted semester [for a master's degree program, no more than eight (8) credits]. The student must obtain a minimum semester GPA of at least a 2.00 during the readmitted semester and may not earn grades of F or INC in any given course during a semester. If the student does not meet the 2.00 GPA standards as established under the conditions of reinstatement, he/she can be dismissed from VACU. Failure to meet the above conditions will result in dismissal from VACU. Such dismissal is considered final unless overturned by the Academic Dean of VACU. A final dismissal decision may not be appealed.

(6) Final Dismissal: Students

- (a) who do not appeal the initial dismissal decision,
- (b) who receive a negative decision from the Academic Committee,
- (c) who fail to meet the conditions of reinstatement, or
- (d) who fail to meet SEVIS regulations, are severed from VACU.

18. IT REQUIREMENTS

For successful academic accomplishment all students are required to have all necessary IT (information technology) equipment and tools available for their study, such as personal computers, online connections, Gmail accounts for access to Google Classrooms, all updated relevant software, and anything else that course professors require of the students.

19. REMEDIAL PROGRAM FOR UNDERPREPARED STUDENTS

In examining the credentials of applicants, admissions personnel consider the applicant's spiritual requirements and academic requirements.

1) SPIRITUAL REQUIREMENTS

Each applicant for admission is required to submit the following items:

(1) Students should state on the application form of personal conversion and of Christian experience and service.

(2) A signed application form which indicates that the applicant (a) is in agreement with the doctrinal position of the University, as found in the doctrinal statement of this catalog, and (b) will abide cheerfully by the spirit and standards of the University. Applicants who are not in full agreement with the University's doctrinal position may request Special Student status.

(3) The applicant's lifestyle should reflect Christian principles. To assist in the evaluation of the applicant's qualification in this respect, a confidential character reference from a pastor or Christian leader is required.

2) ACADEMIC REQUIREMENTS

The minimum standards are as follows: -

(1) Complete transcripts.... A high school diploma or its equivalent is required for entrance into all Bachelor programs. A Bachelor's degree or its equivalent is required for entrance into all Master programs. The prospective student is responsible for having complete transcripts of all past school credit sent directly from the institution to the Director of Admissions of VACU.

(2) Grades...Three factors are considered in relation to the applicant's high school grades: It is normally expected that the applicant should rank in the upper half of the high school class and have a 2.0 or above grade point average (on a 4.0 system).

Transfer students are also expected to have attained a 2.0 GPA in previous college work. For those applicants who are not adequately prepared for their desired level of study, including applicants who transfer from an unaccredited institution, or who do not meet the admissions criteria, or who have not completed the admissions process may be granted provisional acceptance.

In such cases the conditions and time limitations for full acceptance will be stipulated. Usually, the time limitation for provisional acceptance is one semester, and courses can be taken up to 6 credit hours for BBS, 3 credit hours for MDiv programs. When these conditions are met, the provisional status will be removed. Except for extenuating circumstances, the time limitations placed on provisional acceptance will not be extended.

(3) Based on the statements above, VACU follows systematic procedures for identifying students who are not fully prepared for university level study. The following procedures will assist in identifying potentially underprepared students to continue undergraduate level studies.

(4) The Admissions Committee reviews the files of students not admitted under the regular standards on a case-by-case basis.

(5) "Assessment Test" for placement purposes may be used during admission. A student must take the exam to ensure they are appropriately placed in the correct courses. It is used for students who fall below the minimum requirement for acceptance, but whom the admissions committee believes show promise. The use of this exam is not for acceptance but for course placement.

(6) VACU also makes provision of or referral to relevant courses and support services for admitted underprepared students. Students who are underprepared are assisted with reading strategies and time management and receive academic help at the advising center. Students with documented learning disabilities receive additional services. In addition, those students identified as underprepared are now placed in developmental courses.

(7) The following measures are used to place students in developmental courses and to prepare the student for success in achieving his or her educational goals. In addition, a matrix of high school grades and SAT/ACT (if applicable) scores will be considered to decide entering traditional undergraduate level studies.

(8) Academic advising services inform advisors and department chairs of students who have "special conditions" acceptance letters and follow up with reminders for those students' future semesters. It also recommends limited course loads for students whom this would benefit.

3) OFFERING REMEDIAL CLASSES

The following courses are recommended for the beginning period of any underprepared students.

MATH 110. Survey of College Math (3 credits): A general college mathematics course whose topics include linear equations, matrix algebra, linear programming, probability, Markov chains, and mathematics of finance. The applications are primarily from business, economics, and the life sciences. Emphasis is on developing, analyzing, and interpreting mathematical models.

EN 098. English Writing Skills (3 credits): This course helps students develop competence in written communication by practicing writing clear sentences and paragraphs. Students learn how to recognize and use sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion. Students complete a variety of writing assignments and develop the skills.

EN 099. English Reading Skills (3 credits): The course will focus on basic English reading skills, will require several short reading assignments, and will provide grammatical and syntactical correction for all papers, sermons, and presentations required in regular college courses. Students placed into the course must register for it each semester until the course is passed and must pass the course in order to graduate.

BI 101. NT Gospel English Bible (3 credits): An optional credit course which aims to enhance academic ability for underprepared students as well as regular students and provide a thorough survey of the content of the four Gospels. The course also seeks to equip future church leaders with skills for teaching the four Gospels in the English Bible in the local church.

IL 126. College Success (3 credits): This course is designed to assist students in their academic adjustment to college. There is a focus on learning and application of study strategies and self-management skills. In addition, emphasis is placed on community and accountability which provide the foundation for academic success. Other appropriate courses may be added as needed.

20. REGULATION OF GENERATIVE AI

We at Virginia Christian University affirm the unique creation of human beings in the image and likeness of God (Imago Dei) as distinct from machines. Only humans possess spiritual, self-conscious, and self-determined attributes capable of reason, emotion, ethical decision-making, and aesthetic judgment. We also recognize that only humans are designed to be volitionally doxological beings, while all earthly creation proclaims the glory of God (Psalm 19:1). Our response to generative artificial intelligence (AI) is consistent with this dynamic understanding of the Imago Dei and affirms our commitment to these principles.

1) Recognizing that generative AI provides opportunities for faculty to explore with students what it means to be human, we welcome its use in academic contexts while maintaining the principles that guide our approach. Committed to the value of holistic development, we ensure that

course content and assessment, even those supported by generative AI, are formative in nature, encompassing the spiritual and moral aspects of a person.

2) We avoid the pitfalls of viewing technology with either over-optimism or undue pessimism. Generative AI is viewed not as a threat, but as an opportunity for educators to foster wisdom, discernment, critical thinking, and creativity in their students. While recognizing the potential of generative AI, it is important for students and faculty to understand that the technology, including the algorithms and data sets on which generative AI relies, is not morally neutral. We recognize and address the biases that can arise from generative AI and encourage users to critically evaluate and verify the information provided by the model. Thus, the use of and interaction with generative AI requires wisdom, care, and a moral foundation for evaluating its output. Furthermore, we recognize that the medium of the technology itself shapes the user, and as such we encourage students and faculty to think carefully about the formative effects of using generative AI.

3) The VACU faculty is committed to empowering students to recognize and preserve their own ideas, voice, and sense of identity as intrinsically valuable and distinct from generative AI. We emphasize that students should follow the guidance provided by their professors in course syllabi regarding the proper use of generative AI. Misuse of generative AI can and likely will be considered a violation of the University's academic integrity policy. In cases where the use of generative AI for a particular assignment is unarticulated or unclear, students should seek guidance from their professors to foster a collaborative and informed approach to the integration of generative AI within our academic community.

Generative AI refers to a class of algorithms and models designed to generate new data that resembles a given data set. These models are capable of creating original content, such as images, music, text, or even video, based on patterns and structures learned from the input data during training. In using AI tools, VACU expects students to maintain Christian character and respect for peers and faculty.

- **Acceptable Use of AI Tools:** Students may use AI tools under the following conditions:
 - Editing & Grammar Assistance: Tools like Grammarly may be used for grammar correction and clarity improvement.
 - Idea Generation: AI tools may be used to brainstorm or refine general topic ideas, questions, or themes.
 - Research Planning: Students may consult AI tools for help in structuring outlines or developing preliminary questions.
 - Citation Support: AI-generated suggestions for citation formats (e.g., Turabian) may be used only if verified by the student.
- **Unacceptable Use of AI Tools:** The following uses of AI are strictly prohibited and considered violations of academic integrity:
 - Full-text generation of research papers or substantial sections using AI tools without appropriate revision, authorship, and critical engagement.
 - Submission of AI-generated text as if it were the student's original theological analysis, reflection, or ministerial application.

- Use of AI to generate false citations or sources that do not exist or were never consulted.
- Failure to disclose AI assistance in the preparation of submitted work, when relevant.

21. POLICY REGARDING TRANSFER CREDITS

Virginia Christian University (VACU) has a specific policy regarding transfer credits for its degree programs. VACU is like the fairy godmother of transfer credits. They wave their magic wand (okay, maybe it's just a really efficient admissions team) and make it easy for students to transfer previously earned credits.

1) Transfer credit requirements: Transfer credits must come from recognized accrediting agencies. The transferred courses should be appropriate to VACU's curriculum and academic content.

(1) A minimum grade of "C-" or better is required. VACU generally accepts credits earned at institutions accredited by recognized accrediting agencies (such as the Association for Biblical Higher Education, the Middle States Association of Colleges and Schools, the Higher Learning Commission, and others). Non-accredited institutions will be considered on a case-by-case basis, but the content must be consistent with VACU's academic integrity and biblical principles.

(2) All transfer students must enroll as full-time students. They must spend a minimum of four full semesters in residence at VACU to earn BBS degree. Summer sessions and study abroad programs will not count toward fulfilling the residency requirement.

(3) Prior to applying to VACU, prospective students must include any institution(s) previously attended on the application for admission to VACU in order for any coursework to qualify for consideration as transfer credit.

2) Credit Limits: Students may transfer up to two-thirds (2/3) of their credits toward their VACU degree program. However, at least one-half (1/2) of the degree must be completed at VACU. Only transfer credit that directly applies to your degree program will be accepted.

(1) Bachelor of Biblical Studies (BBS) degree: VACU may normally transfer up to 60 semester hours of work completed elsewhere, based on 120 credit hours for graduation at VACU. VACU has a specific policy regarding transfer credits for its Bachelor of Biblical Studies (BBS) degree program.

(2) Master of Divinity (M.Div.) degree may allow a maximum of 21 credit hours. These may be transferred out of the 90 credit hours required for graduation at VACU.

(3) Master of Christian Counseling (M.CC) degree may allow a maximum transfer of 18 credit hours based on 72 credit hours for graduation at VACU.

(4) Master of Theology (Th.M.) degree may allow a maximum transfer of 16 credit hours based on 36 credit hours for graduation at VACU.

Chapter Four:

Student Life

Information and Policies



STUDENT LIFE & POLICIES

The desire of VACU is to give its students not only a thorough and comprehensive education, but also a depth of personal devotion to the Lord. For this purpose, VACU fosters a program of spiritual emphasis throughout all of its activities. Classes begin with prayer, and extended prayer times are held at the university regularly.

Starting from 2011, The Prayer Meeting has been open daily to give students a place to pray individually or collectively. Students are encouraged to have personal devotions and meditation on a daily basis, and special programs are held to encourage the students in their devotional lives and service throughout the academic year. Chapel services are also held throughout the week to provide the students with opportunities to grow in grace, as many faculty and guest speakers share the Word of God.

Students of VACU are required to be involved in student ministries as part of the regular curriculum. Ministries are coordinated through the Student Dean Office. All students are also required to participate in periodic spiritual self-assessment and discuss their spiritual development with their faculty advisers.

1. STUDENT SERVICES

1) Student Services: The purpose of the Office of Student Service shall be to facilitate interactions between the student body and the institution and to serve as a clearing house for student problems and activities.

2) Student Handbook: All students enrolled at VACU shall be subject to the policies and procedures of the institution. The policies and procedures will be published in the Student Rules Section Policy. The Procedures shall clearly indicate the disciplinary responsibilities of the VACU officials. In addition, it will note the regular disciplinary procedures, including the student's right to appeal a decision, and the jurisdiction of faculty and student judicial bodies. The handbook shall have the endorsement of the Academic Dean and the President.

3) Counseling: A student counseling program shall be established to assist the students. A faculty counselor shall be assigned to each class to help the students with their educational problems. A counselor shall be available through the Counseling Center for the purpose of assisting the students in solving their social, personal, and academic problems.

4) Clearance Procedures for Graduation / Withdrawal: Students enrolled who expect to graduate or withdraw from VACU are required to receive clearance by completing a Clearance Form for Graduation/Withdrawal issued by the Registrar. This Clearance Form must be completed, signed-off by the Registrar, and placed in the student's file prior to graduation so that any requests for services (issuance of Official Transcripts, letter of Certification, letter of attendance

verification, letter of recommendation, etc.) can be issued on behalf of the student. The VACU reserves the right to refuse services to a student if his/her student file does not have a valid and complete Clearance Form.

2. SPIRITUAL LIFE

1) STUDENT ORIENTATION: VACU offers student orientation each semester for new and continuing students to provide information on school life, policies, regulations, faculty, administration, and the surrounding community for the upcoming semester.

2) INTERNATIONAL STUDENTS: The needs of international students studying at VACU are unique and thus require additional attention. VACU recognizes that these students need more help than local students in adjusting to college life. Although the university does not operate dormitories, ample housing is available nearby.

3) STUDENT FELLOWSHIP: Every student enrolled at Virginia Christian University is a member of the Student Fellowship. The student activity fee funds the student activities. The Student Fellowship seeks to stimulate prayer and the sense of community among students by organizing bi-annual mountain prayer meetings and praise meetings on campus.

4) STUDENT CLUBS: VACU encourages the formation of student clubs that will be beneficial to the students academically and emotionally. Friendship and fellowship among Christians can be soothing to the soul, promote a spirit of cooperation, and boost the desire to continue the work of our Lord Jesus Christ. We, therefore, encourage the clubs that abide by our Christian values, ethics, and spiritual life. Examples of such clubs are: Mentoring Club, Book Club, Short-term missions Club, Bible study Club, and clubs relevant to field work.

5) WORSHIP AND SPIRITUAL LIFE

(1) Students enjoy a variety of opportunities to enhance their spiritual development. It is expected that all students will regularly attend and be involved in a local church.

(2) Virginia Christian University holds Revival Meetings at the beginning of each semester. There are chapel services for students every Monday. Chapel services feature worship, as well as messages by the members of the faculty and other Christian leaders. All students are expected to attend chapel. In addition, to assist the spiritual nurturing of the student body, the Student Government Council arranges the Prayer Meeting during the semester. The worship services and other opportunities of spiritual nature are intended to complement the instruction and spiritual growth students receive in the classroom.

3. WORK-STUDY/STUDENT ASSISTANTSHIP ON CAMPUS

1) STUDENT EMPLOYMENT OPPORTUNITIES ON CAMPUS

Whenever possible, VACU shall provide employment opportunities for the VACU students on campus who are at least in their first semester. The maximum number of hours that a full-time student is allowed to work on campus is 20 hours per week for any given week. The hours worked beyond 20 hours per any given week will not be compensated; however, students without any academic assignments may work up to 30 hours per week during semester breaks. This includes the aggregate work in all VACU departments. Likewise, students may not be scheduled for work on campus during the same time they are scheduled for academic assignments. It is the responsibility of the student to follow these rules.

Student employment opportunities on campus are considered an educational experience and will be provided only in the form of a VACU Work Study and/or Student Assistantship. The payment will follow VACU Policies and Procedures. The payment for student assistantship will be in the form of tuition credit only. Excess credit balances on the tuition account may be credited toward future charges or refunded to students at the end of each Semester. No part-time or full-time student is eligible for hire by the VACU as an “employee” in any of its employment classifications. Regular employees of the VACU, who formally obtain the permission of the President for limited enrollment and program study on campus, are not subject to these Procedures.

2) WORK-STUDY

Whenever possible, the College shall establish work-study programs which will help to defray educational expenses while providing work experience. To be eligible for this program, a student must be enrolled at least one-half time according to VACU Policy and Procedures.

3) WORK-STUDY APPROVAL

Students on Work-Study programs are allowed to work up to 20 hours per week during the semester. It may exceed up to 30 hours per week during the vacation. The students must request, in writing, for an increase in the working hours by submitting a request to the Dean of Students for approval. If the request for increased hours is approved such approval shall be filed accordingly.

4) APPROVAL/TERMINATION OF STUDENT ON WORK-STUDY PROGRAM

The approval of the Work-Study Program shall be determined by the Dean of Students. There must be a job description for the open position on file before a student can be approved for the Work-Study Program.

The notification for work shall be provided by the Personnel Manager student’s supervisor who is responsible for the area of the student’s work hours. The student is responsible for reporting their time card to the Director of Finance. The evaluation of the work performed by the student shall be done by the supervisor who has assigned tasks for the student.

4. PROBITY (ETHICS) OF STUDENT

Upon enrollment to Virginia Christian University, each student shall have the responsibility and obligation to exhibit honesty and integrity at all times in the pursuit of a professional education while holding a respect for the ethical standards of VACU. A student in violation of any of the following shall be subject to redress.

- 1) Presentation of the ideas, representations, or words of others as one's own.
- 2) Permitting another to present one's work without the customary and proper acknowledgment of the sources.
- 3) Referral to or use of unauthorized materials, sources, or devices during an academic session. Examples include, but are not limited to: (1) Books, manuals, written materials, Internet materials, etc. (2) Falsification of academic and clinical records, educational degrees, titles, job positions, etc. (3) Inappropriate comments to patients, faculty, staff, other students, etc.
- 4) Providing or accepting unauthorized assistance during an examination. Examples include but are not limited to: (1) Looking or viewing at other students' exam answers. (2) Talking to another student or assisting another student with exam answers. (3) Making or receiving gestures from another student to benefit on an exam.
- 5) Possession, purchase, sale or use of a copy of any materials intended as an instrument of evaluation (test or exam), in advance of its administration by the faculty.
- 6) Practice of any form of deceit on any academic exam setting which includes acting as, or enlisting, a substitute.
- 7) Dependence on the aid of others or providing such aid in a manner prohibited by the faculty, in the research, preparation, creation, written performance, and/or publication of work submitted for academic credit/evaluation.
- 8) Attempts to change one's academic record by accessing the VACU computers or breaking into offices for reasons not in keeping with academic probity.
- 9) Disruptive activities which infringe upon the rights of other individuals, or the rights of the faculty member, during classes, clinic periods or examinations.
- 10) Making verbal or written threats, or any act of physical abuse towards students, faculty, or staff or the university. A violation of this requirement will result in immediate suspension while review of the incident is in process.
- 11) Willful violation or abuse of the canons of ethics at VACU.

5. STUDENT GRIEVANCE

Virginia Christian University is committed to providing an environment in which its faculty, staff, students, administrators, and other constituents are treated fairly with courtesy, respect, and dignity. VACU seeks to exist as a Christian university community. Communication in which there is Christian respect for individuals and groups that comprise this community is the basic ingredient of developing this relationship.

It is the aim of the university to resolve all complaints, including but not limited to, grade disputes, alleged sexual harassment or any other form of complaints in a manner that is fair and just to all persons involved. For this end, the Grievance Committee, composed of representatives from faculty, administration and student government, has been established. The Student Dean of VACU serves as the chair of the Grievance Committee.

1) DEFINITION OF GRIEVANCE

A grievance is a complaint arising out of any alleged unauthorized or unjustified act or decision by a student, faculty member, administrator, or staff personnel, which may adversely affect the status, rights or privileges of a member of the student body.

All complaints against a faculty member or staff of the university, grade disputes, or disciplinary action taken against the student must be in writing. When preparing a formal appeal to the Grievance Committee, following information should be documented and submitted to the chair of the committee.

- (1) Nature of the Complaint or dispute;
- (2) Date the alleged dispute or problem occurred;
- (3) Names of the individuals involved; and
- (4) Copies of all relevant documents.

Grievance procedure is made up of several stages. At all stages of the process, the complainant and/or respondent have the right to be represented by a third person (such as family member, friend, counselor or other professional support person) if they so desire. At all stages of the process, reasons and a full explanation in writing for decisions and actions taken as part of the procedures must be given, if requested so by the complainant and/or respondent.

In accordance with Matthew 18:15, it is the Christian's responsibility in areas of personal grievances, as distinguished from policy or principle, to first discuss his or her grievances with the other party in the dispute in private. VACU will adhere to this responsibility in resolving grievances, except where the grievance involves allegations of wrongful actions that are sensitive in nature (such as allegations of sexual harassment, sexual discrimination, or physical or emotional abuse) where the student would feel threatened discussing his or her grievance with the other party in the dispute in private. In such instances, the process should be initiated by the student by taking the grievance to the immediate supervisor of the other party in the dispute, in accordance with the processes enumerated below.

2) PROCESSES OF GRIEVANCE

The following procedures enumerate VACU's means of resolving a student's justifiable cause for grievance. Justifiable cause for grievance shall be defined as any act that, in the opinion of the student, adversely affects the student, causing an uncomfortable situation or complaint and calls for action, and is perceived as capricious, prejudicial, or arbitrary action on the part of any university faculty, staff member, administrator or student; or any arbitrary or unfair imposition of sanction or policy that undermines and detracts from the student's educational experience, effectively denying the student equal and fair access to the institution's resources and opportunities.

It should be noted that the University is requiring the grievance process to proceed through the appropriate chain- of-command.

In this regard, if a grievance originates at a higher level (i.e., with a chair or other administrator) and the private Matthew 18:15 one-on-one process has not resulted in a satisfactory resolution, the grievance process shall continue at the supervisory level just above the party involved in the grievance, in accordance with the processes enumerated below.

Stage 1. The student with the complaint shall discuss the problem with the faculty member, staff person, administrator, or student who is directly involved. Together, they shall try to solve the problem through prayer, discussion, and negotiation in accordance with Biblical principles and the University's rules, policies, and procedures. All efforts should be made to resolve the problem at this level.

Stage 2. If further resolution is deemed necessary, the student shall state the problem in writing and submit it. The chair has 14 days to respond to the student request for resolution. However, if in the opinion of any party involved a satisfactory resolution does not result, such party in the dispute may request (within 7 days of the Dean of the students' response) a meeting with the Dean of the students; and, the Dean of the students, working with all of the parties involved, shall (within 14 days from the date of request for a meeting) try to solve the problem through prayer, discussion, and negotiation in accordance with Biblical principles and the University's rules, policies, and procedures.

Stage 3. If further resolution is deemed necessary by any party involved, such party in the dispute may (within 7 days of the Dean of the students' determination) request the matter be referred to the Grievance Committee. Within 21 days of this request, the school's Grievance Committee, shall (a) afford the parties a hearing, (b) submit a report of its investigation/recommendations to the academic dean who shall work with the committee to issue a final Grievance Committee determination, and (c) furnish a copy of the final determination to all of the parties involved.

Stage 4. The final determination of the Grievance Committee shall become full force and effect unless a party appeals the decision to the academic dean. This appeal must be filed in writing with the President within 14 days of the submission of the Grievance Committee's final determination.

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

Association for Biblical Higher Education (ABHE)

5850 T.G. Lee Blvd., Suite 130 Orlando, FL 32822

Tel: (407) 207-0808, Fax: (407) 207-0840

The student will not be subjected to adverse actions by any school official as a result of initiating a complaint to ABHE.)

6. LIBRARY SERVICE

1) LIBRARY: The Library shall be considered a major educational department of Virginia Christian University. The role of the Library shall be to enhance VACU's objectives and to

promote learning as well as to promote the discovery of new knowledge. The Library organization and administration must permit and encourage the fullest and the most effective use of available resources, including the Internet.

2) PHYSICAL FACILITY: The physical facility of the Library shall contain adequate space for housing its resources. Administration of those resources by staff must be accompanied by comfortable quarters and furnishings to be used by the patrons. Provisions shall be made for two (2) years of anticipated growth. Seating capacity shall be provided for a minimum of twenty (20) percent of the full-time student body and ten (10) percent of the full-time faculty and research staff.

3) LIBRARY HOURS: The hours of access to the educational materials on the shelves, to the study facilities of the Library, and to the Library staff shall be consistent with reasonable demand, both during the normal study week and during vacation periods.

4) USE OF LIBRARY RESOURCES: The use of VACU Library's resources is a privilege extended only to persons associated with VACU. This includes registered students, faculty and staff of VACU, and Alumni members of VACU.

5) LENDING PROCEDURES: The Library shall publish Lending procedures to allow fair access to the educational materials housed at its facility. The Lending procedures shall include, but are not limited, to the following:

(1) Check-out procedures

- (a) One-week check-out time for educational materials during a semester.
- (b) Two-weeks check-out time for educational materials during break periods.
- (c) Limitation to ten educational items for each check-out request.
- (d) Items with no check-out privileges: Reference textbooks, Audio-visual materials and any other designated items.

(2) Renewal Time (Period)

- (a) One-week renewal period per check-out allowed
- (b) Maximum three consecutive renewals allowed, unless a recall notice was sent out

(3) Overdue Fine

- (a) An overdue fine of fifty cents per day, per item checked-out will be charged for all library materials checked-out by students, faculty and staff if not returned by the due date.
- (b) Unpaid Overdue Fine(s) shall be reported to the Director of Finance for entry into the student's account. c. Individuals with repeated and unpaid Overdue Fines (more than three) shall be denied further check-out privileges.

(4) Loss and Replacement Fee

(a) In case of a loss of educational item borrowed from VACU Library, the borrower is subject to a Replacement Fee comparable to the costs of replacing the lost item, inclusive of shipping costs and appropriate sales tax.

(b) If a borrowed educational item is severely damaged upon its return to the library the Librarian may impose the borrower with a Replacement Fee, as indicated above.

7. CAREER SERVICES

VACU is committed to helping students reach their career goals. Through the University's Career Center, students have access to a wide range of complimentary services and resources. These resources have been carefully selected to assist students in preparing for future professional positions. Although the intent is to actively engage students in the career development process, participation in career development activities and/or completion of any Virginia Christian University program does not guarantee a student will find employment after graduation.

Campus-based Career Resources

Many resources are located in the VACU Career Center. The campus has a Career Resources Area which includes books, periodicals, and local job listings. The Director on the campus is trained and available to provide resume critiques and assist students with the many career-related resources found on campus and online. The Director frequently organizes on campus Career Networking Events bringing together students, alumni, and employers.

A corporate Career Services team supervises and trains the director in the delivery of career resources and supports all the online systems and communications with students and alumni.

8. STUDENT RIGHTS AND RESPONSIBILITIES

The following statements of rights and responsibilities are not viewed as a final accomplishment of a completed institution, but rather as themes of a direction for a growing and changing educational environment.

1) The students enjoy the same basic rights and are bound by the same responsibilities of respecting the rights of others, just like all citizens. Virginia Christian University considers individuals as students upon receipt of deposit for admission.

2) The student as a citizen has the rights of freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of political beliefs and freedom from personal force and violence, threats of violence and personal abuse.

3) The student as a citizen has a right to be considered equally for admission to, employment by and promotion within the campus in accordance with the provisions against discrimination in the general law. Virginia Christian University is no sanctuary from the general law; furthermore, the campus is a community of growth and fulfillment for all rather than a setting described in the concept of in loco parentis.

4) All students of VACU have other responsibilities and rights based on the nature of the educational process and requirements of the search for truth and its free presentation. These rights and responsibilities include the following: Each student has the freedom, dependent on level of competence to teach, learn and conduct research and publish findings in the spirit of free inquiry.

Each student of VACU has the right to pursue normal curricular and co- curricular activities, including freedom of movement.

5) Students of VACU have the right to expect that records maintained on them contain only information which is reasonably related to the educational purposes or to the health and safety of the individual or others. Furthermore, it is assumed that the student has the right to protection from unauthorized disclosure of confidential material contained in university records.

6) Students of VACU have the right to reasonable and impartially applied rules, designed to reflect the educational purposes of the institution and to protect the safety of the campus.

7) Students of VACU have the right to recourse if another member of the campus is negligent or irresponsible in the performance of his/her responsibilities, or if another member of the campus represents the work of others as his/her own.

8) Students of VACU who hold opinions about basic policy matters of direct concern to them have the right to have them heard and considered at appropriate levels of the decision-making process. It should be noted that students who have a continuing association with the institution and who have substantial influence have an especially strong obligation to maintain an environment supportive of the rights of others.

9) The student has the responsibility to act in a manner that is conducive to learning by the student and by other students by: being prepared, prompt, attentive and courteous in all academic settings (including classrooms, laboratories, libraries, advising centers, departmental and faculty offices, etc.) and complying with requests made by a faculty or staff member in an academic setting.

9. RIGHTS IN VIOLATION PROCEDURES

1) All students have the right to fair and equitable procedures which shall determine the validity of charges that they have violated university regulations.

2) Students have a right to expect that the procedures shall be structured to facilitate a reliable determination of the truth or falseness of the charges, provide a fundamental fairness to the parties and be effective as an instrument for the maintenance of order.

3) Students have the right to know in advance the range of sanctions for violations of university policies. The definition of adequate cause for separation from the university should be clearly formulated and made public.

4) Students charged or convicted of violations of a general law may be subject to university sanctions for the same conduct, in accordance with university policies and procedures, when the conduct is in violation of a university rule.

5) Virginia Christian University does not represent accusing faculty or staff members or students but provides a process for fact finding and fair decision making.

6) Virginia Christian University reserves the right to hold students accountable for certain types of off-campus behavior.

7) Disciplinary action will result if a student's behavior compromises the educational atmosphere or mission of the institution. Examples of such off-campus behavior would include,

but not be limited to, crimes of violence, sexual assault and/or alcohol or drug violations, as determined by the Office of Student Affairs.

10. STUDENT ASSOCIATIONS

The student body of Virginia Christian University shall be given the privilege of having two student associations, one each for the undergraduate and graduate program. Each Association shall develop, with the help of the administration, association bylaws that govern each respective association.

The approved by-laws shall be identical and shall be approved by the VACU administration. Each student has freedom to join the student association, but a student can only vote for the election of their association's president.

11. SPIRITUAL DEVELOPMENT

With a hope to see all VACU students thrive, grow, and enjoy their time with the university. In order to accomplish this, we provide a variety of venues to help students develop strong relationships and reach out to others. In addition to the opportunities presented below, students can connect through various student organizations.

1) Community Guidelines: Students at VACUs have joined a community where they can learn, live, and lead according to God's calling. Classroom life is only a part of the educational experience. Learning in community with one another includes the academic and personal development of each student.

2) Activities: Student activities help build community among students. Various activities are scheduled regularly throughout each semester including concerts, coffeehouses, movie nights, trips to Washington D.C., picnics, tournaments and various other events. These events are designed to connect you with your fellow students and others, providing you with many fond memories.

3) Local Church: While students are at VACU, they are receiving a wealth of information. However, it is important for students to not only learn this information but to put it into practice. Recognizing the limitations of a primarily academic setting, faculty and staff seek to instill within the student a deep love for God and His Word, a heart for evangelism and missions, and the integration of biblical teaching and values into every aspect of life. Choosing a church is left to the student's discretion. Students are required to be involved in a body of Christ outside of VACU in an effort to put into practice what they are being taught and to prepare for the future ministry.

In order to ensure that each student is participating/serving in a local church: (1) Students must register for Field Education, and thereby document their own participation and/or involvement in ministry to the body of Christ, (2) If students are not registered for a Field Education credit, each

student must indicate their intention of regularly participating in a local body of Christ over the course of a semester.

4) Chapel: The purpose of the chapel is to provide a meeting centered on the Bible, focus on current issues, and to unite passion with scholarly mindset. Students are required to attend chapel if they have class before, during, or after chapel. Chapel at the extension sites is held on dates determined by the instructor.

5) Small Groups on Campus: Small Groups are designed to help the students. They meet throughout the semester and are held by professors, student leaders, and invited guests. These small groups deal with theological and biblical topics and offer opportunities to worship God through songs, prayers, and Scripture readings. Groups meet at designated times to pray for certain topics or for one another. The Prayer Meeting Room on campus provides students with a quiet atmosphere to focus on prayer at any time throughout the day.

6) Mentoring: At VACU, our vision for mentoring is to glorify God by sharing our lives together. Your mentor comes alongside you in order to help you transition successfully into VACU. This includes a joint partnership aimed at successful navigation of the higher education community and spiritual growth. The mentors are VACU upperclassmen, VACU students, and alumni of the institution; they all have demonstrated Christian character and academic success. Their experiences have equipped them to assist newer students.

A mentor walks alongside another student, helping in his or her development as a student and as a disciple of Christ. The mentor/mentee relationship is not a counseling or academic advising relationship. Rather, the mentor welcomes opportunities to help you reach your God-given potential through various means, including support, challenge, and encouragement.

We love you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us. (1 Thessalonians 2:8).

12. FIELD EDUCATION

Field Education is an integral part of the Bible and the theological school experience. It allows the students to exercise the classroom theory in a practical ministry setting. Students are urged to be involved in ministries that coincide with their chosen program in preparation for a lifetime of Christian service.

Students are required to perform one Field Education assignment for every fifteen hours of course credit taken. Full-time students should register for Field Education each semester to ensure that they complete their requirements by graduation. Students may be involved in various ministries for Field Education credit.

13. STUDENT DRESS CODE

1) Philosophy and Purpose

It is management's intent that the campus environment should reflect an efficient, orderly, and professionally operated organization for the glory of God as Christians on Campus. VACU recognizes the positive effects of the student dress code to boost students' morality, and improve the quality of study environment; therefore, our dress code is established to create a more comfortable study environment. VACU reserves the right to continue, extend, revise or revoke this policy at its discretion.

2) General Guidelines for Student Dress Code on Campus

Appropriate student dress and grooming are important factors in the safe and orderly operation of VACU. Each student's appearance should reflect a positive image of the school and contribute to a distraction-free learning environment. Our district values and needs the support of each student in upholding the district and campus dress and grooming guidelines. The student may determine the student's personal dress and grooming standards provided that the student's dress and grooming:

shall not lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities; and shall not create a health problem or safety hazard for the student or others.

Using these general guidelines and the specific guidelines listed below, VACU administrators, with the input and support of faculty members, have the final decision in determining and enforcing student dress and grooming standards at VACU and at all school-related activities.

All students are required to adhere to the district dress and grooming guidelines, as well as to any additional guidelines developed and approved for the campus. Exceptions will be permitted for bona fide religious reasons.

3) Specific Guidelines/Restrictions on Campus

Students are not to wear clothing that is tight, loose, sagging, baggy, revealing, spaghetti-strap, backless, low cut or short.

- **Pants** – must be worn at the waist or upper hip and must not reveal underclothing
- **Shorts and Skirts** - must be fitted at the waist or upper hip, must not reveal underclothing, and must be mid-thigh in length or longer
- **Tops, Shirts and Blouses** – must not reveal underclothing, midsection, torso, back, chest, breasts or cleavage
- **Dresses** – must not reveal underclothing, midsection, torso, back, chest, breasts, or cleavage and must be mid-thigh in length or longer
- **Shoes** – Tennis shoes or closed-toe shoes are preferred. House shoes/house slippers of any kind are not allowed.
- **Head Coverings** – no type of head covering is to be worn with the exception of (1) a cap or hat that is part of a uniform worn at a school activity or (2) for religious or medical purposes

- **Underclothing** – must wear appropriate underclothing
- **Pajamas/loungewear** – any and all pajamas/loungewear are prohibited
- **Jewelry/Piercings** – Noisy, distracting, and excessive jewelry or accessories are prohibited (including wallet chains).
- **Tattoos** - permanent or temporary, must be covered at all times.
- **Hair/Make-up** – Hair must be well groomed, neat and clean at all times; hair style/color and makeup must not detract from or interfere with the learning and school environment.
- **Bags** – must not detract from or interfere with the learning environment or present a safety or health hazard

“I therefore, the prisoner of the Lord, beseech you that ye walk worthy of the vocation wherewith ye are called, with all lowliness and meekness, with longsuffering, forbearing one another in love; Endeavoring to keep the unity of the Spirit in the bond of peace.” (Eph.4:1-3).

Chapter Five:

Financial Information



FINANCIAL INFORMATION

Virginia Christian University strives to keep student costs at minimum. Costs of completing degree programs are maintained to be as low as possible and are competitive with other private postsecondary institutions in Virginia.

1. FINANCIAL POLICY

The generosity of individual donors and churches helps students receive quality professional training at a cost less than charged by many institutions. Virginia Christian University strives to help every student receive the education he/she desires in love of Our Lord Christ for the Kingdom of God and His glory.

2. SCHEDULE OF TUITION & FEES

PAYMENT TYPES	AMOUNT	
TUITION		
Programs: Bachelor: up to 12 credit hours; Master: up to 9 credit hours*	2,100.00	Semester
AUDITORS		
Regular Auditors Alumnus, Senior Citizen (65+), Pastor, Trustee (Maximum of one course per semester) Current Credit Student; Spouse of Currently Enrolled Credit Student Maximum of one course per semester (If student maintains a minimum of three credit hours,)	300.00 50.00 50.00 100.00	Course
FEES		
Activity Fee: Full-time & Part-time students	50.00	Semester
Late Registration Fee (Only applicable to fall & spring) Late Payment Fee	100.00 70.00	
Credit Card Processing Fee Return Check Fee Application Fee (Non-refundable) Graduation Fee Certificate Fee Student ID Card	10.00 (or 20.00**) 35.00 200.00 300.00 10.00 50.00	Per sheet

➔ *Students may take additional credits with extra cost (\$400.00/course of 3 credits)

Further information about the maximum course load on page 44.

**\$20.00 in case of a card processing *via telephone*.

3. PAYMENT PLANS

All registration and tuition fees are due and payable at the time of registration. We encourage all students to pay all fees in full at registration. All balances are due at registration for classes. Registration is not complete until payment is received. Payments received after the start of late registration are considered late and subject to late registration fee. Courses added during the late registration period are subject to late fees.

The second payment of those who elect to use the partial payment method is due 30 days after registration. All tuition fees are due and payable at the time the student registers. Payments may be made by cash, check, or by Mastercard, Visa, or Discover card. Students should not send cash through mail.

If an account remains unpaid, VACU reserves the right to inform credit bureaus of past due accounts and to authorize collection agencies to collect on those accounts. The student will be responsible for any additional cost incurred during the collection process.

(1) Students desiring to make partial tuition payments may authorize two monthly charges only to a Master, Visa, or Discover card account. The first payment will be half the tuition and all fees. The second payment will be posted 30 days after the first official day of the semester. All balances are due on the second payment. Pre-approved financial assistance is the only exception. VACU reserves the right to accept cash only payment on accounts where VACU deems necessary. All fees must be paid in full of the first partial payment.

(2) A charge of \$20 will be assessed for all returned checks or refused Mastercard, VISA, or Discover card payments. Any student who has not paid his entire bill by 30 days after the start of the semester will be withdrawn from the class and allowed to register the following semester. Unused tuition will be refunded to the students of VACU student account minus a \$10.00 drop fee.

(3) Deferred Payment Plan: The university prefers all tuition and fees to be paid at the time of registration. If this is not possible, a deferred payment plan is available. This program provides a way to defer the payment up to the 50 % of the University bill. It is necessary to pay at least 50% at time of registration, with the remaining balance paid in two months after each semester begins.

4. FINANCIAL AID AND SCHOLARSHIP

Assists students with financing their higher education through scholarships, grants. Students must be degree seeking and making satisfactory academic progress to be considered for financial assistance. A detailed description of financial aid programs and general related requirements are on VACU Website.

1) Types of Scholarships

The Virginia Christian University offers five types of scholarship opportunities: Mission Scholarship, Minority Scholarship, Minister Scholarship, Family Scholarship and Student Service Scholarship. Each scholarship is no more than one half of the semester tuition.

2) Guidelines for Scholarships

(1) Qualification

In order to receive the Scholarship, the student must meet the following qualifications: (a) A student must be currently enrolled. (b) A student must have no outstanding balance in the tuition. (c) A student must have at least an overall GPA of 3.0 for the Bachelor program or a 3.5 for the Master program. (d) A student must be active in the VACU Student Body Association.

(2) Selection Procedures

- (a) Students must apply for this award at least four weeks prior to the beginning of the semester. Applications are available at the Registrar's office.
- (b) The Registrar checks the GPA of those who apply for this award and submits the list of applicants, with their GPAs, to the Academic Dean.
- (c) Nominees will be presented to the Committee.
- (d) The President makes the final decision.
- (e) The Registrar informs the applicants of the decision.
- (f) Awards will be made at the end of the second week of the semester with adjustments made to the student's account.

(3) Criteria for scholarship Awards

The decision will be made based on the student's.... (a) GPA. (b) Contributions to VACU. (c) Participation in student activities. (d) Faculty recommendations. Some scholarships are awarded based on financial need, in addition to academic qualifications.

3) Outside Aid

Outside aid can be scholarships (VACU or private), tuition waivers, veteran benefits, etc. A recipient of financial aid at VACU should notify the Office for Financial Aid and Scholarships in writing of any other form of outside financial assistance received during the period for which aid is granted.

All outside scholarship checks forwarded to VACU should contain instructions on which semester(s) they should be applied. Scholarships received with no instructions will all be applied to the semester in which they were received. In some situations, federal and state regulations will require the Office of Financial Aid and Scholarships to modify an existing financial aid package based on a student's receipt of outside aid. The potential exists for students to be required to repay financial aid funds already received.

Satisfactory Academic Progress: Minimum standards have been established governing satisfactory academic progress that a student must meet to be considered for financial aid. If aid is denied and the student has extraordinary circumstances, a letter of appeal may be submitted. Appeal forms and a copy of the satisfactory academic progress policy can be found in the office.

5. AWARD OF STUDENT

1) Awards Description

Outstanding students can be recognized at the orientation through the presentation of appropriate awards. The VACU administration has procedures to identify the types of awards given, the criteria to be utilized for selection of award recipients, and the procedure to be followed for such selections. A student cannot receive the award for more than two consecutive semesters. The President's Scholarship Award on the other hand is not limited by the number of recipients. However, the amount of the award cannot exceed the semester tuition.

2) Types of Awards

Recognition of outstanding students may be made at the orientation. Students eligible to receive these awards must have completed three or more courses per semester at VACU for at least three semesters. The following categories of awards are authorized for presentation at the orientation.

(1) President's Award: Selection of one by the Executive Council and considered by the President to have made the most significant all-round contribution to the welfare of the VACU.

(2) Vice President's Award: Selection of two seniors from each degree program, through the majority vote of the Academic Council, to be the two most outstanding students in academic achievement and scholarly activity.

(3) Academic Award: Selection of two or more students from each program considered by faculty members to be the most outstanding students within the program who are in service to the profession and carry the ability to represent the profession at various community or social events.

To be considered for any Award noted above, a potential recipient must have a Cumulative Grade Point Average (GPA) of 3.50 or better.

The Registrar shall create an Award Form and shall coordinate the process for identification of potential candidates for the Awards. Each candidate shall submit, to the Registrar's Office, a copy of his/her professional resume (curriculum vitae) along with a typed letter of self-evaluation to support his/her choice of Award(s) sought.

Criteria for the selection of Award recipients shall be developed and reviewed annually by the individual group responsible for the selection.

6. FINANCIAL APPEALS

Any student desiring to appeal a financial decision on their account may do the following:

(1) Contact the Manager of Student Accounts to discuss the issue.

(2) After discussing the issue with the Manager of Student Accounts, the student must submit a written request to the Vice President for Financial Affairs for re-evaluation of the financial decision in question.

7. REFUND POLICY

Students enrolled in VACU who notify the Dean of their intention to withdraw from a course or courses, or who intend to withdraw from their program of study, may receive a refund on tuition paid for that semester. The following schedule is applicable to the first and second semesters.

Adjustment will be made for courses of three weeks' duration or less only if the student withdraws from the course before the first-class meeting, in which case he would receive a full refund for any tuition paid.

1) Students who withdraw or are withdrawn from class may be entitled to partial or full tuition refund. After the University has received a student's official drop notice the tuition refund will be returned to the student's account minus any appropriate fees.

2) Before the first day of the semester, a student will receive 100% tuition and technology fee if the class is dropped.

3) For a student terminating their enrollment in writing within the first 7 calendar days of the semester, a 100% tuition refund per course will be returned to the student. All other fees are non-refundable.

4) For students terminating their enrollment in writing between the 8th calendar day and the 24th day after the start of the semester, a 75% tuition refund per course will be returned to the student. All other fees are non-refundable.

5) For a student terminating their enrollment in writing between the 25th calendar day and the 49th day after the start of the semester, a 50% tuition refund per course will be returned to the student. All other fees are non-refundable.

6) For a student terminating their enrollment in writing between the 50th calendar day after the start of the semester, students will be charged the \$ 10.00 drop fee. No tuition refund per course will be returned to the student. All other fees are non-refundable.

7) Refunds will be made within 30 days of the student's termination.

Chapter Six:

Academic Programs



ACADEMIC PROGRAMS

SECTION I: UNDERGRADUATE (BBS) PROGRAM

The undergraduate program, the Bachelor in Biblical Studies (BBS), prepares students for further study in seminary or graduate school. This program gives students exposure to many areas of ministry in church or mission. A broad range of courses provides the basic preparation needed for ministry.

1. PROGRAM OBJECTIVES (PURPOSE)

VACU currently offers one major (Biblical Studies) in its undergraduate baccalaureate program. The purpose of the Biblical Studies Degree (BBS) is to equip men and women to form a Christ-like mind to influence the world for the Lord Jesus Christ through acquiring fundamental knowledge of the Old and New Testaments, of Christian doctrines and history, of various practical areas of Christian ministries, and of methods for further biblical and theological studies.

There are ample career opportunities for Biblical Studies graduates including most of the following Christian service categories:

- 1) Pastor (usually after the completion of a MDiv degree)
- 2) Preacher
- 3) Missionary
- 4) Minister of Youth
- 5) Minister of Children's Program
- 6) Counselor
- 7) Church Administrator
- 8) Bible Teacher for Christian Schools

2. PROGRAM OUTCOMES (GOALS)

All students in the Bachelor in Biblical Studies (BBS) program will be able to:

(1) Biblical and Theological Development: Students will promote a thorough knowledge of the Bible, theology, and the skills related to the acquisition of spiritual truth for expansion of the Kingdom of God. Students will foster a learning community that encourages academic and intellectual proficiency through knowledge acquisition, informed discussion, and personal research, with the goal of developing lifelong learners.

(2) Evangelical Development: Students will have skills and knowledge and networks of relationships to pursue vocations that engage the mission of God globally.

(3) Spiritual Development: Students will develop a Christian worldview and learn to apply biblical truth to their personal lives, ministry, and contemporary moral and cultural issues by the power of God the Holy Spirit.

(4) Practical Ministry Development: Students will be equipped to use their biblical truth and skills to others in one's family, church, and neighborhood.

(5) Research and Communication Skills: Students will be able to do analytical research and develop appropriate communication skills needed for lifelong learning capacity commensurate with the level of undergraduate programs of higher education.

3. PROGRAM REQUIREMENTS

The BBS requires satisfactory completion of 120 units as outlined in the curriculum with a cumulative GPA of at least 2.00. It requires three (or six) hours of supervised field education. The curriculum offers students the most vocational flexibility and is the focus of our placement efforts. The curriculum may be completed in four years, although many students take five years due to family, church and job responsibility.

The maximum time limit for completion of the BBS is six years. Courses taken more than seven years prior to the completion of this degree may be credited toward the degree only by the approval of the Academic Dean. Such approval may include instructions for re-examination or additional study.

Besides the required courses, any course the student takes will be considered an elective course. Students can choose classes from General Education and Major Courses in order to fulfill their elective requirement. The flexibility of electives within the major will enable students to design a program in line with their ministry objectives as well as their personal interests.

4. GRADUATION REQUIREMENTS

The coursework in Biblical Studies is intended for students to be well acquainted with biblical contents to have a grasp of the major doctrines of the Bible and to grow spiritually.

The Bachelor in Biblical Studies degree requires 120 semester units which consist of 36 units of general education, 60 units of biblical/theological studies and ministerial courses, and 24 units of electives including Field Ministry. VACU confers degree on those students who have fulfilled the following conditions:

(1) Completion of the program offered by the University with a grade point average of 2.0 (C) or above. VACU has a specific policy regarding transfer credits for their Bachelor of Biblical Studies (BBS) degree program. VACU may normally transfer up to 60 semester hours (C or above) of work completed elsewhere based on 120 credit hours for graduation at VACU. The request for transfer credit should be done during the first semester of the new student.

- (2) Evidence of dependability and progress in Christian ministry as mutually evaluated by the directors of student ministries and of the candidate’s chosen program.
- (3) Approved Christian character as evidenced by stability, maturity and cooperation.
- (4) Students must pass the bible knowledge test.
- (5) Approval of the faculty and board of trustees.

5. FIELDS OF EDUCATION

1) Overview of the Degree Requirement

Students enrolled in VACU for any degree program are required to participate in Christian service ministries for each academic semester specified in the program of study. Students are encouraged to choose a variety of ministries to obtain a broad background of experience and to discern the areas of their special capabilities.

DEGREE PLAN: All courses are 3 semester units unless otherwise noted. All candidates for degrees must meet these requirements to graduate-120 credits:

General Education Courses.....	36 Credits
Department of OT & NT.....	21 Credits
Department of Church History.....	9 Credits
Department of Systematic Theology.....	12 Credits
Department of Practical Theology.....	18 Credits
Electives	21 or 18 Credits
Department of Field Ministry	3 or 6 Credits

2) Fields of Study and Courses of BBS Degree

(1) General Education – 36 Credits.

Or 24 credits electives in General Education as part of the 36 credits.

EN 112 Basic English Composition	EN 114 Basic English Conversation
HI 224 History of U.S.	IL 127 Introduction to Information Literacy
MATH 110 Survey of College Math	PH 100 Introduction to Philosophy
PS 126 Introduction to Psychology	BUS 101 Introduction to Business
HI 225 World Civilizations	SO 100 Introduction to Public Communication
SO 220 World Religions	SO 223 Sociology

(2) OT and NT Bible – 21 Credits.

Or 18 credits electives in OT, NT Bible as part of the 21 Credits.

HE 201 Beginning Hebrew Grammar	OT 200 Survey of OT
OT 307 Pentateuch	OT 309 OT History-I (or II)
GR 101 Beginning Greek	NT 200 Survey of NT I (or II)
NT 309 Synoptic Gospels	NT 311 Acts of the Apostles

NT 413 The Epistle to the Romans

(3) Church History – 9 Credits.

Or 6 credits electives in Church History as part of the 9 Credits.

HI 201 Church History I or II

HI 303 The Reformation

HI 402 Church in the Modern Age

(4) Reformed Systematic Theology – 12 Credits.

Or 9 credits electives in Systematic Theology as part of the 12 Credits.

TH 200 Introduction to Doctrine I or II

TH 305 Doctrine of God the Son

TH 307 Doctrine of three Persons in God.

TH 303 Westminster Confession I or II

(5) Practical Theology – 18 Credits.

Or 15 credits electives in Practical Theology as part of the 18 Credits.

ED 220 Introduction to Christian Education (Or ED 407 Teaching and Learning Methods)

PA 401 Sermon Content and Application

PA 403 Pastoral Care Practice

PA 402 Christian Worship

PA 404 Ministry Leadership

BC 200 Introduction to Counseling

(6) Electives – 21 or 18 Credits.

PH 103 History of Western Philosophy

MI 200 Introduction to Missions

OT 306 Genesis

NT 310 Gospel of John

TH 311 Doctrine of Salvation

NT 412 Pauline Epistles

ED 407 Teaching and Learning Methods

Other courses in the course descriptions can be added as Electives.

(7) Field Ministry– 3 or 6 Credits.

FM 101 Christian Service

FM 201 Field Ministry (prerequisite FM 101)

*Students who take 6 credits in Field Ministry are to elect 18 credits in Electives.

SECTION II: GRADUATE PROGRAMS

I. MASTER OF DIVINITY PROGRAM

1. PROGRAM OBJECTIVES (PURPOSE)

1) Graduate Studies of Virginia Christian University offers the Master of Divinity program whose purpose is to train students in the Word of God and to train them to become faithful ministers in the Church of Christ.

2) More specifically, the program equips students with the Reformed worldview, trains them to correctly interpret God's Word, nurtures them to grow in the grace of our Lord Jesus and the guidance of the Holy Spirit, help them to be skillful at applying the Word of God in every area of ministry, and to become "all to all" in the context of the life and the culture of the congregation.

3) The program requires three years of full-time study and is designed to provide a basic professional foundation for the entry-level pastoral position within the Christian ministry. The graduate will acquire the professional competence necessary for serving as a pastor, missionary, chaplain, campus ministry director, associate pastor, ministry-related counselor, evangelist, religious-subject instructor, or similar professions.

2. PROGRAM OUTCOMES (GOALS)

All students in the Master of Divinity program will be able to:

1) Biblical Knowledge and Theological Goals:

- (1) Demonstrate the basic knowledge of both Greek and Hebrew.
- (2) Demonstrate a firm grasp of the historical and cultural backgrounds, content, geography and theological themes of the Old Testament and the New Testament.
- (3) Show sufficient hermeneutical skills to interpret any passage in the Scripture with the Reformed biblical hermeneutical principles.
- (4) Demonstrate through comprehension of Christian Doctrine with Reformed Perspectives and be able to construct theology by thinking biblically and contextually.
- (5) Demonstrate their knowledge of how theological issues have developed throughout history and be able to critique and assess them from the Reformed perspective.

2) Evangelical Goals:

- (1) Participate in the mission of God and the ministries of the global Church from an evangelical missiological perspective
- (2) Demonstrate sensitivity to cultural and ethnic diversity for building relationships and for communicating the Gospel in context.

3) Spiritual Goals:

(1) Experience increasing likeness to Lord Christ as manifested in love for God, love for others, and experience evidence of the fruit of the Holy Spirit through prayer and Bible reading every day.

(2) Create a plan for maintaining and maturing in his/her practice of the spiritual disciplines.

4) Practical Ministry Goals:

(1) Demonstrate an increasing involvement in the local church or other ministry with which he or she is associated.

(2) Demonstrate a practical knowledge of and ongoing participation in the habits and practices of personal and corporate Christian piety.

(3) Demonstrate the capacity to communicate the relevance of these habits and practices for the church's witness to the Reign of God.

5) Goals for Research and Communication Skills:

Students will be able to do analytical research and develop appropriate communication skills needed for lifelong learning capacity commensurate with the level of graduate programs of higher education.

3. PROGRAM REQUIREMENTS

To receive a degree of Master of Divinity at VACU, a student must successfully complete 90 units at least as outlined in the curriculum with a cumulative GPA of at least 2.00. It requires three (or six) hours of supervised field education. The curriculum offers students the most vocational flexibility and is the focus of our placement efforts. The curriculum may be completed in three years, although many students take four years due to family, church and job responsibility.

The maximum time limit for completion of the Master of Divinity program is five years. Courses of MDiv taken more than seven years prior to the completion of this degree may be credited toward the degree only by specific faculty approval. Such approval may include instructions for re-examination or additional study. Besides required courses, any course the student takes will be considered an elective course for MDiv. Students can choose classes from Major Courses in order to fulfill their elective requirement. The flexibility of electives within this major will enable students to design a program in line with their ministry objectives as well as their personal interests.

4. GRADUATION REQUIREMENTS

1) To receive a Master of Divinity degree at VACU, a student must complete a total of 90 units including 3 units of field education with a C (2.0) or above average on all courses taken.

2) The student must complete all the required courses within the time frame allowed right above. Maximum 21 credits can be transferred into the program from other accredited educational institutions. The request for transfer credit should be done during the first semester of the new student.

3) The student must complete the field education requirements with a satisfactory grade.

4) The conduct and attitude of the student must be satisfactory according to the norms of the Scripture and the Westminster Standards.

5) The student must pass the bible knowledge test.

6) The student must pass the test on the Westminster Confession of Faith.

7) In case that papers are required for graduation, students must complete the required papers for graduation with a B or above.

8) The student must fulfill all financial obligations, including the graduation fee of \$300, to the university. The student must submit a formal request for graduation before the designated deadline, normally in the beginning of the last academic year. Ordinarily, degrees will be awarded at the conclusion of the spring semester but may be granted in December.

5. PASTORAL INTERNSHIP

Pastoral Internship is that area of theological education in which the theory of the classroom is tested and applied in the life and ministry of the local church. The purpose of pastoral internship is to provide opportunities for MDiv students to exercise and improve their gifts and skills and to equip them with diversified backgrounds of firsthand experience in the service to which God has called them. Prior to or concurrent with the beginning of the field experience, students are required to take Orientation to the Ministry. At the start of their field work, students should register with the Director of Field Education, at which time a file of field work for each student will be established. Internship work not properly registered with the Director of Field Education cannot be counted toward the pastoral internship requirement.

The MDiv degree requires pastoral internship experience relevant to a three-credit unit or two of a three-credit unit. Upon completion of this requirement, an evaluation report is to be submitted to the Director of Field Education by a field supervisor (usually a pastor, elder, or evaluation committee).

The pastoral internship credit may be earned as a summer student assistant to a pastor, a student supply in a vacant pulpit, a pastoral internship of nine to fifteen months, a missionary internship, a campus ministry internship, work with a parachurch organization, ministry in a national park, youth ministry, evangelistic ministry in a local church, nursing home, chaplaincy, hospital chaplaincy, jail ministry, teaching home Bible classes, or other similar ministries.

We advise applicants to the MDiv program who are members of the American Presbyterian Church in America or the world to come under care of their presbyteries. This status requalified the student for some financial aid benefits and demonstrates to the Admissions Committee that the applicant is supported by a broad body in pursuit of God's call.

6. FIELDS OF EDUCATION

1) Overview of the Degree Requirement

Students enrolled in the University for any degree program are required to participate in Christian service ministries for each academic semester specified in the program of study. Students are encouraged to choose a variety of ministries to obtain a broad background of experience and to discern the areas of their special capabilities.

A full academic load is considered to be 9 credits during the regular semester and 6 credits during a summer and winter session. Students wishing to take more credits may do so according to the semester overload policy and the student must have a 3.0 GPA to take more than 15 credits per semester and have the approval of the Academic Dean.

DEGREE PLAN: All courses are 3 semester units unless otherwise noted. All candidates for degrees must meet these requirements to graduate (90 credits);

Department of OT.....	12 Credits
Department of NT.....	15 Credits
Department of Church History.....	12 Credits
Department of Systematic Theology.....	24 Credits
Department of Practical Theology.....	24 or 21 Credits
Field Ministry.....	3 or 6 Credits

2) Fields of Study of MDiv Degree

(1) Old Testament– 12 Credits.

Or 9 credits electives in OT Bible as part of the 12 Credits.

HE 501 Hebrew Grammar	OT 500 Introduction to Old Testament
OT 505 Pentateuch	OT 510 OT Historical Books I (or II)
OT 512 Major Prophetic Books	OT 516 Minor Prophetic Books

(2) New Testament– 15 Credits

Or 12 credits electives in NT Bible as part of the 15 Credits

GR 501. Beginning Greek	NT 500 Introduction to New Testament
NT 503 Synoptic Gospels	NT 508 Gospel of John
NT 509 The Acts of the Apostles	NT 510 The Epistle to the Romans
NT 515 Pastoral Epistles	

(3) Church History – 12 Credits

Or 9 credits electives in Church History as part of the 12 Credits

HI 501 Ancient Church	HI 502 Medieval Church
HI 503 Reformation	HI 504 Church in Modern Age

(4) Systematic Theology – 24 Credits

Or 18 credits electives in Systematic Theology as part of the 24 Credits

- TH 502 Trinitarianism TH 503 Doctrine of Triune God
- TH 504 Christology TH 506 Anthropology
- TH 507 Soteriology TH 508 Ecclesiology
- TH 509 Eschatology TH 512 Westminster Confession I (or II)

(5) Practical Theology – 24 (or 21) Credits

Or 18 credits electives in Practical Theology as part of the 24 Credits

- ED 501 Christian Education EV 500 Church Growth
- BC 500 Christian Counseling BC 502 Counseling and psychology
- PA 500 Biblical Preaching PA 505 Conflict Resolution
- PA 502 Christian Worship PA 509 Pastoral Care & Practice

(6) Field Ministry – 3 Credits or 6 Credits of electives

FM 501 Field Ministry (3 credits) FM 601 Practicum (3 credits) (prerequisite: FM 501)

*Students who take 6 credits in Field Ministry are to elect 21 credits in Practical Theology.

7. CREDIT HOUR DEFINITION FOR BBS AND MASTER COURSES.

One credit hour (at least 50 minutes) reflects an amount of work represented in the intended learning outcomes and verified by evidence of student achievement for these learning outcomes. A credit hour is awarded on the basis of the completion of one credit hour of classroom or direct faculty instruction and a minimum of two credit hours of out-of-class student work each week for one semester (15 weeks).

Credit Hours Earned	Minimum amount of Instruction Time Require	Minimum Amount of Time Required Outside of Class/Instruction Time	Amount of Time required for all Activities
1 Credit	12.5 hours	25 hours	37.5 hours
2 Credits	25 hours	50 hours	75 hours
3 Credits	37.5 hours	75 hours	112.5 hours
4 Credits	50 hours	100 hours	150 hours

II. Master of Christian Counseling (MCC) Program

1. PROGRAM OBJECTIVES (PURPOSE)

1) The Master of Christian Counseling (MCC) aims to provide a meaningful integration of theological and practical training which prepares students to effectively apply God's word to their own lives and also to the lives of others.

2) The Master of Christian Counseling program offers a four-year with 72 credit hour degree program and draws attention to a commitment to the authority and relevance of the Holy Scriptures in all areas of life, and will help prepare students for their individual calling, such as pastoral ministry, pastoral counseling, chaplaincy, missions, adult or youth ministry, or ministry in Christian counseling centers.

2. PROGRAM OUTCOMES (GOALS)

All students in the Master of Christian Counseling program will be able to:

1) Biblical Knowledge and Theological Goals: The Master of Christian Counseling is to develop biblically and theologically sound Christian counselors who are equipped to effectively impact people's lives in a variety of ministry and professional counseling practice settings. Courses help students develop a biblical, theological, and psychological perspective for understanding people and the struggles they experience.

2) Evangelical Goals: Courses help students develop excellence in professional and interpersonal skills for the practice of counseling. Participate in the mission of God and the ministries of the global Church from an evangelical missiological perspective.

3) Spiritual Goals: Courses help students develop effective strategies for transformational ministry in counseling. Create a plan for maintaining and maturing in his/her practice of the spiritual disciplines.

4) Practical Ministry Goals: Courses help students develop to demonstrate the capacity to communicate the relevance of these habits and practices for the church's witness to the Reign of God.

5) Goals for Research and Communication Skills: Students will be able to do analytical research and develop appropriate communication skills needed for lifelong learning capacity commensurate with the level of graduate programs of higher education.

3. REQUIREMENTS FOR ADMISSION

(1) Completion of an application form for the program for which an applicant seeks admission.

- (2) Submission of a \$200.00 nonrefundable application fee.
- (3) Submission of official MDiv transcripts from accredited institutions reflecting a 2.5 grade point average for full admission. Provisional Admission may be granted for students with less than 2.5 GPA.
- (4) Submission of two letters of recommendation evaluating your character and potential to engage in ministry.
- (5) Two entrance exams are required: a self-evaluation as counselor and a bible test.
- (6) Up to eighteen (18) credit hours can be transferred into the program from other accredited educational institutions. The request for transfer credit should be done during the first semester of the new students.

4. PROGRAM REQUIREMENTS

To receive a degree of Master of Christian Counseling at VACU, a student must successfully complete 72 units at least as outlined in the curriculum with a cumulative GPA of at least 2.00. It requires three hours of supervised field education. The curriculum offers students the most vocational flexibility and is the focus of our placement efforts. The curriculum may be completed in three years, although many students take four to five years due to family, church, and job responsibility.

The maximum time limit for completion of the Master of Christian Counseling program is five years. Courses of MCC taken more than five years prior to the completion of this degree may be credited toward the degree only by specific faculty approval. Such approval may include instructions for re-examination or additional study. Besides required courses, any course the student takes will be considered an elective course for MCC. Students can choose classes from Major Courses in order to fulfill their elective requirement.

5. GRADUATION REQUIREMENTS

- 1) To receive a Master of Christian Counseling degree at VACU, a student must complete a total 72 credits including 3 credits of field education with C (2.0) or above GPA.
- 2) The student must complete the field education requirements with a satisfactory grade.
- 3) The conduct and attitude of the student must be satisfactory according to the norms of the Scripture and the Westminster Standards.
- 4) The students must fulfill all financial obligations, including the graduation fee of \$300, to the university. The student must submit a formal request for graduation before the designated deadline, normally in the beginning of the last academic year. Ordinarily, degrees will be awarded at the conclusion of the spring semester but may be granted in December.

6. FIELDS OF EDUCATION

1) Overview of the Degree Requirement

DEGREE PLAN: Most courses are of three semester units unless otherwise noted. All candidates for degrees must meet these requirements to graduate (72 credits):

Department of Theological & Practical Studies 21 Credits
 Department of Counseling Studies..... 51 Credits

(1) Theological & Practical Studies (21 credits: Choose 7 courses)

Course #	Course Name	Credits
ED 501	Christian Education	3
ED 506	Educational Spiritual Formation I	3
ED 600	Human Development and Faith Education	3
HI 503	Reformation	3
NT 500	Introduction to the New Testament I	3
NT 503	Synoptic Gospels	3
NT 636	Life Application of the Revelation I	3
OT 500	Introduction to the Old Testament I	3
OT 506	The Genesis	3
OT 507	The Exodus	3
OT 510	Old Testament History I	3
PA 503	Ministry Leadership	3
PA 505	Conflict Resolution	3
PA 508	Worship and Spirituality	3
EV 710	Spiritual Warfare	3
TH 500	Reformed Systematic Theology I	3
TH 502	Trinitarianism	3
TH 504	Christology	3

* Other relevant graduate courses can be taken for theological and practical studies.

(2) Counseling Studies (51 credits) (Choose 17 courses)

Course #	Course Name	Credits
BC 500	Introduction to Christian Counseling	3
BC 501	Individual Counseling	3
BC 504	Marriage and Family Counseling	3
BC 507	Crisis Counseling	3
BC 520	Counselor Identity and Ethics	3
BC 607	Counseling Families and Children	3
BC 610	Abnormal Psychology and Counseling	3

BC 613 Pastoral Counseling	3
BC 615 Psychopathology and Treatment	3
BC 620 Counseling Practicum**	3
BC 627 Substance Abuse and Addiction	3
BC 628 Theology and Counseling	3
BC 629 Group Counseling	3
BC 630 Mental Health Counseling	3
BC 632 Counseling Theory and Psychotherapy	3
BC 634 Human Growth and Development I	3
BC 635 Marriage and Family System	3
BC 640 Multicultural Counseling	3
BC 645 Career Development and Counseling	3
BC 648 Conflict Transformation	3
BC 650 Seminar in Counseling	3
BC 653 Counseling and Sexuality	3
BC 664 Self-Appraisal	3
BC 670 Growth and Development of the Contemporary Christian Worker	3
BC 690 Research and Program Evaluation	3
BC 739 Seminar in Counseling	3

* Other relevant graduate counseling courses can be taken for counseling studies.

** BC 620 may be replaced with a counseling related course through consultation with the course instructor.

III. MASTER OF THEOLOGY PROGRAM (ThM)

1. PROGRAM OBJECTIVES (PURPOSE)

The Master of Theology degree (ThM) is designed to provide advanced research and enrichment opportunities for those who have completed the Master of Divinity program (MDiv). Its purpose is to train and prepare teachers for Christian colleges (schools), as well as to provide enhanced capabilities for the pastoral ministry.

The Master of Theology program offers a two to three-year curriculum for students who completed a recognized three-year MDiv program in graduate theological studies, particularly students preparing for a variety of responsible positions within various Christian leadership positions.

2. PROGRAM OUTCOMES (GOALS)

This Degree is a Master of Theology degree program in biblical, theological, and practical studies. While affirming the mission and general goals of Virginia Christian University, this degree program also aims:

- (1) to explore theological and exegetical issues in biblical texts.
- (2) to develop advanced methods and disciplines of critical thinking, research, and writing in preparation for doctoral study.
- (3) to continue the student's education through systematic biblical, theological, and practical study while he/she serves in the ministry.
- (4) to integrate the norms, functions, and contextual dimensions of ministry into a meaningful, workable, and effective whole.
- (5) that students will be able to do analytical research and develop appropriate communication skills needed for lifelong learning capacity commensurate with the level of graduate programs of higher education.

3. REQUIREMENTS FOR ADMISSION

The followings are required of master's-level applicants seeking admission to Virginia Christian University:

- (1) Completion of an application form for the program for which an applicant seeks admission.
- (2) Submission of a \$200.00 nonrefundable application fee.
- (3) Submission of official college transcripts from accredited institutions reflecting a 2.5 grade point average for full admission. Provisional Admission may be granted for students with less than 2.5 GPA.
- (4) Submission of two letters of recommendation evaluating applicant's character and potential to engage in ministry.
- (5) Up to sixteen (16) credit hours can be transferred into the program from other accredited educational institutions. The request for transfer credit should be done during the first semester of the new students.

4. GRADUATION REQUIREMENTS

The Master of Theology degree will be awarded upon meeting the following requirements:

- (1) Completion of the prescribed curriculum with at least a 2.0 GPA.
- (2) Completion of a thesis of at least 20,000 words in the area of specialty (at least 80 pages of letter size), if students elect the thesis option.
- (3) Demonstration of spiritual fitness for the Christian ministry by the student's attitude toward biblical studies, active participation in local churches and personal conduct and deportment with the student body, as well as Christian public, which commends the gospel.
- (4) Agreement with the doctrinal position of VACU.
- (5) Reception of faculty approval of a proposed thesis topic, if pursuing the thesis option.

Students shall decide if they will pursue the thesis option or not by the second week of the semester in which they take thirtieth credit-hour in aggregate in the program. Students for thesis options are

to be approved for candidacy during the semester in which they are taking thirtieth credit-hour in aggregate in the program. Students in the ThM program who do not satisfy the candidature requirements are not allowed to continue course work in the program. The candidature requirements are to maintain at least GPA 2.0 or above in the program and submit a prospectus of his/her thesis if pursuing the thesis option.

(6) For graduation, a minimum of 36 semester hours of residence work must be completed. This includes six semester hours of credit needed for a dissertation with a thesis option. At least 18 semester hours shall be in the student's major field, and at least twelve hours other than the student's major field with possible exceptions by the approval of the academic dean. A thesis shall consist of 80 pages of letter size papers.

(7) Students who want to take a regular (non-thesis) option shall successfully complete 36 semester hours of credits in course work settings.

5. LANGUAGE REQUIREMENTS

Students for Master of Theology Degree are expected to be competent in both Greek and Hebrew exegesis. Any deficiencies in language must be made up in addition to completion of the prescribed ThM curriculum.

6. FIELDS OF CONCENTRATIONS

Students may select one of the three areas of specialty as shown below:

- (1) Biblical Theology (OT or NT Literature and Exegesis)
- (2) Reformed Systematic Theology
- (3) Practical Theology in Christian Counseling

However, for the time being one integrated program is provided until adequate numbers of students are formed for the areas of specialty.

7. GRADUATION THESIS

Eighteen semester hours (18 credits) of major field, twelve elective semester hours (12 credits) of study, and the thesis in case of a thesis option, or 36 credit hours in course work settings for regular option students shall be completed as described in the curriculum for ThM degree.

As a consummation of biblical understanding, research, exposition, and application to ministry, a student is required to complete a thesis of at least 20,000 words (80 pages of letter size paper) in case of the thesis option. The thesis must be written in the student's area of specialty upon the approval of the student's supervisor.

A student who has finished all course work prior to completion of the thesis must register and pay for six semester hours of thesis credit. For each academic semester in which the student has finished all the course work, but does not register for the thesis, a thesis extension fee will be charged.

8. CURRICULUM OF MASTER OF THEOLOGY

The following curriculum leads to the Master of Theology degree for those who have completed the MDiv program. The students may take upper-level graduate courses. Some doctoral level courses may be allowed to ThM students with the approval of their supervisor or ThM Director provided that the courses taken will not be counted for doctoral programs. Major study of Master of Theology requires satisfactory completion of the following. However, for the time being one integrated program is provided until adequate numbers of students are formed for the areas of specialty.

1) Major Field: Biblical Theology

(1) Old Testament Exegesis and Interpretation

Students may select other courses of their major field for the ThM courses besides the following.

- OT 700. Worship in Ancient Israel (3 credits)
- OT 701. Christ in the Old Testament (3 credits)
- OT 703. Bible and Archeology (3 credits)
- OT 704. Old Testament Wisdom (3 credits)
- OT 706. OT Textual Criticism (3 credits)
- OT 710. Old Testament Theology (3 credits)
- or other relevant upper-level graduate courses in the graduate course descriptions

Major Field Courses..... 18 Credits

Elective Courses.....12 Credits

Thesis, or extra course work 6 Credits

Total:36 credits

(2) New Testament Exegesis and Interpretation

Students may select other courses of their major field for the ThM course besides the following.

- NT 700. New Testament Theology (3 credits)
- NT 701. New Testament History (3 credits)
- NT 704. Miracles of Christ (3 credits)
- NT 705. The Pauline Theology (3 credits)
- NT 706. Biblical Hermeneutics (3 credits)
- NT 710. The Kingdom of God (3 credits)
- NT 711. The Sermon on the Mount (3 credits)
- NT 720. Greek Exegesis and Theology of the Fourth Gospel (3 credits)
- or other relevant upper-level graduate courses in the graduate course descriptions

Major Field Courses..... 18 Credits

Elective Courses..... 12 Credits

Thesis, or extra course work 6 Credits

Total:36 Credits

2) Major Field: Reformed Systematic Theology.... 18 credits

Students may select other courses of their major field for the ThM course besides the following.

TH 704. Work of the Holy Spirit (3 credits)

TH 705. Trinitarianism (3 credits)

TH 711. Church and Sacraments (3 credits)

TH 731. Theodicy (3 credits)

TH 732. History of Doctrine (3 credits)

TH 735. Christology (3 credits)

TH 736. Pneumatology (3 credits)

TH 737. Anthropology (3 credits)

or other relevant upper-level graduate courses in the graduate course descriptions

Major Field Courses..... 18 Credits

Elective Courses.....12 Credits

Thesis, or extra course work 6 Credits

Total: 36 Credits

3) Major Field: Christian Practical Theology 18 credits

Students may select other courses of their major field for the ThM course besides the following.

BC 710. Typical Problems in Christian Counseling (3 credits)

BC 714. Methods of Biblical Change (3 credits)

BC 715. Pastoral Counseling (3 credits)

BC 725. Critical Issues in Counseling (3 credits)

BC 730. Abnormal psychology and Counseling (3 credits)

BC 731. Theology and Counseling (3 credits)

BC 740 Career Development and Developmental Life Planning (3 credits)

or other relevant upper-level graduate courses in the graduate course descriptions

Major Field Courses..... 18 Credits

Elective Courses.....12 Credits

Thesis, or extra course work 6 Credits

Total: 36 Credits

IV. DOCTOR OF MINISTRY PROGRAM (D.Min.)

1. Program Objectives (Purpose)

The primary purpose of the Doctor of Ministry (D.Min.) degree is to equip ministers of the gospel to achieve a higher level of excellence in the practice of ministry than is typically attained through a foundational Master of Divinity (M.Div.) program. In essence, the D.Min. functions as a form of advanced, practice-centered learning—comparable to a reflective internship—enabling students already engaged in active ministry to integrate their personal experiences, goals, and areas of growth into an academic and theological framework.

VACU has designed its D.Min. program to address the needs of individuals actively serving in ordained or recognized forms of Christian ministry. The program aims to empower students to draw from biblical, historical, and theological resources while enhancing their professional competence, spiritual formation, and ministerial effectiveness.

2. Program Learning Outcomes (PLO)

The effectiveness of a local pastor's ministry is deeply rooted in three essential areas: a personal and growing relationship with the Lord Jesus Christ, a sound and comprehensive knowledge of the Word of God, and the ability to communicate that truth effectively to others. The Doctor of Ministry program is specifically designed to strengthen pastors (teaching elders) and other Christian ministry leaders in these core dimensions, equipping them for deeper spiritual formation, greater theological understanding, and more impactful ministry communication. Graduates of the Doctor of Ministry program will be able to:

(1) Biblical and Theological Integration

- Demonstrate an advanced and renewed understanding of the Scriptures and Reformed theological tradition.
- Integrate biblical exegesis, confessional theology, and contemporary theological reflection to address complex ministry issues.
- Engage with both historic and current theological scholarship to enrich personal faith and public ministry.

(2) Evangelical Ministry Leadership

- Lead faithfully in preaching, worship, evangelism, discipleship, and mission with theological awareness and pastoral insight.
- Develop innovative and contextually relevant ministry practices.

- Evaluate and improve ministry effectiveness based on biblical principles and strategic analysis.

(3) Spiritual and Personal Formation

- Exhibit spiritual maturity, personal holiness, and emotional resilience rooted in communion with Christ.
- Cultivate a disciplined life of prayer, study, and reflection.
- Model integrity and humility in ministry leadership.

(4) Practical and Collaborative Ministry Development

- Design and implement ministry projects that demonstrate theological insight, leadership capacity, and contextual sensitivity.
- Engage in dialogue with diverse ministry peers.
- Contribute to the broader church through research-informed ministry innovation.

3. Program Content

The Doctor of Ministry (D.Min.) program at VACU is designed to shape the whole person of the minister—spiritually, intellectually, and practically. The curriculum is grounded in the conviction that faithful pastoral leadership requires ongoing spiritual vitality, robust theological understanding, and skillful communication of God’s Word. The following three components constitute the core content areas of the program:

(1) Personal Piety and Spiritual Formation

The spiritual maturity and devotional life of the D.Min. candidate form the bedrock of ministerial effectiveness and integrity. This program prioritizes the inner life of the minister, emphasizing the cultivation of personal holiness, heartfelt worship, and deep communion with God.

Candidates are expected to engage consistently in daily Scripture reading, meditative prayer, journaling, and other formative spiritual disciplines. Special focus is placed on the integration of family worship and spiritual leadership in the home, acknowledging that personal piety should be visible and influential in both private and familial spheres.

To foster accountability and growth, students will submit periodic spiritual formation reports to their designated faculty advisors, reflecting on their spiritual practices, challenges, and growth areas. Faculty members, in partnership with the student’s local church leadership or presbytery (when applicable), will provide individualized mentorship, encouragement, and pastoral oversight. Through this intentional support network, the program aims to nurture sustained growth in grace, humility, and Christlikeness throughout the candidate’s ministry journey.

(2) Biblical and Theological Competency

A comprehensive and well-integrated understanding of Scripture is indispensable for sound preaching, teaching, and shepherding. The D.Min. program builds upon the foundational knowledge acquired in the Master of Divinity (MDiv) degree by ensuring that all candidates possess a thorough and coherent grasp of the entire biblical canon, as well as the essential doctrines of the Christian faith. Emphasis is placed not only on exegetical precision but also on the capacity to apply theological truths to contemporary ministry contexts.

Candidates are expected to demonstrate mastery of biblical content, redemptive history, systematic theology, hermeneutics, and ecclesiology at a level comparable to graduates of the Virginia Christian University MDiv program. Upon review of prior academic records, and in consultation with their academic advisor, students may be required to complete additional coursework, remedial studies, or guided readings to address any gaps in knowledge before advancing to full candidacy. This ensures that each student enters the doctoral phase equipped with a solid theological foundation upon which advanced ministerial study can be built.

(3) Ministerial Communication and Leadership

Effective ministry hinges on the ability to clearly and faithfully communicate the truth of God's Word to diverse audiences in a variety of settings. The D.Min. program therefore places a strong emphasis on the development and refinement of communication skills—both oral and written—tailored to the demands of contemporary pastoral work.

Candidates will participate in advanced homiletics seminars, worship planning sessions, teaching practicums, and ministry leadership labs. These experiences are designed to sharpen their ability to preach with conviction, teach with clarity, counsel with wisdom, and lead with compassion. Through feedback from peers, faculty, and church leaders, students will gain practical insights into the strengths and areas of growth in their communication style.

Special attention will be given to the theological integrity, rhetorical clarity, and pastoral sensitivity of each student's public ministry. The ultimate goal is to enable D.Min. candidates to become faithful and persuasive communicators of the gospel, capable of rightly dividing the Word of truth and shepherding the people of God with conviction and love.

4. Requirement for Admission

Applicants seeking admission to the Doctor of Ministry program must meet the following requirements:

1. **Educational Background:** Possession of a Master of Divinity (MDiv) degree or its academic equivalent from an accredited theological seminary.

2. **Ministry Experience:** A minimum of three years of full-time Christian ministry experience following the completion of the MDiv degree. Applicants with less than three years of experience must provide documentation demonstrating substantial ministry involvement and leadership responsibilities. Exceptions may be granted at the discretion of the Academic Dean.
3. **Ministry Context:** Active engagement in a current ministry setting that is suitable for implementing a doctoral-level ministry project.
4. **Biblical Competency:** Demonstrated competency in biblical exposition, either through completion of at least 36 credit hours of relevant coursework or by successfully passing a proficiency examination administered by VACU.
5. **References:** Submission of three letters of recommendation from ministry colleagues who can attest to the applicant's moral character, spiritual maturity, and professional qualifications.
6. **Personal Statement and Writing Sample:**
Completion of all the above requirements must be accompanied by:
 - A personal statement of approximately 600 words outlining the applicant's ministry achievements, strengths, and areas for growth, and explaining how the D.Min. program will enhance their effectiveness in ministry and service to the Church.
 - An academic writing sample from a previous graduate-level program (minimum 10 pages, double-spaced), properly formatted with footnotes and bibliography according to Turabian or equivalent style guidelines.

5. Course Requirements

The Doctor of Ministry (D.Min.) program follows a regular 16-week semester schedule, allowing students to engage deeply with academic material over time while actively integrating their learning into ongoing ministry contexts. Each course is structured to foster both theological reflection and ministerial application through a rhythm of assigned readings, structured instruction, peer interaction, and project-based assignments.

A. Pre-Course Reading and Initial Reflection Assignment

Each D.Min. course includes approximately 1,500 pages of required reading across the semester, with a portion of the reading expected to be completed prior to the beginning of the course. The pre-course reading introduces students to the major themes, theological foundations, and practical implications of the course topic. At the first week of the semester, students must submit an initial written reflection that demonstrates meaningful engagement with the early assigned

texts. This assignment serves to establish a foundation for class discussion and signals the student's readiness to engage at a doctoral level throughout the semester. This submission typically includes:

1. **A summary of key theological and ministerial insights** from the readings.
2. **A critical evaluation** of the content in light of Scripture and Reformed theology.
3. **A personal reflection** on how the readings have challenged or enriched the student's spiritual life and ministry.

B. Weekly Class Sessions and Faculty Instruction

All D.Min. courses meet on a regular weekly basis over the 16-week semester, either in-person on the VACU campus or through synchronous virtual classrooms. These weekly sessions—typically lasting 2 to 3 hours each—are led by qualified faculty members and are designed to promote scholarly interaction, theological depth, and pastoral wisdom. Intensive course work formats can be provided considering ministry workers' on-site schedules. Each class session includes:

- Faculty-led lectures and guided discussion of course themes.
- Student presentations and peer interaction.
- Application of course content to real ministry situations.
- Occasional guest lectures or practitioner panels.

Within two months from the conclusion of each course, students are required to submit a major assignment paper, demonstrating advanced critical thinking, theological integration, and ministry relevance. Each final submission must reflect doctoral-level writing, demonstrate theological soundness, and show clear alignment with the student's ministry context and vocational goals. This course assignment may take one of the following forms, as specified by the course syllabus:

- A **major research paper** (typically 20–25 pages), exploring a significant theological or ministerial issue related to the course.
- A **contextual ministry project**, which includes design, implementation, and evaluation of a strategic initiative, supported by theological rationale and critical reflection.
- A **teaching or discipleship curriculum**, accompanied by a written explanation of the biblical framework, learning objectives, delivery strategy, and pastoral intent.

6. Project Dissertation

The D.Min. project dissertation is designed to address a real-world ministry problem in a specific context, grounded in sound theology and informed by scholarly research. The ultimate goal is to generate a faithful, relevant, and sustainable solution to a pressing issue within the life of the

Church. This is not simply a theoretical exercise; it is a pastoral intervention, guided by Scripture, shaped by doctrine, and tested in practice.

Unlike a traditional Ph.D. dissertation that seeks to expand theoretical knowledge, the D.Min. dissertation exists at the intersection of scholarship and service. It is both a scholarly artifact and a ministry tool, offering resources, models, and theological frameworks that can be adopted or adapted by others in similar ministry settings.

Dissertation Requirements

To receive the D.Min. degree, students must:

- Successfully complete 36 semester credit hours, including coursework and the dissertation
 - Submit a dissertation of approximately 25,000 words
 - Defend their project in an oral defense before a faculty panel (a 15–20 minute presentation, followed by Q&A)
 - Submit three bound copies and one digital copy (PDF) of the final dissertation
- Ministry Impact and Theological Depth Each project must clearly demonstrate:
- **Ministry Relevance:** Rooted in a local context (church, denomination, mission, etc.) and addressing a clearly identified need.
 - **Theological Integration:** Informed by Scripture, doctrine, and the historic Christian tradition.
 - **Practical Innovation:** Proposes and tests a new ministry model, program, or framework for spiritual formation, leadership, outreach, etc.
 - **Academic Rigor:** Displays careful research methods, interaction with current literature, and theological reflection appropriate to doctoral-level work.

The D.Min. dissertation at Virginia Christian University is not merely a written requirement—it is a testimony to the transforming power of God in the life of the student and their ministry. It is a labor of scholarship, leadership, and devotion, rooted in the conviction that the local church is both a place of theological learning and Spirit-led mission. The dissertation is the student's opportunity to offer something deeply meaningful to Christ's Church, shaped by Scripture, sharpened by academic rigor, and forged in the fires of pastoral experience.

7. Program Structure and Fields of Concentration

The Doctor of Ministry (D.Min.) program at Virginia Christian University consists of a total of 36 semester credit hours, designed to be completed over three to four years of part-time study by active ministry practitioners. The curriculum is intentionally structured to integrate academic rigor, theological reflection, and practical application in a format that accommodates the demands of ongoing ministry leadership. The program includes three primary components:

- **Major Field Courses** – 21 credits
- **Elective Courses in a Concentration Area** – 9 credits
- **Doctoral Project Dissertation** – 6 credits

A. Major Field of Study (21 Credit Hours)

The major field courses form the core of the D.Min. program and are foundational to the development of advanced ministerial competencies. These courses address key areas of theology, leadership, pastoral care, communication, and the global mission of the Church. Students may tailor their learning experience by selecting courses that best align with their vocational goals and ministry context. All selections are made in consultation with the faculty advisor and with the approval of the Academic Dean. Course offerings may be adapted based on student needs, ministry contexts, and faculty availability, with the approval of the Academic Dean.

Major Field Courses may include the following: Courses can be added or replaced with other courses with the discretion of the Curriculum Committee.

- **DM 800 – Research Methodology and Thesis Writing Preparation (3 credits)**
Introduction to qualitative research methods, theological inquiry, and academic writing skills required for the doctoral dissertation.
- **DM 801 – Ecclesiology for the Missional Church (3 credits)**
An exploration of the nature, mission, and structure of the Church in both historical and contemporary settings, with a focus on missional renewal.
- **DM 802 – Spiritual Warfare (3 credits)**
A biblical and theological examination of spiritual warfare, equipping ministers to lead in spiritual discernment and victory.
- **DM 806 – Perspectives on the Kingdom of God (3 credits)**
A study of the Kingdom of God as a theological and missional framework for ministry in diverse cultural and ecclesial contexts.
- **DM 811 – Christian Leadership (3 credits)**
Development of Christ-centered leadership practices rooted in Scripture, spiritual formation, and effective organizational principles.
- **DM 822 – Spiritual Formation and Soul Care (3 credits)**
Emphasis on the spiritual life of the minister, focusing on disciplines, personal renewal, and pastoral care in ministry settings.
- **DM 840 – Advanced Homiletics and Ministry Communication (3 credits)**
A practicum in preaching and theological communication, enhancing rhetorical clarity, biblical fidelity, and contextual relevance.
- **DM 850 – Mission and Ministry in a Global Context (3 credits)**
An engagement with global trends in mission and ministry, including cross-cultural leadership, contextualization, and intercultural ministry strategy.

B. Elective Concentration (9 Credit Hours)

In addition to the major field courses, students are required to complete 9 elective credit hours in an approved concentration area. These electives allow for specialized focus in a ministry field that best supports the student's calling and project dissertation. Elective courses are selected in consultation with the student's academic advisor to ensure that the concentration complements the chosen project topic and overall ministerial objectives. Students may choose from areas such as:

- **Practical Theology**
- **Preaching and Worship**
- **Missional and Intercultural Ministries**
- **Spiritual Formation and Counseling**
- **Leadership and Church Administration**
- **Urban or Rural Ministry**
- **Educational Ministry**

C. Project Dissertation (6 Credit Hours)

The doctoral project dissertation serves as the capstone of the D.Min. program. It represents the student's capacity to integrate biblical theology, academic research, and practical ministry in response to a specific challenge or opportunity within their ministry context.

- Students begin preparation for the project in DM 800 – Research Methodology.
- The dissertation consists of approximately 25,000 words and follows a standardized five-chapter format.
- The project must demonstrate theological depth, practical innovation, and real-world ministry impact.
- Students complete their dissertation under the guidance of a Faculty Mentor and Reader, and defend their work before a faculty panel in a formal oral examination.

Chapter Seven:

Course Descriptions



I. COURSE DESCRIPTIONS FOR BBS

The undergraduate instructors shall create their syllabi such a manner that they can lead the students to be able to do analytical research and develop appropriate communication skills needed for lifelong learning capacity commensurate with the level of undergraduate programs of higher education.

1. GENERAL EDUCATION

Section 1. Communication

EN 110. English Writing Skills (3 credits)

The course will focus on basic English writing skills, will require several short writing assignments, and will provide grammatical and syntactical correction for all papers, sermons, and presentations required in regular seminary courses. Students placed into the course must register for it each semester until the course is passed and must pass the course in order to graduate (Previous number: EN 112; EN 212).

EN 112. Basic English Composition (3 credits)

The course will focus on basic English composition skills, will require several short composition assignments, and will provide grammatical and syntactical correction for all papers, sermons, and presentations required in regular class courses (Previous number: EN 113-I; EN.213-A).

EN 113. English Composition (3 credits)

The course will focus on next English composition skills, will require several short composition assignments, and will provide grammatical and syntactical correction for all papers, sermons, and presentations required in regular class courses (Previous number: EN 113-II; EN.213-B).

EN 114. Basic English Conversation (3 credits)

The course will focus on basic English conversation skills, will require several short conversations, and will provide grammatical and syntactical correction for all papers, sermons, and presentations required in regular class courses for short conversation (Previous number: EN 114-I; EN.214A).

EN 115. English Conversation (3 credits)

The course will focus on next English conversation skills, will require several short conversations, and will provide grammatical and syntactical correction for all papers, sermons, and presentations required in regular class courses for short conversation (Previous number: EN 114-II; EN.214B).

CO 100. Introduction to Public Communication (3 credits)

This course will cover basic principles of public communication in various situations and will help students to practice communicating in public (Previous number SO.200).

CO 101. Survey of English Literature (3 credits)

This course is designed to study classical literature including representative works from antiquity

to the twenty centuries. Classical literary works from both England and America will be surveyed in the course including Christian Classics (Previous number SO.201).

EN 151. English Conversation Practice 1 (3 credits)

The course will focus on in situ English conversation practices such as career sites, presentations or sermons in English, English-speaking churches, English-speaking witnesses, or English-speaking evangelism.

EN 152. English Conversation Practice 2 (3 credits)

The course will further focus on in situ English conversation practices such as career sites, presentations or sermons in English, English-speaking churches, English-speaking witnesses, or English-speaking evangelism.

EN 153. English Conversation Practice 3 (3 credits)

The course will further focus on in situ English conversation practices such as career sites, presentations or sermons in English, English-speaking churches, English-speaking witnesses, or English-speaking evangelism.

EN 154. English Conversation Practice 4 (3 credits)

The course will further focus on in situ English conversation practices such as career sites, presentations or sermons in English, English-speaking churches, English-speaking witnesses, or English-speaking evangelism.

EN 161. English Composition Practice 1 (3 credits)

The course will focus on English composition practices in situ such as English compositions for sermon manuscripts, English Bible study material, or creating various church related brochures, programs, bulletins, presentation material.

EN 162. English Composition Practice 2 (3 credits)

The course will further focus on English composition practices in situ such as English compositions for sermon manuscripts, English Bible study material, or creating various church related brochures, programs, bulletins, presentation material.

Section 2. Humanities/Fine Arts**ED 218. Foundation of Education (3 credits)**

This course is designed to study the origins and development of educational thought. The historical context and the sociological dynamics of philosophical thought will be examined and evaluated in light of their impact on education today.

HI 224. History of United States (3 credits)

This course will cover the history of the United States from the post-Civil War era (roughly the 1860s) to the present day. The course will introduce major social, political, economic, and cultural events and it will address how those events affected the development of American society. Particular attention will be devoted to the role of popular culture and to the emergence of the United States as a world power.

HI 225. World Civilizations (I) (3 credits)

A study of the development of civilization from the beginning of recorded history to the Reformation. Emphasis will be placed on the historical contributions from Egypt, Babylonia, China, India, Persia, Palestine, Greece, and Rome.

HI 226. World Civilizations (II) (3 credits)

A study of the development of civilization from the Reformation to the Present day. Emphasis will be placed on the historical contributions from Europe, the U.S., the World Wars, and the fall of Communism. This course provides an understanding of the major turning points in the shaping of the modern world, from the late 18th century to the present. The year begins with an introduction to democracy and continues with a focus on the expansion of the West & the growing interdependence of people & cultures throughout the world. Students will be asked to analyze economic & political developments, philosophies, language, literature, religion, the arts & drama of different cultures.

HI 227. World Sects (3 credits)

In a seminar format students examine the lives, communities, and documents of the Sects of World. Attention is given to the historical contexts in which World heresy took, found expression, and has influenced in seminar sessions as major cults of World: Seventh Day Advent, Jehovah's witness and LDS Church (Previous number HI.225).

HI 228. US History and Government (3 credits)

This course is an introductory study of the history of the United States and will introduce major social, political, economic, and cultural events focusing on the US government system.

KH 200. Korean Culture, History, and Religions (3 credits)

This is an introductory study of Korean culture, history, and religions with emphasis on the role of Christianity in the process of the development of modern Korea.

PH 100. Introduction to Philosophy (3 credits)

An introductory study of major figures, conceptions, and methods of philosophy. Special attention will be given to the conception of western and eastern philosophy history.

PH 102. Philosophy of Religion (3 credits)

This course is designed to introduce the philosophical study of the phenomena of religion. Methodology, basic issues, as-language, reason and revelation; concepts of God and person; relation of religion to other areas of knowledge.

PH 103. History of Western Philosophy (3 credits)

The course develops historically the most important subfields of philosophy: philosophy of nature, philosophy of mind, metaphysics, ethics, epistemology (theory of knowledge), aesthetics and philosophy of history. We successively discuss pre-Socratic philosophy, Plato, Aristotle, Hellenistic philosophy, the early and late Middle Ages, Descartes, Hume, Kant, Hegel, Marx, Nietzsche, Heidegger and Derrida. Students are required to read primary sources, to write papers, and to participate in debates.

PH 105. Existentialism (3 credits)

This course will serve as a general introduction to existentialism. The primary focus of the course will be to engage the core existentialist themes of freedom, subjectivity, death, and ethics as they were developed in Europe in the 19th and 20th centuries. In order to provide a comprehensive introduction to existentialism, we will cover the two areas within the movement itself that Sartre referred to as “atheistic” and “religious” existentialism.

PH 106. Philosophy of Eschaton (3 credits)

This course is to review philosophy of eschatology in various world cultures and study the biblical eschatology as shown in the book of Revelation, and do comparative study of their thoughts. Students also seek to find sound philosophies of end-times and apply them to their real-life situations today.

PH 206. Logic (3 credits)

A study of the major divisions of traditional logic: Categorical (categorical syllogisms with proofs of validity), Truth-Functional (truth tables, rules of replacement and inference and formal proofs), and Informal (induction, scientific reasoning, informal fallacies).

LW 100. Introduction to American Legal System and Law (3 credits)

This is an introductory course in American law, providing an overview of a wide variety of constitutional, statutory, and common law legal issues including the American system of litigation and some common law substantive topics in American law.

LW 101. Principles of Real Estate I (3 credits)

This course examines practical applications of real estate principles. This course includes a study of titles, estates, land descriptions, contracts, legal instruments, financing, and real estate management. This course prepares the student to sit for the Virginia Real Estate Examination for a salesperson. The student can take the Virginia RE Examination within one year after completing this course.

LW 102. Principles of Real Estate II (3 credits)

This course is to continue the second half of “LW 101 Principles of Real Estate I” and further focus on preparation of the Virginia RE examinations and practical applications of real estate principles with a study of titles, estates, land descriptions, contracts, legal instruments, financing, and real estate management. This course prepares the student to sit for the Virginia Real Estate Examination for a salesperson.

MU 216. General Music Theory (3 credits)

A Basic introduction to the principles of music theory, including the basic elements of music, drawing on a wide range of musical literature to analyze concepts of compositional procedure.

MU 217. Introduction to Music (3 credits)

A course of study designed to help the student develop a practical philosophy of church music. The comprehensive graded church music program is discussed from an administrative point of view.

Section 3. Natural Science/Mathematics/Computer Science

IL 126. College Success (3 credits)

This course is designed to assist students in their academic adjustment to college. There is a focus on learning and application of study strategies and self-management skills. In addition, emphasis is placed on community and accountability which provide the foundation for academic success (Previous number Co.372).

IL 127. Introduction to Information Literacy (3 credits)

This course is designed to foster students' ability to identify, search, evaluate, use, and present effectively the information relevant to decision making and problem solving in their studies, future professions, and daily lives. Therefore, the course focuses on the abilities of autonomous and life-long learning which is essential in today's new era. (Previous number Co.327).

IL 128. The Microsoft Office (3 credits)

Introductory lecture course with skill development which provides a comprehensive study of modern hardware and software (Previous number Co.328).

IL 129. Operating System of Computer (3 credits)

This course is designed as an introduction to the operating systems for computer majors. It is intended as an in-depth treatment of the components of the operating system and its various commands (Previous number Co.329).

IL 130. IT and Modern World (3 credits)

This course is designed to provide students with the skills needed to locate, evaluate, and use IT effectively and ethically through a combination of lectures, and discussions. Students will learn: History of the computer, Identify and evaluate sources of information, Use citation styles appropriately, Understand intellectual property, copyright laws and more about modern IT related to the ministry.

MATH 110. Survey of College Math (3 credits)

A general college mathematics course whose topics include linear equations, matrix algebra, linear programming, probability, Markov chains, and mathematics of finance. The applications are primarily from business, economics, and the life sciences. Emphasis is on developing, analyzing, and interpreting mathematical models.

MATH 111 Statistical Analysis (3 credits)

This course covers basic statistical concepts such as how to organize and display data, interpret the data, and understand the probability. This course will help students to become more scientific about the decisions they need to make.

NS 100 Biology (3 credits)

The course studies life and living organisms, including their physical structure, chemical processes, molecular interactions, physiological mechanisms, development and evolution.

NS 101 Physics (3 credits)

The course is to study matter, its motion and behavior through space and time, and that studies the related entities of energy and force.

NS 102 Chemistry (3 credits)

The course is to study the composition, structure, and properties of substances and with the transformations that they undergo.

NS 103 Science of Nutrition (3 credits)

This course is a study of nutrition that interprets the interaction of nutrients and other substances in food in relation to maintenance, growth, reproduction, health and disease of an organism.

Section 4. Social/Behavioral Sciences**PS 126. Introduction to Psychology (3 credits)**

A study of the major elements of psychology, including theories and applications. Topics will include human development, learning, perception, memory, personality, and behavior (Previous number Ps.326).

PS 127. Human Sexuality (3 credits)

A survey of the broad scope of human sexual development and expressions. Particular attention will be devoted to sexual development, sexual behavior over the life cycle, sexual variance, law, ethics, and cross-cultural perspectives. Sexual dysfunction and problems related to intimacy will also be considered (Previous number PS.327).

SO 215. Introduction to American Public Policy (3 credits)

The course is an introduction to American public policy that covers a wide range of topics, from the norms and values informing democratic policymaking to the basics of cost-benefit and other tools of policy analysis in America.

SO 220. World Religion (3 credits)

This course is designed to study the major religion of mankind. The origin, basic concepts, influence, and present status of each religion will be studied, and the religions will be compared and contracted with each other and with the Hebrew-Christian religions and Korean religions.

SO 221. Contemporary American Culture (3 credits)

This seminar course examines the interaction of American religion with its cultural context. Topics discussed include the persistence of religious commitment in an increasingly secularized America, the “restructuring” of the contours of American religion since the middle of the 20th century, the relationship of church and state, the relationship of religion and the media, and the issues arising from the relationship of religion and sexuality.

SO 223. Sociology (3 credits)

A study of theories, methods, and concepts of sociology, focusing on the critical issues of society. Topics will include poverty, inequality, aging, violence, sexuality, work, technology, and drug abuse.

BUS 101. Introduction to Business (3 credit)

The role and function of business enterprise within our economic framework. Includes organization, finance, marketing, personnel administration, production and economics. Designed primarily to help students select their field of business specialization.

BUS 102. Business Communication (3 credit)

This course teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. The curriculum is informed by current research in rhetoric and professional writing and is guided by the needs and practices of business, industry, and society at large, as well as by the expectations of Virginia Christian University students and programs.

BUS 103. Introduction to Marketing (3 credit)

Throughout this course you will learn the fundamentals of business and marketing. This class focuses on current topics in business and marketing including the 4 P's: Product, Price, Place & Promotion. The class also includes topics on retail sales, business presentations, management, entrepreneurship, ethics, career exploration, and business and marketing plans.

BUS 104. International Business Management (3 credits)

The purpose is to develop skills in identifying, analyzing, and developing solutions for current management issues in the domestic and international environment. This course explores the issues of marketing, finance, and management as they exist in the international business environment from both a multinational corporate perspective and a single business person orientation.

BUS 105. Negotiation and Conflict Resolution (3 credits)

This course offers a comprehensive exploration of negotiation theories, strategies, and techniques to develop the skills needed to navigate complex discussions and achieve mutually beneficial outcomes. Emphasis is placed on understanding interests, managing conflicts, building relationships, and employing effective communication strategies to influence outcomes.

ECON 101. Introduction to Microeconomics (3 credit)

This is a broad introductory survey course, focusing on how "microeconomic" actors including business firms, households, and nonprofit and government institutions organize to provide for the sustaining and flourishing of life. Simple theories of producer, consumer, and market behavior are presented within the broader context of the social and physical environment for economic activity.

ECON 102. Introduction to Macroeconomics (3 credit)

This class gives the student a broad introductory survey of the economic concepts that are commonly used in understanding economic issues at the national level. The emphasis is on examining the overall functioning of the economy, including such phenomena as unemployment, inflation, recession, and economic growth. The question of how economic institutions and government policies can further—or detract from—the achievement of goals of living standards growth, stability, and sustainability are explored.

2. OLD TESTAMENT

BI 106. OT Exodus English Bible (3 credits)

An optional credit course which aims to enhance academic ability for underprepared students as well as regular students and provide a survey of the content of the message of the Exodus from the viewpoint of salvation history. The course also seeks to equip future church leaders with skills for teaching the Exodus in the English Bible in the local church.

BI 107. OT Genesis English Bible (3 credits)

An optional credit course which provides a survey of the content of OT Genesis and which seeks to equip future church leaders with skills for teaching OT Genesis in the local church. Assigned reading of the entire OT Genesis, written exercises, and class discussions (Previous number BI.207).

BI 108. OT History English Bible (3 credits)

An optional credit course which provides a survey of the content of OT History of Bible and which seeks to equip future church leaders with skills for teaching OT History in the local church. Assigned reading of the entire OT English Bible, written exercises, and class discussions. (Previous number BI. 208).

HE 201. Beginning Hebrew Grammar (3 credits)

An introductory study of the grammar, syntax, and vocabulary of the biblical Hebrew, including the studies of selected OT passages. (Previous number HE. 301).

LO 100 Biblical Ethics and the Pentateuch (3 credits)

An optional credit course to enhance academic ability for underprepared students as well as regular students and provide a survey of the content of the biblical ethics mainly in relation to the Pentateuch. The course also seeks to equip future church leaders with skills for teaching biblical ethics and the Pentateuch with the English or Korean Bible in local churches.

LO 101 Biblical Ethics and Exodus (3 credits)

An optional credit course to enhance academic ability for underprepared students as well as regular students and provide a survey of the content of the biblical ethics mainly in relation to the Book of Exodus. The course also seeks to equip future church leaders with skills for teaching biblical ethics and the Exodus with the English or Korean Bible in local churches.

LO 102. Biblical Ethics and Deuteronomy (3 credits)

An optional credit course to enhance academic language ability for underprepared students as well as regular students and provide a survey of the content of the biblical ethics mainly in the Book of Deuteronomy. The course also seeks to equip future church leaders with skills for teaching biblical ethics and the Deuteronomy with the English or Korean Bible in local churches.

LO 103. Message of Genesis (3 credits)

An optional credit course to enhance academic language ability for underprepared students as well as regular students and provide a survey of the content of the biblical thoughts mainly in the Book of Genesis. The course also seeks to equip future church leaders with skills for teaching biblical ethics and the Genesis with the English or Korean Bible in local churches.

OT 200. Survey of the Old Testament I (3 credits)

This course is a study of the Pentateuch and historical books and a biblical-theological analysis of Old Testament history development in terms of the covenantal structure of the history of OT. (Previous number OT. 300).

OT 201. Survey of the Old Testament II (3 credits)

This course is a study of the nature and history of the prophetic institution and the canonical contribution of the prophets and Wisdom literatures of the surrounding cultures and the nature of

Hebrew poetry. About the question of what distinguishes Hebrew poetry of OT. (Previous number OT.301).

OT 205. Background of the Bible (3 credits)

This course is a study of geography, history, and archeology of the Bible world intended to provide a cultural and chronological work for the study of both the Old and New Testament. (Previous number OT. 405).

OT 305. Genesis and Worldview (3 credits)

This is to focus on the contemporary exposition of Genesis and its messages to all nations of the 21st century based on the biblical worldview and current creation sciences.

OT 306. Genesis (3 credits)

An exegesis of Genesis with special attention to its relationship to ancient Near Eastern literature and to its function in the whole of the Pentateuch. A study of the Book of Genesis in its cultural and historical setting, with attention to its critical problems, theological content, literary features, exposition. (Previous number OT.406).

OT 307. The Pentateuch (3 credits)

The course is an elementary study of the biblical theology and history of the book of Pentateuch including the Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.

OT 308. Exodus (3 credits)

Exegesis focused on the interplay of theology and overall discourse structure. Special attention will be given to biblical-theological themes from Exodus which are developed throughout the rest of the Scriptures. (Previous number OT.408).

OT 309. Old Testament History I (3 credits)

A biblical-theological analysis of Old Testament history (from Genesis to the 1 & 2 Samuel) developed in terms of the covenantal structure of the history of the kingdom of God, giving consideration to the Near Eastern historical and cultural setting of the biblical events. (Previous number OT 409).

OT 310. Old Testament History II (3 credits)

This course deals with history, theology, culture, and literature of the period of the first and second temples of Israel along with the relevant canonical books of the period. (Previous number OT.410).

OT 311. Major Prophetic Books I (3 credits)

This course is an exegetical study of the Prophetic Books giving attention to their literary types, historical settings and relevance for contemporary society. Exegesis of selected passages from Isaiah to Jeremiah, Lamentations. (Previous number OT.411).

OT 312. Major Prophetic Books II (3 credits)

This course is an exegetical study of the Prophetic Books giving attention to their literary types, historical settings and relevance for contemporary society. Exegesis of selected passages from Ezekiel to Daniel. (Previous number OT.412).

OT 313. The Minor Prophet Books I (3 credits)

The nature and history of the prophetic institution and the canonical contribution of the prophets.

Hermeneutics of prophetic literature. Exegesis of selected passages from Hosea to Micah. (Previous number OT.413).

OT 314. The Minor Prophet Books II (3 credits)

The nature and history of the prophetic institution and the canonical contribution of the prophets. Hermeneutics of prophetic literature. Exegesis of selected passages from Nahum to Malachi. (Previous number OT.414).

OT 315. The Book of Judges (3 credits)

This is to do exegetical studies on the Book of Judges focused on exegesis and interpretation of the Book of Judges and interplay of theology and overall discourse structure. Special attention will be given to biblical-theological themes during the ancient period of the judges of Israel.

OT 320. Creation and Biblical Worldview (3 credits)

This is to study the creation narratives of the Old Testament considering other creation narratives as shown in the ancient Near Eastern literatures and search/establish biblical worldview to overcome the contemporary secular worldview.

OT 415. Old Testament Wisdom (3 credits)

Wisdom literature in the Old Testament and the literature of the surrounding cultures. History of research. Introduction to Job, Proverbs, Ecclesiastes, and Song of Songs. Theology and motifs.

OT 416. Old Testament Poetics (Psalms) (3 credits)

An in-depth study of the nature of Hebrew poetry. The question of what distinguishes Hebrew poetry from prose. Critical study of traditional concepts of parallelism, meter, and other rhetorical devices leading to a method of research which will enable the student to analyze the form of Hebrew.

OT 417. Holy Land Studies (3 credits)

Students may elect to take a course for credit during the winter module at the Institute of Holy Land Studies in Jerusalem.

OT 418. Worship in Ancient Israel (3 credits)

An exegetical and biblical-theological study of Old Testament forms of worship. Function and significance of priesthood, cleanliness, laws, tabernacle/temple, sacrifices, and the place of the Psalms in worship.

OT 419-I. Christ in the Old Testament I (3 credits)

The course examines the structure of the Old Testament to discover the dimension of promise that unifies the Scriptures. The broader context of the Old Testament is the history of redemption which points to the coming of Jesus Christ. The New Testament interpretation of the Old Testament Scriptures is true to the predictive and typological structure inherent in them.

OT 419-II. Christ in the Old Testament II (3 credits)

The course is to continue to further examine the structure of the Old Testament to discover the dimension of promise that unifies the Scriptures. The broader context of the Old Testament is the history of redemption which points to the coming of Jesus Christ. The New Testament interpretation of the Old Testament Scriptures is true to the predictive and typological structure inherent in them.

OT 420. Theology of the Old Testament (3 credits)

A consideration of the basis, task, and method of biblical theology of OT with an application of these to salvation history from creation to present. Students are expected to develop their own biblical theology of OT and to apply it to assigned block writing.

OT 421. Genesis and Cultural Mandate (3 credits)

This course is to examine Genesis chapters 1-11 as the basis of the beginning of human cultures and civilizations. Origin, history and development of human civilizations and sciences are to be examined along with exposition of biblical texts.

OT 422. Message of Deuteronomy (3 credits)

A consideration of the basis, task, and method of biblical theology of the book of Deuteronomy with an application of these to salvation history from creation to present. Students are expected to develop their own biblical theology of Deuteronomy and apply it to the current Christian life.

OT 423. How to Read OT (3 credits)

The course is to help students learn how to read and understand the Old Testament texts from the original readers' viewpoints and interpret them from the contemporary readers' viewpoints. The students will be led to study principles & methodologies of exegesis of the original texts and to interpret the results to apply them to their current life situations.

OT 424. Spiritual Formation and Psalms

This course focuses on the spirituality of the Hebrew people as found in the Book of Psalms that expresses the inner state of the souls of the old people of God in various situations of joy, despair, grief, petition, and praise. It is to challenge students to find their strategy of how to maintain biblical spirituality and overcome evil temptations in everyday life along with a study of traditional concepts of parallelism, meter, and other rhetorical devices of Hebrew poetry.

3. NEW TESTAMENT

BI 101 NT Gospel English Bible (3 credits)

An optional credit course which aims to enhance academic ability for underprepared students as well as regular students and provide a survey of the content of the four Gospels. The course also seeks to equip future church leaders with skills for teaching the four Gospels in the English Bible in the local church.

BI 102 NT Message of Luke English Bible (3 credits)

An optional credit course which aims to enhance academic ability for underprepared students as well as regular students and provide a survey of the content of the message of the Gospel of Luke from the viewpoint of the Gentiles. The course also seeks to equip future church leaders with skills for teaching the Gospel of Luke in the English Bible in the local church.

BI 103 NT Message of Matthew English Bible (3 credits)

An optional credit course which aims to enhance academic ability for underprepared students as well as regular students and provide a survey of the content of the message of the Gospel of Matthew from the viewpoint of worldwide missions. The course also seeks to equip future church leaders with skills for teaching the Gospel of Matthew in the English Bible in the local church.

BI 104 NT Message of John English Bible (3 credits)

An optional credit course which aims to enhance academic ability for underprepared students as well as regular students and provide a survey of the content of the message of the Gospel of John from the viewpoint of the love of God as expressed in the lamb of God. The course also seeks to equip future church leaders with skills for teaching the Gospel of John in the English Bible in the local church.

BI 109. NT John English Bible (3 credits)

An optional credit course which provides a survey of the content of Gospel John English Bible and which seeks to equip future church leaders with skills for teaching Gospel John English Bible in the local church. Assigned reading of the entire Gospel English Bible, written exercises, and class discussions. (Previous number BI.209).

BI 110. NT Acts English Bible (3 credits)

An optional credit course which provides a survey of the content of the Acts English Bible and which seeks to equip future church leaders with skills for teaching Acts English Bible in the local church. Assigned reading of the entire Acts English Bible, written exercises, and class discussions. (Previous number BI.210).

BI 111. NT Romans English Bible (3 credits)

An optional credit course which provides a survey of the content of the Romans English Bible and which seeks to equip future church leaders with skills for teaching Romans English Bible in the local church. Assigned reading of the entire Romans English Bible, written exercises, and class discussions. (Previous number BI.211).

BI 112. NT Message of Matthew English Bible II (3 credits)

An optional credit course which aims to enhance academic ability for underprepared students as well as regular students and provide a survey of the content of the message of Matthew 14-28 from the viewpoint of worldwide missions. The course also seeks to equip future church leaders with skills for teaching the Gospel of Matthew in the English Bible in the local church.

LN 100 Biblical Ethics and Luke (3 credits)

An optional credit course which aims to enhance academic ability (especially in theological English and Korean) for underprepared students as well as regular students and provide a survey of the content of the biblical ethics mainly in relation to the gospel of Luke. The course also seeks to equip future church leaders with skills for teaching the biblical ethics and the gospel of Luke in the English or Korean Bible in local churches.

LN 101 Message and Application of John (3 credits)

An optional credit course which aims to enhance academic ability (especially in theological English and Korean) for underprepared students as well as regular students and provide a survey of the content of the biblical messages and their applications in relation to the gospel of John. The course also seeks to equip future church leaders with skills for teaching the biblical messages and applications of the gospel of John with the English or Korean Bible in local churches.

LN 102 Message and Application of Mark (3 credits)

An optional credit course which aims to enhance academic ability (especially in theological English and Korean) for underprepared students as well as regular students and provide a survey of the content of the biblical messages and their applications in relation to the gospel of Mark. The

course also seeks to equip future church leaders with skills for teaching the biblical messages and applications of the gospel of Mark with the English or Korean Bible in local churches.

GR 101. Beginning Greek (3 credits)

A course for beginners in Greek, including grammatical study of New Testament Greek and practice in reading. Prescribed for students without knowledge of Greek. (Previous number GR.301).

GR 102. Greek Exegesis of John (3 credits)

This course is to review the Greek grammar with reading and exegesis of the Gospel of John in the Greek text.

NT 200. Survey of the New Testament I (3 credits)

The course is to survey the backgrounds and language of the New Testament and the NT books as canon from a historical and theological perspective from Matthew to the Acts of the Apostles. (Previous number NT 300).

NT 201. Survey of the New Testament II (3 credits)

The course is to survey the background and language of the New Testament and the NT books as canon from a historical and theological perspective from the Romans to the Revelation of the NT. (Previous number NT 301).

NT 202 Application of Gospel Messages (3 credits)

This course is to lead students to grasp the backgrounds and contents of the four Gospels and help them to apply the Gospel messages to their current faith life. The course also seeks to equip future church leaders with skills for teaching the four Gospels in the English Bible in the local churches.

NT 304. Interpreting the Parables (3 credits)

This is an introductory course to learn how to interpret the parables within their context in the Gospels. The course includes how to grasp major points and challenges of parables and explores questions of genres and the nature of metaphor.

NT 305. The Gospel of Matthew I (3 credits)

A preliminary exegetical examination of the Gospel of Matthew 1-13 with concentration on exegetical methods in narrative material, Synoptic comparisons, and preparation of narrative material for preaching and teaching. (Previous number NT.405).

NT 306. The Gospel of Mark (3 credits)

A preliminary exegetical study of the text of Mark, with attention to the interpretive problems and theology of the Gospel. It also includes exegesis of selected passages in the light of contemporary research. (Previous number NT.406).

NT 307. The Gospel of Luke (3 credits)

A preliminary analytical study of the Gospel of Luke, with emphasis on Luke's messianic concept in his presentation of the Son of Man. (Previous number NT.407).

NT 309. The Synoptic Gospels (3 credits)

An elementary survey and critique of the historical-critical investigation of the Synoptic Gospels;

including questions of special introduction; the earthly ministry and teaching of Jesus Christ; and the theology of the Gospels (Matthew, Mark, Luke). (Previous number NT.409).

NT 310. The Gospel of John (3 credits)

An elementary exegetical study of the Fourth Gospel with emphasis on the uniqueness of John compared to the Synoptic Gospels, the literary structure and on the author's use of the Old Testament themes. (Previous number NT 410).

NT 311. The Acts of the Apostles (3 credits)

An elementary exegetical study of the Acts of the Apostles with the following issues; origin, history of interpretation and preaching, and teaching of Acts. (Previous number NT 411).

NT 312. The Gospel of Matthew II (3 credits)

A preliminary exegetical examination of the Gospel of Matthew chapters 14-28 with concentration on exegetical methods in narrative material, Synoptic comparisons, and preparation of narrative material for preaching and teaching.

NT 320. The Gospel and World Views (3 credits)

This course is to review the Kingdom of God as revealed in the Gospels and explore the relationship of the modern world view with the Kingdom of God.

NT 330 Paul's Message to the Romans (3 credits)

This is to study the main thrust of Paul the Apostle's messages to the first century Christians in Rome and explore implications of his messages to contemporary Christian life. Students are required to do exegetical research work on some selected passages.

NT 410 Letters of John

This course is to study the Letters of 1, 2, and 3 John in English with some important Greek words and syntax study, and pursues exegetical studies with special attention to historical backgrounds of the community, the imagery and the contemporary bearing of their messages.

NT 411 The Epistles of Peter

An elementary exegetical study of the texts of the First and Second Epistles of Peter, with special attention to the theological and ethical emphases, and the historical backgrounds of the epistles.

NT 412. The Pauline Epistles (3 credits)

The course is a general study of the historical situations and dates of Pauline Epistles with a biblical-theological examination of prominent themes in the teaching of the Pauline Epistles.

NT 413. The Epistle to the Romans (3 credits)

The course examines the questions of special introduction with exegesis of selected passages with a view to establishing the structure and distinctive themes of the entire Epistle.

NT 414. The Epistle to the Galatians (3 credits)

The course is to examine the Galatian texts in the light of the central historical and theological questions. Portions of the course will be conducted as group research devoted to literary, hermeneutical, and biblical- theological issues.

NT 415. The Prison Epistles (3 credits)

This course examines Ephesians, Philippians, Colossians and Philemon including emphasis on exegesis of the texts with special attention to the theological and ethical aspects of the epistles.

NT 416. The Pastoral Epistles (3 credits)

This course examines I and II Timothy and Titus. An audio-programmed course on “The Pastoral Epistles” is available on a directed study basis in affiliation with the Institute of theological Studies

NT 417. The Corinthian Epistles I (3 credits)

This is an exegetical study of the First and Second Epistles to the Corinthians with special attention to the historical backgrounds and the contemporary bearing of its messages.

NT 418. The Kingdom of God (3 credits)

The central theme of Jesus’ message, as it has come down to us in the synonymic Gospels, is the coming of the Kingdom of God. Emphasis is placed on discovering the value of the Kingdom of God of Jesus for the Christian life today.

NT 419. Method of Biblical Study (3 credits)

This course is a study of methods of the OT and NT Bible study and how we study the Bible for proper understanding of both the Old and New Testament.

NT 420. The Revelation (3 credits)

This course is designed to guide the students in a study of the final and somewhat unique book of the canon, namely the Book of the Revelation. Special emphasis will be placed on the genre issue, the different hermeneutical approaches to the book, crucial interpretive issues, and the book’s literary structure.

NT 421. The Kingdom Ethics in Matthew (3 credits)

This course examines the ethics and theology of the kingdom of heaven revealed in the Gospel according to Matthew and pursues in-depth study on Jesus’ Sermon on the Mount in Matthew 5-7 and the implications of the Sermon for Christian living today.

NT 422. 2 Corinthians (3 credits)

This is an exegetical study of the First and Second Epistles to the Corinthians with special attention to the historical backgrounds and the contemporary bearing of its messages.

NT 425. The Romans and Work (3 credits)

This is to study the introduction and exposition of the Letter to the Romans and further to focus the work of God and human response for the salvation and restoration of the world. Students will learn how to overcome the tension between divine sovereignty and human responsibility.

NT 426. Parables and Postmodernism (3 credits)

This is an examination of Jesus’ teachings in His parables with comparison to modern secularism and postmodernism. After an examination of introductory matters, the class time will be devoted to a study of modern world view and thoughts and the interpretation of selected parables as they are found in the New Testament.

NT 427. Life Application of Eschatology I (3 credits)

This course is an advanced study of application of the biblical eschatology as shown in the Book of Revelation 1-11 to the real-life situations of believers as well as pursuing balanced exegesis. For a sound understanding of the book, the purpose of the writer, issues of the symbolism and chronology of events, genre and historical backgrounds, crucial interpretive issues, the book's literary structure and artistry will be sought.

NT 428. Life Application of Eschatology II (3 credits)

This course is an advanced study of application of the biblical eschatology as shown in the Book of Revelation 12-22 to the real-life situations of believers as well as pursuing balanced exegesis. For a sound understanding of the book, the purpose of the writer, issues of the symbolism and chronology of events, genre and historical backgrounds, crucial interpretive issues, the book's literary structure and artistry will be sought.

NT 429. How to Read New Testament (3 credits)

The course is to help students learn how to read and understand the New Testament texts from the original readers' viewpoints and interpret them from the contemporary readers' viewpoints. The students will be led to study principles & methodologies of exegesis of the original texts and to interpret the results to apply them to their current life situations. The historical and cultural background of the New Testament, including the intertestamental period. An exegetical study of the content, meaning, and theology of the Gospels, Acts and the Epistles. Research papers and exposition of selected passages, and class presentations are required to students.

NT 430. New Testament Theology.

The course is a study of the major theological themes and nuances of the New Testament writings with considerations to the unity and diversity among the writings. This course covers the Trinity, Christology, Anthropology, the Kingdom of God and Salvation, and the end of the world in the New Testament Bible. Research papers and exposition of selected passages in New Testament Theology and class presentations are required to students.

4. SYSTEMATIC THEOLOGY

TH 200. Survey of the Doctrine I (3 credits)

A study of nature, method, and sources of theology. This course examines the doctrines of God, Man, Jesus Christ. It includes the Holy Scripture, Nature and Work of Triune God, Creation, Providence, Original Image of man, Christ the Mediator as the Names and Natures of God the Son; His Deity, Humanity of Christ. Using both historical and modern materials, this course aims to deepen awareness of major doctrine of Christian theology (Previous number TH.300).

TH 201. Survey of the Doctrine II (3 credits)

A study of nature, method, and sources of reformed theology. This course examines the doctrines of Salvation, the Church and Last Things. It includes doctrines common to most Christendom such as Application of Salvation -Soteriology, Christian Ethics, Doctrine of Church, in the future time salvation as Last things and it contains doctrines specific to Protestantism such as sola scriptura

and sola fide. The use of biblical terms is emphasized, and various views are considered (Previous number TH.301).

TH 301. The Word of God: The Bible (3 credits)

A Study of prolegomena, revelation and the inspiration of Scripture, including inerrancy and the principles of biblical interpretation, illumination, and theological hermeneutics. (Previous number TH.401).

TH 302. Doctrine of God (3 credits)

A study of the being and Existence, knowledge-ability, and attributes of the Triune God: divine decrees; creation, providence, and miracles; angels. (Previous number TH.402).

TH 303. The Westminster Confession (I) (3 credits)

The origin and convening of the Westminster Assembly. Exposition of the theology of the Assembly by means of a study of the Westminster Confession of Faith. An extensive research project will be required. It includes the Holy Scripture, Nature and Work of Triune God, Creation, Providence, Original Image of man, Christ the Mediator as the Names and Natures of God the Son; His Deity, Humanity, The States of Pre-existence, Humiliation, Exaltation. The Three Offices; Prophet, Priest, King. Atonement of Christ. (Previous number TH.403).

TH 304. The Westminster Confession (II) (3 credits)

The confession is a systematic exposition of Calvinist orthodoxy (which is "scholastic Calvinism"), influenced by Puritan and covenant theology. It includes doctrines common to most of Christendom such as Free will of Man, Application of Salvation -Soteriology, Christian Ethics, Doctrine of Church, in the future time salvation as Last things and it contains doctrines specific to Protestantism such as sola scriptura and sola fide. (Previous number TH.404).

TH 305. Doctrine of God the Son (3 credits)

A systematic presentation of the Son of God. A study of the person and work of Christ, include the nature and purpose of special grace of cross and mediator of covenant of grace with emphasis on the doctrine of substitutionary atonement as well as Scripture teaching us. (Previous number TH.405).

TH 306. Doctrine of God the Holy Spirit (3 credits)

A study of the context and purpose of the work of the Spirit; union with Christ, including the Holy Spirit works in relation to revelation, love, faith, freedom, the Christian life, and the special gifts associated with the Holy Spirit. (Previous number TH.406).

TH 307. Doctrine of three Persons in God (3 credits)

A study of the unity and Persons and functions in the Trinity; God the Father, God the Son and God the Holy Spirit, with special attention to Jesus Christ and the Holy Spirit and the Triune God as well as the perfect love and unity within the Godhead model for us. A Research seminar on Scripture's teaching on the Trinity. (Previous number TH.407).

TH 309. Covenant theology and Dispensationalism (3 credits)

Critical study of key issues in the doctrine of eschatology and the Bible are analyzed, including hermeneutics, the biblical covenants, the distinction between Israel and the church, the view of the Kingdom, and the purpose of God in the progressive of revelation. (Previous number TH.409).

TH 310. Doctrine of Man (3 credits)

Origin, nature, and original state of man; covenant relationship to God; the fall; doctrine of sin; free agency. Special attention is given to the question of “image of God” and the theology of adoption. dichotomy and trichotomy, the covenant with Adam, and the nature of sin. (Previous number TH.410).

TH 311. Doctrine of Salvation (3 credits)

A study of application of salvation, union with Christ, with special attention to effective calling, regeneration, faith and repentance, justification by faith, adoption, sanctification, perseverance. (Previous number TH.411).

TH 312. Doctrine of Church (3 credits)

The Biblical teaching as to the nature of the church, its order and ministry. Evaluation of recent ecclesiology and renewal movements, include particular interest in traditional and contemporary marks of the true church and sacraments. (Previous number TH.412).

TH 412 Doctrine of the Triune God (3 credits)

An advanced and research study of the unity and Persons and functions in the Trinity; God the Father, God the Son and God the Holy Spirit, with special attention to Jesus Christ and the Holy Spirit and the Triune God as well as the perfect love and unity within the Godhead model for us. A Research seminar on Scripture’s teaching on the Trinity.

TH 413. The Doctrine of Last things (3 credits)

The course aims to study in-depth the primary biblical and theological literature on the subject of eschatology and meaning “the last things” for Christian living. Due attention is given to the fascination with and use of the doctrine of eschatology in modern theology.

TH 414. The Doctrine of Angel and Satan (3 credits)

A study of the theology of spiritual creation being, with special attention to nature, organization, service of angels including the fall angels and Satan’s activity in the Scripture. Focus on central biblical concerns, with special attention for implications in other areas of the biblical system.

TH 415. Gifts of God the Holy Spirit (3 credits)

A consideration of some of the special gifts of God the Holy Spirit in the present century. A study of the context and purpose of special gifts of God the Holy Spirit and The New Testament uses the Greek word charisma to speak of the various gifts God has given by the Holy Spirit to Christian for the Kingdom of God.

TH 416. World Sects (3 credits)

In a seminar, format students examine the lives, communities, and documents of the Sects of World. Attention is given to the historical contexts in which World heresy took, found expression, and has influenced in seminar sessions as major cults of World: Seventh Day Advent, Jehovah’s witness and LDS Church.

AP 208. Introduction to Apologetics (3 credits)

Presentation of Christian apologetics. Topics include biblical foundations, developing a world and life view, presuppositionalism, the point of contact, argument and persuasion, the conflict with contemporary culture, and the history of apologetics. (Previous number AP.408).

5. ETHICS

ET 200. Introduction to Religious Ethics (3 credits)

This course examines the nature and principles of Christian ethics and the application of these principles to current social issues. Emphasis is given to the study of Biblical morality. (Previous number ET.300).

ET 215. Christian Ethics (3 credits)

The goal, motive, standard, and unity of biblical ethics. In-depth treatment of ethical questions, and a brief biblical examination of some current non-Christian ethical positions.

ET 300. New Testament Ethics (3 credits)

This course examines appropriate Christian ethical conduct based upon the text of the New Testament. Of particular interest will be Christian behavior toward others within and outside of the Church and appropriate ethical conduct by ministers and professional Christian members. (Previous number ET.400).

ET 301. Old Testament Ethics (3 credits)

This course examines appropriate Christian ethical conduct based upon the text of the Old Testament. Of particular interest will be Christian behavior toward others within and outside of the Church and appropriate ethical conduct by ministers and professional Christian members. (Previous number ET.401).

ET 302. Ten Commandments (3 credits)

Taking its cue from the Biblical notion of the covenant of the Old Testament. The course probes and develops the ethical dimensions of life in Christ for the late 20th century for Christ's Church members. (Previous number ET.402).

ET 303. Christian Worldview (3 credits)

This is to focus on the contemporary exposition of Genesis and its messages to all nations of the 21st century based on the biblical worldview and current creation sciences.

ET 401. Christ in the Old Testament (3 credits)

The course examines the structure of the Old Testament to discover the dimension of promise that unifies the Scriptures. The broader context of the Old Testament is the history of redemption which points to the coming of Jesus Christ. The New Testament interpretation of the Old Testament Scriptures is true to the predictive and typological structure inherent in them.

ET 403. Law and Grace (3 credits)

The reformed tradition has always embraced a positive role for the law within the Christian life, yet the relationship between law and divine grace has not always been clearly understood or articulated. This course examines the law-grace connection by considering biblical themes and the use of the covenants as organizing principle in Reformed confessions and theological reflections.

6. CHURCH HISTORY

HI 201. Church History I (3 credits)

A survey of the major developments in churches from apostolic times through the Medieval Period. This course gives special attention to documents of pivotal interest to those developments and considers the drifts from Biblical simplicity and the separatist groups who tried to restore it.

HI 202. Church History II (3 credits)

A continuation of Church History I from the Reformation to the coming of Modernism. This course gives attention to the parallel development of Protestant and Reformed traditions.

HI 301. The Ancient Church (3 credits)

From the close of the apostolic age. The church and the Roman Empire; ecclesiastical organization; development of theology and dogma; Christian life and worship.

HI 302. The Medieval Church (3 credits)

A survey of the period to about the year 1500. The growth of the power of the papacy; the rise and development of monasticism, scholasticism and doctrinal controversies; mysticism and the mystics; popular piety and religious life; the demand for reform.

HI 303. The Reformation (3 credits)

A broad survey of the movement as a whole. The conditions which prepared the way and the forerunners. The leaders and the environments in which they worked. The revolution in the message and methods of the church.

HI 401. History of Christianity in America (3 credits)

This course is designed to survey the religious history of North America from the arrival of the Puritans until the present. Colonial religion and theology, frontier revivalism, 19th century evangelical "united front," the rise of religious liberalism and neo-orthodoxy, African-American Christianity, the religious impact of the Vietnam War, the relationship between church and state, and contemporary American religious diversity.

HI 402. Modern Church History (3 credits)

The change in intellectual background which developed in the seventeenth and eighteenth centuries. The claims of reason; pietism; the evangelical revival. The conflicts and attitudes of the present day.

HI 403. History of Korean Church (3 credits)

A study of Korean church history from its beginning to the present. All the major periods and incidents will be discussed. Emphasis will be on the development of the Presbyterian church, but other traditions, including the Pentecostal movement will also be discussed. Particular attention will be given to the theology of the early American missionaries and their educational policy, the Korean church, the church under the Korean dictatorship, Min-Jung Theology.

HI 404. The Major Sects of Korea (3 credits)

In a seminar, format students examine the lives, communities, and documents of the Sects of Korea.

Attention is given to the historical contexts in which Christian mysticism took from, found expression, and has influenced in seminar sessions

HI 405. History of Presbyterian Church in America (3 credits)

This course is designed to survey the History of Presbyterian Church and Calvinism as Reformed theology in America from the 19th century to present day.

HI 406. English Puritan Ethics (3 credits)

A study of the English Puritans' application of God's Word to both personal and social ethics in the sixteenth and seventeenth centuries. Special consideration will be given to the handling of cases of conscience by such figures as William Perkins and William Ames.

HI 407. World Religions (3 credits)

This course is designed to study the major religion of mankind. The origin, basic concepts, influence, and present status of each religion will be studied, and the religions will be compared and contracted with each other and with the Hebrew-Christian religions and Korean religions.

HI 410. History and Thoughts of the Church Fathers (3 credits)

This is to study the history and thoughts of the church fathers covering the patristic era (from the closure of the apostolic age to the closure of the 8th century AD).

HI 420. History of Korean Church with Research (3 credits)

This is an advanced, guided, and independent course of Korean church history. Emphasis will be on the development of the Presbyterian church, but other traditions, including the Pentecostal movement will also be discussed. Particular attention will be given to the theology of the early American missionaries and their educational policy, the Korean church, the church under the Korean dictatorship, Min-Jung Theology.

7. PRACTICAL THEOLOGY

PA 400. Introduction to Preaching (3 credits)

An Examination of key biblical texts, theological themes and the historical background and development of Christian worship and its variety of expressions. Attention will be given principles, plans, methods and resources for worship planning and implementation in today's culture. (Previous number: PA 409. Introduction to Preaching)

PA 401. Sermon Content and Application (3 credits)

This course focuses on the use of sound biblical theology in the sermon of the biblical passage under discussion. It also includes practice in analysis and preparation and delivery of an expository message.

PA 402. Christian Worship (3 credits)

The pastor's role in the worship and services of the church. Topics include the biblical theology of worship, the preparation and leading of worship, the administration of the sacraments, the preparation of believers for church membership.

PA 403. Pastoral Care Practice I (3 credits)

The character and source of authority exercised in the order and offices of the church. The pastoral diagnosis and treatment of spiritual conditions. Methods and models of pastoral care. A segment of the course will focus on problems involved in pastoral care within a Korean- American context.

PA 404. Ministry Leadership I (3 credits)

The development of leadership in contemporary society usually emphasizes the skills and tasks of the minister. Research has indicated that the role of the minister which relates to the life and inner person of the individual needs special consideration. This course will focus on such topics as the care of the minister's personal and family life, warnings that will prevent major hardships in ministry and prayer.

PA 405. Youth Ministry (3 credits)

This course considers theories of adolescence, the history of youth work in the Church, contemporary youth experience, and models of programs and patterns which offer possibilities for the Church in its youth ministry.

PA 406. Group Process (3 credits)

This course is an introduction to group counseling. A focus will be on the basic elements of group process, ethical and professional issues in group counseling, and developmental stages of the group process. For your practice as a group leader, you will participate in an ongoing classroom group and have an opportunity to lead and co-lead the group as it evolves.

PA 407. Worship and Spirituality (3 credits)

Promotes critical reflection on ministerial leadership in the congregation through the lens of spiritual formation in historical and theological context. Includes a 3-day retreat/advance at teaching church or extension site, and a follow-up session on historical and theological foundations for ministry. Course objective: to understand the role of spiritual formation in one's particular denominational tradition and congregational history.

PA 408. How to Preach the Gospels (3 credits)

Students will learn the backgrounds and messages of the Gospels and how to interpret and preach their legacy to the 21st-century congregations.

PA 409. Spiritual Formation

The course is to provide an integrated study of the Christian life and the development of personal character shaped by the values and virtues of God's kingdom. It includes an examination of conceptual frameworks and major categories in spiritual theology, as well as understanding and practicing the classical spiritual disciplines personally and corporately.

PA 410 Ministry Leadership II (3 credits)

This is the continuation of PA 404 Ministry Leadership and is to seek the application of leadership in contemporary society that usually emphasizes the skills and tasks of the minister. Research has indicated that the role of the minister which relates to the life and inner person of the individual needs special consideration. This course will focus on such topics as the care of the minister's personal and family life, warnings that will prevent major hardships in ministry and prayer.

PA 411 Pastoral Ministry in Secular Age (3 credits)

This course is designed for students who are preparing for pastoral ministry and seeking to understand how to effectively serve in an increasingly secular world. It provides a balanced mix of theoretical knowledge and practical skills, ensuring that future pastors are well-equipped to meet the challenges and seize the opportunities presented in a secular age.

PA 415. Multicultural Evangelism (3 credits)

This course is to study the principles of how to spread the gospel to multicultural groups with respect to the methods the Lord practiced during His earthly ministry and help students grow as disciples who follow the Great Commission.

PA 416. Expository Skills and Evaluation (3 credits)

This is an introductory study on the methodology for choosing and studying texts for preaching and exposition. Analysis of significant models of exposition and preaching in order to improve student's practices. Focus will be on preparation, structure, and delivery of messages.

PA 417. Genesis and Worldview (3 credits)

The course is an introductory study on the contemporary application of Genesis and its messages to all nations of the 21st century based on the biblical worldview and current creation sciences.

PA 418. Biblical Prayer in Christian Ministry (3 credits)

This course explores the role and significance of prayer in Christian ministry, grounding its study in the biblical text and theological traditions. Students will examine key passages on prayer from both the Old and New Testaments, gaining insight into the diverse forms and purposes of prayer in the Bible. The course covers various types of prayer, including praise, confession, intercession, and lament, as found in biblical texts. The course will address how prayer shapes personal spiritual formation, community worship, and pastoral practice.

ED 219. Christian Education (3 credits)

This course is designed to basic survey of Christian Education dealing with the theology and practice of teaching in the church with special attention to curriculum, teaching methods, programs, and resources for adults, youth, and children.

ED 220. Introduction to Christian Education (3 credits)

An overview of the educational and training education of school, including biblical, theological, psychological foundations, the aims, methods, curriculum, organization, leadership of teachers and evaluation of the teaching/learning process for various setting age groups.

ED 300. Mankind Development and Biblical Education (3 credits)

The course will help students learn characteristics of human development theory and faith development theory for effective Christian education.

ED 404. Christian Education History (3 credits)

A survey of the educational theory and history from the early church fathers to modern times, including biblical, theological, psychological foundations, the aims, methods, curriculum, organization, leadership of teachers in Church history.

ED 405. Teaching the Bible (3 credits)

Training in inductive Bible study methods with a view to establishing training programs in the

local church. Hands-on experience with several types of biblical passages. Attention given to skills in training Bible study/small group leaders for the church.

ED 406. Education and Theology (3 credits)

This course examines the implications of theological propositions, assumptions, and traditions for the practice of Christian Education. Theological approaches to Christian Education are examined from the perspectives of knowledge about God, revelation, the nature of the church, the nature of humanity, and the mission of the Church in the world. The aim of the course is to ensure consistency between theology and Christian Education in the Church's educational programs and ministries.

ED 407. Teaching and Learning Methods (3 credits)

This is a practical course designed to train students in using a range of teaching/learning methods and approaches. The course uses a laboratory or practice approach to equip students to teach using creative methods for information giving, information processing, group interaction, spiritual formation, and action reflection. Special attention is given to appropriate methodology for age groups, and to choose methods to implement learning goals and objectives.

ED 408. Biblical Models of Education (3 credits)

The course considers the components for a model of education in the Church, and then examines several models of education and teaching in the Old and New Testaments. Particular attention is given to Jesus Christ as Teacher.

ED 409. Introduction to Teaching in the Church (3 credits)

This course examines teaching in the church from theological, Biblical, and educational perspectives. It explores models, methods, and strategies of teaching and considers the teaching responsibilities of pastor or educator, including teaching for discipleship and church growth

ED 410. Child Education

The course is focused on the importance of child education. This course will provide the development of child education, child teacher, and educational philosopher, and education from infant to kindergarten.

ED 412. Education Practicum (3 credits)

The students are expected to participate in the Education Practicum. In the Education Practicum period, under the guidance of an assigned faculty supervisor, the student plans, prepares for, conducts, and evaluates an educational ministry event of the student's choosing.

ED 415. Christian Education and Contemporary Applications (3 credits)

This course gives emphasis on various contemporary applications of the Christian education to overcome influences of secular postmodernism based on the study of biblical, theological, psychological foundations, the aims, methods, curriculum, organization, leadership of teachers.

ED 420. Child Education with Observation

The course is to relate to the development of child education, child teacher, and educational philosophy, and education from infant to kindergarten and to focus observational work on these subjects. Students are required to do field observations and to submit observational result papers.

ED 425. Parent Education (3 credits)

The course is to relate to advanced and up to date theory and knowledge concerning the development of parent education, family system and dynamics which affect the child, teacher, and educational philosopher, and education from infant to youths.

ED 430. Introduction to Adult Education (3 credits)

This course focuses on the biblical principles of Christian education for adults that are examined and applied. The course includes the psychological, emotional, personality, and physical development of adults.

MU 216. General Music Theory (3 credits)

A Basic introduction to the principles of music theory, include the basic elements of music, drawing on a wide range of musical literature to analyze concepts of compositional procedure.

MU 217. Introduction to Music (3 credits)

A course of study designed to help the student develop a practical philosophy of church music. The comprehensive graded church music program is discussed from an administrative point of view.

MU 218. Introduction to Musical Thought & Practice (3 credits)

Critical examination of the question of music. Basic parameters of sound. Fundamentals of music. Practical activities that enable students to achieve a creative and experiential understanding of core musical concepts. A general overview of the structure of the field of music studies. Music as a mediated cultural practice. Musical meaning. Cultivating an open stance towards the multiplicity of musical practices.

MU 219. Appreciation of World and Western Music (3 credits)

This course is designed to increase the student's ability to effectively listen to and communicate about music. Study of the elements and media of music will include investigation of World and Western music. Outside reading, listening, and concert attendance are recommended.

MU 409. Music Theory (3 credits)

A course of study designed to help the student develop a practical philosophy of church music. The comprehensive graded church music program is discussed from an administrative point of view.

8. COUNSELING

BC 200. Introduction to Counseling (3 credits)

Survey of the main emotional and behavioral problems encountered in counseling. Theoretical frameworks for counseling. Principles of care and counseling, with strong emphasis on basic counseling skills and the ability to relate to others. How do people change? How does God's truth and power work into daily life? This course will seek to answer these questions. (Previous number BC.300).

BC 201. Introduction to Christian Counseling (3 credits)

Survey of the main emotional and behavioral characters encountered in counseling. This course focuses on the theoretical frameworks for counseling, principles of care and counseling, with strong emphasis on basic counseling skills and the ability to relate to others. How do people change? How does God's truth and power work into daily life? This course will seek to answer these questions. (Previous number BC.301).

BC 202. Introduction to Human Growth I (3 credits)

This is an introductory study of the development from early childhood to puberty. The course covers the analysis of individual, family, and environmental factors which affect development over the life span, knowledge and understanding of key concepts about human development, analysis of the major principles and theories associated with this field.

BC 203. Introduction to Human Growth II (3 credits)

This is an introductory study of the development from adolescent to elderly. Emphasis will be upon the development of self-identity and the problems faced by the adolescent. The course covers the developmental process from adolescent to early adulthood and elderly, especially physical and physiological change, cognitive and emotional development, self-identity, and personality development.

BC 300. Counseling and psychology (3 credits)

Introduction to the relationship between psychological events and behavior, emotions, perception and thought processes. Orientation to the effects of licit and illicit drugs, neurological disorders, psychosomatic medicine, and other current medical research of interest to counselors. (Previous number BC.400).

BC 301. Marriage and Family Counseling (3 credits)

This course provides the student with intensive study in the principles and methods of pastoral counseling as related to the dynamics of marriage and family life. Family development, communication, conflict resolution, child rearing, and divorce counseling will be discussed. (Previous number BC.401).

BC 303. Marriage & Pre-marriage Christian counseling (3 credits)

This course provides the student with intensive study in the principles and methods of Christian counseling as related to the dynamics of marriage and pre-marriage life. Biblical concepts of the health functioning of the family. Family development, communication, conflict resolution, child rearing and abortion, and divorce counseling will be discussed by Christian approach. (Previous number BC.403).

BC 310. Introduction to Counselor Ethics (3 credits)

This course focused on the ethical standards of the major professional counseling associations such as AAMFT and APA. This course is about professional counselor ethics. This course includes the development of a professional attitude and identity for the student who is preparing for a counseling field.

BC 400 Abnormal Psychology (3 credits)

This course focuses on the foundation of abnormal mental mechanisms and symptoms. This course includes the counselee's behavioral abnormality which causes problems in normal social life. Develop counseling approaches for each abnormal psychological problem.

BC 404. Crisis Counseling (3 credits)

The crisis phase is a critical period that all may experience many times throughout the course of life. It behooves the counselor to develop theoretical rationale and a course of action that will guide him/her as he/she works as an intervener in the counselee's situation.

BC 405. Human Personality (3 credits)

Study of critical biblical and theological issues necessary for the construction of a biblical psychology. Representative readings in various personality theorists, with critical theological evaluation

BC 406. Counseling Problems and Procedures (3 credits)

Application of the broad principles of biblical counseling presented in the introductory course to specific counseling cases and problems. Lectures, assigned readings, research, case studies, discussion, role play and practice in the use of biblical counseling principles and skills will be utilized throughout the course.

BC 407. Counseling Families and Children (3 credits)

This course is designed to expose students to important problems and procedures in counseling families and children. It will also explore various methods of family counseling. The course will also include a review of problems of parenting, early childhood problems, and counseling adolescents.

BC 408. Psychological Foundation of Human Behavior (3 credits)

The purpose of this course is to understand the principles of human behaviors and its psychological foundation. In order to achieve the goal, students will learn about the principles of behavior, motivation theory, learning theory and its application.

BC 409. Human Development I (3 credits)

A study of the development from early childhood to puberty. The course covers the analysis of individual, family, and environmental factors which affect development over the life span, knowledge and understanding of key concepts about human development, analysis of the major principles and theories associated with this field.

BC 410. Human Development II (3 credits)

A study of the development from adolescent to elderly. Emphasis will be upon the development of self-identity and the problems faced by the adolescent. The course covers the developmental

process from adolescent to early adulthood and elderly, especially physical and physiological change, cognitive and emotional development, self-identity, and personality development.

BC 412 Abnormal Psychology and Counseling (3 credits)

This course focuses on the foundation of abnormal mental mechanisms and symptoms. This course includes the counselee's behavioral abnormality which causes problems in normal social life. Develop counseling approaches for each abnormal psychological problem.

BC 420. Human Behavior and Observation (3 credits)

Students will learn the principles of human behaviors and its psychological foundation together with motivation theory and learning theory. For the purpose of grasping deeper knowledge students are to find observational situations or fields and submit observational result papers.

BC 421. Introduction to Psychopathology (3 credits)

This course will help students learn historical and modern methods of studying abnormal behavior. The course includes a study of methods of diagnosis, treatment and prevention.

BC 422 Educational Psychology

A study of understanding the various concepts, principles, and theories of Educational Psychology and preparing the adaptive ability to the field and developing the ability to solve the problems in the educational field.

BC 425. Foundation of Mental Health (3 credits)

This course focuses on the foundations of clinical mental health counseling. The course will include an exploration of the history, philosophy, trends, and practices of clinical mental health counseling.

BC 430 Introduction of Group Dynamic in Counseling (3 credits)

This course focuses on the communication behavior of individuals within group structures. Didactic and experiential techniques are used to explore the stages of group development, decision-making techniques, group problems and problem-solving, resolution skills, norms, structures, leadership, authority, membership, ethics, cultural sensitivity, and the intra-and inter-personal dynamics within small groups.

BC 432. Counseling Theory (3 credits)

Students learn the content, comprehensiveness, and validity of several counseling theories. This course focuses on developing a perspective as a Christian counselor.

BC 434. Biblical Counseling and Bible I This undergraduate course introduces students to the essential principles and practices of biblical counseling. Emphasis is placed on applying Scripture to common struggles, building Christ-centered relationships, and participating in church-based care ministries. Students will be equipped with practical tools for lay counseling and spiritual encouragement.

BC 435 Christian Spirituality and Identity (3 credits)

This class focuses on developing knowledge and appreciation of the richness, diversity, and potential power of religious and spiritual resources in the lives of counselors and clients. Emphasis will be on the effects of these frameworks of meaning on quality of life, life strategies, and approaches to coping with life's challenges. This course provides 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.

BC 436 Introduction to Assessment in Counseling (3 credits)

This course is designed to provide the student with a base knowledge regarding the kinds of assessment information. This course also provides students who work in a variety of settings with information regarding the proper selection and use of standardized and non-standardized assessment instruments and the integration of the assessment and counseling process. In addition, related professional issues such as the history of assessment, legal and ethical concerns related to assessment, and trends in the field will be included.

BC 440 Introduction to Career Development and Counseling (3 credits)

This course provides students with an opportunity to learn and develop the necessary skills to engage in life/career planning. This course focuses on the ways career development contributes to a satisfying and healthy life, as well as the development of a career plan. Emphasis is on interest and personality testing, values clarification, career information, research skills, individual skills assessment, decision making, and goal setting. Course also covers changing job trends and requirements, as well as factors related to the procurement and retention of employment.

BC 445 PERSONALITY AND ASSESSMENT (3 credits)

In this course, we will first cover the theory of psychological testing and the statistical procedures related to that. This will be followed with training in administration, scoring, and profiling of various tests of personality and psychopathology. There will be an emphasis on various objective tests including theoretical assumptions, scaling techniques, profile interpretation, and critical research topics.

9. MISSION AND EVANGELISM

MI 200. Introduction to Missions (3 credits)

A survey of world missions, the task for which God sends His people into the world. This course includes the evangelistic mandate and the cultural mandate and study of cross-cultural communication of the Christian faith. (Previous number MI.300).

MI 300. History of World Missions (3 credits)

A survey of the history of world missions, including Christian ministry in and to the city from ancient times to the present. Models of urban ministry in the nineteenth and twentieth centuries receive special attention. Writings of mission theorists will be studied for understanding the advance or decline at key historical junctures, as well as the assessing of current missiology. (Previous number MI.300).

MI 301. Mission History of American Church (3 credits)

A survey of the history of world mission of America Church, including Christian ministry in and to the city from ancient times to the present. Models of urban ministry in the nineteenth and

twentieth centuries receive special attention from the American Church. (Previous number MI.401).

MI 302. Overseas Research in Missions (3 credits)

A study of issues involved in presenting the gospel effectively in an overseas missionary area. The study will be carried on in an overseas context, to be selected by the student with the authorization of the instructor. Readings and written assignments to be completed during and after the field trip. (Previous number MI.402).

MI 303. Mission to the City (3 credits)

An interpretation of the Christian mission to the urban world emphasizing biblical principles, urban needs and relevant forms of communicating the gospel. Urban societal groupings, ethnicity and their relations to urban church growth. (Previous number MI.403).

MI 304. Perspectives on the World Christian Movement (3 credits)

Employing numerous speakers and multimedia presentations, this class will seek to educate and enlist the student to the cause of worldwide evangelization. The class is offered in conjunction with the international educational efforts of the U.S. Center for World Mission. (Previous number MI.404).

MI 402. Research on American Mission History (3 credits)

This course is to focus on the research in mission movements in North America. Students are encouraged to perform in-depth and wide range of surveys and researches through internet, site visit, or interviews. Special attention will be given to the revival movements in modern day America.

EV 306. Church Growth (3 credits)

This course analyzed from a biblical and historical viewpoint how churches grow. Practical implications for the growth of local congregations are spotlighted. This external growth is growth that is observable, measurable and repeatable of the local church. (Previous number EV.406).

EV307. Methods of Church Growth (3 credits)

A review of church growth history, principles and methodology. This course will evaluate and research present models of church growth in order to enhance the growth of the church in our present situation. (Previous number EV.407).

EV 408. Church Planting (3 credits)

Biblical practices and principles of church planting. A study of contemporary church planting models. Students will participate directly in starting new ministries as opportunity is provided through a local church. An on-site project will be presented in class.

EV 409. Vision and Missions (3 credits)

This course is a study of the basic principles concerning the understanding of Vision and Missions for life-long learning in their goals.

EV 410. Spiritual Warfare (1) (3 credits)

This course surveys movement of prayer and spiritual warfare of mission field which brought

missions and church growth or Evangelism. The course emphasizes the nature of spirituality, prayer and power of the Holy Spirit for church growth.

EV 411. Spiritual Warfare (II). (3 credits)

This course surveys movement of prayer and spiritual warfare of mission field which brought missions and church growth or Evangelism. The course emphasizes the nature of spirituality, prayer and power of the Holy Spirit for church growth.

EV 412. Prayer in The Holy Spirit. (3 credits)

A study of biblical teaching on prayer, its practice throughout church history, and its place in ministry for church growth by the Holy Spirit.

EV 413. Work, Gifts of God the Holy Spirit. (3 credits)

A consideration of some of the special gifts of God the Holy Spirit in the present century. A study of the context and purpose of special gifts of God the Holy Spirit and The New Testament uses the Greek word charisma to speak of the various gifts God has given by the Holy Spirit to Christian for the Kingdom of God.

EV 414. Prayer and Practice in the Holy Spirit. (3 credits)

Students will learn biblical teaching on prayer, its practice throughout church history, and its place in ministry for church growth by the Holy Spirit; and further focus on practice of prayer in their life situation and write prayer journals through which they can notice progress of their spiritual life.

FM 101. Christian Service (3 credits)

Students must be involved in actual ministry activities 2-3 hours per week or weekend. The choice of ministry is up to the students and his/her advisor.

FM 201. Field Ministry (3 credits)

Students must be involved in actual ministry activities 2-3 hours per week or weekend. The choice of ministry is up to the students and his/her advisor. (prerequisite course is FM 101).

II. COURSE DESCRIPTIONS FOR M.DIV, MCC, Th. M.

1. OLD TESTAMENT

In order to understand the unity of God's revelation fully, both biblical theology and systematic theology are important. While biblical theology examines the roles and relations of passages in the unfolding plan of salvation, systematic theology approaches the themes of the Scriptures as a complete whole.

Exegetical Studies of OT, NT..... The Bible is the inspired record of God's revelation; a thorough knowledge of the original languages as well as the historical and cultural context of the writings is, therefore, essential to proper interpretation and communication of its message. Biblical Theology courses are offered in the Old and New Testament departments.

The Old and New Testament departments emphasize skill in careful exegesis, literary analysis and awareness of archaeological and historical insights as methods of exploring not only the meaning of a specific text, but also its role and contribution in the unity of the Scriptures. By

preparing sound biblical scholars, these departments give students the foundation for other aspects of their education and ministry.

HE 501. Hebrew Grammar (3 credits)

An intensive study of the grammar, syntax, and vocabulary of the biblical Hebrew, including exegesis on selected Hebrew texts.

HE 502. Advanced Hebrew (3 credits)

Orthography, essentials of morph-phonemics, syntax, translation and analysis of selected OT passages.

HE 603. Hebrew Discourse Analysis (3 credits)

A study of Hebrew syntax and Hebrew discourse structure. Exegesis of selected Hebrew texts will be included. Extensive use of computerized Hebrew databases.

OT 500. Introduction to the Old Testament I (3 credits)

This course is a study of the Pentateuch and historical books and a biblical-theological analysis of Old Testament history development in terms of the covenantal structure of the history of OT. A Canon- doctrine, history of collection, classification, and attestation; Text- language, transmission, versions. (Previous number OT 504).

OT 501. Introduction to the Old Testament II (3 credits)

This course is a study of the nature and history of the prophetic institution and the canonical contribution of the prophets and wisdom literatures of the surrounding cultures and the nature of Hebrew poetry. A Canon-doctrine, history of collection, classification, and attestation; Text-language, transmission, versions.

OT 502. The Primeval History and Genesis (3 credits)

This course is a study of the origin and source of the primeval history of the universe and human beings in relation to the records of the near eastern ancient historic literatures and the Hebraic accounts as recorded in the Hebrew bible compared to materialistic evolutionary explanations. Students will be led to seek comparative study to find truthful witnesses of the primordial history.

OT 504. Genesis and Worldview (3 credits)

This is to focus on the contemporary exposition of Genesis and its messages to all nations of the 21st century based on the biblical worldview and current creation sciences to reach secular theism, deism, atheism, pantheism, finite godism, and polytheism.

OT 505. The Pentateuch (3 credits)

Introduction to biblical-theology and biblical history writing. Exegesis of some selected Hebrew passages of the Pentateuch with particular attention to their relationship to ancient Near Eastern literature and culture, the history of redemption, and the literary structure of the

Pentateuch. Critical web research projects and presentations are required in the backgrounds and the five books of the Pentateuch.

OT 506. The Genesis (3 credits)

An optional credit course which provides a thorough survey of the content of OT Genesis and which seeks to equip future church leaders with skills for teaching OT Genesis in the local church. Assigned reading of the entire OT Genesis, written exercises, class discussions and laboratory experience in study methods.

OT 507. The Exodus (3 credits)

This is an advanced exegesis study focused on the interplay of theology and overall discourse structure of the Book of Exodus. Special attention will be given to biblical-theological themes from Exodus which are developed throughout the rest of Scriptures.

OT 508. Exegesis of The Leviticus (3 credits)

An Exegetical study of the Book of Leviticus in its cultural historical setting, with attention to its critical problems, theological content, literary features, and modern exposition.

OT 510. Old Testament History I (3 credits)

A biblical-theological analysis of Old Testament history developed in terms of the covenantal structure of the history of the kingdom of God, giving consideration to the Near Eastern historical and cultural setting of the biblical events, and dealing with the pre-redemptive and redemptive eras.

OT 511. Old Testament History II (3 credits)

This course deals with the period from the conquest of the land to the restoration period: theology, literature, and history in Joshua-Ezra/Nehemiah. Discussion of the synoptic issues surrounding the relation of Samuel/Kings to Chronicles.

OT 512. Major Prophetic Books (3 credits)

This course is an exegetical study of the major Prophetic Books giving attention to their literary types, historical settings, and relevance for contemporary society.

OT 513. The Book of Isaiah (3 credits)

An exegetical and biblical-theological approach to the Hebrew text of this major prophet. The focus of the course will be on the close reading of the books themselves, but a broader outline.

OT 514. The Book of Ezekiel, Daniel (3 credits)

An exegetical and biblical-theological approach to the text. The focus of the course will be on the close reading of the book, but broader issues concerning the principles and methods of interpretation of apocalyptic and wisdom literature will be discussed.

OT 515. Jeremiah-Lamentations (3 credits)

The nature and history of prophetic institutions and the canonical contribution of the prophets.

Hermeneutics of prophetic literature. Exegesis of selected passages; the Prophets in the history of scholarship.

OT 516. The Minor Prophetic Books I (3 credits)

The nature and history of the prophetic institution and the canonical contribution of the prophets. Hermeneutics of prophetic literature. Exegesis of selected passages from Hosea to Micah.

OT 517. The Minor Prophetic Books II (3 credits)

The nature and history of the prophetic institution and the canonical contribution of the prophets. Hermeneutics of prophetic literature. Exegesis of selected passages from Nahum to Malachi.

OT 520. Creation and Biblical Worldview (3 credits)

This is to study the creation narratives of the Old Testament considering other creation narratives as shown in the ancient Near Eastern literatures and search/establish biblical worldview to overcome the contemporary secular worldview. Students are to do research to establish their own biblical view of creation and to present the results in the class.

OT 521. 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 studied.

OT 614 Theology of Genesis (3 credits)

This is an advanced study of the basis, task, and method of biblical theology of the book of Genesis with an application of these to salvation history from creation to present. The graduate level students are required to develop their own biblical theology of Genesis and write research papers on how to apply it to the current Christian life.

OT 615. The Primeval History and Genesis (3 credits)

This course is a study of the origin and source of the primeval history of the universe and human beings in relation to the records of the near eastern ancient historic literatures and the Hebraic accounts as recorded in the Hebrew bible compared to materialistic evolutionary explanations. Students will be led to seek comparative study to find truthful witnesses of the primordial history.

OT 616. Genesis and Cultural Mandate (3 credits)

This course is to examine Genesis chapters 1-11 as the basis of the beginning of human cultures and civilizations. Origin, history and development of human civilizations and sciences are to be examined along with exposition of biblical texts. Students are required to do research work and class presentations.

OT 617. Theology of the Pentateuch (3 credits)

An advanced research work on the biblical theology of the Pentateuch. Exegesis of some selected Hebrew passages of the Pentateuch with particular attention to their relationship to ancient Near Eastern literature and culture, the history of redemption, and the literary structure of the Pentateuch. Critical research projects and presentations are required of the backgrounds and the five books of Moses.

OT 618. Holy Land Studies (3 credits)

The course offers an in-depth exploration of the historical, religious, cultural, and political significance of the Holy Land. Students will examine the complex tapestry of the region, focusing on its pivotal role in Judaism, Christianity, and Islam. Or students may elect to take a course for credit during the winter or summer module at the Institute of Holy Land Studies in Jerusalem.

OT 619. Worship in Ancient Israel (3 credits)

An exegetical and biblical-theological study of Old Testament forms of worship. Function and significance of priesthood, cleanliness, laws, tabernacle/temple, sacrifices. The place of the Psalms in worship.

OT 620. Christ in the Old Testament (3 credits)

The course examines the structure of the Old Testament to discover the dimension of promise that unifies the Scriptures. The broader context of the Old Testament is the history of redemption which points to the coming of Jesus Christ. The New Testament interpretation of the Old Testament Scriptures is true to the predictive and typological structure inherent in them. (Previous number OT.720).

OT 621. Old Testament Theology (3 credits)

A consideration of the basis, task, and method of biblical theology with an application of these to salvation history from creation to the United Kingdom. Students are expected to develop their own biblical theology and to apply it to an assigned block writing (Previous number OT.721).

OT 622. Bible and Archeology (3 credits)

This course is a survey of the topography, climate, historical times and archeology of the Bible lands designed to provide background for Bible Study (Previous number OT.722).

OT 623. Old Testament Wisdom (3 credits)

Wisdom literature in the Old Testament and the literature of the surrounding cultures. History of research. Introduction to Job, Proverbs, Ecclesiastes, and Song of Songs. Theology and motifs. (Previous number OT.723).

OT 624. Old Testament Poetics (3 credits)

An in-depth study of the nature of Hebrew poetry. The question of what distinguishes Hebrew poetry from prose. Critical study of traditional concepts of parallelism, meter, and other rhetorical devices leading to a method of research which will enable the student to analyze the form of Hebrew. (Previous number OT.724).

OT 625. OT Textual Criticism (3 credits)

A study of the history of the Hebrew text and versions of the OT with a view to establishing an accredited method of textual criticism for selected portions of the Old Testament. (Previous number OT. 725).

OT 626. OT Prophecies of Fulfillments and End Times (3 credits)

The course surveys the covenant-promise and prophecies of the Old Testament that unify the Scriptures as fulfilled in Christ Jesus in his first and second comings. The broader context of the Old and New Testaments are reviewed as the history of redemption-promised which points to its gradual fulfillment in Christ, and as revealed in diverse and complementary ways that include for example typology, prefiguration, motifs, symbolism, promises, prophecies, and foreshadows.

OT 627 Theology of Deuteronomy (3 credits)

This is an advanced study of the basis, task, and method of biblical theology of the book of Deuteronomy with an application of these to salvation history from creation to present. The graduate level students are required to develop their own biblical theology of Deuteronomy and write a research paper on how to apply it to the current Christian life.

OT 628 How to Read OT (3 credits)

This is an advanced study about how to read and understand the Old Testament texts from the original readers' viewpoints and how to interpret them from the contemporary readers' viewpoints. The students will be led to study principles & methodologies of exegesis of the original texts and to interpret the results to apply them to their current life situations. The students will also search for the unique characteristics of various genres of the Old Testament. Analytical research papers and presentations are required.

Course of Master of Theology.**OT 700. Worship in Ancient Israel (3 credits)**

An exegetical and biblical-theological study of Old Testament forms of worship including function and significance of priesthood, cleanliness, laws, tabernacle/temple, sacrifices, and the place of the Psalms in worship.

OT 701. Christ in the Old Testament (3 credits)

The course examines the structure of the Old Testament to discover the dimension of promise that unifies the Scriptures. The broader context of the Old Testament is the history of redemption which points to the coming of Jesus Christ. The New Testament interpretation of the Old Testament Scriptures is true to the predictive and typological structure inherent in them.

OT 703. Bible and Archeology (3 credits)

This course is a survey of the topography, climate, historical times and archeology of the Bible lands designed to provide background for biblical research.

OT 704. Old Testament Wisdom (3 credits)

Wisdom literature in the Old Testament and the literatures of the surrounding cultures including history of research, introductions to Job, Proverbs, Ecclesiastes, and Song of Songs, and their theologies and motifs.

OT 705. Old Testament Poetics (3 credits)

An in-depth study of the nature of Hebrew poetry. The question of what distinguishes Hebrew poetry from prose. Critical study of traditional concepts of parallelism, meter, and other rhetorical devices leading to a method of research which will enable the student to analyze the form of the Hebrew poetics.

OT 706. OT Textual Criticism (3 credits)

A study of the history of the Hebrew text and versions of the OT with a view to establishing an accredited method of textual criticism for selected portions of the Old Testament.

OT 707. Hebrew Grammar and Genesis (3 credits)

A study of reconditioning-nature of the grammar, syntax, and vocabulary of the biblical Hebrew, including the study of selected OT passages, especially from the Book of Genesis.

OT 710. Old Testament Theology (3 credits)

This course introduces students to the foundational role of Old Testament theology. Students focus on the history of this discipline, crucial interpretive figures, continuities and discontinuities between the Testaments, major theological themes, and how Christians can faithfully appropriate and apply Old Testament theology to the New Testament and New Covenant realities. Students give attention to how Old Testament theology provides context and content for the New Testament's message, gospel preaching, and Christian life.

OT 712. The Psalms as Christian Prayer (3 credits)

This course begins with a study of the Biblical psalms as they were used in the worship of Israel. It looks at the way the psalms were used in the worship of the New Testament Church and traces this development through the ancient church and into the Middle Ages. Particular attention is given to the revival of psalmody at the time of the Protestant Reformation and the development of the various Protestant psalters through the 17th and 18th centuries until the present.

OT 713. Message of Ezekiel and Daniel (3 credits)

This is an advanced exegetical and biblical-theological study of the books of Ezekiel and Daniel. The course will seek to find their messages for contemporary Christian life and focus on the broader issues concerning the principles and methods of interpretation of apocalyptic and wisdom literature. Research work/paper and presentation are required.

OT 714. Theology of Deuteronomy (3 credits)

This is a research study of the biblical theology of the book of Deuteronomy and its application to the salvation history from creation to present. Students are required to seek how to apply Deuteronomic theology to their current ministry situations through team research and class presentations.

OT 715. Theology of Genesis (3 credits)

This is a critical research course of the biblical theology of the book of Genesis and its application to the salvation history from creation to present. Students are required to seek how to apply theology of Genesis to their current ministry situations through team researches and class presentations.

OT 720. Preaching the Genesis (3 credits)

Students analyze the structure, teaching, and theology of Genesis in light of its historical, cultural, theological, and canonical contexts, and apply its message to Christian life and ministry today. Special attention is given to the careful exegesis of Genesis, pastoral and homiletical concerns, and the challenges of using Genesis beneficially in the New Covenant context.

OT 721. Preaching the Exodus (3 credits)

Students analyze the structure, teaching, and theology of the Book of Exodus in light of its historical, cultural, theological, and canonical contexts, and apply its message to Christian life and preaching ministry today. Special attention is given to the careful exegesis of the Exodus, pastoral and homiletical concerns, and the challenges of using Exodus beneficially in the context of the New Covenant.

2. NEW TESTAMENT

GR 501. Beginning Greek (3 credits)

A course for beginners in Greek, including grammatical study of New Testament Greek and practice in reading. Prescribed for students without knowledge of Greek.

GR 502. New Testament Greek I (3 credits)

This course covers approximately the work of Greek grammar, but as a review. Grammatical study of New Testament Greek; vocabulary work; practice in reading. Prescribed for students inadequately prepared in Greek.

GR 503. New Testament Greek II (3 credits)

An introduction to New Testament Greek to equip the student to use the Greek New Testament for in-depth Bible study. Introduction to Greek tools such as lexicons, Greek word studies and critical commentaries using the Greek text. Rapid review of New Testament grammar; vocabulary work; practice in reading.

GR 612. Greek Exegesis of John (3 credits)

This course is to review the Greek grammar and syntax, with reading and exegesis of the Gospel of John in the Greek text.

NT 500. Introduction to the New Testament I (3 credits)

A Background and language of the New Testament; principles of textual criticism and their application; the New Testament books as canon, from a historical and theological perspective. The

course covers from the Gospel of Matthew to the Acts of the Apostles. Some Greek texts will be selected for in-depth study, exegesis, and applications to the current ministry.

NT 501. Introduction to the New Testament II (3 credits)

The course will study the backgrounds and language of the New Testament; principles of textual criticism and their application; the New Testament books as canon from a historical and theological perspective. The course covers from the Epistle to the Romans to the Revelation. Some Greek texts will be selected for in-depth study, exegesis, and applications to the current ministry.

NT 503. The Synoptic Gospels (3 credits)

A selective survey and critique of historical-critical investigation of the Gospels; questions of special introduction; the earthly ministry and teaching of Jesus Christ; the theology of the Gospel (Matthew, Mark, Luke).

NT 505. The Gospel of Matthew (3 credits)

An Exegetical examination of the Gospel of Matthew with concentration on exegetical method in narrative material, Synoptic comparisons, and preparation of narrative material for preaching and teaching.

NT 506. The Gospel of Mark (3 credits)

Exegesis of the original text of Mark, with attention to the interpretive problems and theology of Gospel. Exegesis of selected passages in the light of contemporary research.

NT 507. The Gospel of Luke (3 credits)

An analytical study of the Gospel of Luke, with emphasis on Luke's messianic concept in his presentation of the Son of Man.

NT 508. The Gospel of John (3 credits)

An advanced course in Johannine theology as depicted in the Gospel. Exegesis of selected Greek passages in the light of contemporary research. Emphasis on literary structure and on the author's use of Old Testament themes. Students will be required to write research papers and make presentations summarizing the results of their research.

NT 509. The Acts of the Apostles (3 credits)

This course seeks to understand the message of Acts by exercising the following issues; origin and purpose, history of interpretation and preaching, teaching of Acts. Questions of special introduction; basic themes in the theology of Acts.

NT 510. The Epistle to the Romans and Ministry Implications

Questions of special introduction; exegesis of selected passages with a view to establishing the structure and distinctive themes of the Romans.

NT 511. Presenting John's Gospel (3 credits)

Students are to learn how to exegete and present the Gospel of John. Emphasis will be given to effective methods of reaching non-believers and presentation through internets beyond national boundaries.

NT 512. The Corinthian Correspondences I (3 credits)

An exegetical study of the First Epistle to the Corinthians, with special attention to historical backgrounds and the contemporary bearing of its message. Research and readings in extra-biblical apocalyptic literature are also pursued.

NT 513. The Epistle to the Galatians (3 credits)

Detailed examination of the Greek text in light of the central historical and theological questions. Portions of the course will be conducted as a seminar devoted to text-critical, literary, hermeneutical, and biblical- theological issues.

NT 514. The Prison Epistles (3 credits)

This course examines Ephesians, Philippians, Colossians and Philemon. An exegetical study of the Greek text, with special attention to the theological and ethical emphases of the epistles. Questions of special introduction; basic themes.

NT 515. The Pastoral Epistles (3 credits)

This course examines I and II Timothy and Titus. An audio-programmed course on “The Pastoral Epistles” is available on a directed study basis in affiliation with the Institute of Theological Studies.

NT 516. The Petrine Epistles (3 credits)

An in-depth exegetical study of the English with selected Greek texts, with special attention to the theological and ethical emphases of the epistle and readings in extra-biblical apocalyptic literature. Research papers and exposition of selected passages, and class presentation are required to students.

NT 517. Theology of Hebrews (3 credits)

A biblical-theological examination of prominent themes in the teaching of the Book of Hebrews. Questions of special introduction; basic themes in the theology of Hebrews. Research papers and exposition of selected passages, and class presentation are required to students.

NT 518. Johannine Epistles (3 credits)

This course provides an in-depth study of the letters of 1, 2, and 3 John, emphasizing their theological themes, historical background, literary structure, and contemporary application. Students will engage with the English text while being introduced to key Greek terms and concepts that illuminate the meaning of the epistles. Special attention will be given to issues of love, truth, obedience, and community life in early Christianity.

NT 519. The Book of Revelation (3 credits)

This course is designed to guide the student in a study of the final and somewhat unique book of the canon, namely, Revelation. Special emphasis will be placed on the genre issue, the different hermeneutical approaches to the book, crucial interpretive issues, the book's literary structure and artistry, and its distinctively high Christology. An exegetical study of Revelation, with special attention to historical backgrounds of its imagery and the contemporary bearing of its message.

NT 520. The Gospel and World Views (3 credits)

This course is to review the Kingdom of God as revealed in the Gospels and explore the relationship of the modern world view with the Kingdom of God. Students are required to do in-depth research including web search and do presentations of their results.

NT 521. The Corinthian Correspondences II (3 credits)

An exegetical study of the Second Epistle to the Corinthians, with special attention to historical backgrounds and the contemporary bearing of its message. Research and readings in extra-biblical apocalyptic literature are also pursued.

NT 616. Exegesis of Matthew I (3 credits)

This graduate-level course provides an analytical and comprehensive exegetical study of the Gospel of Matthew 1-13, focusing on its historical context, literary structure, and theological messages. Students will explore key passages, learn various interpretative techniques, and engage with contemporary scholarly discussions.

NT 617. Exegesis of Matthew II (3 credits)

This graduate-level course provides an analytical and comprehensive exegetical study of the Gospel of Matthew 14-28, focusing on its historical context, literary structure, and theological messages. Students will explore key passages, learn various interpretative techniques, and engage with contemporary scholarly discussions.

NT 618. The General Epistles (3 credits)

This course will deal with the main issues of the General Epistles covering the Books of Hebrews, James, 1 and 2 Peter, 1, 2, and 3 John, and Jude. Students will examine the epistles' unique features, historical context, theological teachings, and the faith of the early churches. Higher level students are to do research work and offer presentations of their research.

NT 619. Theology of Luke's Gospel (3 credits)

An advanced and exegetical study of the Gospel of Luke, centered around Luke's theology with emphases on gentile missions, the poor and weak, the Holy Spirit, the kingdom of God, ethics of the sermon on the plain, and teachings on the end times. Research papers and exposition of selected passages, and class presentation are required to higher level students.

NT 620. The Life of Christ (3 credits)

This course is a systematic study of the person or life and work of Jesus Christ and from eternity past to eternity present In Gospel.

NT 621. New Testament Theology (3 credits)

The historical and cultural background of the New Testament, including the intertestamental period. An exegetical study of the content, meaning, and theology of the Gospels, Acts and the Epistles. Research papers and exposition of selected passages, and class presentations are required to students.

NT 622. New Testament History (3 credits)

This history of inter-testament and New Testament times is studied including the following; social, economic, political and religious history.

NT 623. Parables of Christ (3 credits)

The course includes how to interpret the parables within their context in the Gospels and how to grasp major points and challenges of parables. The students are to explore questions of genre, nature of metaphor, and relations to the crucifixion and resurrection of Christ of the Gospels. Some selected Greek texts will be investigated. Students will be required to write research papers and make presentations summarizing the results of their research.

NT 624. The Olivet Discourse (3 credits)

A seminar on Jesus' eschatological discourse in relation to the resurrection and ascension, Pentecost, the destruction of Jerusalem, and the consummation. Special note will be taken of the different concerns of the Gospel writers evident in the way they present the material. Research papers and exposition of selected passages, and class presentation are required to students.

NT 625. Miracles of Christ (3 credits)

Interpreting the miracles within their context in the Gospels. Includes questions of genre, the nature of metaphor, the relations to the crucifixion and resurrection of Christ, and preaching from the Gospels.

NT 626. The Kingdom of God (3 credits)

The central theme of Jesus' message, as it has come down to us in the synonymic Gospels, is the coming of the Kingdom of God. Emphasis is placed on discovering the value of the Kingdom of God of Jesus for the church today.

NT 627. The Pauline Theology (3 credits)

Analysis of the organic unity of justification, sanctification, union with Christ, covenant, and eschatology in Pauline theology (Previous number NT.727).

NT 628. Biblical Hermeneutics (3 credits)

Prolegomena to biblical interpretation; principles and practice of biblical exegesis; the question of hermeneutics in the historical-critical tradition. (Previous number NT.828).

NT 629. History of Interpretation (3 credits)

The principles and methods of biblical interpretation through the study of primary documents from

the Patristic period to modern times. Emphasis on the origin and development of modern New Testament criticism. (Previous number NT.829).

NT 630. Parables and Applications (3 credits)

This course is to study the backgrounds, exegesis and interpretation of the parables of Jesus along with the life situation of the parables in the early church. Then students are led to do self-research and discuss how the parables can be applied to contemporary Christian life. Research papers and exposition of selected passages, and class presentations are required to students.

NT 631. Parables and Postmodernism (3 credits)

This is an in-depth examination of Jesus' teachings in His parables with comparison to modern secularism and postmodernism. Along with examination of introductory matters of the parables, the class time will be devoted to a study of modern world views and thoughts, and the interpretation of selected parables, and their application for today. Research papers and exposition of selected passages, and class presentation are required.

NT 632. The Parables and Kingdom of God (3 credits)

This is to study the parables of Jesus and their implications on the human political systems such as human kingdoms, democracy, totalitarianism, and the divine kingdom. Students are led to do self-research and discuss how the parables can be applied to contemporary Christian life and the kingdom of God. Research papers and exposition of selected passages, and class presentation are required.

NT 633. The Romans and Work (3 credits)

This is to study the introduction and exposition of the Letter to the Romans and further to focus the work of God and human response for the salvation and restoration of the world. Students will learn how to overcome the tension between divine sovereignty and human responsibility. Research papers and exposition of selected passages, and class presentation are required to students.

NT 634. The Sermon on the Mount (3 credits)

This course examines the ethics of Jesus as revealed in the New Testament and pursues in-depth research on Jesus' Sermon on the Mount in Matthew 5-7 and the implications of the Sermon for Christian living today. Lectures and student presentations. Research papers and exposition of selected passages, and class presentation are required to students.

NT 635. The Kingdom Ethics in Matthew (3 credits)

This course examines the ethics and theology of the kingdom of heaven revealed in the Gospel according to Matthew and pursues in-depth study/research on the five teaching materials and the implications of the teachings for Christian living today. Research papers and exposition of selected passages, and class presentation are required to higher level students.

NT 636. Life Application of the Revelation I (3 credits)

This course is an advanced study of application of the truth of the Revelation 1-11 to the real-life situations of believers as well as pursuing balanced exegesis. For a sound understanding of the book, the purpose of the writer, issues of the symbolism and chronology of events, genre and historical backgrounds, crucial interpretive issues, the book's literary structure and artistry will be sought. Web-research, class presentation and cases for life application are required.

NT 637. Life Application of the Revelation II (3 credits)

This course is an advanced study of application of the truth of the Revelation 12-22 to the real-life situations of believers as well as pursuing balanced exegesis. For a sound understanding of the book, the purpose of the writer, issues of the symbolism and chronology of events, genre and historical backgrounds, crucial interpretive issues, the book's literary structure and artistry will be sought. Web-research, class presentation and cases for life application are required.

NT 638. How to Read NT (3 credits)

This is an advanced study about how to read and understand the New Testament texts from the original readers' viewpoints and how to interpret them from the contemporary readers' viewpoints. The students will be led to study principles & methodologies of exegesis of the original texts and to interpret the results to apply them to their current life situations. The students will also search the unique characteristics of various genres of the New Testament.

Course of Master of Theology.

TW 780. Thesis Writing (3-6 credits)

The course aims to help students develop a comprehensive understanding of theological research and the process of writing a prospectus and thesis. Students can select this course for writing their thesis to be guided and supervised by their supervisor(s).

NT 700. New Testament Theology (3 credits)

The course is a study of the major theological themes and nuances of the New Testament writings with considerations to the unity and diversity among the writings. This course covers the Trinity, Christology, Anthropology, the Kingdom of God and Salvation, and the end of the world in the New Testament Bible. Research papers and exposition of selected passages in New Testament Theology and class presentations are required to students.

NT 701. New Testament History (3 credits)

The history of inter-testament and New Testament times is to be searched including the following: social, economic, political, and religious history. Research papers and exposition of selected passages, and class presentations are required to students.

NT 702. The Parables of Christ (3 credits)

The course deals with in-depth interpretations of the parables within their contexts in the Gospels and includes questions of genre, the nature of metaphor, the relations to the crucifixion and resurrection of Christ of the Gospels. Critical research and presentations are required.

NT 703. Theology of NT Epistles (3 credits)

The course will critically examine various backgrounds and languages of the New Testament; principles of textual criticism and their application; the New Testament books as canon from a historical and theological perspective. The course covers the NT Epistles. Some Greek texts will be selected for in-depth study, exegesis, and applications to the current ministry. Critical research work and group presentations will be required by the course instructor.

NT 704. Miracles of Christ (3 credits)

Interpreting the miracles within their context in the Gospels. The course includes questions of genre, the nature of metaphor, the relations to the crucifixion and resurrection of Christ, and preaching from the Gospels.

NT 705. The Pauline Theology (3 credits)

Analysis of the organic unity of justification, sanctification, union with Christ, covenant, and eschatology in Pauline theology. Analytical research papers and presentations are required.

NT 706. Biblical Hermeneutics (3 credits)

Prolegomena to biblical interpretation, principles and practice of biblical exegesis, and the question of hermeneutics in the historical-critical tradition.

NT 707. The Gospel of Mark and Discipleship (3 credits)

This course is a study of Mark with particular emphasis on the theme of discipleship. Students will examine the literature of Mark and its implications for discipleship in the Church today. Students will learn to establish their own theology of Christian discipleship. Emphasis will be given to creative ways of using Mark to teach discipleship in the Church.

NT 708. Exegesis of Matthew II (3 credits)

This graduate-level course provides an analytical and comprehensive exegetical study of the Gospel of Matthew 14-28, focusing on its historical context, literary structure, and theological messages. Students will explore key passages, learn various interpretative techniques, and engage with contemporary scholarly discussions.

NT 709. Exegesis of Johannine Epistles (3 credits)

This advanced course engages the Greek text of the letters of John, with special focus on grammatical, syntactical, lexical, and theological analysis. Students will develop exegetical skills necessary for sound interpretation and faithful teaching, including translation work, textual criticism, and theological reflection rooted in the original language. Special emphasis will be placed on the Johannine conceptions of truth, love, fellowship, and Christology.

NT 710. The Kingdom of God (3 credits)

In this course students examine Jesus' teachings about the kingdom of God interpreted in the light of the Old Testament and intertestamental Judaism, and in the context of first-century Palestine. Students will then analyze contemporary understandings of the kingdom prevalent in the Church today.

NT 711. The Sermon on the Mount (3 credits)

This course examines the ethics of Jesus as revealed in the New Testament and pursues in-depth research on Jesus' Sermon on the Mount in Matthew 5-7 and the implications of the Sermon for Christian living today. Lectures and student presentations. Research papers and exposition of selected passages, and class presentation are required to students.

NT 720. Greek Exegesis and Theology of the Fourth Gospel (3 credits)

This course pursues a review of the biblical Greek and in-depth backgrounds, contents, and unique features of the Gospel of John. Guided Greek exegesis and presentations are required for selected passages of the Gospel.

NT 721. The Book of Acts and Church Growth (3 credits)

Within the context of a careful study of the Book of Acts, this course addresses the current concern for Church growth. The course covers the history of the Church growth movement, the issue of defining Church growth, and the use of Acts as a pattern for Church growth. A three-hour elective course.

NT 740. Theology of the Gospels (3 credits)

Emphasis is placed on the roles and theologies of the gospel writers in the apostolic churches. Analysis of each gospel writer and integration of their thoughts are to be sought through guided team research and class presentations.

NT 741. Life Application of the Revelation I (3 credits)

This course is a critical study on the structure, chronology of events and symbolism of the Book of Revelation and application of the truth found in Revelation 1-11 to the real-life situations of believers as well as pursuing balanced exegesis. Guided research, class presentations and cases for life application are required.

NT 742. Life Application of the Revelation II (3 credits)

This course is a critical study on the structure, chronology of events and symbolism of the Book of Revelation and application of the truth found in Revelation 12-22 to the real-life situations of believers as well as pursuing balanced exegesis. Guided research, class presentations and cases for life application are required.

3. SYSTEMATIC THEOLOGY & APOLOGETICS

The Systematic Theology department trains students in the doctrines of truth that are drawn from close study of the Word as the ultimate and infallible source. Courses examining the doctrines of God, Man, Christ, Salvation, the Church and Last Things, as well as courses in ethics and

apologetics, provide students with the ability to state and defend biblical truth and the relevance of the Christian worldview to daily life.

1) Systematic Theology

TH 500. Reformed Systematic Theology I (3 credits)

A study of nature, method, and sources of theology. This course examines the doctrines of God, Man, Jesus Christ. It includes the Holy Scripture, Nature and Work of Triune God, Creation, Providence, Original Image of man, Christ the Mediator as the Names and Natures of God the Son; His Deity, Humanity of Christ. Using both historical and modern materials, this course aims to deepen awareness of major doctrine of Christian theology. (Previous No. TH 501A)

TH 501. Reformed Systematic Theology II (3 credits)

A study of nature, method, and sources of reformed theology. This course examines the doctrines of Salvation, the Church and Last Things. It includes doctrines common to most Christendom such as Application of Salvation -Soteriology, Christian Ethics, Doctrine of Church, in the future time salvation as Last things and it contains doctrines specific to Protestantism such as sola scriptura and sola fide. The use of biblical terms is emphasized and various views are considered. (Previous No. TH 501B)

TH 502. Trinitarianism (3 credits)

A study of the unity and Persons and functions in the Trinity; God the Father, God the Son and God the Holy Spirit, with special attention to Jesus Christ and the Holy Spirit and the Triune God as well as the perfect love and unity within the Godhead model for us. A Research seminar on Scripture's teaching on the Trinity.

TH 503. Doctrine of Triune God (3 credits)

A study of the being and existence, knowledge-ability, and attributes of the Triune God: divine decrees; creation, providence, and miracles, angels. Theism discusses the natural arguments for the existence of Triune God and studies the biblical teaching on the names and attributes of Triune God includes a study of the unity and the three Persons of Godhead in Scripture.

TH 504. Christology (3 credits)

A systematic presentation of the Son of God. A study of the person and work of Christ, include the nature and purpose of special grace of cross and mediator of covenant of grace with emphasis on the doctrine of substitutionary atonement as well as Scripture teaching us.

TH 505. Pneumatology (3 credits)

A study of the context and purpose of the work of the Spirit; union with Christ, including the Holy Spirit works in relation to revelation, love, faith, freedom, the Christian life, and the special gifts associated with the Holy Spirit.

TH 506. Anthropology (3 credits)

Origin, nature, and original state of man; covenant relationship to God; the fall; doctrine of sin; free agency. Special attention is given to the question of “image of God” and the theology of adoption. dichotomy and trichotomy, the covenant with Adam, and the nature of sin.

TH 507. Soteriology (3 credits)

A study of application of salvation, union with Christ, with special attention to effective calling, regeneration, faith and repentance, justification by faith, adoption, sanctification, perseverance.

TH 508. Doctrine of Ecclesiology (3 credits)

The Biblical teaching as to the nature of the church, its order and ministry. Evaluation of recent ecclesiology and renewal movements, including particular interest in traditional and contemporary marks of the true church and sacraments.

TH 509. Eschatology (Last things) (3 credits)

The course aims to study in-depth the primary biblical and theological literature on the subject of eschatology and meaning “the last things” for Christian living. Due attention is given to the fascination with and use of the doctrine of eschatology in modern theology.

TH 510. The Doctrine of the Atonement (3 credits)

Background in the history of doctrine, especially within the Reformed tradition. Focus on central biblical concerns, with special attention for implications in other areas of the biblical system.

TH 511. The Doctrine of Angel and Satan (3 credits)

A study of the theology of spiritual creation being, with special attention to nature, organization, service of an angel including the fall angels and Satan’s activity in the Scripture. Focus on central biblical concerns, with special attention for implications in other areas of the biblical system.

TH 512. The Westminster Confession (I) (3 credits)

The origin and convening of the Westminster Assembly. Exposition of the theology of the Assembly by means of a study of the Westminster Confession of Faith. An extensive research project will be required. It includes the Holy Scripture, Nature and Work of Triune God, Creation, Providence, Original Image of man, Christ the Mediator as the Names and Natures of God the Son; His Deity, Humanity, The States of Pre-existence, Humiliation, Exaltation. The Three Offices; Prophet, Priest, King. Atonement of Christ.

TH 513. The Westminster Confession (II) (3 credits)

The confession is a systematic exposition of Calvinist orthodoxy (which is "scholastic Calvinism"), influenced by Puritan and covenant theology. It includes doctrines common to most of Christendom such as Free will of Man, Application of Salvation -Soteriology, Christian Ethics, Doctrine of Church, in the future time salvation as Last things and it contains doctrines specific to Protestantism such as sola scriptura and sola fide.

TH 514. Biblioply (Scripture) (3 credits)

A study of the doctrines about the Bible as the Word of God, such as prolegomena, revelation and inspiration of Scripture, including inerrancy, authority of Scripture and the principles of biblical interpretation, illumination, and theological hermeneutics. (Previous number: TH 500)

TH 520. Trinitarianism with Research (3 credits)

This is a guided and advanced study of the unity and Persons and functions in the Trinity; God the Father, God the Son and God the Holy Spirit, with special attention to Jesus Christ and the Holy Spirit and the Triune God as well as the perfect love and unity within the Godhead model for us.

TH 521 Christology with Research (3 credits)

This is an advanced, guided, and independent research and systematic course concerning the Son of God and the person and work of Christ, including the nature and purpose of special grace of cross and mediator of covenant of grace with emphasis on the doctrine of substitutionary atonement as well as Scripture teaching us.

TH 610. Advanced Anthropology with Research (3 credits)

This is an advanced study with research on the origin, nature, and original state of man; covenant relationship to God; the fall; doctrine of sin; free agency. Special attention is given to the question of “image of God” and the theology of adoption. dichotomy and trichotomy, the covenant with Adam, and the nature of sin. Individual or team research work and presentation are required.

TH 613. The Theology of John Calvin (3 credits)

A study of the theology of Calvin, with special attention to the development and content of his Institution. Research seminar on Calvin’s teaching on the Person and Work of the Spirit, with attention to his expositions in the Institutes, Commentaries and Treatises.

TH 614. The Issues of Dispensationalism (3 credits)

Critical study of key issues in the doctrine of eschatology and biblical are analyzed, including hermeneutics, the biblical covenants, the distinction between Israel and the church, their view of the Kingdom, and the purpose of God in the progressive of revelation.

TH 615. World Heresy (3 credits)

In a seminar format students examine the lives, communities, and documents of the Sects of World. Attention is given to the historical contexts in which World heresy took, found expression, and has influenced in seminar sessions as major cults of World: Seventh Day Advent, Jahaveh’s witness and LDS Church.

TH 620. Contemporary Theology (3 credits)

A study in depth of the background of contemporary theology and a critical assessment of such current trends as the reinterpretation of older liberalism, hermeneutical theology, the theology of

hope, and the theology of liberation. May also be credited in the Department of Historical Theology. (Previous number TH.715).

TH 621. Roman Catholic Theology (3 credits)

A study of major doctrines in dispute between Roman Catholicism and Protestantism (the sources of theology, Christology, justification, the church, the sacraments, the theology of liberation, universalism, Metrology, et al.), as interpreted by leading Roman Catholic theologians. Interpretation of selected passages with a view to their bearing on systematic-theological issues. Lectures and student presentations. (Previous number TH.716).

TH 622. Themes in Puritan Theology (3 credits)

A consideration of some of the leading themes in the theology of the British Puritans of the seventeenth century, including Thomas Goodwin, John Owen, Richard Baxter, John Flavel, Richard Sibbes, Stephen Charnock and others. Topics covered will include the knowledge of God, providence, sanctification and assurance. (Previous number TH.717).

TH 623. Work of the Holy Spirit (3 credits)

A consideration of some of the special gifts of God the Holy Spirit in the present century. A study of the context and purpose of special gifts of God the Holy Spirit and The New Testament uses the Greek word charisma to speak of the various gifts God has given by the Holy Spirit to Christian for the Kingdom of God.

Course of Master of Theology.**TH 700. Contemporary Theology (3 credits)**

An in-depth study of the background of contemporary theology and a critical assessment of such current trends as the reinterpretation of older liberalism, hermeneutical theology, the theology of hope, and the theology of liberation. May also be credited in the Department of Historical Theology.

TH 701. Roman Catholic Theology (3 credits)

A study of major doctrines in dispute between Roman Catholicism and Protestantism (the sources of theology, Christology, justification, the church, the sacraments, the theology of liberation, universalism, et al.), as interpreted by leading Roman Catholic theologians. Interpretation of selected passages with a view to their bearing on systematic-theological issues. Lectures and student presentations.

TH 703. Themes in Puritan Theology (3 credits)

A consideration of some of the leading themes in the theology of the British Puritans of the seventeenth century, including Thomas Goodwin, John Owen, Richard Baxter, John Flavel,

Richard Sibbes, Stephen Charnock and others. Topics covered will include the knowledge of God, providence, sanctification and assurance.

TH 704. Work of the Holy Spirit (3 credits)

A consideration of some of the special gifts of God the Holy Spirit in the present century. A study of contexts and purpose of special gifts of God the Holy Spirit and the New Testament's use of the Greek word *charisma* to speak of the various gifts God has given by the Holy Spirit to Christians for the Kingdom of God.

TH 705. Trinitarianism (3 credits)

A study of the unity and Persons and functions in the Trinity; God the Father, God the Son and God the Holy Spirit, with special attention to Jesus Christ and the Holy Spirit and the Triune God as well as the perfect love and unity within the Godhead model for us. A Research seminar on Scripture's teaching on the Trinity.

TH 710. Seminar in Contextual Theology (3 credits)

This course focuses on the relation between culture and the Christian faith in a post-Christendom, post Enlightenment, 21st century North American context. Students reflect on the nexus between theology and ministry in the light of their own theological tradition, in conversation with a wide range of theological perspectives. Students read and discuss significant theological thinkers and their understanding of Church and Ministry.

TH 711. Church and Sacraments (3 credits)

This course examines foundational issues, such as the nature and centrality of the sacraments, the priesthood of the believer, and the mission of the Church in the modern world. Students explore historical and contemporary attributes and marks of the Church. Special attention is given to the Biblical foundations of the Church in the light of sociological reflections and theological constructs. Each student will produce a personal theology of Church and Sacrament, making use of Biblical, confessional, and ecclesial resources.

TH 720. The Legacy of John Calvin (3 credits)

John Calvin's work in Geneva beginning in 1536 and ending with his death in 1564 has become exemplary for "the best Reformed churches." This course examines the life and theology of John Calvin as a resource for pastoral ministry today. Students read and discuss Calvin with special attention to his thought about the Church and its ministry and the theology of John Calvin

TH 721. The Legacy of Dietrich Bonhoeffer (3 credits)

Dietrich Bonhoeffer (1906-1945) is one of the most widely discussed theologians of the 20th century. This course introduces his life and thought in the light of his theological, cultural, and political contexts. Highlighting the practical aspects of his theology and his role as a pastor, this

course gives particular attention to Bonhoeffer's understanding of grace, discipleship, vocation, ministry, Christian community, pastoral care, preaching, and the relationship of church and state.

TH 730. American Culture and Apologetics (3 credits)

Studies in the historical and social background for the beliefs and ideals of North America today. Emphasis will be on civic and religious themes that have shaped its culture. Subjects include church demographics, the New Christian Right, American public philosophy, and popular theologies.

TH 731. Theodicy (3 credits)

A comparative study of various approaches to the problem of suffering. Particular attention will be given to the arguments set forth beginning at the Enlightenment. An attempt will be made at formulating a Reformed view.

TH 732. History of Doctrine (3 credits)

A study of the historical development of selected doctrines. with attention to the development of each theological theme from the church fathers to the present day. Seminar studies of major theological works in the history of the church prior to the Reformation including Irenaeus, Athanasius, Hilary of Poitiers, Augustine, John of Damascus, Anselm, Thomas Aquinas, and others. Seminar presentation required. May also be credited in the Department of Systematic Theology.

TH 733. Augustine and Augustinian Theology (3 credits)

A study of the life, theology, and influence of Augustine of Hippo, with attention to Augustinian thought in the Middle Age, the Reformation, and modern times. May also be credited in the Department of Systematic Theology.

TH 734. Theology of Thomas Aquinas (3 credits)

A study of the thought of Thomas Aquinas in the context of the developments in scholasticism from the 12th to the 16th century. May also be credited in the Department of Systematic Theology.

TH 735. Christology (3 credits)

A systematic presentation of the Son of God. A study of the person and work of Christ, including the nature and purpose of special grace of cross and mediator of covenant of grace with emphasis on the doctrine of substitutionary atonement as well as Scripture teaching us.

TH 736. Pneumatology (3 credits)

A study of the context and purpose of the work of the Spirit; union with Christ, including the Holy Spirit works in relation to revelation, love, faith, freedom, the Christian life, and the special gifts associated with the Holy Spirit.

TH 737. Anthropology (3 credits)

Origin, nature, and original state of man; covenant relationship to God; the fall; doctrine of sin;

free agency. Special attention is given to the question of “image of God” and the theology of adoption. dichotomy and trichotomy, the covenant with Adam, and the nature of sin.

TH 738. Soteriology (3 credits)

A study of application of salvation, union with Christ, with special attention to effective calling, regeneration, faith and repentance, justification by faith, adoption, sanctification, perseverance.

TH 739. Doctrine of Ecclesiology (3 credits)

The biblical teaching as to the nature of the church, its order and ministry. Evaluation of recent ecclesiology and renewal movements, including particular interest in traditional and contemporary marks of the true church and sacraments.

TH 740. Eschatology (Last things) (3 credits)

The course aims to study in depth the primary biblical and theological literature on the subject eschatology and meaning “the last things” for Christian living. Due attention is given to the fascination with and use of the doctrine of eschatology in modern theology.

TH 741. The Doctrine of the Atonement (3 credits)

Background in the history of doctrine, especially within the Reformed tradition. Focus on central biblical concerns, with special attention for implications in other areas of the biblical system.

TH 742. Theology of the Reformation (3 credits)

This is an advanced study of the theology and issues of the reformation. Students will be led to do research work on characteristics and theologies of main reformers and their precursors, and their influences on the churches and human history.

TH 743 The Westminster Confession I (3 credits)

Historical research of Catechism and Confession of Westminster. the Westminster Standards exposition of from Chapter 1 the Holy Scripture to Chapter 9 Of Free Will. Participants will present papers on related topics from research in primary materials with the Westminster Assembly, and with related Biblical and theological issues and the Holy Scripture, of God, the Holy Trinity, the Fall man, of Sin, Covenant with Man, Christ the Mediator and Free Will of Man.

TH 744 The Westminster Confession II (3 credits)

Historical research of Confession of Westminster. the Westminster Standards exposition of from Chapter 10 Effective Calling to Chapter 35 Mission of World. Participants will present papers on related topics from research in primary materials with the Westminster Assembly, and with related with related Biblical and theological issues and from Salvation (Chapter 10), Christian Ethics, Church the Lord, Last Things, God the Holy Spirit and Mission of World (Chapter 34)

TH 746. Reformed Systematic Theology I (3 credits)

A study of nature, method, and sources of theology. This course examines the doctrines of God, Man, Jesus Christ. It includes the Holy Scripture, Nature and Work of Triune God, Creation, Providence, Original Image of man, Christ the Mediator as the Names and Natures of God the Son; His Deity, Humanity of Christ. Using both historical and modern materials, this course aims to deepen awareness of major doctrine of Christian theology.

TH 747. Reformed Systematic Theology II (3 credits)

A study of nature, method, and sources of reformed theology. This course examines the doctrines of Salvation, the Church and Last Things. It includes doctrines common to most Christendom such as Application of Salvation -Soteriology, Christian Ethics, Doctrine of Church, in the future time salvation as Last things and it contains doctrines specific to Protestantism such as sola scriptura and sola fide. The use of biblical terms is emphasized and various views are considered.

2) Apologetics and Ethics

AP 500. Introduction to Apologetics (3 credits)

Presentation of Christian apologetics. Topics include biblical foundations, developing a world and life view, presuppositionalism, the point of contact, argument and persuasion, the conflict with contemporary culture, and the history of apologetics.

AP 501. The Apologetics of Cornelius Van Til (3 credits)

A study, in lecture and discussion, of the background, the argument, and the impact of the presuppositional apologetics of Cornelius Van Til, with some attention to his critics.

AP 503. Music and Christian Aesthetics (3 credits)

Exegetical and philosophical considerations for an understanding of the place of music in the life of the Christian. Particular attention will be directed to the problems of music in the modern church.

AP 504. Soren Kierkegaard (3 credits)

A critical survey of the development and structure of Kierkegaard's thought in the context of his life experiences. An analysis of several of his major works, including his Philosophical Fragments, Concluding Unscientific Postscript, and The Concept of Dread, with special reference to his critique of orthodoxy. Recent developments in Kierkegaard study.

AP 605. American Culture and Apologetics (3 credits)

Studies in the historical and social background for the beliefs and ideals of North America today. Emphasis will be on civic and religious themes that have shaped its culture. Subjects include church demographics, the New Christian Right, American public philosophy, and popular theologies.

AP 606. Theodicy (3 credits)

A comparative study of various approaches to the problem of suffering. Particular attention will

be given to the arguments set forth beginning at the Enlightenment. An attempt will be made at formulating a Reformed view.

ET 500. Introduction to Logic and Critical Thinking (3 credits)

By exploring the process of logical and critical thinking, this course seeks to help students develop skills to critically analyze arguments of others and to write essays on the firm basis of accurate and logical argumentations. It also attempts to help students develop skills to write academic papers on the topics of their own fields more confidently and more professionally. Though this is primarily a lecture course, students will be given opportunities to present their term paper proposals for feedback so that they may be able to improve their papers by applying critical thinking and writing skills that they will have learned by that time.

ET 501. Christian Ethics (3 credits)

This course examines the nature and principles of Christian ethics and the application of these principles to current social issues. Emphasis is given to the study of Biblical morality.

ET 502. New Testament Ethics (3 credits)

This course examines appropriate Christian ethical conduct based upon the text of the New Testament. Of particular interest will be Christian behavior toward others within and outside of the Church and appropriate ethical conduct by ministers and professional Christian members.

ET 503. Old Testament Ethics (3 credits)

This course examines appropriate Christian ethical conduct based upon the text of the Old Testament. Of particular interest will be Christian behavior toward others within and outside of the Church and appropriate ethical conduct by ministers and professional Christian members.

ET 504. Ten Commandments (3 credits)

Taking its cue from the Biblical notion of the covenant of the Old Testament. The course probes and develops the ethical dimensions of life in Christ for the late 20th century for Christ's Church members.

ET 505. Law and Grace (3 credits)

The reformed tradition has always embraced a positive role for the law within the Christian life, yet the relationship between law and divine grace has not always been clearly understood or articulated. This course examines the law-grace connection by considering biblical themes and the use of the covenants as organizing principle in Reformed confessions and theological reflections.

ET 506. The Sermon on the Mount (3 credits)

This course examines the history of study on Jesus' Sermon on the Mount in Matthew 5-7 and the implications of the Sermon for Christian living today. Lectures and student presentations.

ET 606. The Encounter of Christianity with Secular Science (3 credits)

A review of the history of modern evidence, leading to its crisis and its rehabilitation in

presuppositional apologetics. An analysis of the nature of scientific method from the secular and the Christian standpoints, and an intensive critical confrontation with the claim to neutrality of such sciences as history, sociology, psychology, and biology.

ET 607. Christian Ethics and Modern Moral Issues (3 credits)

This course will explore various contemporary moral issues from a distinctively 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. Though this is primarily a lecture course, each student will be given an opportunity to present a case study on a specific ethical issue of their choice to facilitate the discussion of the moral problem that each week's lecture will focus on. (Previous number ET.707).

ET 608. History of Christian Theological Ethics (3 credits)

A survey of the history of Christian ethics by examining major thinkers, movements, and issues from the early church to the present. Selected texts from the major thinkers of Christian ethics are read and their relevance to contemporary Christian ethics is considered. (Previous number ET.708).

ET 609. Reformed Christian Worldview (3 credits)

An exploration of the Reformed Christian view of the world and human life based on the biblical theme of Creation Fall Redemption. The essential principles of this view and their applications to various aspects of human life are discussed. (Previous number OT.709)}}}

ET 743. Christian Ethics (3 credits)

This course examines the nature and principles of Christian ethics and the application of these principles to current social issues. Emphasis is given to the study of Biblical morality. In-depth treatment of ethical questions, and a brief biblical examination of some current non-Christian ethical positions. An ethic is defined as a set of moral principles or values; a theory or system of moral values. Ethics are principles of conduct, what is good, what is bad. The study of the principles and practices of right and wrong in the light of the Scriptures, the application of Christianity to conduct, translating doctrine into deeds, i.e., the study and application of the Christian faith.

ET 750. Christian Ethics and Modern Moral Issues (3 credits)

This course will explore various contemporary moral issues from a distinctively 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. Though this is primarily a lecture course, each student will be given an opportunity to present a case study on a specific ethical issue of their choice to facilitate the discussion of the moral problem that each week's lecture will focus on. (Previous number ET.707).

ET 751. History of Christian Theological Ethics (3 credits)

A survey of the history of Christian ethics by examining major thinkers, movements, and issues from the early church to the present. Selected texts from the major thinkers of Christian ethics are read and their relevance to contemporary Christian ethics is considered. (Previous number ET.708).

4. CHURCH HISTORY

Historical Studies...Historical studies at Covenant focus on the development of Christian churches throughout the centuries, including the contemporary church, and its mission to the world. The Holy Spirit has given the churches an accumulation of wisdom in carrying out the Great Commission over time.

An appreciation of this heritage is important to a solid understanding of the church messages and responsibility in our own society. Courses include study of great figures, documents and events of the past, as well as a concentration of courses in world mission.

HI 500. American History and Government (3 credits)

A study of political, social, and economic development of the U.S., with emphasis on the growth of the democratic tradition. Topics will include the founding fathers, voting behaviors, the judicial branch, civil rights, civil liberties, the legislative branch, the presidency, and the role of religion.

HI 501. The Ancient Church (3 credits)

From the close of the apostolic age. The church and the Roman Empire; ecclesiastical organization; development of theology and dogma; Christian life and worship.

HI 502. The Medieval Church (3 credits)

A survey of the period to about the year 1500. The growth of the power of the papacy; the rise and development of monasticism, scholasticism and doctrinal controversies; mysticism and the mystics; popular piety and religious life; the demand for reform.

HI 503. The Reformation (3 credits)

A broad survey of the Reformation movements as a whole. The conditions which prepared the way and the forerunners. The leaders and the environments in which they worked. The revolution in the message and methods of the church.

HI 504. The Church in the Modern Age (3 credits)

The change in intellectual background which developed in the seventeenth and eighteenth centuries. The claims of reason; pietism; the evangelical revival. The conflicts and attitudes of the present day.

HI 505. History of the Korean Churches (3 credits)

A study of Korean church history from its beginning to the present. All the major periods and incidents will be discussed. Emphasis will be on the development of the Presbyterian church, but other traditions, including the Pentecostal movement will also be discussed. Particular attention

will be given to the theology of the early American missionaries and their educational policy, the Korean church, the church under the Korean dictatorship, Minjung Theology.

HI 507. Presbyterian Polity (3 credits)

An examination of the principles of Presbyterian polity as they have been developed and practiced in the history of the Presbyterian churches from the Reformation to contemporary America. Such subjects as the role of the ruling elder, the graded courts of the church, and the functions of committees and boards will be considered.

HI 508. History of Christianity America (3 credits)

This course is designed to survey the religious history of North America from the arrival of the Puritans until the present. Colonial religion and theology, frontier revivalism, 19th century evangelical “united front,” the rise of religious liberalism and neo-orthodoxy, African-American Christianity, the religious impact of the Vietnam War, the relationship between church and state, and contemporary American religious diversity.

HI 510. History and Thoughts of the Church Fathers (3 credits)

This is to study the history and thoughts of the church fathers covering the patristic era (from the closure of the apostolic age to the closure of the 8th century AD). Team projects and/or research papers for any given topics are to be required.

HI 601. Ancient Church with Advanced Research (3 credits)

This is an advanced study of church history from the close of the apostolic age with students’ advanced research work under the direction of the instructor. The course will cover the church and the Roman Empire; ecclesiastical organization; development of theology and dogma; Christian life and worship. Individual or team research work and presentation are required.

HI 608. American Evangelicalism (3 credits)

A study of characteristic evangelical thought and practice since the revivals of the eighteenth century. First and Second Great Awakenings, Perfectionism, Dispensationalism, Pentecostalism, Fundamentalism, and New Evangelicalism. Special attention to Christianity and popular culture in the U.S.

HI 609. Major Sects of Korea (3 credits)

In a seminar format, students examine the lives, communities, and documents of the Sects of Korea. Attention is given to the historical contexts in which Christian mysticism took form, found expression, and has influenced in seminar sessions.

HI 610. American Presbyterianism (3 credits)

Developments from the colonial period till the present, including interactions with the American philosophical and cultural climate. Special attention to Southern and New England concerns, responses to urbanization, and the rise of Liberalism.

HI 611. English Puritan Ethics (3 credits)

A study of the English Puritans' application of God's Word to both personal and social ethics in the sixteenth and seventeenth centuries. Special consideration will be given to the handling of cases of conscience by such figures as William Perkins and William Ames.

HI 612. The Westminster Standards (3 credits)

Historical research Catechism and Confession of Westminster. the Westminster Standards exposition of the moral law. Participants will present papers on related topics from research in primary materials with the Westminster Assembly, and with related political and social issues.

HI 613. Reformed Theology in America to the Revolution (3 credits)

An intensive study of some of the major leaders and controversies in the development of Reformed theology in America from 1620 to 1770. Among the issues discussed will be: the "visible saints" criterion for church membership, New England covenant theology, the Antinomian controversy, the relation between Church and State in New England, the Old Side-New Side Controversy, and the Great Awakening. Among the people who will receive special attention are John Cotton, Roger Williams, Anne Hutchinson, the Mathers, the Tennants, George Whitefield, and Jonathan Edwards.

HI 614. English Puritan Piety (3 credits)

A study of the spirituality of the English Puritans of the sixteenth and seventeenth centuries, concentrating particularly on the writings of such men as Richard Sibbes, William Gurnall, Thomas Brooks, John Bunyan, and John Flavel. Papers will be presented by participants on such topics as the Puritans' practice of piety, their handling of Scripture, and their understanding of the Holy Spirit. (Previous number HI.714).

HI 615. English Reformed Theology (3 credits)

A study of the writings of the English Reformers during the reigns of Henry VIT, Edward VI, and Elizabeth I for the purpose of establishing their teaching on the major themes of theology, seeking the influences that helped to form their thinking, comparing their theological position- Reformers. (Previous number HI.715).

HI 616. The Origins of Covenant Theology (3 credits)

A study of the theological and social movements that helped to shape covenant theology from the late medieval period, through the Protestant Reformation, to its maturation in the era of Reformed orthodoxy. (Previous number HI.716).

HI 617. British Puritans and Presbyterians (3 credits)

An examination of the origins and developments of Puritanism and Presbyterianism in England and Scotland from 1550 to 1750. Among the people and events studied will be the rise of nonconformity in the English Church, the Covenanted movement in Scotland, the Westminster Assembly, John Knox, William Perkins, Oliver Cromwell and the Commonwealth, and the effects of the Restoration and The Act of Toleration. (Previous number HI.717).

HI 618. History of Doctrine (3 credits)

A study of the historical development of selected doctrines with attention to the development of each theological theme from the church fathers to the present day. Seminar studies of major theological works in the history of the church prior to the Reformation including Irenaeus, Athanasius, Hilary of Poitiers, Augustine, John of Damascus, Anselm, Thomas Aquinas, and others. Seminar presentation required. May also be credited in the Department of Systematic Theology. (Previous number HI.718).

HI 619. Augustine and Augustinian Theology (3 credits)

A study of the life, theology, and influence of Augustine of Hippo, with attention to Augustinian thought in the Middle Age, the Reformation, and modern times. May also be credited in the Department of Systematic Theology. (Previous number HI.719).

HI 620. Theology of Thomas Aquinas (3 credits)

A study of the thought of Thomas Aquinas in the context of the developments in scholasticism from the 12th to the 16th century. May also be credited in the Department of Systematic Theology. (Previous number HI.720).

HI 621. Calvin and Reformed Theology (3 credits)

A study of the theology of John Calvin with attention to its formative influence on Reformed theology. May also be credited in the Department of Systematic Theology. (Previous number HI.721).

HI 622. History of the Charismatic Movements in America (3 credits)

A historical and theological study of the origin and development of the several manifestations of so-called Pentecostal/ charismatic experience today, with attention to the recent expressions of such phenomena in traditional non charismatic, separatist evangelical communities. May also be credited in the Department of Systematic Theology. (Previous number HI.722).

HI 623. Research on History and Thoughts of the Church Fathers (3 credits)

This is an advanced research course on the history and thoughts of the church fathers covering the patristic era (from the closure of the apostolic age to the closure of the 8th century AD). Individual or team research projects and/or presentations for any given topics are to be required.

HI 624. The Reformation in America (3 credits)

An intensive study of some of the major leaders and controversies in the development of Reformed theology in America from 1620 to 1770. Among the issues discussed will be: the visible saints' criterion for church membership, New England covenant theology, the Antinomian controversy, the Half-Way covenant, the relation between Church and State in New England, the Old Side-New Side Controversy, and the Great Awakening. Among the people who will receive special attention are John Cotton, Roger Williams, Anne Hutchinson, the Mathers, the Tennants, George Whitefield,

and Jonathan Edwards. Students will be required to read fully and carefully the two volumes of Perry Miller's seminal work, *The New England Mind* (Previous Number: HI 504, HI 506).

HI 625. Application of Early Church History (3 credits)

An advanced study of the major developments in churches from apostolic times through the Medieval Period. This course gives special attention to the implications of the early church period and their application to current church life.

HI 626. Application of Modern Church History (3 credits)

An advanced study and continuation of Early Church History from the Reformation to the coming of Modernism. This course gives special attention to the implications of the modern church period and their application to current church life.

HI 701. Theological Implications of Ancient Church

This is an advanced study on the thoughts of the ancient church theologians and seeking their implications for contemporary Christian theologies. Guided individual or team critical research work and presentations are required.

HI 710. Theology of the Church Fathers (3 credits)

The course is to seek the theological developments and traits of the early church fathers from the apostolic times through the first council of Nicaea (AD 325). Guided class presentations are required based on critical research.

5. PRACTICAL THEOLOGY

Practical Studies....The understanding of God's revelation requires that it be proclaimed and put into practice, and the Practical Theology Department ensures that students are well-prepared for this aspect of ministry upon graduation. Courses in preaching, worship, counseling, Christian education, church planting and growth, and evangelism equip students with principles and methods of communication and leadership important for the realization that God's truth is relevant to all times and places.

1) Pastoral Theology (PA)

PA 500. Biblical Preaching. (3 credits)

An Examination of key biblical texts, theological themes and the historical background and development of Christian worship and its variety of expressions. Attention will be given principles, plans, methods and resources for worship planning and implementation in today's culture.

PA 501. Sermon Content and Application (3 credits)

This course is a capstone course. The students are supposed to integrate biblical and theological knowledge, concepts, and skills that they acquired during the course of the MDiv program. It focuses on the use of sound biblical theology in the sermon and on the discovery of the relevance

to life of the biblical passage under discussion; and practice in analysis, preparation, and delivery of an expository message on selected New Testament text.

PA 502. Christian Worship (3 credits)

The pastor's role in the worship and services of the church. Topics include the biblical theology of worship, the preparation and leading of worship, the administration of the sacraments, the preparation of believers for church membership.

PA 503. Ministry Leadership (3 credits)

The development of leadership in contemporary society usually emphasizes the skills and tasks of the minister. Research has indicated that the role of the minister which relates to the life and inner person of the individual needs a special consideration. This course will focus on such topics as the care of the minister's personal and family life, warnings that will prevent major hardships in ministry, and prayer. Students need to do research work and do class presentations as required by the instructor.

PA 504. Church Administration (3 credits)

Biblical principles governing the missionary task of the Christian Church; evangelistic strategy in contemporary culture; the character, aims, agents and methods of Christian administration. Review of significant literature in the field of administration and church growth.

PA 505. Conflict Resolution (3 credits)

This course surveys various approaches to dealing with intergroup conflicts: preventing escalation, minimizing harmful consequences, ending violence, improving intergroup relations and building stable peace. This course considers various routes to conflict resolution and a formal ending of the conflict.

PA 506. Youth Ministry (3 credits)

This course considers theories of adolescence, the history of youth work in the Church, contemporary youth experience, and models of programs and patterns which offer possibilities for the Church in its youth ministry.

PA 507. Group Process (3 credits)

This course is an introduction to group counseling. A focus will be on the basic elements of group process, ethical and professional issues in group counseling, and developmental stages of the group process. For your practice as a group leader, you will participate in an ongoing classroom group and have an opportunity to lead and co-lead the group as it evolves.

PA 508. Worship and Spirituality (3 credits)

Promotes critical reflection on ministerial leadership in the congregation through the lens of spiritual formation in historical and theological context. Includes a 3-day retreat/advance at teaching church or extension site, and a follow-up session on historical and theological foundations

for ministry. Course objective: to understand the role of spiritual formation in one's particular denominational tradition and congregational history.

PA 509. Pastoral Care and Practice II (3 credits)

The character and source of authority exercised in the order and offices of the church. The pastoral diagnosis and treatment of spiritual conditions. Methods and models of pastoral care. A segment of the course will focus on problems involved in pastoral care within a Korean- American context.

PA 518 Career Development and Counseling (3 credits)

This course is a practical and theoretical foundation for understanding the relationships of personal and career development theories to counseling practice. Includes vocational choice theory, lifestyle choices, occupational and educational information, decision-making processes and career exploration techniques; all include working with diverse populations and ethical standards.

PA 608. Expository Skills and Evaluation (3 credits)

This is an advanced study on the methodology for choosing and studying texts for preaching and exposition. Analysis of significant models of exposition and preaching in order to improve student's practices. Focus will be on preparation, structure, and delivery of sermons.

PA 609. Pastoral Counseling (3 credits)

The role of counseling in pastoral ministry along with a biblical model of counseling will be presented through lecture, class discussion, role play, video presentation, skills practice, guest lectures and reading. The counseling model presented in class will be applied to common pastoral ministries (e.g., sexual and physical abuse, substance abuse, grief, chronic sickness and hospital visitation, marriage and family issues, etc.).

PA 610. The Policy and Constitution of Presbyterian (3 credits)

The course introduces Presbyterian students to the police of church, construction of Korea Presbyterian, and the programs of their denomination.

PA 611. Advanced Ministry Leadership (3 credits)

This is an advanced study with application on the development of leadership in contemporary society that usually emphasizes the skills and tasks of the minister. Research has indicated that the role of the minister which relates to the life and inner person of the individual needs a special consideration. This course will focus on such topics as the care of the minister's personal and family life, warnings that will prevent major hardships in ministry, and prayer. Individual or team research work and presentation are required. Students need to do research for applications and do class presentations as required by the instructor.

PA 612 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 in need of healing. Personal psychological assessment of each student will be taking place during this course. 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.

PA 613. Advanced Spiritual Formation

This is an advanced course to provide an integrated study of the Christian life and the development of personal character shaped by the values and virtues of God's kingdom. It includes research work for applications of an examination of conceptual frameworks includes an examination of conceptual frameworks and major categories in spiritual theology, as well as understanding and practicing the classical spiritual disciplines personally and corporately. Students are required to do application research and do presentations as directed by the instructor.

PA 614. Preaching the Exodus (3 credits)

The course is to focus on the interplay of homiletics and theology with overall discourse structure. Special attention will be given to how to preach the message of Exodus to the diverse contemporary audiences and examination of biblical-theological themes from Exodus which are developed throughout the rest of Scriptures.

PA 615. Discipleship in Ministry of the Church (3 credits)

The basic priorities and strategies of discipleship in the local church. Topics include: developing vision and philosophy of ministry, equipping and delegation, orienting and assimilating new members, small groups, leadership development, motivation and accountability, conflict management, long-and-short-range planning. (Previous number PA.715).

PA 616. Women's Studies of Bible (3 credits)

This course examines the place and role of women in the Church throughout its history, the claims for a feminine theology, and issues presently raised by and about women in the church. (Previous number PA.716).

PA 617. Korean-American Ministry (3 credits)

Pastoral care within a Korean-American context. Focus on biblical response to such issues as intergenerational conflicts and concepts of authority, value systems and identity issues different from western traditions. Some attention to the demographic history of the Korean community in North America. (Previous number PA.717).

PA 618. Research Design and Methodology (3 credits)

This course is a core doctoral course in basic research and design and survey of methodologies. Emphasis is given to determining a project-dissertation, writing and research skills, and developing a proposal. (Previous number PA.718).

PA 619. Foundations for Ministry (3 credits)

This course explores pastoral ministry from a historical and theological perspective. The aim is to give students a solid foundation for doing ministry. The course will look at ministry in the classical

tradition, including the early church fathers, the Protestant Reformers and contemporary voices. The course will also examine classical Pastoral Theology, the venerable and nearly lost discipline of biblical and theological reflection on pastoral ministry. A key goal of the course is to enable the students to place their pastoral ministry in a historical-theological context. (Previous number PA.719).

PA 620. Expository Preaching for Experienced Preacher (3 credits)

This course is designed for pastors who have been preaching for some time, and who want to improve their expository skills. After a brief review of the basics of exposition, the course focuses on matters that are sometimes overlooked. These topics vary from the relevance of theological and historical disciplines to preaching, to the manner in which one preaches Christ and the gospel from the whole Bible, to competent cultural exegesis. (Previous number PA.720).

PA 621. Worship and Spirituality (II) (3 credits)

Promotes critical reflection on ministerial leadership in the congregation through the lens of spiritual formation in historical and theological context. Includes a 3-day retreat/advance at teaching church or extension site, and a follow-up session on historical and theological foundations for ministry. Course objective: to understand the role of spiritual formation in one's particular denominational tradition and congregational history. (Previous number PA 721).

PA 622. Christian Worship with Research (3 credits)

This is an advanced, guided and independent research course concerning the pastor's role in the worship and services of the church. Topics include the biblical theology of worship, the preparation and leading of worship, the administration of the sacraments, the preparation of believers for church membership.

PA 623. Pastoral Leadership and Administration (3 credits)

This course is designed to develop the distinctive pastoral leadership. Courses will aim to equip pastors to effectively lead churches in the mission of reaching the lost and building the saint. Other themes to be covered include vision setting, recruitment and development of leadership teams, effective promotion of change, conflict management, and administration skills that keep a church well ordered. (Previous number PA.723).

PA 624. How to Preach the Gospels (3 credits)

Students will learn the backgrounds and messages of the Gospels and how to interpret and preach their legacy to the 21st century congregations. Gathering and evaluating three preaching samples and writing sermon outlines and sermon delivery are required.

PA 625 Genesis and Worldview (3 credits)

This is to focus on the contemporary exposition of Genesis and its messages to all nations of the 21st century based on the biblical worldview and current creation sciences to reach secular theism, deism, atheism, pantheism, finite godism, and polytheism.

Course of Master of Theology.

PA 701. Advanced Ministry Leadership with Research (3 credits)

This is a critical research and application on the development of leadership in contemporary society that usually emphasizes the skills and tasks of the minister. Individual or team research work and presentations are required.

PA 702 Church Music and the Psalms (3 credits)

This graduate-level course introduces students to the Book of Psalms and explores how it shapes and inspires church music and worship songs. Through biblical study, singing, songwriting, and reflection, students will examine how the Psalms give voice to praise, lament, confession, and hope in Christian worship.

PA 720. Group Process (3 credits)

This course is an advanced study on group counseling. A focus will be on the deeper elements of group process, ethical and professional issues in group counseling, and developmental stages of the group process. For your practice as a group leader, you will participate in an ongoing classroom group and have an opportunity to lead and co-lead the group as it evolves. Students are required to do group research and presentations.

PA 721. Worship and Spirituality (3 credits)

The course is to promote critical reflection on ministerial leadership in the congregation through the lens of spiritual formation in historical and theological contexts. It includes a 3-day retreat/advance at teaching churches or extension sites, and a follow-up session on historical and theological foundations for ministry. The students are required to do research on the role of spiritual formation in one's particular denominational tradition and congregational history and do class-presentations.

PA 722. Biblical Expository Skills and Delivery (3 credits)

This is an advanced study on methodologies for choosing and studying biblical texts for exposition and preaching. Analysis of significant models of exposition and sermons in order to improve student's practices. Students are required to do group research and presentations on the preparation, structure, and delivery of messages.

2) Christian Education (ED)

ED 500 Educational Foundation (3 credits)

This course focuses on the origins and development of educational thought and definition. The historical context and sociological dynamics of philosophical thought and psychological-emotional development and teaching and learning theory will be examined and evaluated in light of their impact on education today.

ED 501. Christian Education (3 credits)

An overview of the educational and training education of school, including biblical, theological, psychological foundations, the aims, methods, curriculum, organization, leadership of teachers and evaluation of the teaching/learning process for various setting age groups.

ED 502. Educational Ministry of Sunday School (3 credits)

This course offers a theological and practical approach to the education of Sunday school in the church, including the place of the Sunday school ministry in the church's philosophy of education and principles for overseeing a Sunday school education program in Korea church of America(diaspora).

ED 503. Christian Education History (3 credits)

A survey of the educational theory and history from the early church fathers to modern times, including biblical, theological, psychological foundations, the aims, methods, curriculum, organization, leadership of teachers in Church history.

ED 504. Teaching the Bible (3 credits)

Training in inductive Bible study methods with a view to establishing training programs in the local church. Hands-on experience with several types of biblical passages. Attention given to skills in training Bible study/small group leaders for the church.

ED 505. Work of the Christian Educator (3 credits)

This course provides an overview of the tasks and responsibility of the Christian educator's work in a variety of church contexts and in relation to the polity and Christian Education resourcing systems of the student's denominations. Images of the Christian educator in work relationships and administrative structures are explored. Special attention is given to current issues of concern in the field.

ED 506. Educational Spiritual Formation I (3 credits)

Theories of human development are assessed in terms of their contributions to understanding and encouraging growth and development in the Christian life. Special attention is given to life span theologies of faith, spiritual and moral formation and development, and to transformation in the life of the individual's own spiritual formation or growth in grace through Bible study, prayer, personal discipline, the reading of the devotional classics, and small group sharing. A part of each class session is devoted to participation in a "Spiritual Formation" group which models such groups in the local church.

ED 507. Educational Spiritual Formation II (3 credits)

Theories of human development are assessed in terms of their contributions to understanding and encouraging growth and development in the Christian life. Special attention is given to life span theologies of faith, spiritual and moral formation and development, and to transformation in the life of the individual's own spiritual formation or growth in grace through Bible study, prayer,

personal discipline, the reading of the devotional classics, and small group sharing. A part of each class session is devoted to participation in a “Spiritual Formation” group which models such groups in the local church.

ED 510. Child Education (3 credits)

This course requires advanced level work. Students will learn up to date knowledge concerning the development of child education, child teacher, and educational philosophy, and education from infant to kindergarten.

ED 530. Adult Education (3 credits)

This course focuses on the biblical principles of Christian education for adults that are examined and applied. The course includes the psychological, emotional, personality, and physical development of adults. Attention is given to the discipleship process and faith development, the teacher/learner process, adult ministry needs in the local church. Students develop lesson plans and direct the Christian education program for adult groups in the church.

ED 600. Human Development and Faith Education (3 credits)

The course will help students learn characteristics of human development theory and faith development theory for effective Christian education. This course is to relate to advanced and up to date theory and knowledge concerning human development and faith development theory. Students are to perform research work on these subjects.

ED 607. Education and Theology (3 credits)

This course examines the implications of theological propositions, assumptions, and traditions for the practice of Christian Education. Theological approaches to Christian Education are examined from the perspectives of knowledge about God, revelation, the nature of the church, the nature of humanity, and the mission of the Church in the world. The aim of the course is to ensure consistency between theology and Christian Education in the Church’s educational programs and ministries.

ED 608. Teaching and Learning Methods (3 credits)

This is a practical course designed to train students in using a range of teaching/learning methods and approaches. The course uses a laboratory or practice approach to equip students to teach using creative methods for information giving, information processing, group interaction, spiritual formation, and action reflection. Special attention is given to appropriate methodology for age groups, and to choose methods to implement learning goals and objectives.

ED 609. Biblical Models of Education (3 credits)

The course considers the components for a model of education in the Church, and then examines several models of education and teaching in the Old and New Testaments. Particular attention is given to Jesus Christ as Teacher. Students explore implications for use of the models in the Church’s educational work and apply models to their own work in the Church.

ED 610. Teaching in the Church (3 credits)

This course examines teaching in the church from theological, Biblical, and educational perspectives. It explores models, methods, and strategies of teaching and considers the teaching responsibilities of a pastor or educator, including teaching for discipleship and church growth.

ED 611. Curriculum Survey (3 credits)

The course introduces students to the principles of curriculum development and structure and surveys available curriculum resources for Sunday School, Bible study, youth groups, communicant's classes, and other educational settings in the church. A particular emphasis is placed on evaluation of each curriculum in terms of theology, use of the Bible, and teaching methods for various age groups. (Previous number ED.711).

ED 612. Education Practicum (3 credits)

The students are expected to participate in the Education Practicum. Under the guidance of an assigned faculty supervisor, the student plans, prepares for, conducts, and evaluates an educational ministry event of the student's choosing. Students attend planning or evaluation sessions for student-led events, observe the event itself in person or on video, and participate in practicum meetings focused on the practice of educational ministry (Previous number ED.712).

ED 613. History and Philosophy of Christian Education (3 credits)

This course surveys the history of Christian Education from Biblical times to the present day. The course identifies and examines individuals and movements whose contributions to the theology and philosophy of Christian Education continue to shape Christian Education practice. (Previous number ED.713).

ED 614. Current Issues of Christian Education (3 credits)

This is a reading course conducted under the guidance of a Christian Education professor. Students explore current issues in the field or in a particular area of educational ministry specialization. The professor and student, in consultation, will determine topics to be studied and reading assignments. Grading is to be Pass/ Fail unless the course is approved by the seminary faculty for a letter grade. (Previous number ED.714).

ED 615. Church Education and Curriculum (3 credits)

This course deals with curriculum planning and syllabus design: objectives, content, materials, procedures, and evaluation. It also deals with the locating, organizing, and developing of teaching materials from various sources for different purposes. (Previous number ED.715).

ED 620. Teaching in the Church with Case Study (3 credits)

This course examines teaching in the church from theological, Biblical, and educational perspectives. It explores models, methods, and strategies of teaching and considers the teaching responsibilities of a pastor or educator, including teaching for discipleship and church growth.

ED 621. Child Education with Research (3 credits)

The course is to relate to advanced and up to date theory and knowledge concerning the development of child education, child teacher, and educational philosophy, and education from infant to kindergarten. Students are to perform research work on these subjects. Students are required to do massive online research and field research, and to submit research papers on what they have found (Previous number: ED 520).

ED 624. Advanced Spiritual Formation I (3 credits)

Theories of human development are assessed in terms of their contributions to understanding and encouraging growth and development in the Christian life. Special attention is given to life span theologies of faith, spiritual and moral formation and development, and to transformation in the life of the individual's own spiritual formation or growth in grace through Bible study, prayer, personal discipline, the reading of the devotional classics, and small group sharing. A part of each class session is devoted to participation in a "Spiritual Formation" group which models such groups in the local church. Students strive to make sure that participating in the spiritual formation group helps them and others to grow spiritually and puts effort into practical application of this.

ED 625. Parent Education (3 credits)

The course is to relate to advanced and up to date theory and knowledge concerning the development of parent education, family system and dynamics which affect the child, teacher, and educational philosopher, and education from infant to youths. This course is to learn biblical parenting skills. It includes the role of parents in family, mutual growth between parents and children, and understanding of cultural difference (Previous number ED 525)

ED 626. Christian Education and Contemporary Applications (3 credits)

This course gives emphasis on various contemporary applications of the Christian education to overcome influences of secular postmodernism based on the study of biblical, theological, psychological foundations, the aims, methods, curriculum, organization, leadership of teachers and evaluation of the teaching-learning process for various age groups. ↵

ED 640. Advanced Education and Theology (3 credits)

This course examines the implications of theological propositions, assumptions, and traditions for the practice of Christian Education. Theological approaches to Christian Education are examined from the perspectives of knowledge about God, revelation, the nature of the church, the nature of humanity, and the mission of the Church in the world. The aim of the course is to ensure consistency between theology and Christian Education in the Church's educational programs and ministries. Students are required to create and apply educational programs according to the educational needs and theological backgrounds of each age.

Course of Master of Theology.

ED 710. Child Education (3 credits)

This course requires advanced level work and applies to the church ministry. Students will learn up to date knowledge concerning the development of child education, child teacher, and educational philosophy, and education from infant to kindergarten.

ED 714 Current Issues of Christian Education (3 credits)

This is a reading course conducted under the guidance of a Christian Education professor. Students explore current issues in the field or in a particular area of educational ministry specialization. The professor and student, in consultation, will determine topics to be studied and reading assignments. Students apply to research topics in their ministry field.

ED 720. Educational Foundation (3 credits)

The course is an advanced study with focus on the origins and developments of educational thoughts and definitions with group research and presentations on the part of students. The historical context and sociological dynamics of philosophical thought and psychological-emotional development and teaching and learning theory will be examined and evaluated in light of their impact on education today.

ED 721. Adult Education (3 credits)

This is a guided research course with focus on the biblical principles of Christian education for adults. The course includes the psychological, emotional, personality, and physical development of adults. Attention is given to the discipleship process and faith development, the teacher/learner process, adult ministry needs in the local church. Students are to develop lesson plans and direct Christian education programs for adult groups in local churches. Students are required to do group research and presentations.

ED 722. Human Development and Faith Education (3 credits)

The course is an advanced study on human development theory and faith development theory for effective Christian education. This course is to explore advanced and up to date theory and knowledge concerning human development and faith development theory. Students are to perform research work on these subjects with class presentations.

ED 723. Advanced Education and Theology (3 credits)

This course is to lead guided research on the implications of theological propositions, assumptions, and traditions for the practice of Christian Education. Theological approaches to Christian Education are examined from the perspectives of knowledge about God, revelation, the nature of the church, the nature of humanity, and the mission of the Church in the world. The aim of the course is to ensure consistency between theology and Christian Education in the Church's educational programs and ministries.

ED 724. Teaching and Learning Methods (3 credits)

This is an advanced research and training course in using a range of teaching/learning methods and approaches. The course uses a laboratory or practice approach to equip students to teach using creative methods for information giving, information processing, group interaction, spiritual formation, and action reflection. Special attention is given to appropriate methodology for age groups, and to choose methods to implement learning goals and objectives.

ED 725. Biblical Models of Education (3 credits)

The course is to guide research on the components for a model of education in a church, and then examines several models of education and teaching in the Old and New Testaments. Particular attention is given to Jesus Christ as Teacher. Students explore implications for use of the models in the church's educational work and apply models to their own work in the church. Students are required to do group research and presentations.

ED 726. Teaching in the Church (3 credits)

The course is to guide examinations of teaching in the church from theological, biblical, and educational perspectives. It explores models, methods, and strategies of teaching and considers the teaching responsibilities of a pastor or educator, including teaching for discipleship and church growth through group research and class presentations.

ED 730. Education Practicum (3 credits)

The students are expected to participate in the Education Practicum. Under the guidance of an assigned faculty supervisor, the student plans, prepares for, conducts, and evaluates an educational ministry event of the student's choosing. Students attend planning or evaluation sessions for student-led events, observe the event itself in person or on video, and participate in practicum meetings focused on the practice of educational ministry. Students increase their spiritual growth through educational ministry in the church.

ED 735. Biblical Models of Education (3 credits)

This course is an advanced study on the components for a model of education in the Church, and then examines several models of education and teaching in the Old and New Testaments. Particular attention is given to Jesus Christ as Teacher. Students explore implications for use of the models in the Church's educational work and apply models to their own work in the Church.

3) Biblical Counseling (BC)**BC 500. Introduction to Christian Counseling (3 credits)**

This course offers on the main emotional and behavioral problems encountered in counseling. This course focuses on the theoretical frameworks for counseling, principles of care and counseling, with strong emphasis on basic counseling skills and the ability to relate to others with strong emphasis on basic counseling skills and the ability to relate to others. How do people change? How does God's truth and power work into daily life? This course will seek to answer these questions. The key goal of this course is for students to see the work of God's Holy Spirit and the work of salvation heal wounds and bring hope.

BC 501. Individual Counseling (3 credits)

This course is designed to expose students to seminal leaders, concepts, and trends in the field of educational counseling. Students will practice listening and responding counseling skills, complete self- assessments, and process peer and instructor feedback. An important characteristic of an effective counselor is knowledge of self in relation to others.

BC 502. Counseling and psychology (3 credits)

Introduction to the relationship between psychological events and behavior, emotions, perception and thought processes. Orientation to the effects of licit and illicit drugs, neurological disorders, psychosomatic medicine, and other current medical research of interest to counselors.

BC 503. Psychological Assessment (3 credits)

This course is designed to provide students with an overview of testing and measurement, research methods, and various models of learning. Students will be required to administer and score various types of psychological tests and evaluate their usefulness in counseling.

BC 504. Marriage and Family Counseling (3 credits)

This seminar provides the student with intensive study in the principles and methods of pastoral counseling as related to the dynamics of marriage and family life. Family development, communication, conflict resolution, child rearing, and divorce counseling will be discussed.

BC 505. Psychology (3 credits)

A study of the major elements of psychology, including theories and applications. Topics will include human development, learning, perception, memory, personality, and behavior.

BC 507. Crisis Counseling (3 credits)

The crisis phase is a critical period that all may experience many times throughout the course of life. It behooves the counselor to develop theoretical rationale and a course of action that will guide him/her as he/she works as an intervener in the counselee's situation.

BC 508. Human Development I (3 credits)

A study of child growth and development from birth to puberty. Examination of the basic theories, principles and practices of childhood training and education. Deal with cognitive, language, emotional, social, physical, and personality development.

BC 509. Human Development II (3 credits)

An investigation of the psychological and environmental factors related to puberty, peer identification and identity conflict in the adolescent. Emphasis will be upon the development of self-identity and the problems faced by the adolescent. Deal with the developmental process from adolescent to early adulthood, especially physical and physiological change, cognitive and emotional development, self-identity, and personality development.

BC 510. Psychological Foundation of Human Behavior (3 credits)

The purpose of this course is to understand the principles of human behaviors and its psychological foundation. In order to achieve the goal, students will learn about the principles of behavior, motivation theory, learning theory and its application.

BC 520. Counselor Identity and Ethics (3 credits)

This course focused on the ethical standards of the major professional counseling associations such as AAMFT and APA. The course is about professional counselor ethics. This course includes the development of a professional attitude and identity for the student who is preparing for a counseling field. The course is designed to evaluate the student's readiness as a counselor by assessing the cognitive, affective, spiritual, behavioral, and professional development, skills, and knowledge learned by the student from the entire counseling program experience.

BC 604. Advanced Counseling and psychology (3 credits)

Advanced study of the relationship between psychological events and behavior, emotions, perception and thought processes. Orientation to the effects of licit and illicit drugs, neurological disorders, psychosomatic medicine, and other current medical research of interest to counselors. Research work and class presentation are required.

BC 605. Human Personality (3 credits)

This course focuses on the main personality theories in the light of biblical understanding and empirical findings, including the study of critical biblical and theological issues necessary for the construction of biblical psychology. This course is designed to explore the assessment of personality and personality perception; the units and structure of personality; associations of personality with life outcomes; age, gender, cultural and regional variation in personality; studying genetic and environmental influences on personality; main principles development; and maladaptive personality.

BC 606. Counseling Problems and Procedures (3 credits)

Application of the broad principles of biblical counseling presented in the introductory course to specific counseling cases and problems. Lectures, assigned readings, research, case studies, discussion, role play and practice in the use of biblical counseling principles and skills will be utilized throughout the course.

BC 607. Counseling Families and Children (3 credits)

This course is designed to expose students to important problems and procedures in counseling families and children. It will also explore various methods of family counseling. The course will also include a review of problems of parenting, early childhood problems, and counseling adolescents. (Previous number BC.706).

BC 608. Methods of Biblical Change (3 credits)

This course takes the principles introduced in the Dynamics of Biblical Change course and applies

them to the counseling relationship. By what process do I help a person make changes in his life? What are the critical skills that make that process effective? The answers to these questions will form the heart of the course. Methods of Biblical Change focuses on methods that make one's work with another person an effective process of change. (Previous number BC.707).

BC 609. Counseling Theory (3 credits)

This course is intended for graduate students in Christian counseling, human services, and mental health professions. The course aims at teaching students to select wisely from various theories and techniques, which will help them develop a personal style of counseling. In order to achieve the academic purpose, this course will cover the major concept of counseling theories and practices of the contemporary therapeutic systems and addresses some ethical and professional issues in counseling practice. (Previous number BC.708).

BC 610. Abnormal psychology and Counseling (3 credits)

Understanding abnormal mental mechanisms and symptoms. Understand counselee's behavioral abnormality which causes problems in normal social life. Develop counseling approaches for each abnormal psychological problem, sexuality, and personality. (Previous number BC.709).

BC 611. Christian Counseling Theory (3 credits)

This course focuses on a research work for principles of Christian counseling, difference of biblical approach versus secular counseling. Main interests include: what the Bible says about counseling; research on each school of Christian counseling theory; developing biblical view of human behavior and problems. (Previous number BC.710).

BC 612. Biblical Counseling and Bible II (3 credits):

This graduate-level course provides a comprehensive theological and practical framework for biblical counseling. Students will analyze key biblical counseling theories and reflect deeply on what constitutes a truly biblical method of counseling. Particular attention will be given to the role of Scripture in diagnosing and addressing human problems, the spiritual dynamics of change, and the contextual application of biblical principles in real-life ministry.

BC 613. Pastoral Counseling (3 Credits)

Basic principles and theory of pastoral counseling. definition of pastoral counseling. understanding of problems of pastoral situations. qualification and requirement for pastoral counselor. ethic of pastoral counselor. spiritual growth influence. (Previous number BC.712).

BC 614. Advanced Christian Counseling (3 credits)

This course offers on the main emotional and behavioral problems encountered in counseling. This course focuses on the theoretical frameworks for counseling, principles of care and counseling, with strong emphasis on basic counseling skills and the ability to relate to others with strong emphasis on basic counseling skills and the ability to relate to others. How do people change? How does God's truth and power work into daily life? This course will seek to answer these questions.

The key goal of this course is for students to see the work of God's Holy Spirit and the work of salvation heal wounds and bring hope. Web research and class presentation are required.

BC 615. Psychopathology and Treatment (3 credits)

This course will help students learn historical and modern methods of studying abnormal behavior. Students will demonstrate classifications of abnormal behavior and describe their symptoms, methods of diagnosis, treatment, and prevention.

BC 616. Marriage and Family Counseling (3 credits)

This seminar provides the student with intensive study in the principles and methods of pastoral counseling as related to the dynamics of marriage and family life. Family development, communication, conflict resolution, child rearing, and divorce counseling will be discussed.

BC 617. Counseling with Psychological Method (3 credits)

Advanced study of the relationship between psychological events and behavior, emotions, perception and thought processes. Orientation to the effects of licit and illicit drugs, neurological disorders, psychosomatic medicine, and other current medical research of interest to counselors. Analytical research papers and class presentations are required.

BC 620. Counseling Practicum (3 credits)

Case study with Christian counseling theory and principles including applying biblical basis in counseling practice, learning skills and attitude as a counselor, and doing self-analysis and evaluation of mentors. (Previous number BC.713).

BC 621. Youth in Christian Counseling (3 credits)

According to the human developmental theory Puberty, adolescence and young adult period is learned by biblical principles. conflict and stress handling. occupation and schooling. prepare for their concepts of value about world view. (Previous number BC.715).

BC 624. Discipleship Counseling (3 credits)

Explores the nature of spirituality and its impact on Christian counseling and discipleship. Christian counselor's practical handbook according to the principles of Jesus' act. deep personal spiritual relationship with principle of bible and Word as a Christian counselor. (Previous number BC.716).

BC 625. Couples and Family Counseling I (3 credits)

This course provides a broad understanding of marriage and family theories and a systematic approach to conceptualizing and counseling with families and couples. Students will gain an acquaintance with the emergence of systems counseling as a discipline within the field of psychology, with a broad introduction to the study of the family as a culturally influenced, ongoing, interacting social system and with an awareness of central conceptual and therapeutic issues of importance to counselors.

BC 626. Couples and Family Counseling II (3 credits)

This course provides a broad understanding of conceptualizations, intervention techniques, and skills used in couples counseling. Attention will be given to diverse issues and concerns addressed by couples counseling.

BC 627. Substance Abuse and Addictions (3 credits)

This course covers current information about the addictive processes associated with chemical dependencies and other addictions, as well as assessment, diagnosis, treatment planning and intervention within individual and family systems frameworks. Issues related to addictions, such as family dynamics, structure, roles, and codependency are explored.

BC 628. Theology and Counseling (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.

BC 629. Group Counseling (3 credits)

A study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Students review leadership styles in task-oriented and personal growth groups. Current research on group leadership models and application is critiqued. Emphasis is placed upon leadership behaviors that are most facilitative to the group process.

BC 630. Mental Health Counseling (3 credits)

This course focuses on clinical mental health counseling. The course includes an exploration of the history, philosophy, trends, and practices of clinical mental health counseling. the roles and functions of clinical mental health counselors across practice settings, methods and other related professional issues (Previous number BC 525)

BC 632. Counseling Theory and Psychotherapy

Students learn that counseling theory is an important principle in psychotherapy. This course aims to help improve mental health and apply various counseling theories to psychotherapy. This course also will focus on problems involved in Psychotherapy practice.

BC 634 Human Growth and Development I

A study of child growth and development from birth to puberty. Examination of the basic theory's principles and practices of childhood training and education. Deal with cognitive, language, emotional, social, physical, and personality development.

BC 635 Marriage and Family System

This course examines theoretical approaches including major systems theories, strategies and 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.

BC 636. Human Growth and Development II (3 credits)

An investigation of the psychological and environmental factors related to puberty, peer identification and identity conflict in the adolescent. Emphasis will be upon the development of self-identity and the problems faced by the adolescent. Deal with the developmental process from adolescent to early adulthood, especially physical and physiological change, cognitive and emotional development, self-identity, and personality development.

BC 640 Multicultural Counseling

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.

BC 645 Career Development and Counseling

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 searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information.

BC 648 Conflict Transformation

This course focused on the study of diagnosis and treatment of behavioral deviations, determining factors and differential diagnoses of behavior, considered to deviate from normal patterns. This course also will focus on behavioral diagnoses given to the DSM.

BC 650 Seminar in Counseling

An intensive study of a specific subject in counseling. This course allows variation in the approach and content of the regular curriculum. This course aims to help improve mental health and apply various counseling theories to psychotherapy.

BC 651. Marriage & Pre-marriage Christian Counseling (3 credits)

This seminar provides the student with intensive study in the principles and methods of Christian counseling as related to the dynamics of marriage and pre-marriage life. Biblical concepts of the health functioning of the family. Family development, communication, conflict resolution, child rearing and abortion, and divorce counseling will be discussed by Christian approach.

BC 653 Counseling and Sexuality

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.

BC 660 Faith and Counseling

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.

BC 664 Self-Appraisal

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 provide students how they care not only for others but for themselves.

BC 670 Growth and Development of contemporary Christian Worker

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.

BC 680 Introduction to Career Development and Counseling (3 credits)

This course provides students with an opportunity to learn and develop the necessary skills to engage in life/career planning. This course focuses on the ways career development contributes to a satisfying and healthy life, as well as the development of a career plan. Emphasis is on interest and personality testing, values clarification, career information, research skills, individual skills assessment, decision making, and goal setting. Course also covers changing job trends and requirements, as well as factors related to the procurement and retention of employment.

BC 681 Self-Appraisal for Christian Counselors (3 credits)

This course is designed to help counseling professionals collect and to the role of the counselor in the assessment process. The purpose of this course is to provide students with a working knowledge of psychometric concepts (i.e., reliability, validity, norm and criterion referenced evaluation, etc.), the principles of good test construction and evaluation, appraisal techniques, instrumentation, implementation and application. It is designed to familiarize students with the general classes of psychological measuring devices and their characteristics.

BC 682 Marriage and Family Therapy (3 credits)

The Marriage and Family Therapy course provides students with essential knowledge and practical skills for working with couples, families, and relational systems. Whether you're pursuing a career in counseling or seeking to strengthen family dynamics, this course equips you to make a positive impact.

BC 690 Research & Program Evaluation

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.

Course of Master of Theology.

BC 705. Advanced Educational Psychology

This course serves as an in-depth exploration of the psychological theories, research, and practical applications pertinent to the educational setting, with a specific focus on developing qualifications of a Christian educator within the church community. This course offers a comprehensive framework for understanding student behavior, learning processes, and school adaptability from a faith-based perspective.

BC 710. Typical Problems in Christian Counseling (3 credits)

This course emphasizes the process of change for counselees in the context of specific topics in biblical counseling. Topics addressed include addictions, abuse, eating disorders, crisis situations, decision making, finances, self-injury, etc. Special attention will be given to the necessary qualities and qualifications for counselors as they seek to be God's agents for help.

BC712. Advanced Human Development 1 (3 credits)

This course offers an in-depth look at child development from birth to childhood, emphasizing key theories and educational practices. Covering cognitive, language, emotional, social, and physical development, the curriculum provides a comprehensive understanding of early life stages. Designed for students seeking advanced insights into childhood training and developmental psychology.

BC 713. Advanced Human Development II (3 credits)

This advanced course explores the complex development from adolescence to early adulthood, focusing on psychological, environmental, and physiological factors. Key topics include puberty, peer dynamics, identity conflicts, and challenges faced by adolescents. The course also delves into early adult transitions, emphasizing cognitive and emotional growth, as well as personality development.

BC 714. Methods of Biblical Change (3 credits)

An exploration of the processes by which individuals grow in sanctification through the Word of God and ministry of the Holy Spirit. Emphasis will be placed upon models of human transformation, impediments to sanctification, and the application of Scripture to effect this change.

BC 715. Pastoral Counseling (3 credits)

This course is designed to equip persons in church settings for effective counseling with individuals at an advanced level appropriate to their role and education. Basic theories of counseling will be evaluated in relation to formal structures of caring within a faith context. Biblical and theological foundations provide a base for integrating the behavioral sciences with pastoral counseling. Students will participate in a supervised video review of skills and process.

BC 716. Substance Abuse and Addiction (3 credits)

This course covers current information about the addictive processes associated with chemical dependencies and other addictions, as well as assessment, diagnosis, treatment planning and intervention within individual and family systems frameworks. Issues related to addictions, such as family dynamics, structure, roles, and codependency are explored. Students are required to do research work and class presentations as directed.

BC 717. Crisis Counseling (3 credits)

This is an advanced research course for various human crises. The crisis phase is a critical period that all may experience many times throughout the course of life. It behooves the counselor to develop theoretical rationale and a course of action that will guide him/her as he/she works as an intervener in the counselee's situation. Critical research papers and group presentations are required under the instructor's guidance.

BC 720. Mental Health Counseling (3 credits)

This course focuses on research study of clinical mental health counseling. The course includes an exploration of the history, philosophy, trends, and practices of clinical mental health counseling, the roles and functions of clinical mental health counselors across practice settings, methods and other related professional issues.

BC 725. Critical Issues in Counseling (3credits)

This course will focus on pertinent and recurring themes that biblical counselors face and will address practical ways to approach these issues.

BC 730. Abnormal psychology and Counseling (3 credits)

Understanding abnormal mental mechanisms and symptoms. Understand counselee's behavioral abnormality which causes problems in normal social life. Develop counseling approaches for each abnormal psychological problem, sexuality, and personality.

BC 731. Theology and Counseling (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.

BC 733. Advanced Human Behavior and Observation (3 credits)

Students will learn the principles of human behaviors and its psychological foundation together with motivation theory and learning theory. For the purpose of grasping deeper knowledge students are to find observational situations or fields and submit observational result papers.

BC 734 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 in need of healing. Personal psychological assessment of each student will be taking place during this course. 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.

BC 735 Psychopathology and Christian Counseling (3 credits)

This course studies various forms of psychopathology, etiological factors, differential diagnoses, and current therapeutic approaches. Students are introduced to the DSM, with attention also given to relational and systemic considerations.

BC 736 Counseling 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.

BC 737 Counseling Couples in Distress (3 credits)

This course is designed to provide an in-depth study of marital distress and dissolution, Marriage theory, intervention strategies and factors central to marital renewal, stability, growth and health.

BC 738. Counseling Theory and Psychotherapy (3 credits)

Students learn that professional counseling theory is an important principle in psychotherapy. Students will deal with understanding counseling theories. Students will work on how to integrate counseling theories and practice. This course aims to help improve mental health and apply various counseling theories to psychotherapy. This course also will focus on problems involved in Psychotherapy practice.

BC 739 Seminar in Counseling (II) (3 credits)

An intensive study of a specific subject in Christian counseling. The Topical Seminar in Counseling: Advanced Theory is designed to examine and integrate pertinent theories which underpin the roles of a counselor, counselor educator, and supervisor. The seminar format provides students with both the opportunity and responsibility to make substantial contributions to the discourse of the seminar. This course aims to help improve mental health and apply various counseling theories to psychotherapy.

BC 740 Career Development and Developmental Life Planning (3 credits)

This course stresses the importance of career development in education, with an emphasis on developmental life planning. The course includes topics such as delivery systems, utility of career development theory, sexism and racism in career development and counseling, the effects of sex

role socialization, the nature of the world of work, evaluation of career information, use of career information in individual and group counseling, and the role of empirical research in career development theory and practice.

BC 741. Marriage and Family Therapy (3 credits)

The Marriage and Family Therapy course provides students with essential knowledge and practical skills for working with couples, families, and relational systems. Whether you're pursuing a career in counseling or seeking to strengthen family dynamics, this course equips you to make a positive impact.

4) Evangelism-Church Growth (EV)

EV 500. Church Growth (3 credits)

This course analyzed from a biblical and historical viewpoint how churches grow. Practical implications for the growth of local congregations are spotlighted. This external growth is growth that is observable, measurable and repeatable of the local church.

EV 501. Methods of Church Growth (3 credits)

A review of church growth history, principles and methodology. This course will evaluate and research present models of church growth in order to enhance the growth of the church in our present situation.

EV 502. Church Planting (3 credits)

Biblical practices and principles of church planting. A study of contemporary church planting models. Students will participate directly in starting new ministries as opportunity is provided through a local church. An on-site project will be presented in class.

EV 503. Vision and Missions (3 credits)

This course is a study of the basic principles concerning the understanding of Vision and Missions for life-long learning in their goals.

EV 504. Spiritual Warfare (3 credits)

This course surveys movement of prayer and spiritual warfare of mission field which brought missions and church growth or Evangelism. The course emphasizes the Nature of spirituality, prayer and power of the Holy Spirit for church growth.

EV 505. Prayer in The Holy Spirit (3 credits)

A study of biblical teaching on prayer, its practice throughout church history, and its place in ministry for church growth by the Holy Spirit.

EV 506. Work, Gifts of God the Holy Spirit (3 credits)

A consideration of some of the special gifts of God the Holy Spirit in the present century. A study of the context and purpose of special gifts of God the Holy Spirit and The New Testament uses the

Greek word charisma to speak of the various gifts God has given by the Holy Spirit to Christian for the Kingdom of God.

EV 603. Leadership and Mentoring in the Local Church (3 credits)

Church Emphasis on leadership in the local church within the urban context, but with principles usable in other situations. Development of mentoring skills for the equipping of emerging leaders in the local church.

EV 604. Unreached Peoples (3 credits)

Review of current strategy planning in world evangelism. Special focus on Muslims and Chinese with some attention to the effect of urbanization. Evaluation of personal gifts for missionary vocation.

EV 605. Cross-cultural Evangelism (3 credits)

Issues involved in communicating the gospel across cultural boundaries. The city's cultural mosaic is examined in the classroom and on the street. Participants face the question of how to relate personally to a new culture and how to develop as a cross-cultural communicator.

EV 606. Urban Analysis and Demographics (3 credits)

Survey of modern urbanization, population growth and the conditions which produce the problems and opportunities for Christian mission in the world's great cities. Some of the social and political issues related to urban mission are examined. Special attention is given to The World Christian Encyclopedia, edited by David B. Barrett (Oxford, 1982). A basic framework for biblical urban mission is presented. (Previous number EV.706).

EV 710. Spiritual Warfare (3 credits)

The course is an advanced study on recent movements of prayer and spiritual warfare of mission fields which brought missions and church growth or evangelism with deeper emphases on the nature of spirituality, prayer and power of the Holy Spirit for church growth and evangelism. Students are required to do online research on the current movements of the subject and do presentations of what they found.

5) World Mission (MI)

MI 500. Introduction to Missions (3 credits)

A survey of world missions, the task for which God sends His people into the world. This course includes the evangelistic mandate and the cultural mandate and study of cross-cultural communication of the Christian faith.

MI 501. History of World Missions (3 credits)

A survey of the history of world missions, including Christian ministry in and to the city from ancient times to the present. Models of urban ministry in the nineteenth and twentieth centuries receive special attention. Writings of mission theorists will be studied for understanding the advance or decline at key historical junctures, as well as the assessing of current missiology.

MI 502. Mission History of Korean Church (3 credits)

A survey of the history of world missions of the Korean Church, including Christian ministry in and to the city from the 19th century to the present. Models of urban ministry receive special attention from the Korean church.

MI 503. Mission History of American Church (3 credits)

A survey of the history of the world mission of the American Church, including Christian ministry in and to the city from ancient times to the present. Models of urban ministry in the nineteenth and twentieth centuries receive special attention from the American Churches.

MI 604. Overseas Research in Missions (3 credits)

A study of issues involved in presenting the gospel effectively in an overseas missionary area. The study will be carried on in an overseas context, to be selected by the student with the authorization of the instructor. Readings and written assignments to be completed during and after the field trip.

MI 605. Missions to the City (3 credits)

An interpretation of the Christian mission to the urban world emphasizing biblical principles, urban needs and relevant forms of communicating the gospel. Urban societal groupings, ethnicity and their relations to urban church growth.

MI 706. Perspectives on the World Christian Movement (3 credits)

Employing numerous speakers and multimedia presentations, this class will seek to educate and enlist the student to the cause of worldwide evangelization. The class is offered in conjunction with the international educational efforts of the U.S. Center for World Mission.

MI 707. Intercultural Communication and Missions Anthropology (3 credits)

Studies in the literature of intercultural communication, focusing on cultural contexts and barriers, with implications for Christian witness, lifestyle and relationships. Cultural anthropological issues will be examined to determine their application to a Christian view of intercultural ministry and the discipline of occupation and schooling. prepare for their concepts of value about world view.

MI 708. Christian Worldviews (3 credits)

An introduction to the major world views including theism, deism, atheism, pantheism, finite godism, and polytheism.

MI 709. World Religions (3 credits)

This course is designed to study the major religion of mankind. The origin, basic concepts, influence, and present status of each religion will be studied, and the religions will be compared and contracted with each other and with the Hebrew-Christian religions and Korean religions.

6) Christian Music (MU)

MU 500. Introduction to Church Music (3 credits)

This course is a basic introduction to the principles of music theory including the basic elements of music, drawing on a wide range of musical literature to analyze concepts of compositional procedure.

MU 501. Music Theory (3 credits)

A course of study designed to help the student develop a practical philosophy of church music. The comprehensive graded church music program is discussed from an administrative point of view.

MU 502. Historical Survey of Church Music (3 credits)

This course examines the Biblical and historical roots of the church's music, explores the impact of the various modern worship renewal movements on church music and musician, and considers the literary, musical, theological, and cultural dimensions of hymns and other forms of congregations of hymns and other forms of congregational song.

MU 503. Introduction to Musical Thought & Practice (3 credits)

Critical examination of the question of music. Basic parameters of sound. Fundamentals of music. Practical activities that enable students to achieve a creative and experiential understanding of core musical concepts. A general overview of the structure of the field of music studies. Music as a mediated cultural practice. Musical meaning. Cultivating an open stance towards the multiplicity of musical practices.

MU 504. Appreciation of World and Western Music (3 credits)

This course is designed to increase the student's ability to effectively listen to and communicate about music. Study of the elements and media of music will include investigation of World and Western music. Outside reading, listening, and concert attendance are recommended.

MU 603. Introduction to conducting (3 credits)

A study of conventional conducting patterns. Principles of congregational song leading are discussed. Conducting of easier anthems and choruses from standard oratorios with laboratory groups and videotapes is required.

MU 604. Hymnology (3 credits)

A study of the historical development of hymns, hymn turns and their authors and composers. Standards of evaluation of good hymns and hymnals will be discussed as well as effective variation of hymn singing in worship.

MU 605. Church Music Seminar (3 credits)

A course is designed to equip the church musician with the specialized knowledge and administrative skills needed for church music ministry. Issues to be considered include inter-staff relationships, dealing with various personalities, denominational politics, instrument maintenance, and current technological advances.

MU 606. Worship and Planning Laboratory (3 credits)

Working in cooperation with the Director of Chapels at some church and or the university, students work to plan and implement a wide variety of worship experiences for use in the chapel programs.

MU 607. Graded Choirs for the Church (3 credits)

This introductory course covers all aspects of all non-adult vocal choir work including methods, materials, and available curricula. Included are insights on how children learn, how young voices should be trained, what elements should be included in a church choir rehearsal, Orff and Kodaly work, and choirs as a means of Christian Education.

MU 608. Organ Literature for the Church (3 credits)

Keeping the needs of the practicing church organist in mind, this course surveys the vast corpus of music written for the organ from the sixteenth century until the present. Included are considerations of compositional form, various styles of interpretation, appropriate registrations, and current trends.

MU 609. Choral Literature for the Church (3 credits)

An overview of repertoire for the church. The first half of the term deals with the sacred choral art from 1450-1940, the second with repertoire from 1940 to the present.

Field Ministry**FM 501. Field Ministry (3 credits)**

Students must be involved in actual ministry activities 2-3 hours per week or weekend. The choice of ministry is up to the students and his/her advisor.

FM 601. Practicum (3 credits)

Students must be involved in actual ministry activities 2-3 hours per week or weekend. The choice of ministry is up to the students and his/her advisor (Prerequisite: FM 501. Field Ministry).

III. COURSE DESCRIPTIONS FOR D.MIN.**DM 800. Research Methodology and Thesis Writing Preparation (Three hours)**

This course is aimed to help students develop a comprehensive understanding of applied research and the process to write a prospectus (proposal) and thesis. Topics will include the fundamentals of the scientific method and scientific inquiry, ethical considerations in research, and how to design and write a Doctor of Ministry thesis project.

DM 801. Ecclesiology for the Mission of Church (Three hours)

This advanced seminar explores the nature and mission of the Church from biblical, historical, theological, and missional perspectives. It engages students in developing a contextual

ecclesiology to guide the Church in a post-Christian, globalized, and digital era. Emphasis is placed on practical application in diverse ministry contexts and developing strategic leadership for congregational renewal and mission.

DM 802. Spiritual Warfare (Three hours)

This course surveys movement of prayer and spiritual warfare of mission field which brought missions and church growth or Evangelism. The course emphasizes the Nature of spirituality, pray and power of the Holy Spirit for church growth. Spiritual warfare refers to the ongoing battle between good and evil, particularly in the context of Christian belief. It involves recognizing and combating spiritual attacks that can manifest in various forms, such as stress, temptation, and relational conflicts.

DM. 803. Old Testament Theology for Christian Ministry (Three hours)

This course introduces students to the foundational role of Old Testament theology. Ministry focus on the history of this discipline, crucial interpretive figures, continuities and discontinuities between the Old Testaments, major theological themes, and how Christians can faithfully appropriate and apply Old Testament theology to the New Testament and New Covenant realities. Students give attention to how Old Testament theology provides context and content for the New Testament's message, gospel preaching, and Christian life. Old Testament theology is foundational to our understanding of God and His purposes in the world. The seeds of the doctrines of substitutionary atonement, salvation, election, holiness, mercy, judgment, and forgiveness are all found in the Old Testament.

DM 804. Applied Anthropology for Ministry (Three hours)

This is to study man and a Biblical anthropology as understood primarily from Scripture, involving discussion of the particular creation of man, man in the "image of God," the constitutional nature of man, and man after the fall. Origin, nature, and original state of man; covenant relationship to God; the fall; doctrine of sin; free agency. Special attention is given to the question of "image of God" and the theology of adoption. dichotomy and trichotomy, the covenant with Adam, and the nature of sin.

DM 806. Perspectives on the Kingdom of God (Three hours)

In this course students examine Jesus' teaching about the Kingdom interpreted in the light of the Old Testament and intertestamental Judaism, and in the context of the first-century Palestine. Students then analyze contemporary understandings of the Kingdom prevalent in the Church today. The Kingdom Perspective is a theological framework that emphasizes the reign of God as central to understanding the message of the Bible. This perspective is rooted in the belief that God's sovereign rule is both a present reality and a future hope, as revealed through the life, death, and resurrection of Jesus Christ. The Kingdom of God is a central theme throughout Scripture, and understanding it is crucial for comprehending the overarching narrative of the Bible.

DM 807. Trinitarianism (3 credits)

A study of the unity and Persons and functions in the Trinity; God the Father, God the Son and God the Holy Spirit, with special attention to Jesus Christ and the Holy Spirit and the Triune God as well as the perfect love and unity within the Godhead model for us. A Research seminar on Scripture's teaching on the Trinity.

DM 811. Christian Leadership (Three hours)

This course explores the Biblical and theological basis for Christian leadership. The principal aspects of Christian leadership – character, competency and change – are examined in relationship to one another and to their practice in the Church and in society.

DM 812. Dynamics of Biblical Counseling (Three hours)

In a seminar format, this course examines the use of the Bible in counseling, focusing particularly on questions of methodology. Students explore the application of Scripture to the counseling problems that arise in pastoral ministry and develop a theology of counseling. Assigned readings, response papers, and seminar presentations are required.

DM 818. Marriage Counseling (Three hours)

This course examines marriage, divorce, and remarriage from a Biblical perspective, then explores the dynamics and common problems of the marital relationship. Current approaches to marital therapy as well as various assessment instruments are considered. Students develop and refine their own theology and practice of marriage counseling through participation in role plays, the presentation of case studies, and assigned readings.

DM 819. Renewing Counseling Ministry (Three hours)

This course provides an opportunity for participants to refresh their pastoral counseling skills by assessing their present practices and examining current pastoral counseling interventions. A Biblical model of counseling that includes an understanding of how people change provides the central focus for the renewal of one's counseling ministry.

DM 820. Dealing with Conflict (Three hours)

The course examines the types of conflict found in both the New Testament and ministry settings. Students examine some of the cultural, theological, ecclesiastical, interpersonal, intrapersonal, familial, and marital dimensions of conflict. Special emphasis is devoted to the concept of power, the sources of conflict, and to recognizing, responding to, and preventing destructive conflicts in Biblically and personally responsible ways.

DM 821. Christian Education (Three hours)

An advanced course in Christian education, the course begins with current dilemmas in Christian education and the need for Biblical and theological foundations. The course surveys the theoretical roots of models of Christian education and examines how each is practiced in the Church. Attention is given to evaluation of the Christian education program of a local Church.

DM 822. Spiritual Formation and Soul Care (Three hours)

This is to focus on the inner life of the minister and congregational spiritual formation. Includes classic disciplines of prayer, confession, Sabbath, silence, and rule of life. The course also aims to promote practice of spiritual disciplines personally and in community, developing of models for spiritual formation in the local church, and to address spiritual burnout, temptation, and resilience.

DM 824. Ecclesiology: The Church of the Lord (Three hours)

The biblical teaching as to the nature of the church, its order and ministry. Evaluation of recent ecclesiology and renewal movement, including particular interest in transitional and contemporary marks of the true church and sacraments.

DM 825. Lay Ministry in Church and Society (Three Hours)

This course is designed to study the importance of laypersons and their ministry in Christian ministry. The course is to explore the wide range of Christian ministry in church and society. This course seeks to understand two scriptural claims as follows. One thing is every Christian is a minister. The other is the role of a pastor is to equip all the Christians for their ministry. For the Greek word 'laikoi, laos' in the New Testament means neither the clergyman nor the laity, but the people of God. The Scripture claims one people and one ministry for the kingdom of God, not two, clergymen and laypersons.

DM 827. The Worship of the Ancient Church (Three hours)

This course examines the New Testament and a number of early Christian documents such as the Didaché, the worship reported by Justin Martyr, the Odes of Solomon, and the prayer of the Church of Antioch in the Fourth Century. The sermons of John Chrysostom and Augustine and the hymns of Ambrose of Milan and Ephrem of Syria receive special attention.

DM 828. Exploring the Missional Church (Three hours)

This course analyzes the Biblical theme of mission and its significance for the development of a missional ecclesiology. Students explore missional church models of ministry and consider implications of the models for twenty-first century church ministry.

DM 829. Engaging Islam (Three hours)

Students describe key elements of the history, beliefs, and practices of Islam, along with its growth in the United States and impact on the contemporary world. Students analyze the implications of the growth of Islam for Christianity in the US and abroad, and evaluate and refine apologetic and evangelistic methodologies.

DM 830. Contemporary Ethical Issues (Three hours)

This course probes ethical issues which Christian leaders encounter in their ministry setting and in working with other professionals. Selected current issues are examined in the light of Biblical principles.

DM 833. Independent Study in Contextual Studies (Three hours)

A candidate may undertake an independent study in contexts (demographics, ethical issues, culture, events) of particular interest or importance to the candidate. The request is to be made in writing to the Post-Graduate Committee and approved by the Committee before a professor is assigned to oversee the work. The Dean assigns a professor according to faculty availability.

DM 834. Advanced study of Addiction and Abuse (Three hours)

This course covers current information about the addictive processes associated with chemical dependencies as well as assessment, diagnosis, treatment planning and intervention within a family systems framework. Issues related to addictions, such as family dynamics, structure, roles, and codependency are explored. This course also examines current studies of the nature of physical and sexual abuse and contemporary treatments with particular attention to family dynamics.

DM 840. Advanced Homiletics and Ministry Communication (Three hours)

This course examines the theology, ethics, and craft of preaching in a postmodern world. May include digital communication, media literacy, and preaching to diverse audiences. The course aims to promote preaching with theological depth and cultural sensitivity through regular evaluation of sermons critically and giving/receiving feedback, and further exploration of narrative, prophetic, and expository preaching models.

DM 841. Spiritual Dynamics (Three hours)

An overview of the dynamics involved in developing mature character in the life of the Christian leader. The thesis is that a Christian leader leads from character before skill, with a Christ-like character being of the utmost importance.

DM 842. Advanced Fundamental Therapy Skills (Three hours)

Training in counseling and interviewing skills. Stress is placed on skills related to empathy, respect, and concreteness. Lecture, video and rehearsal of various counseling techniques and interventions help students develop knowledge of and facility in fundamental skills needed to conduct therapy. Students learn how their individual characteristics and behaviors influence the systemically interactive counseling process.

DM 843. Theory and Practice of Counseling and Psychotherapy (Three hours)

This course surveys primary current theoretical approaches to psychotherapy and demonstrates how theory relates to the practice of Mental Health Counseling and Marriage and Family Therapy. The historical components of these theories are examined for their continuing impact on the delivery of mental health services.

DM 844. Advanced Marriage and Family Therapy (Three hours)

This course is designed to familiarize the student with general systems theory and a broad range of established family systems models that have shaped the practice of couple and family therapy. Students learn to apply systems theory to family development and process. Theory and technique will be reviewed to assist the development of process skills necessary for addressing the multiple

dynamics associated with counseling couples and families. Students explore their own family development by preparing a three-generational genogram.

DM 845. Advanced Psychopathology and Treatment (3 credits)

This course covers the psychopathology in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The scientific bases of contemporary theories and research regarding psychological disorders and mental disorders will be studied. The history of diagnostic classification and socio-cultural implications of mental disorders will be explored. The course focus on theoretical perspectives and current research to psychopathology. Students will learn about the types and causes of mental disorders, their assessment, treatment, and related research in psychotherapy for the disorders.

DM 846. The Genesis from Minister's Viewpoint (3 credits)

This course is to study the major thrust of biblical teachings in the book of Genesis from the viewpoints of the ministers of the 21st century who everyday face church members living among neighbors who seek pluralistic sense of values and focus on how church members can overcome non biblical thoughts and way of life.

DM 847. Effective Ministry in the Small Church (Three hours)

Students in this course examine the importance of the small church in Christian history and its unique characteristics. The course focuses on learning the culture of the small church. Special emphasis is given to the small church in a rural setting. Students develop a model of ministry that is appropriate in helping the small church to be more effective in its ministry.

DM 850. Mission and Ministry in a Global Context (Three hours)

This is a study of intercultural mission, global Christianity, and contextual theology. Students explore the missional identity of the church and practical strategies for engaging the world. The course also aims to promote understanding of global trends in Christianity and mission, develop missional strategies for their own context, and reflect theologically on justice, evangelism, and cultural engagement.

DM 890. Doctoral Ministry Project Writing (Six hours)

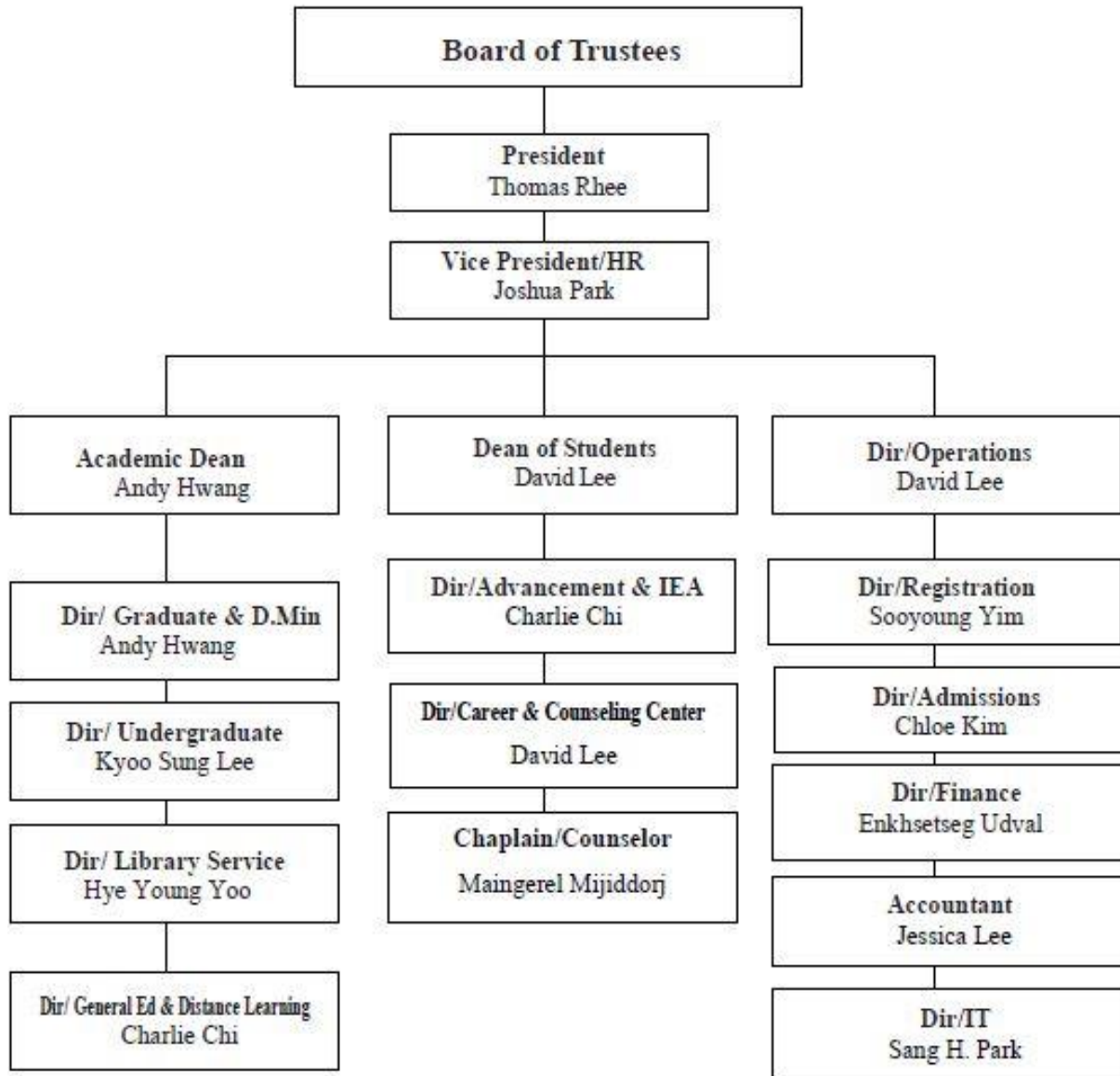
This project writing equips Doctor of Ministry students to plan, research, and write their final ministry project. Emphasizing practical theology and applied ministry, students will refine their project proposal, conduct focused research, and develop a substantial portion of their doctoral paper. The course includes faculty mentoring and peer feedback to ensure academic and ministerial excellence in the final project.

Chapter Eight:

Leadership



ORGANIZATION CHART OF VACU



Board Members

John I. Choi (Chairman), Hyun Mo Chung (Secretary), Yom Chu Kim, Min Yup Choi, Woo Jin Lee, Young Paul Choi, Daniel Chiman Myung, Soon Ki Lee, Dagiimaa Tsevegjav, Kim, Susie Hyonsook, Mija Cho, Welburn.

BOARD OF TRUSTEES

Choi, John I.

Liberty University. Th.M.
Golden Gate Baptist Theological Seminary. M.Div.
Hongik University. M.A.
Anyang University. B.S.

Kim, Yom Chu

The Washington Theological Seminary. M.C.E.
Korea University. Seoul. B.A.

Chung, Hyun Mo

Norfolk State University. M.A.
Soong Sil University, Seoul. M.A.
Kang-Nam University, Seoul. B.A.

Choi, Min Yup

Virginia Commonwealth University. M.S.
Hankook University of Foreign Studies. Seoul. BA

Lee, Woo Jin

George Washington University. M.S.
Seoul National University. Seoul. BA.

Choi, Young Paul

Reformed Theological Seminary. M.Div.
Dea-Sin University. B.A.

Myung, Daniel Chimán

University of Pennsylvania. M.B.A
University of Maryland at College Park. B.S.

Soon Ki Lee

Howon University. B.A
Jeonbuk National University. MA

Dagiimaa Tsevegjav

Moscow State Teacher University .BA
National University of Mongolia. Master in Pedagogy
National University of Mongolia. Ph.D in Pedagogy

Kim, Susie Hyonsook

University of Maryland at College Park. BAM
Computer Learning Center, Maryland.

Mija Cho, Welburn.

Columbus State University. B.A

ADMINISTRATIVE OFFICERS

NAME	POSITION
Thomas Rhee	CEO / President
Joshua Park	Vice President
Andy S. Hwang	Academic Dean
David Lee	Dean of Students
Joshua Park	Human Resources
Charlie Chi	Director of Advancement/IEA (Institutional Effectiveness & Assessment)
Hye Young Yoo	Director of Library Services
Andy S. Hwang	Director of Graduate DMin. & Master's Degree Programs
Kyoo Sung Lee	Director of Undergraduate
David Lee	Director of Career & Counseling
Charlie Chi	Director of General Education
David Lee	Director of Operation
Sang Hyun Park	Director of Information Technology
John Park	Director of International Students
Sooyoung Yim	Director of Registration
Chloe Kim	Director of Admissions
Enkhsetseg Udval	Director of Finance
Jessica Lee	Accountant

FACULTY

Faculty of VACU must not only be highly qualified in academics and instructional methodologies, but they also must be excellent spiritual and moral examples of students for the glory of God.

Our Faculty rests firmly upon the integrity and inerrancy of the Holy Scriptures and, therefore, wholeheartedly accepts the great basic doctrines of the historic Protestant Christian faith and the Westminster Confession.

Therefore, all faculty members of VACU will maintain its theological position. In addition to the General Regulation of the University, our professors must have degrees such as the Doctor of Ministry (D.Min. or D.C.E), or Doctor of Theology (Th.D.) or Ph.D. degree, after receiving the Master of Theology (Th.M.) or M.Div. or M.A. degree.



Professor of General Education



Charlie Chi: *Professor. Director of GE*
Western State College of Law. J.D.
Taft Howard William University.
M.B.A. UC Berkeley University. B.S.



Kang, Woong-Joe: *Professor*
George Washington University. Ph.D.
Howard University. M.Div.
George Washington University. M.A.
University of Maryland. B.S.



Lee, Kyoo Sung: *Professor*
Young Nam University. Ph.D.
Maryland University. M.A.
Sungkyun-kwan University. B.A.



Lee, David: *Professor*
California University, DMiss Candidate
Liberty Theological Seminary, MDiv.
Washington Univ. of Science & Technology, M.S.
Hyup-Sung University, B.A.



Daniel Yu: *Adjunct Professor*
State University of New York, MFA in Web Development
Chung-Ang University, MA in International Economics
State University of New York, BA in Web Development
Chung-Ang University, BA in Economics



Park, Su Zan: *Adjunct Professor*
Catholic University of America, D.M.A. Candidate
Catholic University of America, M.M.
Catholic University of America, B.M.



Lee, Esther H: *Professor*

Kyung Pook National University. Ph.D.

Yonsei University. M.A.

Yonsei University. B.A.



Moon, Kyung Soo: *Adjunct Professor*

University of Texas at Austin, Ph.D. in Music

Busan National University, MM (Master of Music)

Busan National University, BA (BA of Music)

Professor of Old Testament



Kim, Eui-Won (Edwin): *Professor, Director of Old Testament*

New York University, Ph.D.

Westminster Theology Seminary, Th.M.

Westminster Theology Seminary, M.Div.

Soongsil University, B.A.



Hauge, Stephen: *Adjunct Professor*

Bristol University, Ph.D.

Biblical Theological Seminary, M.Div.

Biblical Theological Seminary, M.A.

Shippensburg University, M.A.

Kim, Sung Hoon: *Professor.*

Memphis Theological Seminary. D.Min.

Liberty University. Th.M.

Chong Shin University. Th.M.

Chong Shin University. M.Div.

Jeon Buk University: B.A.





Lee, Mark: *Adjunct Professor*

Capital Bible Seminary, Lanham, MD., MDiv.
University of Pittsburgh, PA, BA in Philosophy.



Choi, Il Seung: *Adjunct Professor*

Faith Theological Seminary. D.Min. Candidate
Liberty Theological Seminary. Th.M.
Liberty Theological Seminary. MRE. MAR.
Chong Shin University. M.Div. Chong Shin University. B.A.



Yoon, Chris: *Adjunct Professor*

Fuller Theological Seminary. D.Min.
Missio Seminary. Th.M.
Calvin University. MS.
Korea Theological Seminary. M.Div.
Chong Shin University. B.A.



Heo, Insook: *Research & Adjunct Professor*

Korea Baptist Theological Seminary. Ph.D.
Korea Baptist Theological Seminary. MDiv., Th.M.
(Spanish, Partially at Graduate School, Seoul National University)
Hankuk University of Foreign Studies. B.A. (Spanish)

Professor of New Testament



Hwang, Andy S: *Professor*

Southern Baptist Theological Seminary. Ph.D.
New Orleans Baptist Theological Seminary. M.Div.
Seoul National University. B.A



Kang, Jong Ku: *Adjunct Professor*

Faith Theological Seminary. D.R.E.
Liberty Theological Seminary. Th.M.
Philadelphia College of Bible. M.S.B.
Averett Christian University. B.A.



Sul, See-Eun: *Adjunct Professor*

Capital Seminary & Graduate School. Ph.D.
 Capital Bible Seminary. Th.M.
 Capital Bible Seminary. M.Div.
 Chong Shin University. M.Div.
 Young-Nam University. B.A.

Professor of Church History



Kang, Woong-Joe: *Professor, Director of Church History*

George Washington University. Ph.D.
 Howard University. M.Div.
 George Washington University. M.A.
 University of Maryland. B.S.



Pacheco, Gustavo: *Adjunct Professor*

University of North Texas Health Science Center. Ph.D.
 Liberty University, M.Div.; Liberty University. M.A.R
 National University of Mexico, B.S.



Kim, Young Do: *Adjunct Professor*

Union Presbyterian Seminary, PhD. (Historical Theology)
 Princeton Theological Seminary, ThM.
 Presbyterian University and Theological Seminary, MDiv.
 Seoul National University, MBA;
 Korea University, BA.



Jung, Peter Boohong: *Adjunct Professor*

University of the Free State. Ph.D.
 Drew University, STM.
 Liberty University. Th.M.; Chong-Shin University. M.Div.
 Ko-sin University. BA

Professor of Systematic Theology



Rhee, Thomas: *Professor*

Henderson C. University. Ph.D.
Liberty University. Th.M.
Faith Theological Seminary. S.T.M.
Chong Shin University. M.Div.
Kyung Book National University. B.A



Rhee, Hong Charn: *Adjunct Professor*

Kuk-Je University. Ph.D.
Faith Christian College. Ph.D.
Reformed Theological Seminary. D.Min.
Calvin Theological Seminary. Th.M.
Central University. B.A.

Professor of Practical Theology



Lee, Esther H: *Professor*

Kyung Pook National University. Ph.D.
Yonsei University. M.A.
Yonsei University. B.A.



Cho, Ki Ho: *Professor.*

Memphis Theological Seminary. D.Min Candidate.
University of Wales. MA, Th.M.
Chong Shin University. M.Div.
Chong Shin University. B.A.



Choi, Jonathan: *Adjunct Professor*

Regent University. D.Min.
Presbyterian Theological College & Seminary. M.Div. Th.M.
Presbyterian Theological College & Seminary. B.A.



Yang, Peter Jae: *Adjunct Professor*
Southern California Seminary, Ph.D.
Faith Theological Seminary, ThM.
Chongshin Theological Seminary, M.Div.
Chongshin College, B.A.



Kim, Sung-Soo: *Visiting Professor*
North-West University. Ph.D.
Kosin University. M.Div.
Kyung-Pook National University. M.ED.
Kyung-Pook National University. B.A.



Lim, Kyung Chul: *Adjunct Professor*
Fuller Theological Seminary, Ph.D.
Fuller Theological Seminary, Th.M.
Chongshin Theological Seminary, M.Div.



Kang, Sung Sam: *Adjunct Professor*
Trinity International University, Ph.D.
Columbia International University, M.A.
Chongshin University, M.Div.



Park, Hye Won: *Adjunct Professor*
Fuller Theological Seminary, Ph.D.
Fuller Theological Seminary, M.A.
Itiga Theological Seminary, M.Div.



John Park: *Adjunct Professor*
US Carolina University, ThD.
US Carolina University, ThM.
Baekseok University, M.Div.
Young Nam University, BA.

Professor of Counseling



Park, Jin Uk (Joshua): *Professor, Director of Practical Theology*
 Liberty University. Ph.D.
 Liberty University. Th.M.; Yonsei University. M.C.E.
 Chong Shin University. M.Div.; Pusan University. B.A.



Dowdy, Roy: *Adjunct Professor, Christian Counseling*
 Liberty University. MA.
 Midwestern Baptist College and Seminary. B.A.



Park, Chan Young: *Adjunct Professor, Christian Counseling*
 Liberty University. Ph.D.
 Liberty University. Th.M.; Yonsei University. M.C.E.
 Chong Shin University. M.Div.
 Pusan University. B.A.



Kim, Jae Duk: *Adjunct Professor, Christian Counseling*
 Liberty University. Ph.D.
 Liberty University. Th.M.; Yonsei University. M.C.E.
 Chong Shin University. M.Div.; Pusan University. B.A.



Cho, Yun J: *Adjunct Professor, Christian Counseling*
 Midwest University. D.Min
 Hanyang University. M.A
 Hanyang University. B.A.

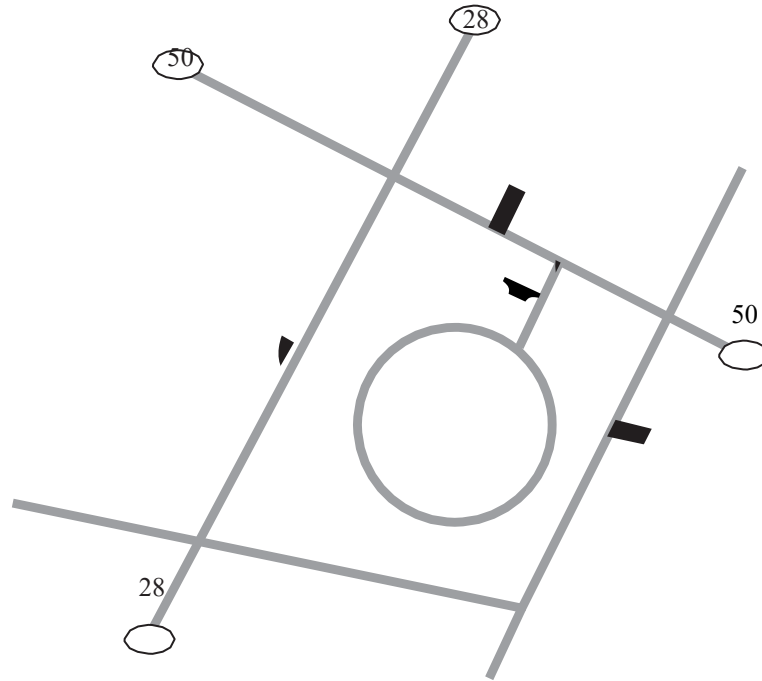


Bayaraa, Purevsuren: *Adjunct Professor, Christian Counseling*
 Yonsei University, Ph.D. Candidate
 Seoul Christian University, ThM.
 Asian Center for Theol. Studies & Mission, Seoul, MDiv.
 University of Management and Economics, Mongolia, B.A.

Fall 2025 - Spring 2026 Academic Calendar

2025 Fall Semester		
August	11	Fall 2025 Semester Begins / New Student Orientation
	11-16	Assessment Exam Period
	11-16	Add & Drop Period / Spring 2025 Change of Grade Deadline
	8/25-9/13	Graduation Exam (Week 3-5)
September	1	Labor Day (No Classes)
	8-13	Revival Week (Week 5)
	8-26	OPT Application (Fall 2025 Graduating Class)
October	9/29-10/4	Midterm (Week 8)
	13	Columbus Day (No Classes)
November	11/3-12/12	Spring 2026 Course Registration
	17-22	Finals (Week 15)
	24-29	Thanksgiving Break (No Classes) & Extended Assignment
December	15-27	Winter Module (Week 19-20)
	24-25	Christmas Day (No Classes)
2026 Spring Semester		
January	1	New Year's Day (No Classes)
	19	Martin Luther King Jr. Day (No Classes)
February	9	Spring 2026 Semester Begins / Student Orientation
	9-11	Assessment Exam Period
	9-14	Add & Drop Period / Fall 2025 Change of Grade Deadline
	16	Presidents' Day (No Classes, Office open)
	2/23-3/14	Graduation Exam
March	9-14	Revival Week (Week 5)
	2-30	OPT Application (Spring 2026 Graduating Class)
	3/30-4/4	Spring Break Week (No Classes, Office open) (Week 8)
April	6-11	Midterm (Week 9)
	6-18	Graduation Application (Spring 2026 Graduating Class)
May	5/4-6/12	Fall 2026 Course Registration
	2	Student Activity Day
	25-30	Finals (Week 16)
	25	Memorial Day (No Classes)
June	6	Commencement
	15-27	Summer Module (Week 19-20)
July	4	Independence Day (No Classes)
	6	Faculty & Staff Development

Direction to VACU Campus



From Annandale/ Fairfax

1. Go West on Lee Jackson Memorial Hwy/ US-50
2. Turn left at Sullyfield Circle

From Centreville

1. Go North on 28
2. Turn right at Lee Jackson Memorial Hwy/ US-50
3. Turn right at Sullyfield Circle