



ACADEMIC CATALOG

2024 – 2025

(Valid August 1, 2024 – July 31, 2025)



Fall 2024

Evangelia University



© 2024 Evangelia University. Fall 2024 edition. The Academic Catalog of EVANGELIA UNIVERSITY provides information and does not constitute a contract. This catalog is valid from August 1, 2024, through July 31, 2025. However, Evangelia University reserves the right to make changes in the programs, regulations, tuition, fees, and courses described in the catalog without notice (Last updated on October 1, 2024).

EVANGELIA UNIVERSITY

2660 W. Woodland Drive Suite #200
Anaheim, California 92801, U.S.A.
Tel: (714) 527-0691, Fax: (714) 527-0693
E-mail: info@evangelia.edu
Web: www.evangelia.edu

GREETINGS FROM THE PRESIDENT

Welcome to Evangelia University!

Evangelia University and Graduate School of Theology are not just higher theological education institutions but global hubs dedicated to nurturing Christian ministers worldwide. Grounded in the inerrant Word of God and sound theology, we are a Christian educational community within the Reformed theological tradition, which emphasizes God's sovereignty and glory. We teach, learn, and practice living “before God” (Coram Deo), uniting a worldwide community of believers.

God’s Work is characterized by the dynamics that find and actualize the potentiality and fullness of the Kingdom of Heaven, even in a tiny mustard seed. Therefore, Evangelia University offers a variety of degree programs to develop the Christian leaders needed in this era. Evangelia University is not an educational institution merely conveying knowledge to students; instead, it seeks to work with students for the Kingdom of God in a robust spiritual partnership. Our faculty is not only academically excellent but also provides practical training through sharing and mutual support, ensuring a real-world context. We combine face-to-face and online education to effectively equip men and women for God’s Kingdom in the United States, Korea, and other parts of the world.

Today, we see the strong currents of secularization and liberal theology sweeping the world and even flooding into the churches. For this very reason, Evangelia University, as a Christian higher education institution, reaffirms its unwavering commitment to theological education that demonstrates the power and excellence of the gospel. Together with students, faculty, and all associates, we grow in the knowledge of God, embody the character of Christ, and strive to further the Kingdom of God, united in one confession of faith through the Holy Spirit.

We hope that through your encounter with Evangelia University, you will experience the power of the Word that transforms individuals, the churches, and society through the Holy Spirit and witness the marvelous works of God, who does new things.

“Oh, magnify the Lord with me, and let us exalt his name together!” (Psalm 34:3)

President
Dr. Jong Kuk Kim, D.Miss.

TABLE OF CONTENTS

GREETINGS FROM THE PRESIDENT	1
ACADEMIC CALENDAR	5
I. GENERAL INFORMATION	7
A. MISSION STATEMENT	7
B. INSTITUTIONAL PURPOSE	7
C. INSTITUTIONAL OUTCOMES	7
D. HISTORY	7
E. CORE VALUES (DOCTRINAL STANDARDS)	10
F. EDUCATIONAL PHILOSOPHY	12
G. INSTRUCTIONAL METHODS	14
H. LOCATION, FACILITIES, AND EQUIPMENT	14
I. LIBRARY	15
J. NON-DISCRIMINATION POLICY	15
K. ACADEMIC FREEDOM & DOCTRINAL COMMITMENT	16
L. APPROVALS AND RECOGNITIONS	17
M. STANDARD OCCUPATIONAL CLASSIFICATION CODES	18
II. STUDENT LIFE	19
A. STUDENT RESPONSIBILITIES	19
B. STANDARDS OF ACADEMIC HONESTY	19
C. STUDENT CODE OF CONDUCT	19
D. DISCIPLINARY POLICIES	20
E. GRIEVANCE RESOLUTION AND APPEALS PROCEDURES	20
F. NOTICE OF STUDENT RIGHTS	21
G. STUDENT RESOURCES AND SUPPORT SERVICES	23
H. ENROLLMENT PROCEDURES	25
I. ADMISSION REQUIREMENTS	26
III. FINANCIAL INFORMATION	40
A. TUITION, FEES, AND OTHER EXPENSES	40
B. TUITION PAYMENT & STRF POLICY	43
C. CANCELLATION AND TUITION REFUND POLICIES	45
D. SCHOLARSHIPS/ FINANCIAL AID	47

IV. ACADEMIC POLICIES	50
A. BIBLE KNOWLEDGE TEST & WESTMINSTER CONFESSION OF FAITH TEST REQUIREMENTS	50
B. DIRECTED STUDY COURSES	50
C. STUDENT CONDUCT	50
D. TRANSFER, OTHER CREDITS, AND TRANSFERABILITY POLICIES	50
E. PAPERS AND EXAMINATIONS DUE DATES.....	57
F. DEGREE TIME LIMITS	57
G. GRADING POLICIES	57
H. COURSE REGISTRATION AND ATTENDANCE POLICIES.....	59
I. CLASS ATTENDANCE.....	60
J. POLICIES CONCERNING ACADEMIC PROGRESS AND PERFORMANCE	60
K. WITHDRAWAL, DISMISSAL, AND READMISSION.....	61
L. LEAVE OF ABSENCE.....	61
M. RETENTION OF STUDENT RECORDS	61
N. TRANSCRIPTS	62
O. ACADEMIC INTEGRITY.....	62
V. UNDERGRADUATE STUDIES	65
A. BACHELOR OF ARTS IN BIBLICAL STUDIES (B.A.)	65
VI. GRADUATE STUDIES.....	70
A. MASTER OF ARTS IN RELIGION (M.A.R.)	70
B. MASTER OF ARTS IN CHRISTIAN EDUCATION (M.A.C.E.)	74
C. MASTER OF INTERCULTURAL STUDIES (M.A.I.C.S.).....	78
D. MASTER OF DIVINITY (M.DIV.).....	81
E. DOCTOR OF MINISTRY (D.MIN.)	86
F. DOCTOR OF EDUCATION IN CHRISTIAN MINISTRY (ED.D.)	90
G. DOCTOR OF INTERCULTURAL STUDIES (MISSIOLOGY) (D.I.C.S.)	93
VII. ESL PROGRAM: ELLE.....	96
A. PROGRAM PURPOSES	96
B. PROGRAM LEARNING OUTCOMES	96
C. PROGRAM REQUIREMENTS	97
D. TUITION AND FEES.....	98
E. ESL CLASS SCHEDULE.....	98
VIII. DISTANCE EDUCATION PROGRAM.....	99

A. PROGRAM PURPOSES.....	99
B. FACULTY’S ROLES AND RESPONSIBILITIES	99
C. STUDENT'S RESPONSIBILITIES	100
D. PROGRAM POLICIES	101
E. STUDENTS SERVICES.....	102
F. LEARNING RESOURCES.....	103
IX. COURSE DESCRIPTIONS	105
A. UNDERGRADUATE STUDIES (BA).....	105
B. GRADUATE THEOLOGICAL STUDIES (M.A.R. AND M.DIV.).....	111
C. GRADUATE EDUCATIONAL STUDIES (M.A.C.E.)	116
D. DOCTOR OF MINISTRY (D.MIN.).....	119
E. DOCTOR OF EDUCATION IN CHRISTIAN MINISTRY (ED.D.)	121
F. ESL PROGRAM (ELLE)	124
X. PERSONNEL.....	126
A. ADMINISTRATIVE FACULTY.....	126
B. ADMINISTRATIVE STAFF	127
C. FULL-TIME FACULTY	127
D. ADJUNCT FACULTY.....	131
E. BOARD OF TRUSTEES	134

ACADEMIC CALENDAR

Summer 2024

May 13-24	D.Min. & Ed.D. Registration
May 20-June 21	D.Min. & Ed.D. Pre-reading & Assignments Period
June 17-28	D.Min. & Ed.D. Summer Intensive Courses
July 1 - 26	D.Min. & Ed.D. After-reading & Final Paper/Project Period

Fall 2024

Aug 19 – Aug 30	Registration (All Programs)
August 28	Orientation, New Students
September 2	Classes Begin / Opening Services
September 13	Last Day to Add/Drop Courses without recording
October 25	Last Day to Turn in Request for Graduation Evaluation
November 6	Bible Knowledge Test, Test on the Westminster Confession of Faith
November 7	Last day to Withdraw with “W” grade
November 26-29	Thanksgiving Recess, Reading Period
December 13	Final Day of Instruction
December 16-20	Final Examinations

Winter 2025

Nov 25 - Dec 6	D.Min. & Ed.D. Registration
Dec 2 - Jan 3	D.Min. & Ed.D. Pre-reading & Assignments Period
December 25	Christmas
January 1	New Year’s Day
January 6-10	D.Min. & Ed.D. Winter Intensive Courses
Jan 13 - Jan 31	D.Min. & Ed.D. After-reading & Final Paper/Project Period

Spring 2025

Jan 20-24	Registration (All Programs)
January 28	Orientation, New Students
February 3	Classes begin / Opening Service
February 14	Last Day to Add/Drop Courses without recording
April 10	Bible Knowledge Test, Test on the Westminster Confession of Faith
April 11	Last day to Withdraw with “W” grade
April 14–20	Easter Recess, Reading Period
May 9	Evaluation of Graduating students
May 16	Final Day of Instruction
May 19-23	Final Examinations
June 7	Commencement

Summer 2025

May 12-23	D.Min. & Ed.D. Registration
May 19-June 15	D.Min. & Ed.D. Pre-reading & Assignments Period
June 16-28	D.Min. & Ed.D. Summer Intensive Courses

June 29 – July 25

D.Min. & Ed.D. After-reading & Final Paper/Project Period

HOLIDAYS OBSERVED

New Year's Day	Easter
Memorial Day	Independence Day
Labor Day	Thanksgiving
Christmas	

I. GENERAL INFORMATION

A. MISSION STATEMENT

Evangelia University exists to equip God's men and women globally for ministry in the Church and the world, and the advancement of God's Kingdom in all spheres of life under the Lordship of Jesus Christ.

B. INSTITUTIONAL PURPOSE

To fulfill its mission, Evangelia University is committed to:

- Equipping students with a biblically grounded, Reformed faith and worldview with its emphasis on the Lordship of Jesus Christ over every sphere of life;
- Nurturing students in the grace of our Lord Jesus Christ through a rigorous study of the Word of God, the disciplines of spiritual formation, and the guidance of the Holy Spirit;
- Preparing pastoral and congregational leaders who are equipped to serve their congregations as faithful servants of Jesus Christ;
- Helping students grow in understanding of and effective engagement with the people embracing other religious traditions and worldviews to communicate to them the Christian Gospel;
- Cultivating a Kingdom Culture within and outside of the institution and the Church to further God's kingly rule in every sphere of life under the Lordship of Jesus Christ.

C. INSTITUTIONAL OUTCOMES

Graduating students will have demonstrated the following:

1. A commitment to a biblically grounded, Reformed faith and worldview and the Lordship of Christ Jesus;
2. An ability to read and interpret the Bible in its various contexts accurately, relate the Biblical truths to personal and public realms of life and ministry in an appropriate manner, and teach or preach them to others effectively;
3. A personal and spiritual formation that is rooted in the grace of Christ Jesus, empowered by the Holy Spirit, and developed through a regular practice of spiritual disciplines;
4. Ministerial competence to serve the Church as the servants of Christ;
5. A cultural sensitivity toward the people embracing other religious traditions and worldviews and an ability to effectively engage with them to communicate to them the Christian gospel or to lead to a cultural transformation of the world;
6. A commitment to the advancement of God's kingly rule in every sphere of life under the Lordship of Christ.

D. HISTORY

The distinctive vision of Evangelia University stems from its affiliation with the Korean Presbyterian Church in America (Kosin). The Kosin denomination is a Reformed denomination with a unique history. It was born out of the context of persecution and martyrdom. When Korea was colonized by the Japanese military power in 1910, they persecuted the Korean

Christians and forced them to bow to the emperor as a god. In 1938, all the representatives of the Presbyterian denomination gathered for the 27th General Assembly in Pyongyang, which was called the "Jerusalem of Korea." The meeting proceeded under the "watch" of the Japanese police. The Assembly voted unanimously for Shinto shrine worship. The only objector, Rev. Bruce Hunt, was removed from the meeting by the Japanese police. Other objecting pastors were not even allowed to attend the meeting. Eventually, some of the objecting pastors were imprisoned and tortured to death.

After the independence of Korea, the survivors called for a period of repentance for all the churches and pastors who bowed to the Shinto shrine. They also began a new seminary named Korea Theological Seminary. In 1951, at the 36th General Assembly, these pastors were removed from their membership of the denomination, so they could not attend. Without membership in the denomination, these pastors began a new denomination named Koryu. The founders were committed to the Reformed faith and were those who did not submit to the Shinto shrine worship. The founders of both the denomination and the seminary included Rev. Bruce Hunt, Rev. Sang Dong Han, the leaders of the repentance movement, and Rev. Yune Sun Park, whose scholarship and piety were acknowledged by all Korean Christians. Dr. Kun Sam Lee, the previous president of Evangelia University, was one of the early faculty members of the Korea Theological Seminary. Eventually, the seminary and the denomination adopted the name Kosin. Thus, the Kosin denomination has a history akin to that of the French Huguenots and the English Puritans, who, at the cost of their lives, have strived throughout history to maintain the purity of doctrine and life. It is in the light of such a beginning that the Kosin denomination has valued and strived to preserve the spirit of martyrdom to this day.

In 1995, Dr. Kun Sam Lee founded the Korean Theological Seminary in California. In 1998, it merged with Pacific Baptist University, which was founded in 1992 and sought to establish a theological seminary for training ministers to fill the growing demand for bilingual pastors for the rapidly expanding Asian-American churches in the United States. The uniqueness of such an institution was its vision to serve as a bridge between the East and the West, academically, missiologically, and ministerially. It would meet the increasing challenge of studying and applying Scripture contextually. Furthermore, it would both equip students from the States to be sent abroad and train students from abroad to serve in the States. Finally, it would train students to serve in bi- or multi-lingual congregations in a world that is increasingly becoming multiethnic.

In 1999, the seminary changed its name to Evangelia University to reflect the vision of bringing the Gospel to the entire world. Under Dr. Kun Sam Lee's leadership and the seminary's affiliation with the Kosin denomination, Evangelia developed its Reformed identity and vision. With such a heritage and foundation, Evangelia has built a reputation for providing both sound and rigorous theological training and developing a purity of heart among students. More recently, with the help of donors, Evangelia has been able to implement its vision of providing an excellent Christian and classical education at the undergraduate level and an improved Reformed education at the seminary level. Furthermore, plans are underway to improve our current library and establish a mission center.

In 2008, under the new leadership of President Dr. David H. Shin, Evangelia University

became a Candidate Member of the TRACS. As a Candidate Member, Evangelia University developed strategic plans to enhance its institutional operation and systematically implemented those plans.

In April 2012, EU became a full member of TRACS and grants undergraduate and graduate degrees approved and accredited by BPPE and TRACS (BABS, MDiv, MACE, MAR). In November 2012, the Commission on TRACS also approved the Doctor of Ministry program and Distance Education. In 2013, the LA Teaching Site was approved by the TRACS Accreditation Commission to offer undergraduate and graduate degrees.

In 2017, EU was awarded Reaffirmation I status as a Category IV level institution (approved to award through the doctoral level) by the TRACS Accreditation Commission, which is effective for a period of ten years (2017-2027). EU was also approved to offer EdD, MACE, and MAICS by the Commission of TRACS. In the same year, EU was also granted associate membership with the ATS. Since the Fall of 2018, MAR & MDiv courses have been offered in English. B.A. courses have been offered in English since the Fall of 2020.

In 2019, Dr. Sungsoo Kim was appointed as the third President of EU. Under his leadership, EU is making significant changes to strengthen its academic research functions, focus more on field-based student learning and formation, and equip Christian leaders in the Third World to advance its mission. The English program now has students enrolled from Ghana, Uganda, Mongolia, and East Asian countries.

In 2021, EU was granted the TRACS approval to offer the DICS (DMiss) to equip missionary leaders in many different parts of the globe.

In 2021, EU conducted an institutional Self-Study as part of the accreditation process for full membership with ATS. In the same year, the Maryland Higher Education Commission authorized EU to offer the MAR, MDiv, and DMin degrees at Garden Presbyterian Church in Columbia, Maryland. The TRACS Accreditation Commission approved the Maryland Teaching Site for providing the degrees.

In June 2022, ATS granted EU accreditation for five years, with the subsequent comprehensive evaluation taking place in spring 2027. The degrees covered by this five-year accreditation include MDiv, MA in Christian Education, MA in Religion, DMin, and EdD in Christian Ministry.

In 2023, EU closed its teaching sites in Los Angeles, California, and Columbia, Maryland.

In 2024, Dr. Jong Kuk Kim was appointed as the fourth President of EU.

As a fully accredited institution, EU continuously improves its education and operation to achieve its vision and mission.

E. CORE VALUES (DOCTRINAL STANDARDS)

Our Doctrinal statement is forged from our core values, which are convictions derived from the Scriptures.

- **The Trinity.** The triune God, Father, Son, and Holy Spirit is worthy of the worship of all people in all places of His dominion, and this fact must be the fundamental motive for every human activity.
- **The Bible.** Scripture, as the “very Word of God written,” is absolutely authoritative (infallibility) and without error (inerrancy). Scripture is necessary, sufficient, and clear to reveal the only way of salvation in Jesus Christ, which is discovered in the Scripture with the help of the Holy Spirit. Scripture is the final authority on all matters of faith and life.
- **The Historicity.** The full historicity and perspicuity of the biblical record of primeval history, including the literal existence of Adam and Eve as the progenitors of all people, the literal fall and resultant divine curse on the creation, the worldwide cataclysmic deluge, and the origin of nations and languages at the tower of Babel.
- **Biblical Creation.** Special creation of the existing space-time universe and all its basic systems and kinds of organisms in the six literal days of the creation week.
- **The Son.** Jesus Christ is fully man, perfect and sinless, and fully God, united in one person. His humanity and divinity are evidenced in His virgin birth, in His sinless life, in His miracles, in His vicarious atonement through His shed blood, in His bodily resurrection, and in His ascension to the right hand of the Father in heaven. As a divine-human person, Jesus is the only mediator between God and man.
- **Satan.** Satan is real and acts as a tempter for whom the place of eternal punishment was prepared, where all who die outside of Christ shall be confined in eternity.
- **Man.** God created man according to His image, in knowledge, righteousness, and holiness, and made them to rule over the other creatures. However, at the temptation of Satan, Adam chose to disobey God and fell into sin, which corrupted every part of his being so that he could not be saved from his sin without the regeneration of the Holy Spirit.
- **Salvation.** God has chosen His people in Christ before the creation of the world, loved them, made them holy and blameless, and predestined them according to His good pleasure. God desires to give salvation freely to everyone and thus calls on people to repent of their sins and receive Christ as their Savior, trust and obey Him, and live according to God’s revealed will. Personal salvation is provided solely by the grace of God and is to be received only through personal faith in the person and work of Jesus Christ.
- **The Holy Spirit.** The Holy Spirit comes from God the Father and the Son and causes

people to be saved and to realize their sin and misery, enlightens their hearts to know Jesus Christ, strengthens their will, encourages, empowers them, and causes them to receive Jesus Christ and bear fruits of righteousness.

- **Last Things.** The future, personal, bodily return of Jesus Christ to the earth to judge and purge sin, to establish His eternal Kingdom, and to consummate and fulfill His purposes in the works of creation and redemption with eternal rewards and punishments. Both the saved and the lost will be resurrected—the saved unto the resurrection of life in heaven and the lost unto the resurrection of damnation in hell.
- **Biblical Method.** Biblical theology (in the tradition of Geerhardus Vos) and presuppositional apologetics (in the tradition of Cornelius Van Til) are among the crucial methods to be used in interpreting and applying the teaching of Scripture and in developing a biblical worldview.
- **Church.** The Church, of which Christ is the head, is established by God to gather and nurture the believers to grow into the body of Christ, which is the fullness of Him that fills all in all. This Church is the kingdom of the Lord Jesus Christ, the house and family of God, out of which there is no ordinary possibility of salvation. God has given the visible Church the ministry and the ordinances of God for the gathering and the perfecting of the believers.
- **Sacraments.** Christ established two sacraments: Baptism and Holy Communion. In baptism, a believer is baptized with water and cleansed in the name of the Father, the Son, and the Holy Spirit, and it signifies and seals the union with Christ. This sacrament is given to those who confess their faith in Christ and to their children, and the Holy Communion is done in remembrance of Christ's death, and this is a sign which signifies the benefit which they receive from Christ's death.
- **Christ's Lordship over All Areas of Life.** Christ is Lord not only of salvation but of all creation. Therefore, Christians are called to bring all aspects of life under Christ's authority. This is called the cultural mandate. In Christ, Christians have both the privilege and the calling to take every thought captive and make it obedient to Christ, not only in "spiritual" matters but in every aspect of a person and every aspect of our culture.
- **Christ's Lordship over Church and State.** Christ is Lord not only of the Church but also of the state. The state has the obligation to protect the Church as well as the general peace and justice of the commonwealth. Otherwise, the state should not interfere with the Church. On the other hand, as individuals, Christians should fulfill their duties as citizens and contribute to the peace and justice of the land.
- **Christ's Lordship over the Whole Person.** Christ is Lord not only over our minds but over our affections and will. Evangelia's theological education, therefore, is a

holistic education with the aim of not only equipping the students with a Reformed worldview but of forming “holy affections” in the manner described by Jonathan Edwards and of training our wills to submit to Christ.

- **Great Commission.** Christ is Lord not only of the saved people but also of all people. Christ has called upon the church to go to the ends of the earth to teach all nations of Christ’s commandments, baptizing them in the name of the Father, the Son, and the Spirit, and finally to make disciples of Jesus. The church is called not only to reach out to people and bring them into the kingdom of God but to nurture them in the Lord. Furthermore, we are called not only to reach out to people of other cultures but also to make them Christ’s disciples, i.e., transform their cultures. This mandate calls for ministers of God’s Word to be trained both to cross cultural boundaries as well as to transform cultures, both our own and that of others, by applying the eternal Word of God to the changing world.
- **Unity and Diversity within the Body.** While Evangelia is committed to the fulfillment of its own purposes and distinctiveness, it resolves to “make every effort to keep the unity of the Spirit in the bond of peace” to maintain openness to and appreciation for Christians in differing denominations and organizations in a loving spirit, in order to “build up the whole body of Christ.”

F. EDUCATIONAL PHILOSOPHY

An implication of a “Coram Deo” life for educational philosophy is a holistic approach to education. To live in the presence of God is to teach the whole counsel of God, to the whole person, to whole areas of life, for the whole body of Christ, and to the people of the whole world.

1. **Whole Counsel of God.**
The Word of God is the foundation and the substance of our teaching. Evangelia University is unapologetic about teaching the Word of God thoroughly since we believe that the Word of God is the key to all other knowledge. Since partial truth can become an error, Evangelia University tries to teach the entire Word of God, both theologically and biblically, as well as the development of the understanding of God’s truth throughout history.
2. **Whole Person.**
Many heresies have risen because only one area of man, whether mind, emotion, or will, or one area of life, is focused. Evangelia University is committed to the Word of God, which is sufficient to meet the fundamentals of all areas of human need. The faculty and the administration are committed to offering godly examples of spiritual maturity, intellectual rigor, godly judgment, and personal integrity, as well as engaging in scholarly inquiry and creative activities applicable to the classroom and beyond. Personal interaction between the faculty and the students is emphasized. Student presentations, discussions, faculty-student forums, thesis writing, and presentations

provide avenues for such personal interactions. Critical thinking, self-assessment skills, and writing, reading, and speaking abilities are emphasized in all classes. Besides the classroom, other avenues provide opportunities for students to grow in their whole being: academic counselor, counselor/chaplain, student association, mentorship, an internship with a local church, and other opportunities for cultural and spiritual activities outside of the school.

3. Whole Areas of Life.

Evangelia University is committed to training both professional ministers of the Word of God as well as lay people who desire to apply the Word of God in their field of calling. All EU programs serve this purpose. Evangelia University believes that the Lordship of Christ extends to every area of life and that a person who is trained in applying the Word of God in his or her particular field stands in a unique situation to transform that field for the glory of God. Evangelia University is committed to the Reformed emphasis that special revelation fulfills general revelation. An implication is that a well-rounded Christian education entails not only training in the special revelation but also in the general revelation. Such a balanced education applies to both the professional ministers of God's Word as well as lay believers. In order to effectively minister to the congregation members, pastors need to understand the people in all of their life struggles and situations, and they need to be able to effectively and wisely apply the Word of God in their situations. Language training, which is an essential component of general education, applies to both the bachelor's and master's programs. For the bachelor's program, a rigorous reading load in philosophy, literature, history, and culture forms the general education. For the master's programs, theological and biblical studies are balanced by training in practical ministry, which includes preaching, counseling, evangelism, administration, leadership, worship, and missions.

4. Whole Body of Christ.

Evangelia University is committed to building up the Body of Christ. Its implication for teaching is that the faculty of Evangelia University set an example of a churchman. An active church life, although not necessarily taking on prominent leadership positions in the church, is required for all faculty and administrators. An active church life is also necessary for all students. Another implication for educational philosophy is that all knowledge is in vain if it does not build up the body of Christ in love. Seeking after the truth is important, but it is also important for the students to learn to apply the truth in the context of the life of the church, as well as in the context of life in the broader society.

5. Whole World.

Evangelia University is committed to assisting the church in fulfilling the Great Commission. It is dedicated to trilingual education (English, Korean, and Chinese) and eventually to three independent programs, one in English and the others in Korean and Chinese. Intercultural training is emphasized. In addition to the trilingual emphasis, Evangelia University is planning to establish a mission center that focuses on training missionaries. Missionary interns from the States, Korea, and other countries

will be trained at Evangelia University. Continuing education for current missionaries, as well as their children in college, is included in the plan. In addition to the mission center, the regular program of Evangelia University will emphasize cross-cultural training as part of its theological education, especially given the unique multiethnic location of Evangelia University (Orange County) as well as the unique intergenerational and intercultural challenges within the Korean-American churches. Besides in-class training, the cross-cultural ministry experience is also encouraged as part of the ministry internship, which is required for the M.Div. program.

G. INSTRUCTIONAL METHODS

Holistic teaching at Evangelia University involves not only *what* we teach but also *how* we teach or *who* teaches. Evangelia University recognizes that good teachers and good teaching methods are essential tools by which God's Word is communicated. The most crucial component of teaching is the teacher himself or herself. Teaching is not first and foremost about technique and technology but the transmission of godly knowledge and godly qualities between one person and another. Therefore, Evangelia University emphasizes the spiritual and academic qualifications of faculty. Teaching is not merely academic but more of a spiritual training or discipleship.

In terms of teaching, Evangelia University recognizes that the diversity of learning abilities in a human being should be reflected in the diversity of teaching methods. Having already spoken of the need to address the different aspects of our being, such as intellect, emotion, and will, Evangelia University tries to balance cognitive, affective, and volitional or experiential approaches to teaching. The traditional didactic presentation, with its attendant quizzes, midterms, final exams, and term papers, is complemented with a dialogical interpersonal emphasis in all classes. This is further complemented by a volitional or experiential approach to teaching and learning, which involves case studies, real-life examples, mock situations, group projects, group presentations, and group-debates. Using multimedia in teaching also facilitates an experiential approach since multimedia involves using multiple forms of media at the same time, thereby bringing the learning experience as close to the real-life situation as possible.

H. LOCATION, FACILITIES, AND EQUIPMENT

Evangelia University is located in the heart of beautiful Southern California (2660 W. Woodland Drive, Suite #200 Anaheim, CA 92801), and class sessions are held at this campus. It is 30 minutes from downtown Los Angeles and just minutes away from world-renowned Disneyland. The school is conveniently located off Freeways 5 and 91 and has ample parking facilities.

The educational facilities contain classrooms, a library, a computer lab, and normal educational areas. Other education-related facilities include faculty and staff offices, an auditorium, a conference room, a student lounge, a staff lounge, and a leisure room.

Types of equipment used for instructions contain writing systems (both traditional boards & markers and electronic board systems), presenting systems (computers and screens), and Public

Address systems (wire and wireless microphones and speakers).

I. LIBRARY

Evangelia University has a library collection of approximately 20,000 volumes in English and Korean and subscribes to 50 major periodicals in both languages. The Library also houses a computer room, with each computer equipped with an electronic catalog and circulation database system. Each computer is linked with major Korean and English subscription-based and free online texts and journals. The library is open for student use during the following hours:

Date	Time
Monday	9:00 A.M.-5:00 P.M.
Tuesday	9:00 A.M.-5:00 P.M.
Wednesday	9:00 A.M.-5:00 P.M.
Thursday	9:00 A.M.-5:00 P.M.
Friday	9:00 A.M.-5:00 P.M.
Saturday	Closed
Sunday	Closed
For Special Hours	Ask Admission Office

Evangelia University has recently launched a website, ProQuest eBook Central, which contains over 18,800 e-books related to religion, philosophy, theology, and Biblical studies. Students and professors must request a personal account for free before using the eBook Central database. Opening an account requires an approval process, which may take 1-2 days. Students can search and download required books used in the courses they are taking or for their research from the eBook Central database. The e-books may be checked out for a maximum of 21 days. The ProQuest eBook Central's website: <https://ebookcentral.proquest.com/auth/lib/evangelia/>.

Library Information:

Phone: (714) 527-0691, ext. 115

Email: library@evangelia.edu

The University Librarian: audreysuechun@evangelia.edu

J. NON-DISCRIMINATION POLICY

It is the policy of Evangelia University that applicants for admission, as well as all staff and employees of Evangelia University, shall not be discriminated against on the basis of race, color,

ethnicity, national origin, gender, age, or handicap. This admissions policy complies with the following federal statutes prohibiting such discrimination:

Title IV of the Civil Rights Act of 1964 (as amended);

Title IX of the Education Amendments of 1972;

Section 504 of the Rehabilitation Act of 1973; and

Age Discrimination Act of 1975.

K. ACADEMIC FREEDOM & DOCTRINAL COMMITMENT

Evangelia University guarantees academic freedom for its students, staff, and faculty within the bounds of its doctrinal commitment. Without compromising basic academic freedom, and as provided by California Code of Regulations 71720 (i), each member of the Board of Trustees, faculty, and ministerial advisors is required initially and annually to subscribe to the following Statement of Belief and Covenant as set forth in the university's by-laws:

Believing that there is but one only, the living and true God, and that there are three persons in the Godhead, the Father, the Son, and the Holy Ghost; and that these three are one and the same in substance, equal in power and glory, and with solemn awareness of accountability to Him in all that we feel, think, say and do, the undersigned engages in and subscribes to this declaration:

1. All Scripture is self-attesting and, being truth, requires the human mind wholeheartedly to subject itself in all its activities to the authority of Scripture complete as the Word of God, standing written in the sixty-six books of the Holy Bible, all therein being verbally inspired by Almighty God and therefore without error.
2. Reformed theology, as set forth in the Westminster Confession of Faith and the Larger and Shorter Catechisms, as accepted by the Presbyterian Church in the United States of America as its standard of doctrine at its first General Assembly in 1789 is the system of doctrine taught in Scripture; and, therefore, it is to be learned, taught and proclaimed for the edification and government of Christian people, for the propagation of the faith and the evangelization of the world by the power of the gospel of our Lord Jesus Christ.
3. Each member of the Evangelia University community solemnly promises and engages not to inculcate, sanction, teach, or insinuate anything that appears to him or her to contradict or contravene, either explicitly or implicitly, any element of that system of doctrine.
4. Each faculty, student, and administrator, in the presence of God, states and signifies that the person consents, agrees, and binds oneself to all of the foregoing without any reservation whatsoever and that further obligates oneself immediately to notify in writing the Trustees so that they should a change of any kind taking place in one's belief and feeling not in accord with this statement. Amen.

L. APPROVALS AND RECOGNITIONS

Evangelia University (EU) is a private institution approved by the California Bureau for Private Postsecondary Education (BPPE, www.bppe.ca.gov) under the California Post-Secondary Education Act of 2009. Approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. The School Code of Evangelia University is 1922781. EU's programs approved by BPPE are as follows: Bachelor of Arts in Biblical Studies (B.A.), Master of Arts in Religion (M.A.R.), Master of Arts in Christian Education (M.A.C.E), Master of Arts in Intercultural Studies (M.A.I.C.S.), Master of Divinity (M.Div.), Doctor of Ministry (D.Min.), Doctor of Education in Christian Ministry (Ed.D.), Doctor of Intercultural Studies (D.I.C.S.) and Distance Education of each program (DE).

Evangelia University is accredited by the Commission on the Transnational Association of Christian Colleges and Schools (TRACS; 15935 Forest Rd., Forest, Virginia 24551; 434.525.9539) for the following programs: Bachelor of Arts in Biblical Studies (B.A.), Master of Arts in Religion (M.A.R.), Master of Divinity (M.Div.), Master of Arts in Christian Education (M.A.C.E.), Master of Intercultural Studies (M.A.I.C.S.), Doctor of Ministry (D.Min.), Doctor of Education (Ed.D.), Doctor of Intercultural Studies (D.I.C.S.) and Distance Education of the each program (DE). TRACS is recognized by both the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education.

EU is also accredited by the Commission on the Association of Theological Schools in the United States and Canada ("ATS") (ATS; 10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1110; 412.788.6505) for its graduate degrees since June 2022.

The statement that Evangelia University as a full member of the TRACS, the ATS, and the degree-granting institution by BPPE means.

- a. Evangelia University is an accredited Christian Higher Education institution accredited by the TRACS and the ATS, the accrediting agencies recognized by the United States Department of Education. Pursuant to CED §94909 (a)(16).
- b. Evangelia University is eligible for the Federal Student Aid program, FAFSA (Free Application for Federal Student Aid).
- c. The content of each educational program of Evangelia University can achieve its stated objectives.
- d. Evangelia University maintains specific written standards for student admissions for each educational program, and those standards are related to the particular educational program.
- e. Evangelia University has the facilities, instructional equipment, and materials sufficient to enable students to achieve the educational program's goals.
- f. Evangelia University maintains a withdrawal policy and provides refunds.
- g. Evangelia University has properly qualified directors, administrators, and faculty.
- h. Evangelia University is financially sound and capable of fulfilling its commitments to students.
- i. Upon satisfactory completion of an educational program, Evangelia University gives students a document signifying the degree or diploma awarded.
- j. Adequate records and standard transcripts are maintained and are available to students.
- k. Evangelia University is maintained and operated in compliance with this chapter and

all other applicable ordinances and laws.

As a full member of TRACS and ATS, Evangelia University has the facilities, financial resources, administrative capabilities, faculty, and other necessary educational expertise and resources to ensure its capability of fulfilling the program or programs for enrolled students to the rigorous academic standards of TRACS and ATS.

M. STANDARD OCCUPATIONAL CLASSIFICATION CODES

In regard to future occupation and salary/wage, the degree programs of Evangelia University prepare the students to be religious workers: leaders and ministers equipped with Reformed theology.

The Standard Occupational Classification Codes according to the Department of Labor are as follows:

• 21-2000 Religious Workers

- 21-2011 Clergy (M.Div., D.Min.)
- 21-2021 Directors, Religious Activities and Education (BA in Biblical Studies, M.A. in Religion, M.A.C.E., M.A.ICS., M.Div., D.Min., Ed.D., D.ICS.)
- 21-2099 Religious Workers, All Other (BA in Biblical Studies, M.A. in Religion, M.A.C.E., M.A.ICS., M.Div., D.Min., Ed.D., D.ICS.)

II. STUDENT LIFE

A. STUDENT RESPONSIBILITIES

Each student is individually responsible for compliance with the regulations printed in this catalog and the official university announcements posted on official bulletin boards. This includes all meetings of the educational requirements as well as administrative deadlines for graduation. It is the responsibility of each student to be informed of the student rights of the university (see below) and the Student's Code of Conduct (see below). This Code of Conduct must be observed during enrollment.

B. STANDARDS OF ACADEMIC HONESTY

All students at Evangelia University are expected to adhere to the highest standards of academic honesty in the performance of all scholarly work. Students will be subject to disciplinary action for committing any form of academic dishonesty, including cheating, plagiarism, and the use of materials prepared by others, such as commercially prepared term papers or research papers. Plagiarism is a flagrant violation of the university's academic regulations, and violators will be subject to severe disciplinary action. The use of commercially prepared term papers or research papers will be considered the most severe offense. The California State Legislature, in fact, has enacted a law providing criminal penalties for the sale or distribution of such materials.

C. STUDENT CODE OF CONDUCT

- (1) No practice of cheating or plagiarism in connection with an academic or internship program (Ex 20:15).
- (2) No sale or possession of dangerous drugs, restricted drugs, or narcotics, except when lawfully prescribed (1 Cor 6:19).
- (3) No unauthorized use or misuse of the university property (Ex. 20:15).
- (4) No destruction of campus property or property belonging to the University's administrative personnel, faculty, or students (Ex. 20:15).
- (5) No theft of the university property or property owned by a member of the administration, faculty, staff, or students (Ex. 20:15).
- (6) No obstruction or disruption, on or off campus, of the educational aims and processes of the University (1 Cor 14:33).
- (7) No entrance to campus in intoxicated or drugged states (1 Cor 6:19).
- (8) No possession or use of explosives, dangerous chemicals, or deadly weapons on campus property without prior authorization of the President of the University (Ex. 20:13; John 10:10).
- (9) No physically abusive or disrespectful behavior toward a member of the University's administrative personnel, faculty, staff, or students (1 Thes 5:12; 1 Pt 2:18; 1 Pt 3:16).
- (10) No engaging in lewd, indecent, or obscene behavior on campus (Eph 5:3-5).

D. DISCIPLINARY POLICIES

Students are expected to observe the university's Student Code of Conduct and demonstrate a cooperative and respectful attitude towards all. Students should strive to develop a strong ethical and upright character, professional competence, and compassion.

A student who violates the university's policies and Student Code of Conduct will be subject to disciplinary action, which can result in one of the following seven levels of disciplinary action: (1) official warning; (2) reprimand; (3) property restitution; (4) assignment of failing grade; (5) probation; (6) suspension; and (7) dismissal. Evangelia University's rules of student conduct are based on the California Administrative Code, Title 5, Section 41301.

E. GRIEVANCE RESOLUTION AND APPEALS PROCEDURES

Students are expected to observe the university's Student Code of Conduct and demonstrate a cooperative and respectful attitude towards all. Students should strive to develop a strong ethical and upright character, professional competence, and compassion. The Grievance Committee administers discipline.

In the case of any complaints made by students, they should follow the procedure described below by bringing their complaint in a written form to the attention of the Dean of Student Affairs for non-academic matters and of the Dean of Academic Affairs for academic issues.

a) Discussion of the problem with the Dean of Student Affairs is encouraged as the first step for non-academic affairs.

b) Discussion of the problem with the Dean of Academic Affairs is recommended for academic-related affairs.

c) If the matter is not resolved to the student's satisfaction through discussion, the student may proceed to the formal grievance stage by presenting a written grievance to the President.

Students who are disciplined as a result of a severe violation of the Student Code of Conduct shall have the right to appeal to the Grievance Committee, which is composed of administrators and academic counselors. This committee aims to resolve all complaints, grade disputes, and other problems in a manner that is fair and just to all parties involved.

A disciplinary hearing is an informal grievance process designed to gather and consider relevant information regarding alleged violations of the Code and to determine a sanction, if applicable. Evangelia University will make every effort to guard confidentiality. Disciplinary files and records are protected by the Family Educational Rights and Privacy Act (FERPA) regulations and are maintained by the Office of Student Affairs.

Students have the right to appeal to the state regulatory agency in the event the complaint or dispute cannot be resolved to the satisfaction of the complainant. As clearly stated in the "Notice of Student Rights" (see below), students have the right to call or write to:

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site:

www.bppe.ca.gov.

Bureau for Private Postsecondary Education

Toll-free telephone #: (888) 370-7589

Web site Address: www.bppe.ca.gov

Any student who has a grievance which he or she cannot resolve with the school can call or write to:

**Transnational Association of Christian Colleges and Schools
15935 Forest Road
Forest, VA 24551
(434) 525-9539**

F. NOTICE OF STUDENT RIGHTS

Students at Evangelia University are entitled to and have the following rights:

- (1) The right to receive quality educational programs instructed by competent and qualified faculty;
- (2) The right to receive professional, prompt, and friendly services from the University's administrative staff and faculty concerning academic, financial, personal, or any other matters that may require consultation by the students;
- (3) The right to receive informed, factual, and prompt responses to all questions as they are related to EU and its educational programs;
- (4) The right to cancel enrollment and registration and receive 100 % of the amount paid for instructional charges (less the non-refundable application fee) if notice of cancellation has been delivered or mailed to the Registrar's Office prior to or on the fifth day of instruction;
- (5) The right to discontinue his or her academic program at any time and receive a refund for the part of the course not taken, subject to the applicable regulations clearly stated in the school catalog and following the pro-rata refund policy, also stated in the school catalog, which is compliance with the statutory and regulatory requirements;
- (6) The right to inspect and review his or her records during regular business hours and seek correction of errors in records through the established administrative procedures;
- (7) The right to participate in all student activities, school-sponsored meetings and seminars, and other co-curricular activities;
- (8) The right to call for a hearing in according with the procedures established for this purpose if the student is subject to the university's disciplinary action; and
- (9) The right to contact or write to federal or state regulatory agencies to register complaints and seek remedial action.

As for (1), the right to receive quality educational programs instructed by competent and

qualified faculty, EU provides assigned faculty advisors to individual students. Following is the scope and sequence of advising of faculty:

New Student Orientation

All undergraduate and graduate students are introduced by the Dean of Academic Affairs to their respective programs, BA, M.A.C.E., M.A.ICS., M.A.R., M.Div, D.Min., Ed.D., or D.ICS. at the New Student Orientation in regard to their academic requirements, field education requirement, and other relevant matters for their studies at the institution.

Introduction

After the New Student Orientation, each undergraduate and graduate student is assigned to a faculty advisor. The advisor-advisee relationship is the heart of the system of student academic services at Evangelia University. This relationship is reciprocal in that both the faculty advisor and the student advisee come to discover what is best for the student's education. Academic advising enables the student to gain knowledge of himself/ herself in the educational process. It empowers the student to make decisions that will best facilitate the achievement of his or her educational goals.

Assignment of Faculty Advisors

An advisor is a member of the regular faculty and has precise knowledge of the academic programs at Evangelia University. The assignment of faculty as advisors is the responsibility of the Dean of Academic Affairs. The following principles are considered in making such assignments:

- Ordinarily, students will be assigned according to their interests and the degree program in which they are enrolled.
- While it is expected that a student will retain his/her advisor throughout the program, both the student and the advisor have the right at any time to request the Dean of Academic Affairs for a change.
- The Dean of Academic Affairs will consult with an advisor who is going on sabbatical leave regarding coverage of assigned students during the advisor's sabbatical absence.

Responsibilities of the Faculty Advisor

The student is highly encouraged to focus on his/her educational and/or ministerial goals and to retain ownership and control of his/her educational process. To accomplish this, the advisor discusses with the student the work of the previous semester, keeping long-term goals and agreed-upon growth in focus during the advising sessions. Further, the advisor helps the student choose electives appropriate to his/her degree program and educational goals, taking advantage of the best available opportunities that will serve the student's pursuit of those goals. The advisor should discuss the following, as applicable:

- The student's previous academic work and ascertaining the particular strengths and weaknesses that the student brings to the study of theology.
- The student's long-term educational and/or ministerial goals.
- For the M.A.C.E. or M.Div. students, selecting the location and mentor of field education with the view of his/her overall goals.
- For the M.A. student, selecting the best combination of required courses for his/her

ministerial goals.

Regular Meetings

- a) Students will meet at least two times in an academic year with the assigned advisor, once each semester. The meeting is preparation for the semester registration and will evaluate the student's progress toward the educational and/or ministerial goals, discussing whatever academic difficulties may arise. Besides the regular meetings, the students are encouraged to meet their advisors as they feel more academic advising is needed for their studies at the institution.
- b) The right to receive professional, prompt, and friendly services from the university's administrative personnel and faculty concerning academic, financial, personal, or any other matters that may require consultation by the students;
- c) The right to receive informed, factual, and prompt responses to all questions as they are related to the university and its educational programs;
- d) The right to cancel enrollment/registration and receive 100 percent of the amount paid for instructional charges (non-refundable application fee, not exceeding \$100, may not be returned) if notice of cancellation has been delivered or mailed to the Registrar's Office prior to or on the fifth day from the beginning of classes each semester;
- e) The right to discontinue his or her academic program at any time and receive a refund for the part of the course not taken, subject to the applicable regulations stated in the school catalog and following the pro-rata refund policy specified in the school catalog, which complies with the statutory and regulatory requirements;
- f) The right to inspect and review his or her own records during regular business hours and seek correction of errors in records through the established administrative procedures;
- g) The right to participate in all student activities, school-sponsored meetings and seminars, and other co-curricular activities;
- h) The right to call for a hearing in accordance with the procedures established for this purpose if the student is subject to the university's disciplinary action and
- i) The right to contact or write to federal or state regulatory agencies to register complaints and seek remedial action.
- j) The student's files, as indicated in Form 1-321, including test results, all advanced placement, certificates, diplomas, and non-collegiate credit, should be documented and kept in the office of the registrar and of the student's academic advisor.

G. STUDENT RESOURCES AND SUPPORT SERVICES

(1) Student Housing

Evangelia University does not have dormitory facilities under its control. It is the responsibility of students to find appropriate housing. Apartments are available in Anaheim and the areas around Evangelia University, and the rent ranges from approximately \$1,000 to \$1,400 per month. Evangelia University does assist students in locating housing in order to help them attend school and focus on studying. Questions concerning any of the services below may be addressed to the Dean of Student Affairs.

(2) Academic and Personal Counseling

It is the desire of the faculty, administrators, and staff at Evangelia University to provide students with continual individualized academic and personal counseling as needed. Staff members of the Academic and Administrative Divisions are instructed to make themselves accessible to the students for counseling needs, such as class selection, scheduling, personal problems, and other matters that are deemed important to the students and counseling sought.

(3) Career and Job Placement Counseling

The majority of our prospective students are bilingual, foreign-born immigrants who wish to serve their co-ethnic community members in a Christian environment. In view of the severe shortage of ordained bilingual ministers as well as bilingual specialists in Christian education, career planning and job placement problems of its graduates are minimal.

As about 50% of the Korean population in the United States is Christian, jobs related to Korean ethnic Churches are among the fastest-growing segments of employment among the Asian immigrant community.

Evangelia University provides job placement counseling and connects students and graduating students to ministry opportunities in the Korean and Korean-American churches and to other job placements.

(4) Student Health and Safety

First aid service is provided for minor injuries that occur on campus. The Student Code of Conduct outlines the institution's safety rules and regulations. Although the main campus is located about 20 miles away from the urban center, student safety is one of the most serious concerns of the university.

(5) Scholarships

Since the fall of 2006, Evangelia University has provided scholarships to students based on need and academic achievements. These scholarships are available each semester with the help of generous donors. These scholarships are renewable each semester and may cover the full tuition. Detailed information can be found in Student Handbook IV. Student Services, H. Scholarships.

(6) Bookstore

Evangelia University orders all required (and some recommended) textbooks for students and reserves them in the EU library. Major reference books may be ordered through nearby Christian bookstores. Other education-related materials are also available in those bookstores.

(7) Required Orientation

During the first week of instruction, entering students receive orientation covering academic policies, scholastic regulations, student rights, library usage and guidelines, the code of conduct, and student support services available to them.

(8) Assimilation Counseling

Evangelia University's primary target population is newly immigrated persons with limited English proficiency. Students will be encountering not only linguistic barriers but also cultural barriers. One of the services provided is assistance in the mainstreaming process, including American customs and etiquette. This type of student support service is popular because immigrants have had little opportunity to learn systematically about American customs and etiquette so that their American friends may well receive them.

(9) Resources for Student Organizations

- **Copying Privileges**
A representative of the EU Student Association or registered student club has the right to copy materials for its organization without charge. They will be given a particular code number to operate the copy machine in the student lounge without charge.
- **Fundraising**
The EU Student Association or any registered student club may do fundraising events on campus. All fundraising events must be approved by the Office of Student Affairs at least two weeks in advance.
- **Reserving Campus Facilities**
Registered student organizations may use university facilities to accomplish the purpose of the group. The group who wants to use university facilities should turn in an application form stating its purpose, duration of the meeting, and the facility needed to the Office of Students Affairs at least one week before the event.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (1-888-370-7589, option #5) or by visiting (osar.bppe.ca.gov).

H. ENROLLMENT PROCEDURES

Application forms, the current school catalog, and other information concerning enrollment may be obtained from the Admissions Office.

Students may apply to the university at any time and may start at the beginning of any semester. All application documents need to be submitted to the Admissions Office at least three weeks prior to the beginning of classes.

Those applicants shall be judged if they are fully qualified and exhibit ample evidence of capacity to complete the university's various educational programs successfully. The accepted students will receive a written letter of acceptance from the Admissions Officer.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet,

which must be provided to you prior to signing an enrollment agreement. These documents contain important policies and performance data for the institution. The institution is required to have students sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages prior to signing this agreement.

Accordingly, after a thorough review of all the factors, prospective students may choose to enroll, cancel, or withdraw. In either case, students should sign the following statement after reviewing related documents:

“I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, and salary or wage information included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.”

Even after the review, any questions a student may have regarding this enrollment agreement that the institution has not satisfactorily answered may be directed to:

The Bureau for Private Postsecondary Education
Address: 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834
P.O. Box 9800818, West Sacramento, CA 97798-0818
Web site Address: www.bppe.ca.gov
Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897
(916) 574-8900 or by fax (916) 263-1897

Otherwise, a student will do a signature on the enrollment sheet with this statement:

“I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities and that the institution's cancellation and refund policies have been clearly explained to me.”

Finally, "Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education:

Address: 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834
P.O. Box 9800818, West Sacramento, CA 97798-0818
Web site Address: www.bppe.ca.gov
Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897
(916) 574-8900 or by fax (916) 263-1897

I. ADMISSION REQUIREMENTS

1. Undergraduate Program (B.A.)

High school graduates are invited to apply for admission to the Bachelor of Arts degree program. Application forms and other pertinent information for enrollment may be obtained from the Admissions Office.

All applicants for undergraduate programs must provide the following to the

Admissions Office:

- Completed application form;
- Application fee of \$30.00 (non-refundable);
- A High School diploma or equivalency is required (a certified copy of his/her high school diploma or GED Certificate)
- Official High School transcript(s) or GED and official transcripts of any postsecondary schools attended;
- Recommendation Letters (1 pastor/minister; 1 academic/professional); and
- Two photos (1.5" x 1.5") or an electronic file of photo.

2. Graduate Programs (MAR, MACE, MAICS, and MDIV)

The university's Graduate School of Theology was established to train and equip mature individuals to serve in the Christian ministry. The Graduate School of Theology, therefore, seeks students who are ready to study diligently to complete the required courses in preparation for Christian ministry.

The fundamental pre-requisite for admission into the Graduate School of Theology is a bachelor's degree from a recognized college or university in the United States or abroad. Also, prospect students for M.A.R and M.Div. programs are expected to have foundational biblical knowledge to study theology. Therefore, each new or transfer student should pass EU Basic Bible Knowledge Test (BKT) before their admission as a pre-requisite or should take the SM511 Bible Seminar course.

Students who have earned a BA degree from Evangelia University may be able to obtain up to 15 credits of advanced standing toward the M.Div. degree and 9 credits toward the M.A.R. degree. Beyond that, in rare situations, special considerations are made case by case by the Academic Dean.

Each applicant for admission to Graduate Studies (Graduate School of Theology) must submit the following:

- A completed application form;
- Application fee of \$30.00 (non-refundable);
- Evidence of bachelor's degree or the equivalent. Official transcripts from all postsecondary institutions attended must be sent directly to the Admissions office. The grades attained will be used as an indicator of the applicant's ability to pursue courses at the university satisfactorily. The transcript should show the comprehensive education essential to theological studies;
- Two letters of recommendation (Forms provided by the Admissions office);
- Statement (250 words or more) of the applicant's Christian experience and reasons for applying to Evangelia University Graduate School of Theology;
- A statement (250 words or more) of professional objectives and

- Two photos (1.5” x 1.5”) or an electronic file of photo.

3. Doctoral Program (Doctor of Ministry)

Applicants to the Doctor of Ministry program will be evaluated based on their academic record, ministry experiences, and referral. The D.Min. program Committee will determine any additional prerequisite that may be required.

Each applicant must meet the following qualifications:

- Applicants must possess an M.Div. degree from a regionally accredited seminary or its educational equivalent, as determined by the Academic Dean and the Director of the D.Min. program.
- Applicants to the D.Min. program must have a minimum of two years of full-time ministry experience during/after M.Div. studies and currently involved in a ministry.
- Applicants with an M.A. degree in Theology or Biblical Studies from a regionally accredited institution to the D.Min. program must have a minimum of three years of full-time ministry experience during/after M.A. studies and are currently involved in a ministry.
- Applicants with an M.A. degree and 3 years of ministry experience may apply for the D.Min. program by submitting a scholarly paper of 10-15 pages reflecting the student’s ministry growth during those years. These students may be asked to take biblical and theological courses in the M.Div. program at EU.
- The D.Min. program Committee will determine any additional prerequisite that may be required.

Each applicant must submit the items listed below:

- A completed application form.
- Two letters of recommendation (Form provided)
- Application fee of \$50 (non-refundable)
- Official transcripts from all postsecondary institutions attended must be sent directly to the Admissions office.
- Essays: (1) Applicants’ personal ministry experience (2) Personal Faith Statement (250 words or more each)
- Two Photos (1.5” x 1.5”) or an electronic file of photo

Extra Requirements

In addition to the complete application, consideration by the doctoral committee will include above-average preaching skills, evidence of cultural appreciation, evidence of

the application of Scripture to the care of souls, and administrative skills in managing the ministry. These matters will be assessed through personal references, a personal interview and/or whatever testing the administration deems useful.

Additional Requirements

Because of the moral/spiritual nature of theological studies and the high demand of the curriculum standards, the university examines credentials to ascertain whether an applicant is of good moral character, is of serious purpose, and has the aptitude to complete the rigorous academic program required for graduation. The university may grant admission based on the credentials submitted or a personal interview with the Director of Admission/Academic Dean before granting admission.

4. Doctoral Program (Doctor of Education in Christian Ministry)

Doctor of Education program applicants will be evaluated based on their academic records, ministry experiences, and references. The Ed.D. program committee will determine any additional prerequisite that may be required.

Each applicant must meet the following qualifications:

- Applicant must hold an M.Div. or M.A. degree from accredited seminaries or universities in the United States or abroad, as determined by the Academic Dean and the Director of the Ed.D. program. (Applicants with EU's M.A.C.E. degree may be eligible for a reduction in their coursework units when they are accepted to study for the Ed.D. Please consult the Ed.D. program director for your eligibility.)
- Applicant must show academic ability to succeed in the Ed.D. program.
- Applicant must manifest a mature Christian character.
- Applicants must adhere to EU's doctrinal statement.
- Applicants may secure a form from the school office. All completed applications must be submitted prior to admission to the program.
- The Ed.D. program Committee will determine any additional prerequisite that may be required.

Each applicant must submit the items listed below:

- A completed application form.
- Two letters of recommendation (Form provided)
- Application fee of \$50 (non-refundable)
- Official transcripts from all postsecondary institutions attended must be sent directly to the Admissions office.
- Essays: (1) Applicants' personal ministry experience (2) Personal Faith

Statement (250 words or more each)

- Two Photos (1.5” x 1.5”) or an electronic file of photo

Extra Requirements

In addition to the complete application, consideration by the doctoral committee will include above-average teaching skills, evidence of cultural appreciation, evidence of the application of Scripture to the care of souls, and administrative skills in managing the ministry. These matters will be assessed through personal references, a personal interview and/or whatever testing the administration deems useful.

Additional Requirements

Because of the moral/spiritual nature of theological studies and the high demand of the curriculum standards, the university examines credentials to ascertain whether an applicant is of good moral character, is of serious purpose, and has the aptitude to complete the rigorous academic program required for graduation. The university may grant admission based on the credentials submitted or a personal interview with the Dean of Admission/Academic Dean before granting admission.

5. Doctoral Program (Doctor of Intercultural Studies - Missiology)

Applicants to the Doctor of Intercultural Studies program will be evaluated based on their academic record, ministry experiences, and references. The DICS program committee will determine any additional prerequisite that may be required.

Each applicant must meet the following qualifications:

- Applicant must hold an M.Div. or M.A. (Mission) degree from accredited seminaries or universities in the United States or abroad, as determined by the Academic Dean and the Director of the DICS program.
- Applicants must show academic ability to succeed in the DICS program.
- Applicants must manifest a mature Christian character.
- Applicants must adhere to EU’s doctrinal statement.
- Applicants may secure a form from the school office. All completed applications must be submitted prior to admission to the program.
- The DICS program Committee will determine any additional prerequisite that may be required.

Each applicant must submit the items listed below:

- A completed application form.

- Two letters of recommendation (Form provided)
- Application fee of \$50 (non-refundable)
- Official transcripts from all postsecondary institutions attended must be sent directly to the Admissions office.
- Essays: (1) Applicants' personal ministry and/or mission experience (2) Personal Faith Statement (250 words or more each)
- Two Photos (1.5" x 1.5") or an electronic file of photo

Extra Requirements

In addition to the complete application, consideration by the doctoral committee will include above-average teaching skills, evidence of cultural appreciation, evidence of the application of Scripture to the care of souls, and administrative skills in managing the ministry. These matters will be assessed through personal references, a personal interview and/or whatever testing the administration deems useful.

Additional Requirements

Because of the moral/spiritual nature of theological studies and the high demand of the curriculum standards, the university examines credentials to ascertain whether an applicant is of good moral character, is of serious purpose, and has the aptitude to complete the rigorous academic program required for graduation. The university may grant admission based on the credentials submitted or a personal interview with the Dean of Admission/Academic Dean before granting admission.

6. Admission of International Students

EU is authorized by the Bureau of Citizenship and Immigration Services (BCIS) of the U.S. Department of Justice to enroll non-immigrant alien students by the issuance of a Form I-20 as a certification of eligibility for admission. In addition, international students intending to study in the U.S. must provide evidence of financial capability to live and study in the U.S. Official transcripts from all schools and colleges attended above the eighth grade must be submitted.

Applicants to the English-language tracks in the undergraduate or graduate degree programs must demonstrate their proficiency in English in one of the following ways. (1) They may submit transcripts showing that they earned at least one academic degree (or high school diploma for bachelor's applicants) in an English-speaking institution or at the English-language programs offered by an institution whose primary instruction language is not English. (2) Applicants who did not attend English-speaking institutions may demonstrate their English language proficiency by taking TOEFL IBT and scoring 75 or more. (3) They may take an ESL course at EU and earn a passing grade (80 or more). Additionally, applicants to the doctoral programs must also submit a sample of their writing in English as part of the application materials.

Applicants to the Korean-language tracks in the graduate degree programs must demonstrate their proficiency in Korean in one of the following ways. (1) They may submit transcripts showing that they earned at least one academic degree in a Korean-speaking institution or at a Korean-language degree program offered by one or more non-Korean-speaking institutions. (2) They may take the TOPIK (Test of Proficiency in Korean) (equivalent to TOEFL in the USA) and acquire at least 190 out of 300. Additionally, applicants to the doctoral programs must submit a sample of their writing in Korean as part of the application materials.

Applicants to the Chinese-language tracks in the graduate degree programs must demonstrate their proficiency in Chinese in one of the following ways. (1) They may submit transcripts showing that they earned at least one academic degree in a Chinese-speaking institution or at the Chinese-language programs offered by an institution whose primary instruction language is not Chinese. (2) Applicants who did not attend Chinese-speaking institutions may demonstrate their Chinese language proficiency by taking level 4 of HSK (Hanyu Shuiping Kaoshi) or the Chinese Proficiency Test and earn a passing grade. Additionally, applicants to the doctoral programs must also submit a sample of their writing in Chinese as part of the application materials.

Applicants to the Mongolian-language tracks in the undergraduate or graduate degree programs must demonstrate their proficiency in Mongolian in one of the following ways. (1) They may submit transcripts showing that they earned at least one academic degree (or high school diploma for bachelor's applicants) in a Mongolian-speaking institution or at the Mongolian-language programs offered by an institution whose primary instruction language is not Mongolian. (2) Applicants who did not attend Mongolian-speaking institutions may demonstrate their Mongolian language proficiency by taking TOMFL (Test of Mongolian as a Foreign Language).

Applicants to the Portuguese-language tracks in the undergraduate or graduate degree programs must demonstrate their proficiency in Portuguese in one of the following ways. (1) They may submit transcripts showing that they earned at least one academic degree (or high school diploma for bachelor's applicants) in a Portuguese-speaking institution or at the Portuguese-language programs offered by an institution whose primary instruction language is not Portuguese. (2) Applicants who did not attend Portuguese-speaking institutions may demonstrate their Portuguese language proficiency by taking CAPLE (Centro de Avaliação e Certificação de Português Língua Estrangeira) and reaching the B2 level.

Applicants to the Indonesian-language tracks in the graduate degree programs must demonstrate their proficiency in Indonesian in one of the following ways. (1) They may submit transcripts showing that they earned at least one academic degree (or high school diploma for bachelor's applicants) in an Indonesian-speaking institution or at the Indonesian-language programs offered by an institution whose primary instruction language is not Indonesian. (2) Applicants who did not attend Indonesian-speaking institutions may demonstrate their Indonesian language proficiency by taking TIBA (Tes Bahasa Indonesia bagi Penutur Asing) and reaching the B2 level.

When international students receive notification from the Admissions Office that they have

been accepted to study at Evangelia University's main campus, they will be issued an I-20 form. At that point, they should:

- Apply for a passport from their country's Foreign Ministry.
- Apply to the U.S. Consulate in their country for a non-immigrant student visa.

7. Admissions of Veterans

As of March 1, 1996, Evangelia University is approved for the training of veterans in the B.A. in Biblical Studies program.

8. Admission by Exception

a. Conditional Admissions

Prospective students who have not completed their required degree are welcome to apply at any time during their final year of undergraduate study. Applicants who are admitted prior to the completion of their degree are accepted on a conditional basis pending completion of their degrees and submission of a final transcript verifying that they have received the degree. Under ordinary circumstances, the final transcript must be received before a student is allowed to enroll in classes at Evangelia University.

b. Admissions on Academic Probation

Academic probation is a period of testing and proving one's abilities. Students admitted to Evangelia University degree programs on probation are granted a specified period of initial evaluation, followed by the second Graduation and Admissions Committee's evaluation of the student's ability to continue in the degree program. Admission on probation provides an opportunity for students who otherwise might not be admitted to the University to demonstrate their ability to complete their studies.

The following categories of students are admitted on probation:

- **Special admission:** Those admitted under Special Student's status (see admission requirements for Special Admission below)
- **Inadequate preparation:** A review of transcripts of undergraduate or graduate studies and/or academic reference evaluations that raises concerns about the adequacy of the student's preparation, abilities, and/or discipline to pursue graduate theological studies
- **Unaccredited Institutions:** Students holding a bachelor's degree from an unaccredited institution

While on probation, the student may take a maximum of 15 semester hours of coursework before further review. When a student has completed 15-20 semester hours, the Graduation and Admissions Committee will evaluate the student's academic progress and decide as follows: 1) grant admission to a degree program or 2) grant a continuation of probation for one semester, or 3) dismiss the student from the University. Usually, a minimum cumulative grade point average of at

least 2.0 of coursework will be required for confirmation of admission. Since probation is viewed as a time to assist a student in developing and demonstrating academic competency, admission on probation will not be recorded on his or her permanent transcript.

c. **Audit Student Program (Non-Credit)**

Auditors are permitted in most courses. Persons desiring to audit are required to secure the permission of the Registrar, complete the audit registration form, and pay a non-refundable audit fee.

Minors (persons under 17 years of age) are permitted to audit a course only when they have either graduated from high school or passed the GED exam or when the instructor in charge has given permission. Audit privileges include regular class attendance, copies of all photocopied or printed material distributed free to the class, and the opportunity to ask occasional questions in the class.

Usually, auditors will not be permitted to participate in classroom exercises or recitations or to make seminar presentations, nor will assignments or examinations be reviewed or graded by the instructor. Occasional visitors must seek permission from the instructor for each class they wish to attend and will not have the privilege of participating in class discussions. Auditors and other members of the community have access to the library collection and on-site resources, and for a nominal fee, they may apply for circulation privileges.

9. Special Admission

a. **Granting Credits for Prior Experiential Learning**

Evangelia University may grant credits for prior experiential learning. Credit for Prior Learning (CPL) is a way that students may earn university credit for previous learning experiences and accomplishments outside the traditional college classroom setting. Credits may be granted through various assessments of prior learning: standardized examination programs (e.g., CLEP, DANTEs, APP), the credit recommendations of the American Council of Education, and/or an evaluation of an individual portfolio or an examination by the academic department.

b. **Policies for Awarding Credit for Prior Learning**

1) EU may grant credit to a student for prior experiential learning only if:

- (1) The prior learning is equivalent to a college or university level of learning;
- (2) The learning experience demonstrates a balance between theory and practice and;
- (3) The credit awarded for the prior learning experience is directly related to the student's degree program and is applied to the satisfaction of some of the degree requirements.

- 2) Each college- or university-level learning experience for which credit is sought shall be documented by the student in writing.
- 3) Each college- or university-level learning experience shall be evaluated by faculty qualified in that specific subject area who shall ascertain (1) to what college- or university-level learning the student's prior experience is equivalent and (2) how many credits toward a degree may be granted for that experience.
- 4) Of the first 60 semester credits awarded to a student in an undergraduate program, no more than 15 semester credits may be granted for prior experiential learning.
- 5) Of the second 60 semester units (i.e., credits 61 to 120) awarded to a student in an undergraduate program, no more than 15 semester credits may be granted for prior experiential learning.
- 6) Credit for prior learning is not awarded at the graduate level.
- 7) Prior learning shall be assessed by faculty in the academic discipline appropriate to the student assessment request.
- 8) If credit is granted after the appropriate assessment is made, the entry is made on your transcript as CR, along with the number of units granted. No grade is given except CR, which means it does not affect your GPA.
- 9) Credits for prior learning are considered transfer credits and are subject to the same policies as other transfer credits.
- 10) The student seeking credit for prior learning must provide all requested supporting information for the assessment.

i. Procedures for Requesting Assessment for Credit for Prior Learning

If you feel that you have previous learning experiences that would qualify for Credit for Prior Learning, follow the procedures below:

- 1) Determine if your Prior Learning experiences fit the following criteria:
 - Is it verifiable? The learning experience can be verified with tangible proof: a certificate, state-issued license, college transcript, military records, an HR report, etc.
 - Is it measurable? The number of hours/days spent in the learning experience must be verified.
 - Is it learning? It must be something that was learned and knowledge-based, not just

what was done.

2) Set an appointment with your Academic Counselor to fill out a CPL Proposal. This proposal will help determine the type and number of units you can earn from CPL.

3) There is a nonrefundable \$50.00 fee per petition, regardless of the number of units being requested and whether or not credit is granted.

4) Attach materials to substantiate your proposal. See below:

- Certificates: If hours are not listed on the certificate, you must include proof of the hours spent in the “learning” situation and a brief description of the course
- HR training reports: must include hours spent in the “learning” situation and a brief description of the course
- State-issued Licenses: Accepted as is, unless “Revoked”
- Military Service: include a copy of the DD214 for basic training and an AARTS/SMARTS report (<http://www.dd214expeditors.com/>)
- “Portfolio”-type materials will be subject to additional assessment/examination as determined by the University.

ii. Prior Learning Assessments

1) Nationally recognized examinations.

The list of available credit by examination opportunities includes, but is not limited to, the following:

- Advanced Placement (AP) examinations
- International Baccalaureate (IB) examinations
- College Level Examination Programs (CLEP) examinations
- Thomas Edison College Examination Program (TECEP)
- DANTES Subject Standardized Tests (DSST)

2) Course-specific examinations designed by University faculty

The University may provide opportunities for an admitted student to demonstrate college-level learning through course-specific examinations designed by University faculty.

3) Credit by portfolio review and/or competence demonstration

The University may offer a student the opportunity to earn college credit through portfolio review and/or competence demonstration.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

College Level Examination Program (CLEP) provides an opportunity for qualified students to earn college credit by examination. Evangelia University will award credit for the General Examinations for scores at or above the national seventieth percentile.

The General Examinations must be taken before entering Evangelia University. Students may take the Subject Examinations to earn credit for subjects required in their major, provided they have not completed a college-level course that is equivalent to or on a higher level than the subject matter of the exam. Three semester hours of credit may be awarded for each subject examination, provided the student scores at or above the national seventieth percentile.

A maximum of 45 semester hours of credit may be awarded for General and Subject Examinations. Credit granted for CLEP is posted and indicated on the student's permanent academic record. No grade or quality points are assigned for CLEP credit. A person may visit the web page of CLEP at www.clep.org for more information about the CLEP program.

b. Ability-to-Benefit

1) Undergraduate “Ability-to-Benefit”

Students who do not have an official high school diploma may be admitted to the undergraduate program of EU with conditional admission, as indicated in the EU Academic Catalog. From the time of admission, a student's assessment results and records are kept on file (Checklist Form 1-312), and the assigned academic advisor for the student monitors the progress of the student during their enrollment at EU.

If a student does not have a high school diploma or its equivalent, he/she must demonstrate the ability-to-benefit from the B.A. program offered by Evangelia University. Additionally, because of the moral/spiritual nature of theological studies and the high demand of the curriculum standards, the university examines credentials to ascertain whether an applicant is of good moral character, is of serious purpose, and has the aptitude to complete the rigorous academic program required for graduation. The institution may grant admission on the basis of the credentials submitted, or the chair of the Academic and Curriculum committee (Academic Dean) may make the following requests of the applicant.

- (1) To submit the Letters of reference
- (2) To take a standardized test
- (3) To meet with a representative of EU for a personal interview.

* Approved Ability to Benefit Tests and passing scores

Students must meet the Ability To Benefit (ATB) achieving the minimum cut scores on the Ability To Benefit (ATB) tests:

Combined English Language Skills Assessment (CELSA): Forms 1 and 2. Passing Score: CELSA Form 1 90 and CELSA Form 2 90. Available from Association of Classroom Teacher Testers (ACTT), 1187 Coast Village Road, PMB 378, Montecito, California 93108-2794.

Computerized Placement Tests (CPTs)/Accuplacer (Reading Comprehension,

Sentence Skills and Arithmetic). Passing Score: Reading Comprehension 55, Sentence Skills 60, and Arithmetic 34. Available from The College Board, 45 Columbus Avenue, New York, New York 10023-6992.

Structure 9, Conventions of Written English 309, and Arithmetic 506. Available from The College Board, 45 Columbus Avenue, New York, New York 10023-6992.

“Ability to benefit” services are also provided when students are placed on academic probation, have special learning disabilities, and are admitted under probationary status. Their assigned faculty members—the academic advisor, the Academic Dean, and the Student Dean monitor these students. The institution has the right to reduce its academic course load and extend their date of graduation. The records of these students are kept in the office of the registrar and their advisor. Follow-up is measured by course grades and required materials for their learning outcome portfolio.

2) Graduate “Ability-to-Benefit”

In pursuant to CCR §71770, a student must possess a bachelor’s degree or equivalent to be admitted to post-baccalaureate degree programs. Conditional admissions are not permitted.

3) Education

The applicant must have completed at least 30 semester units (or equivalent) of undergraduate study at an accredited or otherwise approved college or university. Of these units, at least 15 semester units must be in humanities or liberal arts other than Bible and theology (namely, English or world literature, history, philosophy, ancient or modern foreign languages, etc.). The application will become stronger when the remaining courses are completed in the above areas or natural sciences, social sciences, and Bible/theology. The cumulative grade point average in undergraduate coursework must be 3.0 or above.

4) Employment & Christian Service

The applicant must also have life experience in employment and Christian service in a church or para-church organization. Four years of employment experience and experience in Christian service will be weighted as equivalent to one year (30 semester units) of undergraduate study. The applicant must have a total preparation package (combining ministry/employment experience and academic course work) equivalent to four years (120 semester units) of undergraduate study. Thus, Special Student applicants must demonstrate one of the following combinations of academic and life experience:

- 30-59 semester units of academic courses, plus 12 years of employment and 12 years of Christian service/experience.
- 60-89 semester units of academic courses, plus 8 years of employment and 8 years of Christian service/experience.
- 90-119 semester units of academic courses, plus 4 years of employment and 4 years of Christian service/experience.
- Years of employment and Christian service experience may be fulfilled concurrently,

but both categories must be fulfilled respectively.

10. Affiliation with Other Institutions

Evangelia University has a sister relationship with the following university based upon sharing a strong commitment to the Lordship of Christ in every area of our life.

- Kosin University, Pusan, Korea

Students can benefit from the partnership between the two schools. Its terms and conditions are as follows:

1. Exchange of faculty members and administrative officers
2. Exchange of students
3. Exchange of academic materials and other resources
4. Provide student opportunities for study on our respective campuses
5. Participation in seminars and academic meetings
6. Mutual support for special short-term academic programs
7. Joint research projects and conferences
8. Joint mission projects and cultural programs

11. EU Credit Requirement

A student must have completed the following work at Evangelia University in order to graduate from Evangelia University:

- BA program: at least 43 semester units
- Graduate programs:
 - a. MAICS.: no fewer than 30 units
 - b. MDIV: no fewer than 45 units
 - c. MAR: no fewer than 30 units
 - d. MACE: no fewer than 30 units
 - e. DMIN: no fewer than 18 units
 - f. EDD: no fewer than 18 units
 - g. DICS: no fewer than 18 units

Students, whether attending on a full-time or part-time basis, may not take courses or otherwise earn academic credit away from Evangelia University without written permission. Permission should be obtained in advance of registration to avoid loss of credit.

III. FINANCIAL INFORMATION

A. TUITION, FEES, AND OTHER EXPENSES

Evangelia University strives to keep student costs at a minimum. Costs of completing degree programs at EU are maintained as low as possible and are competitive with other private postsecondary institutions in California.

Tuition	
Undergraduate Program	\$180.00 per credit unit
Graduate Program (M.Div., M.A.R., M.A.C.E., M.A.I.C.S.)	\$200.00 per credit unit
Graduate Program (D.Min.)	\$400.00 per credit unit
Graduate Program (Ed.D., D.I.C.S.)	\$400.00 per credit unit
Audit Fee	
EU Alumnus	\$15.00 per unit
Non-EU Alumnus	\$50.00 per unit
Miscellaneous Fees (non-refundable and per incident, unless otherwise specified)	
Application fee (due three weeks before the start of classes)	\$30.00 (B.A. and Master's) \$50.00 (Doctoral programs)
Late fee for application submission	\$20.00
Online Class registration fee	\$75.00 per class
Semester registration fee	\$10.00 per semester
Technology fee	\$40.00 per semester (effective beginning in the spring of 2024)
Late registration fees	
After the due date but before classes start	\$20.00
On or after the first day of the semester/term	\$40.00
International Students Form I-20 issuance fees:	
Initial Issuance	\$200.00
Replacement (primary and/or dependents)	\$20.00 per person
Student Association fee (per semester):	\$15.00 per class Maximum: \$45.00
Student Tuition Recovery Fund (STRF)	\$0.50 per \$1,000 collected for the State of California
Official transcript fee	\$10.00
Certificate of attendance/ graduation fee	\$10.00
Late payment of tuition after classes start	\$30.00
Payment Service Charge	\$5.00 per payment

Late charge to an optional payment plan	\$10.00 per payment (7-day or more past due)
Returned check service fee	\$15.00 per check
Removal of incomplete grade fee	\$10.00 per course
Add or drop fee	\$10.00 per item
Dissertation Oral Defense Application fee	\$550.00 (D.Min., Ed.D., D.I.C.S.)
Fees for Missing Academic Deadlines: Preliminary examination Language examination Dissertation/Thesis/Project Report	\$30.00 \$30.00 \$30.00
Graduation Fees: (non-refundable and per incident unless otherwise specified) D.Min., Ed.D., D.I.C.S. Degree Master's Degree Bachelor's Degree Non-Degree Diploma/Certificate	\$250.00 \$150.00 \$100.00 \$75.00

Tuition and Fees for Fall or Spring Semester

Education Level	Undergraduate (BA)	Graduate (MDIV/MA/MACE /MAICS)	DMIN	EDD	DICS
<i>Estimate based on:</i>	Spring or Fall Semester		Summer or Winter	Summer, Spring or Fall	Summer, Spring or Fall
<i>Units:</i>	12	9	6	6	6
<i>All Students</i>					
Tuition	\$1,920.00	\$1,800.00	\$2,400.00	\$2,400.00	\$2,400.00
Semester/Term Registration fee	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Student Association fee	\$45.00	\$45.00	\$45.00	\$45.00	\$45.00
Technology fee	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00
STRF (\$0.50 per \$1,000 collected for the State of California)	\$1.00	\$1.00	\$1.25	\$1.25	\$1.25

TOTAL	\$2,016.00	\$1,896.00	\$2,456.25	\$2,456.25	\$2,456.25

NOTE 1: This is an estimate for a basic full-time study (12 units per semester for the undergraduate program, 9 for the master’s program, and 6 for the doctoral program, respectively). The actual total depends on the number of units taken by each student and other fees, such as monthly payment service charges.

NOTE 2: International students outside of the US may receive a special tuition discount prorated in accordance with the GDP level of the country of their citizenship (their primary citizenship if with multiple citizenships). So, you must contact the Office of the Registrar to know your eligibility for this scholarship.

NOTE 3: Students will need to purchase text materials and supplies. This additional cost varies depending on the courses they take in each semester and/or term. These are not usually paid to the school directly. Please plan accordingly.

Entire Expenses for Study at Evangelia University

NAME OF EDUCATIONAL PROGRAM:	BA	MDIV	MAR / MACE/MAICS	DMIN	EDD	DICS
<i>Estimate based on:</i>	4-year	3-year	2-year	3-year	3-year	3-year
<i>Units:</i>	120	90	60	36	36	36
<i>Permanent Residents, US Citizens, and other valid US visa holders</i>						
Application fee	\$30.00	\$30.00	\$30.00	\$50.00	\$50.00	\$50.00
Semester/Term Registration fee	\$80.00	\$60.00	\$40.00	\$60.00	\$60.00	\$60.00
Tuition	\$21,600.00	\$18,000.00	\$12,000.00	\$14,400.00	\$14,400.00	\$14,400.00
Student Association fee	\$360.00	\$270.00	\$180.00	\$270.00	\$270.00	\$270
Technology fee	\$320.00	\$240.00	\$160.00	\$240.00	\$240.00	\$240.00
Student Tuition Recovery Fund (STRF) [\$0.50 per \$1,000 collected for the State of California]	\$10.80	\$9.00	\$6.00	\$7.20	\$7.20	\$7.20

Dissertation Oral Defense Application fee	N/A	N/A	N/A	\$550.00	\$550.00	\$550.00
Graduation fee	\$100.00	\$150.00	\$150.00	\$250.00	\$250.00	\$250.00
TOTAL	\$22,500.80	\$18,759.00	\$12,566.00	\$15,827.20	\$15,827.20	\$15,827.20
<i>International Students (F-1 visa holders)</i>						
Form I-20 issuance fee	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00
TOTAL	\$22,700.80	\$18,959.00	\$12,766.00	\$16,027.20	\$16,027.20	\$16,027.20
NOTE: The additional cost varies depending on the courses or programs they take in each semester and/or term. The online course fee (\$75 per course) will be charged to courses they take. Other costs, such as binding thesis purchasing regalia for doctoral students, were not included in this estimation.						

B. TUITION PAYMENT & STRF POLICY

Tuition and fees are due and payable at the beginning of each semester. However, EU provides a personalized deferred payment plan for students who are unable to pay the total amount at the time of registration. A student must fill out a *Tuition Payment Plan* form with the Registrar before a semester/session begins.

The basic standard deferred payment plan is as follows:

The total amount due for the given semester is divided into four equal payments (25% each), with the first payment due at registration. The balance, which is divided equally into three payments, is due over the following three months. There is a service charge of \$5 for each payment. A late payment charge of \$10.00 will be assessed for payments more than 7 days late.

The following are payment due dates:

	Fall Semester	Spring Semester
1 st Payment	Registration	Registration
2 nd Payment	Sept. 30	Feb. 28
3 rd Payment	Oct. 31	Mar. 31
4 th Payment	Nov. 30	Apr. 30

Failure to make payments within 30 days may be grounds for suspension.

For winter and summer intensive sessions, full tuition and fee payments are due at the time of

registration. Additional information concerning the tuition payment plan can be obtained at the Registrar's office.

In scheduling student charges, both the institution and students should be very aware of the following Student Tuition Recovery Fund (STRF) statement and agree with it. The STRF is \$0.50 per \$1,000 collected for the State of California.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has been unable to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.”

C. CANCELLATION AND TUITION REFUND POLICIES

Evangelia University’s tuition refund policy complies with the applicable state laws and regulations governing tuition refund policies. The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. To cancel the enrolment agreement, you are required to 1) get a “Notice of Cancellation/Withdrawal” form available from the Registrar’s office or EU website, 2) complete the form by furnishing the required signatures, and 3) submit it to the Registrar’s office. In order to ensure that students are fully informed of their rights and the procedure for recovering tuition refunds returnable to them, a copy of the university’s *Cancellation/ Withdrawal Policy* is given to students when they first register. The university’s cancellation withdrawal and refund policy is also fully disclosed on the reverse side of the enrollment agreement.

a. Full Refund

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. If the university cancels the scheduled classes, students will receive a full refund.

b. Effective Dates for Refund

Refunds are computed on the date the *Notice of Cancellation/Withdrawal* is filed in the Registrar’s Office. The weeks listed on the Refund Schedule below begin on the first day of the semester, regardless of when a student begins attending classes. EU offers a pro-rata refund of up to 60 % of class attendance based on a daily based refund, as shown in the charts below. After the ninth week (60% attendance), no tuition refund is given for full-semester courses.

c. Effective Date of Cancellation or Withdrawal

All refunds due will be made within 30 calendar days from the effective date of cancellation or withdrawal. Students must deliver a signed and dated *Notice of Cancellation/Withdrawal* form *in person* or *by certified mail* to the Registrar's Office and receive a signed and dated receipt. The effective date of cancellation or withdrawal is when official notification is delivered *in person* to the Registrar's Office. If mailed, the effective date of cancellation or withdrawal is the *date postmarked*.

d. Refund Schedules

i. Regular Semester Refund Schedule (on daily based refund)

% Attended	% of Refund	Due Date
0-6.67%	100%	Friday, 1 st week of classes or seventh day after enrollment
6.68 -60%	40-93.33% (on a daily based refund)	Friday, the second week through the ninth week of the classes
See the fee schedule for each semester/session for specific dates.		

NOTES:

1. Changes from Audit to Credit and Credit to Audit are not allowed after the second week.
2. Drop slips must be handed to the registrar by 4 p.m. on the corresponding class week of the refund schedule to receive the allowed refund percentages.

a. Intensive Sessions Refund Schedule (2-week courses)

% of Attended	% of Refund	Due Date
0-10%	100%	First day of class
20%	80%	Second day of class
30%	70%	Third day of class
40%	60%	Fourth day of class
50%	50%	Fifth day of class
60%	40%	Sixth day of class
> 60%	None	After sixth day of class
For specific dates, see the fee schedule for each semester/session.		

NOTES:

3. Changes from Audit to Credit and Credit to Audit are not allowed after the first class day.

4. D
r
o
p
s

lips must be handed to the registrar by 4 p.m. on the corresponding class days of the refund schedule in order to receive the refund percentages allowed.

ii. Intensive Sessions Refund Schedule (1-week courses)

% of Attended	% of Refund	Due Date
0-20%	100%	First day of class
40%	60%	Second day of class
60%	40%	Third day of class
> 60%	None	After third day of class
	For specific dates, see the fee schedule for each semester/session.	

NOTES:

1. Changes from Audit to Credit and Credit to Audit are not allowed after the first day of classes.
2. Drop slips must be submitted to the registrar by 4 p.m. on the corresponding class days of the refund schedule in order to receive the refund percentages allowed.

D. SCHOLARSHIPS/ FINANCIAL AID

As of Fall 2017, Evangelia University does not have links to the federal financial aid, student loan program, or matching fund program. Accordingly, any need-based financial aid/scholarship is not available at this point, either. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the total amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

Thus, the term "financial aid" at EU means all the grant scholarships from the institution and other benefactors.

Evangelia University offers a variety of non-repayable scholarships and grants to our students, which are awarded on the basis of several factors, including financial need, previous academic performance, denominational affiliation, and ministry interests.

1. Types of Scholarship

1. Chairman Scholarship

- 1) Recipients: 1 student
- 2) A student with a clear vision of mission among full-time graduate students with the

- highest grade.
- 3) Full tuition semester scholarship
2. President's Scholarship
 - 1) Recipients: 1 student
 - 2) A student in need of financial support with excellent grades in the semester among full-time students in a graduate program
 - 3) Full tuition semester scholarship
 3. Academic Excellence Scholarship
 - 1) Recipients: 00
 - 2) Outstanding full-time students in a degree program (students are selected from among those students who take at least 9 credits for the master's program and 12 credits for the bachelor's program per semester and have achieved at least 3.75 GPA)
 - 3) Specified scholarships (decided by the scholarship committee every semester.)
 4. Exemplary Student Scholarships
 - 1) Recipients: 00
 - 2) Students selected as exemplary by the votes of faculty and staff
 - 3) Specified scholarships (decided by the scholarship committee every semester.)
 5. Missionary Scholarship
 - 1) Recipients: 00
 - 2) Students who have been dispatched as a missionary or staff by a mission organization and have been performing exemplary missionary work for more than a year
 - 3) Payment of up to 50% of tuition for the semester
 6. Missionary and Pastor's Children Scholarship
 - 1) Beneficiaries: 00
 - 2) Among full-time students of each program, it is awarded to missionary and pastor's children (under age 25).
 - 3) Payment of up to 50% of tuition for the semester
 7. Individual or Church Sponsored Scholarships
 - 1) Recipients: 00
 - 2) Among full-time students, those who meet the donator's purpose.
 - 3) Scholarships donated by sponsoring churches
 8. Student Administrative Assistant Scholarship
 - 1) Recipients: 00
 - 2) Student Administrative Assistant
 - 3) Payment according to the amount of work stipulated by law
 9. Family Scholarship
 - 1) Recipients: 00

- 2) Two or more immediate family members who are full-time students at EU
- 3) Pay up to 50% of tuition for one family member

2. Policies

- 1) All scholarship recipients must be qualified by 'the code of conduct' provided by EU.
- 2) Students eligible for scholarships must meet one or more of the following criteria. The applicants who
 - 1. meet the eligibility requirements specified for each scholarship.
 - 2. have exemplary life, faith, and personality to others.
 - 3. have financial difficulties but show good academic performance (3.0 GPA or higher)
 - 4. have been recommended by EU president as they are deemed particularly necessary
- 3) The Scholarship Committee deliberates on basic policies and important matters regarding scholarship payment.
- 4) Scholarship payments can be suspended or canceled in any of the following cases. A student who
 - 1. has been subject to disciplinary punishment
 - 2. has not registered, takes a leave of absence, or has been expelled
 - 3. has a GPA below 2.50
 - 4. fail to go through the scholarship application process
 - 5. has been considered to be inappropriate for issuing scholarships
- 5) If a student selected for a scholarship does not register within the prescribed registration period, he/she forfeits the scholarship.

3. Procedures

- 1) The applicant applying for a scholarship has to submit the provided application form.
- 2) Some scholarships might require either a vision statement or a faith statement.
- 3) The applicant must apply by May 31 each year.
- 4) The 'Scholarship Committee' will examine the documents and will make a decision unanimously.
- 5) A student who falls under any of the following criteria cannot apply for a scholarship if one semester has not elapsed after the occurrence of the relevant cause. A student
 - 1. whose disciplinary punishment has been lifted and
 - 2. whom the scholarship committee has limited application qualifications.

E. FINANCIAL CONDITION DISCLOSURE REGARDING BANKRUPTCY

Evangelia University is in a financially stable condition. EU specifically discloses the following financial statements regarding bankruptcy in accordance with CEC §94909 (a) (12). Evangelia University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

IV. ACADEMIC POLICIES

A. BIBLE KNOWLEDGE TEST & WESTMINSTER CONFESSION OF FAITH TEST REQUIREMENTS

The passing of a Bible Knowledge Test is required for M.A.R and M.Div. students prior to graduation. This test may be repeated in various forms until students pass. A grade of 70 is considered as a passing grade. The passing of the Westminster Confession of Faith test is required for M.Div. students prior to graduation.

B. DIRECTED STUDY COURSES

Students may request permission to take an independent, directed study course under the supervision of a professor. Such a course requires the equivalent of one thousand pages of reading per semester hour in lieu of class attendance, plus a project approved by the professor. The character of the work and the way of reporting it will be left to the professor, but the Academic Dean must approve all directed study courses. These courses must be completed within the semester in which the courses started. The standard tuition rate is charged for all directed study courses. Directed study courses are usually offered to cover subjects that are not included in the published curriculum. Regularly scheduled elective and required courses may be taken by directed study at the discretion of the professor and Academic Dean only when a course is required for graduation and cannot be worked into a student's schedule.

C. STUDENT CONDUCT

Student conduct is under the supervision of the Dean of Students. The university reserves the right to dismiss any student who engages in inappropriate behaviors or whose conduct is found to be unsatisfactory on the basis of the moral, spiritual, and ethical principles found in Scripture and the Westminster Standards after a proper hearing and due process according to the procedures described in the Student Handbook.

Additional rules, procedures, and regulations governing life at the university are contained in the Student Handbook.

D. TRANSFER, OTHER CREDITS, AND TRANSFERABILITY POLICIES

1. Transfer Credit from Other Institutions

i. Transfer Credit Policy for Undergraduate Programs

a. Transfer Credit from Accredited schools

Evangelia University welcomes transfer students from other accredited colleges and universities. It endorses the "Joint Statement on Transfer and Award of Academic Credit" approved by the American Council on Education, the American Association of

Collegiate Registrars and Admissions Officers, and the American Association of Community Colleges. Many of the principles of that statement are inherent to this policy.

The academic programs at Evangelia University combine general education with a Bible and theology core curriculum. Therefore, Evangelia University commonly accepts coursework completed at other institutions where the content and depth of courses are similar to those of EU courses.

Evangelia University has not entered into an articulation or transfer agreement with any other colleges or universities. Therefore, the school will evaluate and determine the transfer of credit at its discretion.

- The transfer credit policy at EU will **not** award credit for courses where the student earned below a "C" grade or its equivalent.
- The Dean of Academic Affairs will evaluate all courses to determine whether or not the content is comparable to the breadth and depth of specific EU courses.
- BA students must complete 120 academic credits in order to receive a BA Degree. Transfer students may transfer a maximum of 77 units of the required credits into EU.
- Limited numbers (up to 9 credits) of Bible and doctrine courses that are substantially similar to courses offered at Evangelia University may be accepted. Other religious education courses will be credited as electives.
- Credits will be awarded for courses completed at colleges and universities outside of the United States that are accredited or approved by the Ministry of Education (or other appropriate governmental agency) of the country in which they are located. Credit and placement decisions are based on recommendations of the American Association of Collegiate Registrars and Admissions Officers, the National Association of Foreign Student Advisors, and selected other professional organizations and agencies that evaluate foreign educational institutions.
- It is generally *not* awarded for courses completed at non-accredited institutions. Exceptions must be approved on a course-by-course basis by the Dean of Academic Affairs.
- Credits are awarded and posted to transcripts only for students who enroll at Evangelia University after completing coursework at other institutions.

b. Credit Earned by Unaccredited Institutions

If students who are admitted to Evangelia University's B.A. program seek to transfer credits that they completed at an unaccredited institution. In that case, they must supply the following information for the thorough evaluation of each transferable course.

- A copy of the course syllabus stating the instructor's name and the course requirements

- At least one sample of coursework assignments submitted in fulfillment of course requirements

All decisions regarding transfer credit from unaccredited institutions are made on a course-by-course basis. Acceptance of one course from an unaccredited institution for transfer credit carries no implication regarding the acceptance of other courses from that institution.

Only courses with a grade of B (not B-) or above will be accepted for transfer credit. No more than 15 semester hours (23-quarter hours) from an unaccredited institution will be accepted for transfer credit toward a student's degree program at Evangelia University.

c. Determination of Course Equivalencies

- Evangelia University has not entered into an articulation or transfer agreement with any other colleges or universities. Therefore, the school will evaluate and determine the transfer of credit at its discretion.
- The final determination of transfer credit equivalencies is made by the Dean of Academic Affairs through a comparison of course descriptions and/or course titles. If substantial similarity exists between a course taken at another institution and an Evangelia University course, transfer credit will be awarded for the Evangelia University course. If substantial similarity does not exist, but the course is in a subject matter taught at Evangelia University under a specific course prefix, elective credit will be awarded under that prefix.
- Elective credits awarded for upper-division courses taken at four-year colleges and universities will be designated as upper-division for transfer purposes (i.e., will apply to the upper-division credit hour requirement for graduation at Evangelia University).
- Transfer equivalencies are based on current policies and generally reflect course numbers from the Evangelia University catalog at the time the evaluation is conducted. Evangelia University courses and course numbers are subject to change; thus, transfer equivalencies are subject to change as well.

d. The appeal of Transferability or Course Equivalencies

The ultimate authority for transfer of credit rests with the Dean of Academic Affairs. Students who wish to appeal the evaluation or transferability of a course may do so through the appropriate department head. When appealing, students must be prepared to provide supporting documentation (e.g., a course syllabus, course description from the other institution's catalog, and sample writings of the coursework).

e. Credit Hour Equivalencies

Credit is converted to semester hour equivalents. In converting quarter hours to semester hours, a conversion factor of two-thirds is used. When conversions result in fractions, credit granted per course is reduced to the nearest whole number. Fractions are accumulated and reduced to the nearest whole number,

and general elective credit is awarded for that total.

If a course at another institution is offered for fewer credit hours than an equivalent course at Evangelia University (e.g. if a two-credit hour course at another institution is substantially similar in content to a three-credit hour course at Evangelia University), the student will be given transfer credit for the equivalent course at Evangelia University but only for the number of credit hours earned at the other institution. In such cases, the student may need to take an additional course to fulfill credit hour requirements.

f. Grade Equivalencies

- Transfer grade equivalents will be determined and recorded with the student's transfer credit. Credit will be awarded for courses in which a "C" or higher was earned.
- Transfer grades and grade point averages are assigned based on the Evangelia University grading policy. For the course grade earned at other institutions that do not use a plus/minus grading system, an equivalent minus letter grade will be given (e.g., for an A earned in another institution, an A- will be given for that grade at Evangelia University). The lower grade will be used for the combined grade earned at other institutions (e.g., "AB"). The courses taken at institutions that use a grading system not comparable to Evangelia University's will be evaluated with the transfer grade equivalents of Pass or Fail. The "withdraw" grades are calculated in a student's transfer grade point average as "F" grades. Transfer grade will be marked with a T in front of the letter grade awarded (e.g., for an A- grade, TA- will be posted for the transferred grade)
- When fractions are accumulated and awarded as general electives, grade points are collected similarly. For example, a student who took one four-quarter hour course with an "A" and two four-quarter hour courses with a "B" would receive general elective credit (to compensate for fractions) for two credit hours and six grade points.
- Courses taken from non-accredited colleges and universities by a regional accrediting agency or the TRACS will be treated as "Pass/Not Pass" courses for grading purposes.
- A student's grade point average at Evangelia University is based only on the courses completed at this institution. A transfer grade point average is carried as part of the student's total record. As described in this catalog, the Evangelia University and transfer grade point averages are combined into an overall grade point average to determine academic standing, eligibility for admission to specific programs, graduation, and honors.
- A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than— (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one

semester; or (2) At least an equivalent amount of work as required in paragraph. (1) of this definition for other academic activities as established by EU, including internships, practicum, and other academic work leading to the award of credit hours.

g. **Transfer of Credit from Two-Year Institutions**

Students are generally awarded only lower division credit for courses completed at two-year institutions (community and junior colleges). Departments seldom award upper division credit at Evangelia University.

h. **Major Core Course Requirement**

Major core courses must be completed at Evangelia University unless the school from which credits are transferred shares the same theology and Reformed tradition of Evangelia University.

ii. Transfer Policy for the Graduate Programs (Graduate School of Theology)

a. **Admission and Transcript Evaluation**

Students who intend to request transfer credit from another graduate-level institution must submit all regular required application items, including the following: Application for Admission, Application Fee, Ecclesiastical Reference, Academic Reference, and Official Transcripts from each post-secondary institution from which the applicant has received credit. Once the prospective transfer student has been admitted to Evangelia University, the Dean of Academic Affairs will complete a transcript evaluation to determine which courses will receive credit from Evangelia University. If a transfer student desires a preliminary transcript evaluation prior to acceptance, the student may submit his or her official transcripts and request for transcript evaluation to the Office of Admissions. Transfer credit will not be processed until the student has been admitted.

b. **Transfer Credit Policies**

Evangelia University may grant graduate-level credit for courses in which a grade of C (not C-) or above was received. Coursework from an accredited institution may transfer as equivalent to a required course or as elective credit in the student's program at Evangelia University. The Dean of Academic Affairs determines course equivalence on the basis of course descriptions, syllabi, prerequisites, and requirements and in consultation with the relevant instructors of courses.

Transfer credit may not be granted for coursework at other institutions for courses in the Evangelia University curriculum that require biblical languages (Greek and/or Hebrew) as prerequisites if the courses taken at those institutions did not have the biblical language prerequisites.

At least 50 % of the total credit units required for each graduate degree must be earned at Evangelia University. Transfer students may transfer a maximum of the following units of the required credits into EU: M.A.R.: 30; M.A.C.E.: 30;

M.A.I.C.S.: 30; M.Div.: 45; D.Min.: 21.; ED.D.: 18; DICS: 18. Language credits from other graduate schools may be transferred by submitting an official transcript to the Evangelia Registrar's office documenting passing grades. Students who have taken Greek and/or Hebrew language courses at other institutions should take placement exams in order to receive credits for their biblical language courses.

All required courses must be completed at Evangelia University unless the school from which credits are transferred shares the same theology and Reformed tradition of Evangelia University.

c. **Transfer Credit from Unaccredited Institutions**

If students who are admitted to an M.A.R., M.A.C.E., or M.Div. program seek to transfer credits for graduate-level studies that they completed at an unaccredited institution, they must supply the following information for the thorough evaluation of each transferable course.

:

- A copy of the course syllabus stating the instructor's name and the course requirements
- At least one sample of coursework assignment submitted in fulfillment of course requirements

All decisions regarding transfer credit from unaccredited institutions are made on a course-by-course basis. Acceptance of one course from an unaccredited institution for transfer credit carries no implication regarding the acceptance of other courses from that institution.

Only courses with a grade of B (not B-) or above will be accepted for transfer credit. No more than 15 semester hours (23-quarter hours) from an unaccredited institution will be accepted for transfer credit toward a student's degree program at Evangelia University.

2. Credit for Prior Experiential Learning

i. **General Description**

Adult learners have the opportunity to achieve expertise and knowledge through self-development, continuing education events, community or ministry service, non-college courses, etc. Students with prior ministry or mission field experience have often developed college-level competencies. These various types of theoretical and experiential learning equivalent to designated college courses taught at Evangelia University will be awarded as credits for students. Assessment of experiential learning is based upon the standards, principles, and procedures of the Council for Adult and Experiential Learning (CAEL).

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than— (1) One

hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities established by EU, including internships, practicum, and other academic work leading to the award of credit hours.

ii. **Criteria**

For students already enrolled, credits are awarded for prior experiential learning only under the following conditions:

- Credit for Prior Learning is applicable only for the BA program.
- Prior learning is equivalent to a college or university level of learning;
- The credit for prior experiential learning will be awarded only after completion of the residence requirement;
- Learning experience demonstrates a balance between theory and practice and
- Learning experience counts only in disciplines within the curricula appropriate to the degree program in which the student is enrolled.

iii. **Procedure**

The student seeking credit for experiential learning shall submit the request in writing with a portfolio and appropriate documentation. Each request for experiential credit shall be evaluated by a faculty member qualified in the specific subject area and the Dean of Academic Affairs, who will determine the level of learning and how many credits will be granted toward a degree for each experience.

iv. **Maximum Number of Credits Allowed**

The number of credits awarded to students for their prior experiential learning will be limited to a maximum of 15 semester units.

3. Transferability of Units and Degrees Earned at Evangelia University

As an accredited institution of TRACS (undergraduate & graduate studies) & ATS (graduate studies), units earned in the Bachelor of Arts, Master of Arts in Religion, Master of Arts in Christian Education, Master of Arts in Intercultural Studies, and Master of Divinity programs from EU may be transferable to other accredited colleges or universities in the US and other countries if the policies of the institutions recognize TRACS & ATS as proper means of the accreditation agency. The transferability of courses depends on the decision of the receiving school.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Evangelia University is at the discretion of

the institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in the Bachelor of Arts (B.A.) in Biblical Studies, the Master of Arts in Religion (M.A.R.), the Master of Arts in Christian Education (M.A.C.E.), the Master of Arts in Intercultural Studies (M.A.I.C.S.), the Master of Divinity (M.Div.), the Doctor of Ministry (D.Min.), the Doctor of Education in Christian Ministry (ED.D.), or the Doctor of Intercultural Studies (D.I.C.S.) program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma, or certificate you earn at this institution are not accepted at the institution you seek to transfer, you may be required to repeat some or all of your coursework there. For this reason, you should make sure that your attendance at this institution will meet your educational goals. This effort may include contacting the institution to which you may seek to transfer after attending Evangelia University to determine if your credits, degree, diploma, or certificate will transfer.

4. Transferability of Units Earned from Online Classes

All credits and degrees earned from online courses are treated the same as courses taken on-ground at the main campus.

E. PAPERS AND EXAMINATIONS DUE DATES

Unless required earlier by the professor, all course assignments, term papers, and reports must be submitted by the deadline listed in the academic calendar. Upon approval of the Dean of Academic Affairs, the professor may make exceptions to this rule. Extensions will be granted only for causes deemed adequate, and a written request is required. All examinations must be taken when scheduled. Exceptions to this rule may be made only upon prior request, showing adequate cause to the professor concerned, but the rescheduled examination should be taken during the examination period.

F. DEGREE TIME LIMITS

Students in the M.Div. degree programs have seven years to complete degree requirements. Students enrolled in the M.A.R. or M.A.C.E. degree program have four years to meet their program requirements. Students in the BA degree program have six years to complete their program requirements. After the maximum time limit has been reached for a degree program, the student may apply for an extension. Students who request an extension in a master's degree program will be charged \$100.00 each year after the time limit has been reached. Program requirements will be updated to meet the current catalog requirements for those given extensions.

G. GRADING POLICIES

1. Grading System

Evangelia University continually evaluates the student's educational progress through examinations, classroom participation, and research projects. Also assessed are the professional competence and attitudes necessary to achieve the expected performance as an ordained minister for those who are enrolled in the University's Graduate School of Theology.

The generally accepted letter grade system (A, B, C, D, F) evaluates all coursework and assignments. It monitors students' academic progress with their GPA and the total number of credit hours earned. In addition, the “IP” (In Progress) grade is awarded for master’s degree Preparation courses, and “AU” (Audit with no credit) to accommodate the changing needs and circumstances of students in completing their academic goals and objectives at the University.

2. Grading Scale

Grade Range (%)	Letter Grade	GPA Points
94-100	A	4.00
90-93	A-	3.66
87-89	B+	3.33
84-86	B	3.00
80-83	B-	2.66
77-79	C+	2.33
74-76	C	2.00
70-73	C-	1.66
67-69	D+	1.33
64-66	D	1.00
60-63	D-	0.66
Below 60	F	0.00
Incomplete	I	N/A
Pass*	P	N/A
In-Progress**	IP	N/A
Withdrawal	W	N/A
Audit	AU	N/A

*Awarded to credit by course challenge examination only.

**Awarded to those completing master's thesis only.

2. Incomplete Grades

A grade of “I” (Incomplete), indicating incomplete work, is assigned to a student who has attended class but who, due to unforeseen circumstances, has failed to complete all assigned work for the course. The “I” grade is given only to students whose work, at the time the “I” grade is assigned, is at least passing and allows the student to make up

the missing work. Incomplete grades are awarded only for compelling reasons, as determined by the instructor and approved by the Academic Dean. Students must, before the semester's end, make an official request to the instructor for an "I" grade. Students receiving an "I" grade must contact the course instructor or Academic Dean to make up the requirements within six months following the end of the course for which the "I" was given. Failure to do so will automatically change from an "I" to an "F" grade.

3. Grade Change

All grades except "I" are final when submitted to the Registrar by the instructor in the end-of-semester course report, though such a grade change exception is rarely allowed. An instructor may change a grade in the following semester after which the original grade was received if sufficient reasons exist and warrant such a change. Students' academic records are kept in the Registrar's Office. Students should check their academic records periodically and immediately inform the Registrar of any discrepancies. Copies of official transcripts may be obtained from the Registrar.

A letter grade assigned to a student may be challenged on the grounds that the grade was based on an evaluation of work by criteria not directly reflective of course performance. If a student feels that a grade has been incorrectly assigned, an appeal for a grade change must be submitted in writing to the Registrar prior to the end of the semester following the academic term in which the grade was assigned.

The appeal procedures and grievance review authority are described in the Grievance Resolution and Appeal Procedures. However, before resorting to the appeal process, students are encouraged to resolve grade change issues with the instructor in charge and departmental chairperson prior to consulting with the Dean of Academic Affairs.

H. COURSE REGISTRATION AND ATTENDANCE POLICIES

1. Normal Course Load

The regular course load for full-time study at the bachelor's degree is twelve to eighteen semester hours for the fall and spring semesters, respectively. As for graduate degrees, master's degrees require nine to twelve semester hours for full-time study, while doctoral degrees require six to nine semester hours. The Academic Dean's permission must be obtained if students want to register for full-time study in a course load that is more than usual. Those who take fewer than the regular course loads in the fall or spring semester are classified as part-time students.

2. Change of Audit Status to Credit Status

Once registered as an audit student, the student may not change to credit status unless such change is requested before the deadline for adding a course specified in the academic calendar. A student who enrolled in a credit course may not change to audit status after the last day to add or drop classes.

3. Late Registration and Adding or Dropping Courses

Late registration is permitted through the second week of the fall and spring semesters.

A late registration fee of \$40.00 is charged. Courses may be dropped without academic penalty if done so by the drop date listed in the academic calendar of the respective campus. No courses may be added after the two-week add deadline, and no courses may be dropped after the five-week drop deadline. Students wishing to add or drop a course after registration must obtain a "Request for Program Change" form from the Registrar and secure the course instructor's signature. Changes must be made by the deadline for program changes posted in the academic calendar. The student's permanent record will not record courses dropped before the deadline.

The difference in tuition resulting from a reduction in the number of credits registered will be refunded to the student in accordance with the posted refund schedule. Conversely, the student will pay the difference in tuition if the number of course credits increases. After the deadline for program changes, students may drop a course only with the permission of the course instructor and the Academic Dean. Upon their approval, the student will receive a "W" grade. All requests for dropping courses must be in writing and approved by the Dean of Academic Affairs to receive a "W" grade. Students who do not officially drop a registered course and do not attend are subject to a failing "F" grade.

4. Repetition of Courses

Students may repeat only those courses with grades of C-, D+, D, D-, F, or W in order to raise their grade point average. Students who repeat a course more than once must obtain prior approval from the Dean of Academic Affairs. Whenever a course is repeated for credit, the highest grade earned will be the official grade; therefore, in computing the grade point average, only the highest grade and grade points in each repeated course will be used. The grade points of lower grades will be removed from the student's GPA. The lower grade will remain on the transcript.

I. CLASS ATTENDANCE

Classroom attendance is for the glory of God and preparation for the gospel ministry. Students, therefore, are expected to attend class sessions. No student should be absent from classes to fulfill the requirements or responsibilities of other courses. Those with absences may be penalized at the discretion of the professor. Students who miss a class or classes persistently throughout the regular semester may be dismissed for academic reasons. In certain exceptional cases, such as extended illness or family crisis, in which students can't complete a semester's work, they may present a written request for permission to withdraw from all courses.

J. POLICIES CONCERNING ACADEMIC PROGRESS AND PERFORMANCE

The two main tools used to monitor acceptable student performance are Satisfactory Academic Progress (SAP) and the Grade Point Average (GPA). Those students whose weaknesses are identified will receive remedial guidance and additional assignments. The Board of Trustees, administration, faculty, and staff believe that it is the duty and responsibility of the school to ensure that students' investment of their precious time, energy, and money must not be wasted. In order to accomplish this objective, early identification of student academic problems to prescribe remedial measures is the policy of the university.

Each student is expected to meet the **Satisfactory Academic Progress (SAP)** requirements established by the university. These requirements correspond with the same SAP standards established by the U. S. Department of Education, which regulates Title IV federal grants and loans to students.

The first requirement is that students maintain a minimum cumulative grade point average of 2.0 (on a 4.0 scale) or “C” average. In addition, students must make progress toward a degree by achieving the following minimum completion standard if enrolled as a full-time student:

Years of Study	Required Units	
1	21	(32 x .65 = 21)
2	43	(32 x .70 = 22)
3	68	(32 x .80 = 25)
4	98	(32 x .95 = 30)
5	128	(32 x .95 = 30)

A full-time load is a minimum of 12 semester units. The status of students taking less than a full load will be adjusted accordingly.

K. WITHDRAWAL, DISMISSAL, AND READMISSION

A student planning to withdraw from the university at any time should report that fact in writing to the Registrar so that his/her academic records may be finalized, and transcripts may be released. Unless the proper withdrawal forms are completed, transcripts will not be released. If a student returns after being out for more than one year, he/she must reapply, pay the application fee, and submit the additional information that the Dean of Admission may request. A student whose GPA falls below C (2.0) after completing 18 hours of coursework is placed under probation and permitted to continue studies for one semester. The student is dismissed if the average remains below 2.0 in the following semester. After one year, those dismissed for academic reasons may apply for readmission.

L. LEAVE OF ABSENCE

Students who interrupt their studies should formally notify the school of their intentions. Proper withdrawal is initiated by the student submitting a *Petition to Withdraw*. Students are granted a leave of absence on a quarterly basis. A student absent for over a year must reapply through the regular application process. In all cases, students are responsible for the catalog requirements that are in effect at the time of re-enrollment.

M. RETENTION OF STUDENT RECORDS

The school retains students' records for a minimum of five years. The Registrar maintains a permanent academic record for every student of Evangelia University. Following the Family

Educational Rights and Privacy Act of 1974, as amended, directory information (name, address, telephone number, dates of attendance, major field of study, awards, honors (includes Dean's List), degree(s) conferred) may be released without the written consent of the student. Enrolled students may request that this information be withheld by completing a Request to Prevent Disclosure of Directory Information form, obtainable in the Registrar's office. Exceptions: University officials with a legitimate educational interest in a student's records and certain government officials acting in their legitimate functions may have access to the student's file. Student academic records are subject to lawfully issued subpoenas. Under FERPA, students have the right to inspect, review, and seek to amend their educational records, subject to conditions specified by the Act.

N. TRANSCRIPTS

Transcripts are kept permanently. Transcripts are released only upon the student's written request. Upon graduation, the student receives a copy of his/her final transcript, which is provided by the university free of charge. Additional copies are available at the rate of \$10.00 each. Copies of transcripts require three to five working days to proceed.

O. ACADEMIC INTEGRITY

1. Overview

EU is committed as an institution to ethical practice in teaching, scholarship, and service. EU practices academic honesty in our oral and written scholarship. This means that we take care to acknowledge the contributions of others in our work appropriately. This policy defines and provides examples of plagiarism and outlines the disciplinary actions that follow verified acts of academic dishonesty.

2. Definition of Academic Dishonesty

Academic dishonesty is the deliberate attempt to misrepresent individual efforts, whether in writing, audio-visual representation, or oral presentation. Issues of plagiarism are specific examples of academic dishonesty. Basically, plagiarism is claiming someone else's ideas, words, or information as a plagiarist's own without acknowledgment or citation. Also, submitting or presenting a student's work written or created by AI is considered plagiarism, regardless of whether it has footnotes or endnotes. In minor cases, it can be the simple quotation of a sentence or two without quotation marks and without a citation, footnote, endnote, or inclusive note to indicate the original author. In the most serious cases, plagiarism reproduces a significant fraction of an entire work written by someone else or AI. Examples of plagiarism also include removal of the original author's (or authors') name(s) and substituting the plagiarist's name. Mere reformatting of a text does not constitute "original" thought but merely juxtaposing someone else's work and text.

3. Examples of Academic Dishonesty and Plagiarism Deemed Unacceptable within the Academic Community

- While taking exams, tests, and quizzes, the students' products should be the sole effort of the individual student and should not contain any answers or responses that have been knowingly obtained from someone else.
- Seeking to gain an advantage in an exam by obtaining advance access to particular questions or advance copies of a professor's exam.

- Making a public presentation (e.g., speech, lecture, and sermon) where elements of the presentation are misrepresented as an original thought or work when they are not.
- Having someone else draft a paper for a plagiarist, turning it in as his or her own work, or writing a paper for someone else.
- Submitting or presenting a student's work written or created by AI.
- Submitting as a plagiarist's own work papers, articles, book chapters, reports formerly written by other students, graduate students working with a faculty member, or purchased from commercial services.
- Using published materials word for word, without citation or quotation marks, as all or part of the work submitted as your own.
- Close, deliberate paraphrase or another's work, published or unpublished, without acknowledgment.
- Turning in a paper previously written for another course (unless approved by the instructor) or one paper for two current courses without permission of the instructors.
- Deliberately using false citations to give the appearance of acknowledgment and research.
- Referencing online resources such as blog articles and other website pages without citation or paraphrasing.

4. Detection of Plagiarism

EU authorizes individual professors and students to use any computer search mechanisms to validate and verify examples of plagiarism prior to disciplinary action. Detection may also include verification of duplicated student work, current or previous, and the results of the plagiarism checker programs or software (e.g., copykiller.com, scribbr.com, turnitin.com, grammarly.com, GPTZero.me).

5. Disciplinary Results from Plagiarism or Academic Dishonesty

- Ignorance regarding appropriate paraphrase and citation is not an excuse warranting misrepresentation of original work. Individual professors may determine whether an isolated instance of plagiarism was due to faulty citation skills or misrepresentation with intention. In such cases, the professor may allow the student to correct the citation in the final assignment.
- Dishonesty in a minor class assignment (e.g., test, quiz, short reaction paper, etc.) will result in a score of zero for that assignment or possibly a failing grade for the entire course.
- Dishonesty or plagiarism in a major assignment (e.g., examination, major written assignment, term paper, term project, etc.) will result in an immediate grade of "F" for the course, and the case will be reported to the Office of Student Affairs and the Dean of Academic Affairs for further review and actions.
- Multiple cases and disciplinary actions for academic dishonesty will result in academic probation or dismissal from the university.
- If a student or faculty member disputes the case of violation of academic integrity and wants to appeal the Academic Integrity Committee's decision, the Grievance Committee may further review the case and reach a final

determination.

V. UNDERGRADUATE STUDIES

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

1. Program Objective

EU currently offers one major (Biblical Studies) in its undergraduate baccalaureate program.

The purpose of the Biblical Studies Degree (B.A.) is to equip men and women to form a Christ-like mind to influence the world for the Lord Jesus Christ through providing fundamental knowledge of the Old and New Testament, of Christian doctrines and history, of various practical areas of Christian ministries, and of methods for further biblical and theological studies.

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

- Pastor (usually after the completion of an M.Div. degree)
- Evangelist
- Missionary
- Minister of Children, Youth
- Counselor
- Church Administrator
- Bible Teacher for Christian Schools

2. Learning Outcomes

Having completed the BA in Biblical Studies, students will have demonstrated the following:

1. Essential literacy in various areas of general education (i.e., language, philosophy, literature, history, sciences, and culture)
2. A commitment to a biblically grounded, Reformed faith and worldview and the Lordship of Christ Jesus
3. A personal and spiritual formation that is foundational to Christian life and ministry in various life settings
4. An ability to read the Bible in its literary, historical, cultural, redemptive-historical, and theological contexts
5. An ability to relate the Biblical messages to life and Christian ministry and teach them to people with an informed intercultural sensitivity
6. Essential skills to perform ministry roles in various forms of the Body of Christ (e.g., local churches, parachurch ministries) and the world.

3. Curriculum Design and 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 to greater spiritual maturity.

The Bachelor of Arts in Biblical Studies degree requires 120 semester units, which consist of 30 units of general education, including three units of Research & Critical Writing, 60 units of biblical/theological studies and ministerial courses, and 30 units of electives.

Besides required courses, any course the student takes will be considered an elective course. Students can choose classes from GE and Major Courses in order to fulfill their elective requirements. 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.

1. Degree Requirements Overview

Overview of the Requirements	
General Education Requirements	30 units
Academic Writing	3 units
English	3 units
Oral Communication	3 units
Social/Behavioral Science	9 units
Humanities/Fine Arts	9 units
Natural Science/Math	3 units
Major Core Requirements	60 units
Bible & Biblical Languages	6 units
Biblical Studies	21 units
Christian Thoughts and Experience	15 units
Christian Ministries	18 units
Electives	30 units
Moodle Tutorial DE Only)	0 unit
Total Credit Requirements	120 Units

2. Graduation Requirements

The general requirements for graduation are as follows:

- Completion of all the required coursework within the time frame allowed. Meet the residence requirement of earning no fewer than 43 semester units at Evangelia University.
- A cumulative grade point average of 2.0 or higher on a 4.0 scale (“D” grades in major courses must be repeated).
- The student must complete and file the required papers (Student’s Academic Progress Portfolio) in form 1-321 with a B or above.

3. General Education Courses¹ (30 units)

(1) GE101 Research & Academic Writing (3)

Required for all incoming students

(2) English (3 Units) *Required to take at least 1 of the following:*

GE 111 English 01

GE 112 English 02

(3) Communication (3 units)

GE 121 Introduction to Public Communication

(4) Social/Behavior Science (9 units) *at least 3 of the following*

GE 131 Introduction to Sociology

GE 132 Introduction to Psychology

GE 232 Human Development

GE 133 General Cultural Anthropology

(5) Humanities/Fine Arts (9 units) *at least 3 of the following:*

GE 141 Introduction to Philosophy

GE 241 History of Civilization

GE 242 Ethics

GE 261 Survey of World Literature

GE 271 World Religion

(6) Natural Science/Math (3 units) *at least 1 of the following*

GE 281 Science & Religion

GE 291 Computers and Ministry

4. Major Courses (Biblical Studies) (60 units)

(1) Bible & Biblical Languages (6 units)

LA 102 Greek

SM511 Bible Seminar

(2) Biblical Studies (21 units)

¹ All courses listed are worth 3 units, unless otherwise noted.

OT 201 Old Testament Survey
NT 201 New Testament Survey
NT 301 Principles of Interpretation
OT 402 Pentateuch
OT 403 Historical Books
NT 401 Gospels
NT 402 Acts & Pauline Epistles

(3) Christian Thoughts and Experience (15 units)

TH 201 Introduction to Christian Thought
CH 201 Introduction to Christian History
ST 301 Systematic Theology I – Prolegomena & Theology Proper
and choose at least 2 of the following
ST 302_1 Systematic Theology II – Anthropology & Christology
ST 302_2 Systematic Theology II – Pneumatology & Soteriology
ST 302_3 Systematic Theology II – Ecclesiology & Eschatology

(4) Christian Ministries (18 units)

CM 201 Introduction to Spiritual Growth
CM 301 Christian Leadership
CM 211 Introduction to Ministry
CM 221 Foundation of Christian Education
CM 311 Family Ministry and Counseling
CM 331 Biblical Theology of Mission

5. Electives (30 units, 10 courses)

Students can select their own elective courses. Any course that is not listed as GE or a major requirement will be considered an elective course.

Suggested Academic Progression Plan by Year

Year	Summer	Fall	Winter	Spring
First Year		<ul style="list-style-type: none"> • RM 101 Research and Critical Writing • GE 111 English 01 • GE 141 Introduction to Philosophy • NT 201 New Testament Survey • Elective 		<ul style="list-style-type: none"> • GE 131 Introduction to Sociology • GE 133 General Cultural Anthropology • TH 201 Introduction to Christian Thought • OT 201 Old Testament Survey • Elective
		15 units	3 units	15 units
Second Year	• LA 102 Greek	<ul style="list-style-type: none"> • GE 132 Introduction to Psychology • NT 202 Principles of Interpretation • CM 201 Introduction to Spiritual Growth • CH 201 Introduction to Christian History • Elective 		<ul style="list-style-type: none"> • GE 121 Introduction to Public Communication • CM 221 Foundation of Christian Education • GE 271 World Religion • GE 291 Computer and Ministry • Elective
	3 units	15 units		15 units
Third Year	• Elective	<ul style="list-style-type: none"> • CM 211 Introduction to Ministry • GE 281 Science and Religion • OT 401 Pentateuch • Elective • Elective 		<ul style="list-style-type: none"> • GE 241 History of Civilization • GE 242 Ethics • NT 402 Pauline Epistles • GE 232 Human Development • Elective
	3 units	15 units		15 units
Fourth Year		<ul style="list-style-type: none"> • CM 301 Christian Leadership • ST 301 Systematic Theology I • NT 401 Gospels • Elective • Elective 		<ul style="list-style-type: none"> • CM 331 Biblical Theology of Mission • ST 302 Systematic Theology II • OT 402 Historical Books • Elective • Elective
		15 units		15 units

VI. GRADUATE STUDIES

A. MASTER OF ARTS IN RELIGION (M.A.R.)

1. Program Objectives

This program is designed for those who desire to strengthen the Christian basis for one's life and work, whether in a secular career or a church staff position, without seeking ordination as ordained ministers. The goal is to help the student integrate and apply the biblical worldview in a particular field of calling, either in arts and sciences or one specific area of ministry.

2. Learning Outcomes

Having successfully completed the MAR degree program, students will have demonstrated the following:

1. A personal and spiritual formation that is foundational to Christian life and non-ordained ministry in broader contexts (e.g., the shaping of Christian identity, growth in personal faith, theological thinking, Christian lifestyle, a vocational conviction for ministry, and moral integrity);
2. An ability to read and interpret the Bible (Old and New Testaments) in its contexts and with the Reformed biblical hermeneutical principles and relate the Biblical truths to personal and public spheres of life and ministry;
3. An ability to articulate the Christian doctrines and traditions and address contemporary societal, cultural, and theological issues with biblical, Reformed theological perspectives;
4. Intercultural competency to understand and engage with the people embracing other religious traditions and worldviews to communicate to them the Christian gospel effectively;
5. An ability to integrate a Christian worldview into ministerial endeavors in their vocation and other life and ministry settings with a commitment to the Lordship of Christ.

3. Curriculum Design

The curriculum of the M.A. in Religion consists of core requirements and electives. The major core requirements provide a foundational, biblical, and theological understanding of Christianity. A maximum of 30 credit units may be transferred into the M.Div. program when a student is enrolled in the M.Div. program with an EU M.A.R. degree.

1. Graduation Requirements

The candidate must also meet the following requirements:

- Complete all the required courses within the time frame allowed (four years from the time of first enrollment, 60 credit units). Transfer students must earn at least 30 credit units (50%) at Evangelia University.
- Have a minimum cumulative grade point average of 2.0 on a 4.0 scale
- The student must pass the Bible Knowledge Test.
- The student must complete and file the required papers (Student's Academic Progress Portfolio) in form 1-321 with a B or above

2. Overview of the Total Credit Requirement

Major Core Requirements	45 units
Introduction to Biblical Languages	3 units
Research Methodology & Writing [pass or fail]	0 units
Biblical Studies	15 units
Christian Thoughts and Experience	12 units
Practical Theology	12 units
Ministry Internship	3 units
Electives	15 units
Total Credit Requirements	60 units

3. Required Courses

(1) Introduction to Biblical Languages (3 units)

[Alternative option] If the student passes the Greek or Hebrew Competency Test, he/she can take elective units for the relevant biblical language course(s)

(2) Research Methodology & Writing (0 unit)

RM 501 Research Methods & Writing [pass or fail]

The student must pass no later than the second semester

(3) Biblical Studies (15 units)

Old Testament (6 units)

2 courses from the following:

OT 601 Pentateuch

OT 602 Historical Books

OT 603 Prophetic Books

OT 604 Poetry & Wisdom

New Testament (9 units)

2 NT courses and BI 600:

NT 621 Jesus and the Gospels

NT622 Acts and Pauline Epistles

NT 623 General Epistles & Revelation

BI 600 Biblical Interpretation [required]

(4) Christian Thoughts and Experience (12 units)

Systematic Theology (6 units)

2 courses from the following (including TH 600):

TH 600 Introduction to Theology [required]

TH 601 Systematic Theology 1

TH 602 Systematic Theology 2

Church History (6 units)

CH 601 Church History 1

CH 602 Church History 2

(5) Spiritual and Ministerial Training (12 units)

Practical Theology (12 units)

4 courses from the following:

PT 501 Personal and Spiritual Formation

PT 512 Pastoral Ministry and Leadership

PT 642 Pastoral Counseling and Care

PR 500 Preaching Ministry 1

PR 501 Preaching Ministry 2

CE 505 Foundation of Christian Education

IS 600 Introduction to Christian Mission

(6) Ministry Internship (3 units)

PT 611 Ministry Internship [pass or fail]

Pastoral Internship (3) (200 hours of supervised ministry experience) [P/F]

[If the student has had more than 200 hours of supervised ministry experience in a local church or other ministry settings before the first semester, he/she may consult the academic advisor regarding an alternative option.]

4. Electives (15 units)

Any graduate-level course not counted as one of the required courses listed above will be considered an elective course.

4. Suggested Academic Progression Plan by Year (M.A.R.)

Year	Summer	Fall	Winter	Spring
First Year		<ul style="list-style-type: none"> • LA 503 Biblical Languages (3) • CH 610 Church History 1 (3) • NT621 Jesus and the Gospels (3) • PT 501 Personal and Spiritual Formation (3) • RM 501 Research Methods & Writing (0) • Elective (3) 		<ul style="list-style-type: none"> • PT 512 Pastoral Ministry and Leadership (3) • TH 600 Introduction to Theology (3) • OT 601 Pentateuch (3) • BI600 Biblical Interpretation (3) • Elective (3)
		15 units		15 units
Second Year		<ul style="list-style-type: none"> • PT 642 Pastoral Counseling and Care (3) • NT622 Acts & Pauline Epistles (3) • TH 601 Systematic Theology 1 (3) • CH 611 Church History 2 (3) • PR 500 Preaching Ministry 1 (3) 		<ul style="list-style-type: none"> • TH 602 Systematic Theology 2 (3) • PT642 Pastoral Counseling and Care (3) • PR 501 Preaching Ministry 2 (3) • OT602 Historical Books (3) • PT611 Ministry Internship (3)
		15 units		15 units

B. MASTER OF ARTS IN CHRISTIAN EDUCATION (M.A.C.E.)

1. Program Objectives

The purpose of the Master of Arts in Christian Education (MACE) program is to prepare men and women who desire to use their spiritual gifts and abilities to expand the Lordship of Jesus in every area of their life and ministry. MACE is a professional degree to develop and equip students with biblical and theological knowledge and the ability to serve in a particular field of Christian educational ministry, including children's Sunday school, youth ministry, parachurch ministry, alternative Christian education (including homeschooling), or missions. The program requires two years of full-time study as all courses are offered both in residency and online. This program contributes to the EU's commitment to assisting the church in fulfilling the Great Commission by providing Christian education training to churches in Southern California, missionaries in the mission field, and lay ministers of education.

2. Learning Outcomes

Having completed the MACE degree program, students will have demonstrated the following:

1. a personal and spiritual formation that is foundational to Christian life and educational ministry (e.g., the shaping of Christian identity, growth in personal faith and Christian lifestyle, and professional ethics);
2. a sense of God's calling to the Christian education ministry to advance God's kingly rule in every sphere of life;
3. knowledge and understanding of the biblical, theological, historical, and psychological foundations of Christian education;
4. an ability to articulate the biblical and theological goals of Christian education ministry and integrate educational theories and practice;
5. ministerial skills to fulfill the assigned duties and responsibilities as Christian educators and leaders in various life and ministry settings (e.g., teaching, counseling, and leading in Church educational ministry, Christian schools, and alternative Christian educational ministry, including Christian homeschooling).

3. Graduation Requirements

1. To receive a Master of Arts in Christian Education at Evangelia University, a student must complete a total of 60 units, including 3 units of internship/field education, with a C (2.0) or above average on all courses taken. All transfer students must satisfactorily complete at least 30 credit hours (50%) of M.A.C.E. courses at Evangelia University, either on-campus or online courses.
2. The students must complete all the required courses within the time frame allowed (four

years from the time of first enrollment).

3. The student must complete the internship/field education requirement with a satisfactory grade.
4. The conduct and attitude of the student must be satisfactory according to the norms of Scripture and the Westminster Standards.
5. The student must fulfill all financial obligations to the university, including the graduation fee of \$150. The student must submit a formal request for graduation before the designated deadline, generally at the beginning of the last academic year. Ordinarily, degrees will be awarded after the spring semester but may be granted in December.

4. Christian Education Internship (3 units)

Internship (3) (200 hours of supervised ministry experience) [P/F]

[If the student has had more than 200 hours of supervised Christian Education experience in a local church or other ministry settings before the first semester, he/she may consult the academic advisor regarding an alternative option.]

5. Course Requirements

1. Overview of the Degree Requirements

Biblical Studies	6 units
Foundational Studies	12 units
Concentration Courses	21 units
Electives	18 units
CE Internship/ Field Education: 200 hours	3 units

Total Credit Requirement	60 units
---------------------------------	-----------------

2. Major Requirement

(1) Biblical Studies 6 Credit Hours

BS501 Bible Survey I: 3 Credit Hours

BS502 Bible Survey II: 3 Credit Hours

(2) Foundational Studies: 12 Credit Hours

CE501 Christian Worldview: 3 Credit Hours

CE502 Introduction to Theology: 3 Credit Hours

CE503 Introduction to Christian Philosophy: 3 Credit Hours

CE504 Psychology: 3 Credit Hours

RM501 Introduction to Educational Research and Academic Writing_ 0 Credit Hours

(3) Concentration Courses: 21 Credit Hours

- CE505 Foundation of Christian Education
- CE601 History of Christian Education
- CE602 Life Span Development
- CE603 Christian Education Administration and Leadership
- CE604 Teaching Methods
- CE608 Introduction to Christian Education

Choose at least one course from the list:

- CE605 Children’s Ministry
- CE606 Youth Ministry
- CE607 Life-long Education
- CE612 Family Ministry

(4) Christian Education Internship (3 Credit Hours) CE610 Christian Education Internship (200 hours) [Pass or Fail] [see above]

3. Elective Courses (18 Units)

Any graduate-level course that is not counted as one of the required courses listed above will be considered an elective.

6. Suggested Academic Progression Plan by Year (M.A.C.E.)

Year	Fall	Spring
First Year	<ul style="list-style-type: none"> • BS 501 Bible Survey I (3) • RM501 Intro to Research & Academic Writing (0) • CE501 Christian Worldview (3) • CE504 Intro to Psychology (3) • CE505 Foundation of CE (3) • Elective (3) 	<ul style="list-style-type: none"> • BS502 Bible Survey II (3) • CE502 Intro to Theology (3) • CE602 Life Span Development (3) • CE605 Children’s Ministry or Elective (3) • Elective (3)
	15 units	15 units
Second Year	<ul style="list-style-type: none"> • CE503 Intro to Christian Philosophy (3) • CE603 Christian Education Administration and Leadership (3) • CE604 Teaching Methods (3) • CE606 Youth Ministry or other Elective (3) • CE612 Family Ministry or other 	<ul style="list-style-type: none"> • CE 601 History of CE (3) • CE608 Introduction to Church Education (3) • CE610 Internship (3) • CE607 Life-long Education or other Elective (3) • Elective (3)

	Elective (3)	
	15 units	15 units

C. MASTER OF INTERCULTURAL STUDIES (M.A.I.C.S.)

1. Program Objectives

The Master of Arts in Intercultural Studies (Missiology) (MAICS) program is designed to prepare men and women who desire to use their spiritual gifts and abilities to expand the lordship of Jesus Christ in every corner of the world. MAICS is a professional degree that develops and equips students with biblical and theological knowledge and the ability to serve in a particular field of evangelism and world mission. The program offers online and residential courses and is designed to be completed in two years.

2. Learning Outcomes

Having completed the MAICS degree program, students will have demonstrated the following:

1. a personal and spiritual formation that is foundational to Christian life and intercultural/cross-cultural ministry (e.g., the shaping of Christian identity, growth in personal faith, theological thinking, Christian lifestyle, and professional ethics);
2. a sense of God's calling to evangelism and world mission to advance God's kingly rule in every sphere of life;
3. knowledge and understanding of the biblical, theological, historical, and cross-cultural foundations of the Christian mission;
4. an ability to articulate the biblical and theological goals of the Christian mission and integrate mission theories and practice;
5. intercultural competency to understand the people embracing other religious traditions and worldviews and communicate to them the Christian gospel effectively in various intercultural or cross-cultural settings;
6. ministerial skills to fulfill the assigned duties and responsibilities as Christian missionaries in diverse life and ministry settings (e.g., teaching, counseling, and leading in a church or mission organization).

3. Graduation Requirements

The MAICS program offers both online and residential coursework, and students will be able to complete the program while they continue serving in their current ministry. It requires 60 semester hours of coursework, including two preparational courses of CE (6 credit hours), four Bible & Theology courses (12 credit hours), ten core courses (30 credit hours), one internship course (3 credit hours), and three elective courses (9 credit hours). (Total 60 units for graduation)

Preparational Course (6 Units)

- MS/CE 501 Christin Worldview (3 Units)
- MS 502 English as a Second Language for Christian Ministry (3 Units)

Bible & Theology (12 Units) (Taken from the courses of M.Div. & MACE Program)

- MS 503 Bible Survey 1 & II (6 Units) (Taken from the courses of the M.A.C.E. Program)
- MS 504 Biblical Theology (3 Units)
- MS 505 Systematic Theology (3 Units) (Taken from the courses of M.Div. Program)

Core Courses (30 Units)

- MS 506 Biblical Foundation of Mission (3 Units)
- MS 601 Theology of Mission (3 Units)
- MS 602 History of Mission (3 Units)
- MS 603 Missional Church (3 Units)
- MS 604 Cultural Anthropology (3 Units)
- MS 605 Intercultural Christian Education (3 Units)
- MS 606 Business as Mission (3 Units)
- MS 607 Mission and Discipleship (3 Units)
- MS 608 Encounter with World Religion (3 Units)
- MS 609 Strategic Issues in Mission (3 Units)

Elective (9 Units)

- Mission and Entrepreneurship
- Tentmaker Mission
- Mission Strategy
- Educational Methods in Intercultural Contexts

Internship (3 Units)

- Mission Practicum

4. Curriculum Design

This program offers both online and residential coursework, and students may complete their MAICS degree while they continue serving in their current ministry. It requires 60 semester hours of coursework, including two preparational courses of CE (6 credit hours), four Bible & Theology courses (12 credit hours), ten core courses (30 credit hours), one internship course (3 credit hours), and three elective courses (9 credit hours).

Suggested Academic Progression Plan by Year (MAICS)

Year	Fall	Spring
First Year	MS/CE 501 Christian Worldview (3 Units) MS 502 English as a Second Language for Christian Ministry (3 Units) MS 503 Bible Survey 1 (3 Units) MS 504 Biblical Theology (3 Units) MS 505 Systematic Theology (3 Units)	MS 503 Bible Survey II (3 Units) MS 506 Biblical Foundation of Mission (3 Units) MS 601 Theology of Mission (3 Units) MS 602 History of Mission (3 Units) MS 603 Missional Church (3 units)
	15 units	15 units
Second Year	MS 604 Cultural Anthropology (3 Unit) MS 605 Intercultural Christian Education (3 Unit) MS 606 Business as Mission (3 Unit) Elective (3 Unit) Elective (3 Unit)	MS 607 Mission and Discipleship (3 Unit) MS 608 Encounter with World Religion (3 Unit) MS 615 Strategic Issues in Mission (3 Unit) MS Elective (3 Unit) Internship (3 Unit)
	15 units	15 units

D. MASTER OF DIVINITY (M.DIV.)

1. Program Objectives

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, equips students with the Reformed worldview, trains them to interpret God's Word correctly, 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. 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. Learning Outcomes

Having completed the MDiv degree program, students will have demonstrated the following:

1. a personal and spiritual formation that is foundational to Christian life and pastoral ministry (e.g., the sophistication of Christian identity, growth in personal faith, Christian lifestyle, a vocational conviction for ministry, and moral integrity);
2. an ability to read and interpret the Bible (Old and New Testaments) in its contexts and with the Reformed biblical hermeneutical principles, relate the Biblical truths to personal and public spheres of life and ministry, and preach or teach the Bible Christocentrically and in its redemptive-historical context;
3. an ability to articulate the Christian doctrines and traditions and address contemporary societal, cultural, and theological issues with biblical, Reformed theological perspectives;
4. intercultural competency to understand and engage with the people embracing other religious traditions and worldviews to communicate to them the Christian gospel effectively;
5. ministerial skills to serve as a pastoral or congregational leader or function leadership roles in other life settings with a commitment to the Lordship of Christ over every realm of life.

3. Graduation Requirements

1. To receive a Master of Divinity degree at Evangelia University, a student must complete a total of 90 units, including 3 credit units of field education (pastoral internship) (300 hours of supervised ministry experience), with a C (2.0) or above average on all courses taken. Transfer students must earn at least 45 credit units (50%) at Evangelia University.
2. The student must complete all the required courses within the time frame allowed

- (seven years from the time of first enrollment).
3. The student must complete the field education (pastoral internship) requirements with a satisfactory grade.
 4. The conduct and attitude of the student must be satisfactory according to the norms of 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. The student must complete and file the required papers (Student's Academic Progress Portfolio) in form 1-321 with a B or above.
 8. The student must fulfill all financial obligations to the university, including the graduation fee of \$150. The student must submit a formal request for graduation before the designated deadline, generally at the beginning of the last academic year. Ordinarily, degrees will be awarded after the spring semester but may be granted in December.

4. Pastoral Internship (PT 610 Pastoral Internship)

Pastoral Internship (3) (200 hours of supervised ministry experience) [P/F]
[If the student has had more than 200 hours of supervised ministry experience in a local church or other ministry settings before the first semester, he/she may consult the academic advisor regarding an alternative option.]

5. Curriculum Design

The curriculum is divided into three areas of study: (1) Christian Thoughts and Experience, (2) Biblical Studies, and (3) Spiritual and Ministerial.

Christian Thoughts and Experience (Systematic Theology & Church History)

Theological education consists of an introduction to the main topics of systematic theology. They form the backbone of the Reformed worldview, which shapes every aspect of a pastor's ministry. Students will not only learn how various biblical data informs each of the topics under systematic theology and how theology has developed throughout the centuries, but they will learn how to think "theologically" in all of their life and ministry—that is, to develop a critical and analytical skill of bringing all the relevant biblical, historical, and contextual data to bear on a particular issue at hand.

Biblical Studies (Old Testament & New Testament)

Biblical training consists of learning the skills of "providing the building material" for a biblical worldview, skills of biblical knowledge, biblical language skills, exegetical skills, and other hermeneutical skills. In an information-friendly world and in the tempted circumstance to rely on information without critical thinking, pastors and other servants of the Lord need to ground all of their life and ministry on the Word of God itself by diligently and faithfully "handling the Word of God" and closely learning and watching their doctrine.

Spiritual and Ministerial Training (Practical Theology)

Spiritual training needs to go hand-in-hand with knowledge training, for knowledge by itself makes a man “puff up.” Spiritual training includes mandatory chapels, prayer groups, revivals, spiritual mentor programs, counseling, courses on spiritual formation, and fellowships.

Every semester, students will try to apply what they are learning in the context of the ministry through a ministry-related course. Additionally, those who are studying to be ordained take a preaching class every year, for preaching is at the heart of pastoral ministry. Non-pastors can take other courses that are related to their calling. As they try to apply what they have learned from theology and biblical courses to their ministry classes, they can also take real-life ministry situations back to their theology and biblical courses to maintain a healthy circulation or dialogue between doctrine and practice. Furthermore, the cross-cultural element of the curriculum adds emphasis on the *application* of the gospel to various cultural contexts, which often, in the case of Los Angeles/Orange County, coexist. The concept of a unique culture here is not limited to different ethnic groups. The students learn to 1) appreciate the ways in which God’s truth is revealed differently in other cultures, 2) discern the ways in which cultural elements have become idols, and finally, 3) learn ways to bring the gospel to transform those cultures wisely.

6. Course Requirements

1. Overview of the Degree Requirements

Languages	6 units
Research Methodology & Writing	0 units
Biblical Studies	24 units
Christian Thoughts and Experience	15 units
Spiritual and Ministerial Training	21 units
Electives	21 units
Pastoral Internship: 300 hours	3 unit
Total Credit Requirement	90 units

2. Major Requirement

(1) Languages (6 units)

LA 501 Hebrew

LA 502 Greek

(2) Research Methodology & Writing (0 units)

RM 501 Research Methods & Writing (pass or fail)

The student must pass no later than the second semester

(3) Biblical Studies (24 units)

Old Testament (12 units)

OT 601 Pentateuch
OT 602 Historical Books
OT 603 Prophetic Books
OT 604 Poetry & Wisdom

New Testament (12 units)

NT 621 Jesus and the Gospels
NT 622 Acts & Pauline Epistles
NT 623 General Epistles & Revelation
BI 600 Biblical Interpretation

(4) Christian Thoughts and Experience (15 units)

Systematic Theology (9 units)

TH 600 Introduction to Theology
TH 601 Systematic Theology 1
TH 602 Systematic Theology 2

Church History (6 units)

CH 610 Church History 1
CH 611 Church History 2

(5) Spiritual and Ministerial Training (21 units)

Practical Theology (21 units)

PT 501 Personal and Spiritual Formation
PT 512 Pastoral Ministry and Leadership
PT 642 Pastoral Counseling and Care
PR 500 Preaching Ministry 1
PR 501 Preaching Ministry 2
CE 505 Foundation of Christian Education
IS 600 Introduction to Christian Mission

(6) Preaching Practicum & Pastoral Internship (3 units)

PT 610 Pastoral Internship (300 hours/3 units) [pass or fail]
See above.

3. Elective Courses (21 units)

Any graduate-level course taken that is not counted as one of the required courses listed above will be considered an elective.

Suggested Academic Progression Plan by Year (M.Div.)

Year	Summer	Fall	Spring
First Year	<ul style="list-style-type: none"> • SM511 Bible Seminar (Elective) (Required for students who didn't pass BKT EntranceExam) 	<ul style="list-style-type: none"> • LA501 Hebrew (3) • RM501 Research Methodology & Writing (0) • TH600 Introduction to Theology (3) • CH610 ChurchHistory 1 (3) • PT501 Personal & SpiritualFormation (3) • Elective (3) 	<ul style="list-style-type: none"> • LA502 Greek (3) • NT621 Jesus & the Gospels (3) • TH601 Systematic Theology 1 (3) • PT512 Pastoral Ministry & Leadership (3) • Elective (3)
		15 units	15 units
Second Year		<ul style="list-style-type: none"> • OT 601 Pentateuch (3) • NT 622 Acts & Pauline Epistles (3) • TH 602 Systematic Theology 2 (3) • PR 500 Preaching Ministry 1 (3) • Elective (3) 	<ul style="list-style-type: none"> • OT 602 Historical Books (3) • PR 501 Preaching Ministry 2 (3) • CE 505 Foundation of Christian Education (3) • Elective (3) • Elective (3)
		15 units	15 units
Third Year		<ul style="list-style-type: none"> • NT 623 GeneralEpistles & Revelation (3) • OT 603 PropheticBooks (3) • CH 611 Church History 2 (3) • PT610 Pastoral Internship (3) • Elective (3) 	<ul style="list-style-type: none"> • OT 604 Poetry & Wisdom (3) • IS600 Introduction to Christian Mission (3) • BI 600 Biblical Interpretation (3) • Elective (3) • Elective (3)
		15 units	15 units

E. DOCTOR OF MINISTRY (D.MIN.)

1. Program Objectives

Doctor of Ministry program at Evangelia University exists to equip pastors, missionaries, and leaders in Christian organizations to be more competent in their practice of ministry, and to revitalize their personal and spiritual life. Doctor of Ministry program is not a research program, but it sets high academic standards. Students can remain in full-time ministry while engaging in this learning process.

The program may be completed in three years, and students are given a maximum of seven years. Students need to take at least two courses per year. The degree requires the completion of 10 courses (6 core courses and 4 electives) plus a doctoral research project or dissertation. All courses are offered in one-to-three-week intensive seminars in June(summer) and January (winter) each year. Each course includes one month of pre-reading and assignment period before the intensive course, two months of after-reading, and a final paper/project period after the intensive course. Students can take the courses at EU Campus in Anaheim, California, or online. However, online students must acquire at least 6 credit units through EU on-campus courses before the completion of all their coursework. Instructors may consist of EU professors and adjunct professors.

2. Learning Outcomes

Having successfully completed the DMin degree program, students will have demonstrated:

1. a reinvigorated and deepened vocational calling to ministry;
2. an advanced understanding of ministry leadership in a local church or other chosen ministry settings;
3. an in-depth contextual and critical thinking to identify, analyze, and respond to essential issues of ministry;
4. an advanced theological integration to engage their cultural context with a biblical, Reformed theological perspective in a doctoral dissertation or report on field-based research;
5. enhanced leadership capacity in their chosen ministry settings (e.g., worship leading, preaching, teaching, administration, counseling, urban mission, overseas mission).

3. Graduation Requirements

To be candidates for a Doctor of Ministry degree, students must complete 30 semester hours of class work with a minimum cumulative grade of B or above. Candidates must complete a Ministry Research Project, the successful oral defense of the project, and must pass an oral examination over the course work. Candidates must file their application for graduation by

February preceding graduation, fulfill their financial obligations to the school and participate in the graduation ceremonies. (Refer to the D.Min. Program Handbook for Details)

4. Program Requirements

Throughout the D.Min. program coursework, students should complete approximately 2,000 pages of reading in the increments prescribed by the professor. The professor must receive the following as evidence of the completion of the reading assignment:

- 1) An analysis of the theological implications;
- 2) A presentation of the distinctive features of the material; and
- 3) A personal reflection paper giving evidence of the student’s personal interaction with the material.

Overview of the Total Credit Requirement

Core Courses	18 units
Electives	12 units
Dissertation/Ministry Project	6 units
Total Credit Requirements	36 units

Core Courses (6 Courses-18 Credit Hours)

Common Core (6 units)

DMCR 801 Research Methodology & Dissertation Writing (3 units)

DMCR 803 Spiritual Formation for Christian Leaders (3 units)

CONCENTRATION 1: Gospel Preaching and Communication Concentration (12 units)

DMCR810: Jesus’ Gospel Preaching and Its Pastoral Applications (3 units)

DMCR811: Paul’s Gospel Preaching and Its Pastoral Applications (3 units)

DMCR812: Gospel Preaching in the OT and Its Pastoral Applications (3 units)

DMCR813: Engaging the Gospel and the Culture (3 units)

CONCENTRATION 2: Pastoral and Congregational Studies Concentration (12 Credits)

DMCR813: Engaging the Gospel and the Culture (3 units)

DMCR821: Reformed Worship Theology and Practice (3 units)

DMCR822: Issues on Ministry and Leadership (3 units)

DMCR823: Educational Approaches to Ministry (3 units)

DMCR824: Family Crisis and Pastoral Counseling (3 units)

Elective Courses (4 Courses – 12 Credit Hours)

The elective courses listed below are subject to change.

DMPM830: NT Ecclesiology for Pastors

DMPM831: Paul’s Spirituality and Pastoral Leadership (3 units)

DMPM832: Contemporary Homiletics and Gospel Preaching (3 units)

DMDP835: Technology, Ministry, and Mission (3 units)

DMDP836: Gospel Communication in the Cross-Cultural/Intercultural Context (3 units)

The student in one concentration may also take the other concentration’s core courses as elective units.

Dissertation/Project (6 Credit Hours)

DMDP802SM Program Info Seminar (0 unit: Pass/Fail)

DMDP851 Dissertation Proposal (3 units)

DMDP852 Dissertation (3 units)

Total: 36 Credit Hours

5. Suggested Academic Progression Plan by Year (D.Min.)

Year	Summer (3 weeks)/Fall	Winter (2 weeks)/Spring
First Year	<ul style="list-style-type: none"> • DMDP802SM Program Info Seminar (0) • [Common Core] DMCR801 Research Methodology & Dissertation Writing (3) • [C1&2] DMCR813: Engaging the Gospel and the Culture (3) • Elective (3) 	<ul style="list-style-type: none"> • [Common Core] DMCR803 Spiritual Formation for Christian Leaders (3) • [C1] DMCR810: Jesus’ Gospel Preaching and Its Pastoral Applications (3) • [C2] DMCR821: Reformed Worship Theology and Practice (3) • Elective (3)
	6-9 units	6-9 units

Second Year	<ul style="list-style-type: none"> • [C1] DMCR811: Paul's Gospel Preaching and Its Pastoral Applications (3) • [C2] DMCR823: Educational Approaches to Ministry (3) • [C2] DMCR824: Family Crisis and Pastoral Counseling (3) • Elective (3) 	<ul style="list-style-type: none"> • [C1] DMCR812: Gospel Preaching in the OT and Its Pastoral Applications (3) • [C2] DMCR822: Issues on Ministry and Leadership (3) • Elective (3)
	6-9 units	6-9 units
Third Year	• DMDP851 Dissertation Proposal (3)	• DMDP852 Dissertation
	3 units	3 units

F. DOCTOR OF EDUCATION IN CHRISTIAN MINISTRY (ED.D.)

1. Program Objectives

Doctor of Education in Christian Ministry program at Evangelia University exists to provide qualified students with a high level of foundational basis and professional training in the practice of educational ministry. Ed.D. is the highest professional degree for those actively involved in educational ministries of local churches, world missions, parachurch organizations, Christian Higher Education, Christian schools, and Christian alternative education areas.

This program offers both online and residential coursework, and students will be able to complete their ED.D. degree program while they continue serving in their current ministry. It requires 30 semester hours of coursework, including 3 foundational courses (9 credit hours), 5 Concentration courses (15 credit hours), 2 elective courses (6 Credit Hours), and 6 credit hours of dissertation. The Ed.D. curriculum is designed to be completed in three years as two courses are offered in the fall and spring semesters, and one intensive course is offered in summer or winter. The dissertation can be done in one year.

2. Learning Outcomes

Having successfully completed the EdD in Christian Ministry degree program, students will have demonstrated the following:

1. a reinvigorated and deepened vocational calling to the Christian education ministry;
2. an ability to critically assess and (re)construct biblical, theological, philosophical, and educational goals of their education ministry and apply their knowledge and principles appropriately in their chosen ministry settings;
3. enhanced ministerial skills to effectively perform the assigned duties and responsibilities as Christian educators based on a solid biblical and theological foundation and thorough research (e.g., teaching, leadership, counseling, communication, and supervision);
4. an advanced interdisciplinary research capacity to integrate educational theories with theological disciplines and other sciences, such as behavioral sciences and social sciences, in a doctoral dissertation.

3. Graduation Requirements

In order to be candidates for Doctor of Education degree, students must successfully complete 30 semester hours of class work with a minimum cumulative grade of B level or above. Candidates must complete a Dissertation Project, the successful oral defense of the project, and must pass an oral examination over the course work. Candidates must file their application for graduation by February preceding graduation, fulfill their financial obligations to the school, and participate in the graduation ceremonies. (Refer to the Ed.D. Program Handbook for Details)

4. Program Requirements

Throughout the coursework of the Ed.D. program, students should complete approximately 2,000 pages of reading in the increments prescribed by the professor. The professor must receive the following as evidence of the completion of the reading assignment:

- 1) An analysis of the theological implications
- 2) A presentation of the distinctive features of the material; and
- 3) A personal reflection paper giving evidence of the student's personal interaction with the material.
- 4) A capstone paper of the course

Overview of the Total Credit Requirement

Foundational Studies	6 units
Major concentration Studies	15 units
Electives	9 units
Dissertation	6 units
Dissertation/Education Project	36 units

This program offers both online and residential coursework, and students may complete their Ed.D. degree while they continue serving in their current ministry. It requires 30 semester hours of coursework, including three foundational courses of CE (9 credit hours), five courses of major concentration studies (15 credit hours), two elective courses (6 credit hours), and two courses of dissertation development & writing (6 credit hours).

Foundational Studies: 2 Courses (6 Credit Hours)

EUDED801 Reformed Worldview and Spiritual Formation

EUDED803 Research Methods: Qualitative and Quantitative Research

Major Concentration Studies: 5 Courses (15 Credit Hours)

EUDED804 Advanced Studies in Theology, Philosophy, and History of Christian Education

EUDED805 Advanced Studies in Developmental Psychology

EUDED806 Contemporary Education: Theory and Practice

EUDED808 Church Educational Ministry

EUDED808 Curriculum Design and Assessment in Intercultural Setting

Elective: Choose 3 Courses (9 Credit Hours)

EUDED810 Educational Counseling

EUDED811 Educational Administration and Leadership

EUDED813 Technology, Society, and Educational Ministry

EUDED814 Independent Studies: Special Topics

Dissertation (6 Credit Units)

EUDED821 Dissertation-Develop the Proposal

EUDED822 Dissertation

Total 36 Units

5. Suggested Academic Progression Plan by Year (ED.D.)

Year	Summer	Fall	Winter	Spring
First Year		<ul style="list-style-type: none"> • EUDED801 Reformed Worldview and Spiritual Formation • EUDED805 Advanced Studies in Developmental Psychology 		<ul style="list-style-type: none"> • EUDED803 Research Methods: Qualitative and Quantitative Research • EUDED804 Advanced Studies in Theology, Philosophy, and History of Christian Education
		6 units		6 units
Second Year	<ul style="list-style-type: none"> • EUDED809 Curriculum Design & Assessment in Intercultural Settings 	<ul style="list-style-type: none"> • EUDED806 Contemporary Education: Theory and Practice • Elective 		<ul style="list-style-type: none"> • EUDED808 Educational Ministry of the Church • Elective
	3 units	6 units		6 units
Third Year	<ul style="list-style-type: none"> • Elective 	<ul style="list-style-type: none"> • EUDED821 Dissertation-Develop the Proposal 	<ul style="list-style-type: none"> • EUDED822 Dissertation 	
	3 units	3 units		3 units

G. DOCTOR OF INTERCULTURAL STUDIES (MISSIOLOGY) (D.I.C.S.)

1. Program Objectives

The Doctor of Intercultural Studies (Missiology) (DICS) is the most advanced degree for those actively involved in evangelism and world mission ministries of local churches and mission organizations. This program is designed to provide qualified students with a high level of foundational basis and professional training in the practice of evangelism and world mission.

2. Learning Outcomes

Having successfully completed the DICS (DMiss) degree program, students will have demonstrated:

1. a reinvigorated and deepened vocational calling to ministry in a cross-cultural or intercultural context;
2. an ability to critically assess and (re)construct biblical, theological, and missiological goals of Christian mission and apply their knowledge and principles appropriately in their chosen cross-cultural or intercultural ministry settings;
3. a deepened intercultural understanding and sensitivity to communicate with people with different cultures and worldviews and mentor and equip them for an intercultural ministry in their own life and ministry settings;
4. enhanced ministerial skills to effectively perform the assigned duties and responsibilities based on a solid biblical and theological foundation of Christian mission and thorough research (e.g., teaching, leadership, counseling, communication, and supervision);
5. an advanced interdisciplinary research capability to integrate intercultural or cross-cultural theories with theological disciplines and other social sciences, such as anthropology, in a doctoral dissertation.

3. Graduation Requirements

The DICS program offers pre-recorded and live online courses, and students will be able to complete the program while they continue serving in their current ministry. It requires 30 semester hours of coursework, including 1 research course (3 credit hours), 6 concentration courses (18 credit hours), 3 elective courses (9 credit Hours), and 6 credit hours of dissertation. This is designed to be completed in three as two courses are offered in the fall and spring semesters, respectively, and an intensive course in the seasonal (winter or summer) semester. The dissertation can be done in one year.

4. Program Requirements

Overview of the Total Credit Requirement

Research Method & Writing	3 units
Major concentration Studies	18 units
Electives	9 units
Dissertation	6 units
Total	36 units

Research Course (3 Units)

EUDIS 801 Research Methodology (3 Units)

Core Course (18 Units)

EUDIS 802 Biblical Theological Foundation of Mission (3 Units)

EUDIS 803 History of Mission (3 Units)

EUDIS 804 Missional Church (3 Units)

EUDIS 805 Mission Hermeneutics (3 Units)

EUDIS 806 Business as Mission (3 Units)

EUDIS 807 Religious Pluralism in Postmodern Society (3 Units)

Elective Course (9 Units)

EUDIS 808 Issues in Cultural Anthropology (3 Units)

EUDIS 808 Intercultural Christian Education: Curriculum Design (3 Units)

EUDIS 810 Contemporary Issues in Mission Strategy (3 Units)

Dissertation (6 Units)

EUDIS 811 Dissertation Proposal (3 Units)

EUDIS 812 Dissertation (3 Units)

Research: 3

Core Courses: 18

Elective: 9

Dissertation: 6

Total 36 Credits Hours

Final Oral Defense

The oral defense will be scheduled with the advisor, the second reader, and the DICS Committee. All faculty members may attend and ask questions, although only the second reader and DICS Committee, including the Advisor, may vote. The student will receive a pass, a pass with a condition, or a fail grade. The candidate must garner a majority vote of the

committee in order to pass. The voting committee shall consist of the second reader and the DICS committee appointed by the Dean of Academic Affairs. A failing grade has no recourse. The student must complete another dissertation or thesis project if he desires to complete the program. A suspension means that the committee believes that there is a shortcoming either in the dissertation or in the student's ability to defend his work. In such cases, the committee will decide how the student can resolve the difficulty.

Presentation of Dissertation

Following the oral defense of the dissertation/project, based on the completed and approved rough draft, the student will present the final draft to his Advisor. Three copies of the final draft are required. An abstract of 500 words in English & Korean must be submitted to the Academic Dean for approval at least six weeks prior to commencement. The final draft copies must be printed on 20–24-point acid-free paper of 20% rag content. Three copies are bound for the institution and one for the student.

Suggested Academic Progression Plan by Year (DICS)

Year	Winter	Spring	Summer	Fall
First Year		EUDMS801 Research Methods & Writing	EUDMS805 Mission Hermeneutics	EUDMS803 History of Mission
		EUDMS802 Biblical & Theological Foundation of Mission		EUDMS 806 Business as Mission
		6 units		6 units
Second Year		EUDMS 804 Issues in Missional Church	EUDMS807 Religious Pluralism in Postmodern Society	Elective
		Elective		Elective
		6 units		6 units
Third Year		EUDMS811 Dissertation-Develop the Proposal	EUDMS812 Dissertation	
		3 units		3 units

VII. ESL PROGRAM: ELLE

- ✚ THE PROGRAM IS CURRENTLY IN THE IMPROVEMENT PROCESS AND NOT OFFERED AT THIS MOMENT.
- ✚ ESL CALENDAR WILL BE AVAILABLE UPON THE COMPLETION OF THE PROCESS. THE PROGRAM OUTLINE IS AS FOLLOWS.

A. PROGRAM PURPOSES

The English Language Learning @ Evangelia (ELLE) equips non-English speakers with language skills that will enable them to prepare for entering an American college or university or to improve their English proficiency for their careers. The ELLE also facilitates students' transition and adaptation to American society and helps them become competent linguistically, culturally, and spiritually.

- The ELLE Program offers courses in the fall, spring, and summer. In the fall and spring semesters, students attend classes for sixteen weeks. In summer, intensive courses such as TOEFL preparation are offered, reflecting students' needs. Classes are offered for 4 hours per day and 20 hours per week in the fall and spring semesters.
- There are three levels of the ELLE classes offering integrated language skills: Beginning, Intermediate, and Advanced.

B. PROGRAM LEARNING OUTCOMES

Upon completion of all three levels of the ELLE, students will have demonstrated:

- ✓ A holistic understanding of the English language
- ✓ Oral language skills that will enable them to merge into American society
- ✓ Knowledge of American culture
- ✓ An understanding of most idiomatic characteristics of the English language
- ✓ Reading, writing, listening, and speaking skills that will enable them to pursue further studies in American institutions.

Level 1 (Beginning)

This level provides beginning learners with instruction in all language skills: listening, speaking, reading, writing, grammar, and vocabulary. The student will learn to:

- ✓ Achieve comprehension in basic communicative situations
- ✓ Read and understand simple informative materials
- ✓ Write basic sentences and simple pieces of writing
- ✓ Comprehend basic grammatical structures in the natural context
- ✓ Develop knowledge of basic vocabulary

Level 2 (Intermediate)

This level provides intermediate learners with instruction in all language skills. The student will learn to:

- Understand and engage in conversation on everyday topics
- Read and understand medium-length selections
- Compose paragraphs in conversation on everyday topics
- Comprehend complex grammatical structures
- Develop vocabulary appropriate for academic tasks

Level 3 (Advanced)

This level provides advanced learners with instruction in all language skills. The student will learn to:

- Engage in ordinary conversation
- Read and comprehend academic texts
- Write Advanced Composition
- Analyze grammatical structures in academic settings
- Develop knowledge of advanced-level vocabulary

C. PROGRAM REQUIREMENTS

• Placement Test

All new students are required to take the placement test before registering in order to be placed in one of the three levels according to the results of the test. The test consists of reading comprehension, listening, and writing. If deemed necessary by the program director, an oral interview may be held.

• Certificate Requirement

Upon completion of each level, a student is provided with a certificate of completion. In order to receive a certificate, a student must complete 250 hours per semester/ term with a grade of C or above.

D. TUITION AND FEES

Application Fee (non-refundable)	\$30
Tuition for ESL	\$2,400 per semester (\$150/credit)
Student Association Fee	\$45.00 per semester
Semester Registration Fee (non-refundable)	\$10 per semester
Total	\$2,485
Note: Each level consists of 4 classes, and each class has 4 credit units. Tuition does not including textbook costs and textbook purchases, which are at students' own expense.	

E. ESL CLASS SCHEDULE

• ESL Level 1 - Beginning (Monday ~ Friday)

	Time	Class
1	9:00 ~ 9:50	ESL 101 Listening and Speaking I
2	10:00 ~ 10:50	ESL 103 Grammar I
3	11:00 ~ 11:50	ESL 104 Vocabulary
4	12:00 ~ 12:50	ESL 102 Reading and Writing I

• ESL Level 2 - Intermediate (Monday ~ Friday)

	Time	Class
1	9:00 ~ 9:50	ESL 203 Grammar II
2	10:00 ~ 10:50	ESL 204 Integrated Skills
3	11:00 ~ 11:50	ESL 202 Reading and Writing II
4	12:00 ~ 12:50	ESL 201 Listen and Speaking II

• ESL Level 3- Advanced (Monday ~ Friday)

	Time	Class
1	9:00 ~ 9:50	ESL 302 Reading and Writing III
2	10:00 ~ 10:50	ESL 301 Listening and Speaking III
3	11:00 ~ 11:50	ESL 303 Grammar III
4	12:00 ~ 12:50	ESL 304 Testing Skills

* There is a 10-minute break between classes.

VIII. DISTANCE EDUCATION PROGRAM

A. PROGRAM PURPOSES

Evangelia University's Distance Education program offers all its degrees online. The program is designed to provide quality education to students who are separated from the instructor, with regular and substantive interactions between the instructor and students and among students, either asynchronously or synchronously or in a combination of both delivery modes. The program utilizes asynchronous LMS tools, such as Moodle and Populi, and synchronous tools, such as Zoom, for course delivery and interactions.

B. FACULTY'S ROLES AND RESPONSIBILITIES

The instructors play critical roles in ensuring the effectiveness of distance education programs and courses. Therefore, they must be qualified and trained to teach online effectively. Those who teach online for the first time must participate in the DEF102 Teaching Online Workshop before teaching their first course in distance education format. In addition, all instructors must participate in regular or *ad hoc* faculty seminars or workshops on teaching, learning, and assessment the Distance Education program provides.

1. Instruction Delivery

Moodle is currently the primary tool of the program's instruction delivery. Hence, the instructor must provide the instruction materials in a structured way to fulfill the set learning outcomes of his/her course. The instruction materials include but are not limited to pre-recorded video lectures, lecture notes, reading resources, and copyright-cleared multimedia resources. The instructor may also use the Zoom conferencing app to supplement asynchronous instruction. (Please note that beginning in the spring of 2025, Populi will become the primary LMS and will eventually replace Moodle.)

2. Interactions

The instructor must design his/her course to ensure that students will have regular and substantive interactions with the instructor and other students in their learning activities on Moodle using such functions as message, chat, forum discussions, assignments (written, audio, video, etc.), wiki, and quiz. The instructor must interact with students by sending or replying to students' messages or email inquiries within twenty-four hours, if not sooner, and give comments or feedback to students' forum articles and assignments within five working days. The instructor must also inform students how to make an appointment for an audio or video advising conference and make himself/herself available for it. For enhanced interactions with and among students, the instructor is encouraged to have three or four Zoom sessions during the class period (i.e., 15-16 weeks in the spring or fall semester). Finally, the instructor must provide comments and feedback on student's final projects or dissertations within thirty days of submission.

3. Students' Progress Report

The instructor must monitor student activities and progress using Moodle's activity report for each

enrolled student and follow up with the students who do not show sufficient learning activities or seem to have other issues. In addition, the instructor must inform the Distance Education Director about any persisting matters so that they can be addressed appropriately.

4. Distribution of Course Materials

To offer course materials in time, the instructor must send the pre-recorded lecture video materials to the IT technician for editing and uploading one week before publishing it for a weekly session. If the lecture video does not need editing, the instructor may send it to the IT staff three days before a new weekly session starts. As for the digital library resources, the instructor must work with the Librarian to inform students about the resources available at EU Library or other sites before the class period begins or the first weekly session requires them.

5. Special Instructions for Distance Education Students

The instructor must specify special instructions for the distance education students in the syllabus, if necessary (e.g., video and audio requirements for Zoom participation).

C. STUDENT'S RESPONSIBILITIES

1. Technological Requirements

Students must become familiar with educational tools such as Moodle, Populi, and Zoom.

2. Active Participation

Distance education courses like on-site or hybrid courses are structured to meet federal credit hour standards. Hence, students must actively engage with the course materials by watching the lecture videos and other assigned multimedia presentations, reading lecture notes and given reading materials, participating in the assigned learning activities, and submitting or completing assignments following the instructions provided by their respective due dates. Students are also expected to regularly check their progress in learning activities, assignments, and grade books on the Moodle pages for each distance education course.

3. Regular and Substantive Interactions

Students must demonstrate regular and substantive interactions with the instructor and other students on Moodle. When the Zoom sessions are part of the course requirements, students must interact with the instructor and other students during those sessions. Some examples of student interactions are as follows:

- (1) Students can interact with the instructor and other students by posting forum articles, giving comments or feedback on what others posted, and exchanging questions and answers to advance mutual learning.
- (2) Students can make presentations on the assigned topic asynchronously or synchronously, provide peer review, and/or engage in a group discussion if required.
- (3) Students can read the instructor's comments and feedback on their quizzes, mid-term or final examinations, and research papers.
- (4) Students can interact with the course materials by summarizing, critically reflecting, and reinventing them.

- (5) Students can also interact with the instructor and other students in other learning activities and assignments.

D. PROGRAM POLICIES

1. Online Course Pre-requisite

New students seeking online courses must take DE101: Moodle Tutorial Course (0 unit) and certify that they have completed exploring and engaging with Moodle functions before registering for online classes. Those experienced in Moodle LMS and the internet may be exempted from taking this tutorial course with the approval of the IT Manager. (Please note that beginning in the spring of 2025, Populi will become the primary LMS and will eventually replace Moodle.)

2. Transmittal of All Lessons and Course Materials

Evangelia University currently uses the Moodle course management system as a primary means of DE educational delivery (website <http://www.evangelia.edu/moodle/>). Students can log in to each course's Moodle shell in which they are enrolled and download the syllabus, the lecture notes, and all the course materials provided by the instructor. Also, students can access all lecture videos of their courses via Moodle. For example, if part of the lecture were given through Zoom or on-campus, the program would provide students with recorded videos within two-to-three business days after that particular lecture session (note: CCR §71716(c)(1)&(2)). (The same policies will be implemented with the Populi system as well.)

3. Cancellation and Tuition Refund

Distance education students can cancel the agreement and receive a full refund according to CCR section 71750 before receiving the first lesson and materials. Cancellation is effective on the date written notice of cancellation is sent. If Evangelia University sent the first lesson and materials before the adequate cancellation notice was received, EU would make a refund within 30 days after the student's return of the materials. As for the detailed cancellation and refund procedures, this catalog's Cancellation and Tuition Refund Policies (IV. Financial Information. 4.) are applied to DE students.

4. Course-taking Method Change and Attendance

Students must change course-taking methods between on-campus and online classes within two weeks (same as add/drop period) from the first day of the semester. After this period, students are not allowed to change their method and should take their classes only by the method (online or on-campus) they choose. Thus, on-campus students' attendance in online courses cannot be transferred to or counted as attendance in on-campus classes.

5. Academic Honesty

Regulations on Students' Honesty (this catalog, *II, B*) and Academic Honesty (this catalog, *V, O*) are also applied to the DE program. Students must perform with academic integrity throughout their studies. Therefore, students must not engage in dishonest academic behavior such as plagiarizing or cheating by using online information. The exams could be sent to the proctor directly and proctored by whom EU approves as a proctor at the beginning of the semester. In this case, EU uses a proctor report form to ensure the quality and appropriate

procedure of exams. Students with academic dishonesty will be penalized strictly according to these regulations.

6. Assignments, Tests, and Standard Time Zone

Students should observe the due dates of all assignments and tests indicated by the syllabus or communicated by the professor. Late submissions of assignments and exams will cause a penalty for grades. The standard time zone for all assignments and tests is Pacific Standard Time (PST) America.

7. Computer Literacy and Equipment

Distance education students must have a computer or smart device (such as a tablet). They are responsible for their access to a secure internet connection. Computer problems will not be considered an assignment extension or an excuse for a late submission. When students have technical issues, including Zoom functions and computer problems, they may contact the IT manager at itmedia@evangelia.edu.

8. Observance of the Copyright Law

Students must observe all the copyrights related to their online courses according to the copyright laws of America, Korea, and their country of residence. Students should use all the online course materials(e.g., lecture videos, lecture notes, PowerPoints) only for learning and are not allowed to use or pass out the course materials to which the copyright laws apply outside the school.

9. Use of the Course Materials

When students have personal or public reasons to use any online course materials, they must obtain approval from the professor who created them and EU in written form and use the materials within the boundary of the approval purpose.

E. STUDENTS SERVICES

1. Technical Support

The Distance Education program may provide links for prerecorded lecture videos to supplement the lecture notes. If students want to have lecture videos on DVDs, they may contact the DE program about purchasing DVD lectures, although DVDs may not be available for all the online courses.

2. Verification of Student Identification

Evangelia University DE program follows the standard method of a secure login and password for Moodle users. In addition to this standard method of verifying the identity of students, instructors will set up the appointed time for the instructor and students to communicate via phone or any other visual communicative methods such as Zoom, Skype, and Google Meet. This direct communication time is set up not only for the verification matter of student ID but also for enriching relationships between the instructor and students.

3. Protection of Students' Private Information

Upon enrollment in the DE program, each student will be given a privacy release agreement form, though they may choose to release or not release their personal information. The privacy of each student's information shall be protected following the student's choice. All of the information about student's academic activities is also protected. Exceptionally, the information could be used when required by government or accrediting agencies (TRACS and ATS) for investigation purposes.

F. LEARNING RESOURCES

EU Library has enough written academic resources for the DE program. These are fully cataloged and added for circulation. Information on individual titles is in our computer system and retrieved by OPAC (Online Public Access Catalog: <http://www.evangelia.edu>).

EU has a 'Library Resource Sharing Agreement' with Kosin University Library. This agreement includes online periodicals and journal databases. With EU student ID and Password, DE students can access the libraries' physical and online resources.

Kosin University in Pusan, South Korea (<http://library.kosin.ac.kr/KOSINLIB/>)

The following online learning resources are also accessible via EU's library website (<http://www.evangelia.edu/koreanprograms/library.html>) so DE students can utilize them and facilitate their academic learning.

ProQuest eBook Central – Evangelia University	http://ebookcentral.proquest.com/lib/evangelia
Korea National Assembly Library	http://www.nanet.go.kr/main.jsp
National Digital Library	http://www.dlibrary.go.kr/
KISS – Korean-studies Information Service System	http://kiss.kstudy.com/
Biblos.com	http://biblos.com/
Monergism	http://www.monergism.com/
DBpia	http://www.dbpia.co.kr/
Turabian Format	http://www.eturabian.com/turabian/index.html
Google Scholar	http://scholar.google.com/schhp?hl=en
Zotero	http://www.zotero.org/support/ko/start

In addition, Evangelia University has recently launched a website, ProQuest eBook Central, which contains over 18,800 e-books related to religion, philosophy, theology, and Biblical studies. Students and professors must request a personal account for free before using the eBook Central database. Opening an account requires an approval process, which may take 1-2 days.

Students can search and download required books used in the courses they are taking or for their research from the eBook Central database. The e-books may be checked out for a maximum of 21 days.

The ProQuest eBook Central's website: <https://ebookcentral.proquest.com/auth/lib/evangelia/>.

IX. COURSE DESCRIPTIONS

A. UNDERGRADUATE STUDIES (BA)

1. General Education Courses

GE 101 English Comprehension & Academic Writing

This course is required for all incoming undergraduate students. It covers Evangelia's Guideline for Writing Papers, the basics of writing a good paper and various writing assignments in the undergraduate program, and research methods and tips.

GE 121 Introduction to Public Communication

This course will cover basic principles of public communication in various situations and help students practice communicating in public.

GE 131 Introduction to Sociology

This course introduces sociological concepts with an emphasis on group life, culture, socialization, social institutions, social processes, and change. Theoretical and practical applications of interaction and its effect on individuals and groups are examined.

GE 132 Introduction to Psychology

This course includes a survey of psychology as an empirical/behavioral science with a consideration of underlying philosophical basis in light of a Christian worldview. Topics to survey include development, cognition, learning, motivation, physiology, socialization, personality, and psychopathology.

GE 133 Cultural Studies

This course will introduce basic concepts of cultural anthropology and various methods to engage in cultural anthropology studies.

GE232 Human Development

This course studies human growth and development over the life span, including intellectual, emotional, social, personal, and spiritual growth. Topics to survey include what growth challenges people face and how to help them develop their full potential.

GE 141 Introduction to Classical Greek Philosophy

This course surveys the thoughts of the pre-Socratic philosophers Plato and Aristotle. Particular attention will be given to the introduction to ancient Greek philosophies. Particular emphasis will be placed on the relationship between the various philosophical schools and the development of Christian thought.

GE 241 Christian Ethics

This course introduces philosophy through a study of the principal ethical theories and thinkers, fundamental ethical problems, and related biblical teachings.

GE 261 Worldview Studies

Everyone has a worldview. In this course, students will learn the commonness and uniqueness of the Christian worldview.

GE 271 World Religions

This course surveys each of the major non-Christian religions of the world with a focus on their history, primary tenets distinct from Christianity, and some contemporary practices. These include Islam, Hinduism, Buddhism, Confucianism, Judaism, and Shintoism.

GE 281 Science & Religion

This course mainly deals with problems concerning Christians' misunderstanding of the Bible's view on creation, nature, and science. Although the Bible seems to be very quiet about natural sciences in modern terms, it still teaches us, to a certain degree, how believers can harmonize their belief in God and knowledge of natural sciences. This course emphasizes that the Bible, God's Words, does not include true meanings and principles of natural sciences.

2. Major Courses (starting from 200s levels except for languages)

Bible & Biblical Language (LA 100s)

LA 101 Hebrew

This course is an intensive study of the elements of biblical Hebrew, focusing on the grammatical forms (morphology), basic grammatical structures (syntax), and vocabularies as reflected in the Old Testament. It aims to enhance the student's ability to interpret selected biblical sections correctly and to facilitate the use of commentaries and lexicons in which the Hebrew text is mentioned. This study brings students to higher levels of competence in using the Hebrew text to translate and interpret passages in the Old Testament books.

LA 102 Greek

An intensive study of the elements of biblical Greek with an emphasis placed on the grammatical forms, basic grammatical structures, and vocabularies of Koine Greek, with an application of these principles to selected portions of the Gospels to demonstrate their value in the interpretation of Scripture. This course also examines syntax and the more complex aspects of Greek grammar. Students will be able to identify how a part of speech is used and its implications for exegesis.

Biblical Studies

OT 201 Introduction to Old Testament

This course briefly surveys the Old Testament, examining the themes of kingdom,

covenants, and canon. The course will show that the Old Testament is not a random amalgam of episodes, genealogies, and prophetic tidbits. Instead, it is unified around the central theme of the kingdom of God, administered through covenants and applied to life through the Old Testament Canon. [This course is based on the lecture series “Kingdom, Covenants & Canon of the Old Testament,” produced by Third Millennium Ministries and presented by Dr. Richard L. Pratt, Jr.]

OT 401 Pentateuch

This course is an introduction to the first five books of the Bible and includes a study of authorship, dates, literary style, theme, purpose, and relative place within the Old Testament of the Pentateuch. The history of Israel up to the settlement in the land of Canaan is also covered.

OT 402 Historical Books

This course is a more in-depth study of the authorship, dates, literary style, theme, purpose, and canonical significance of the Historical Books within the Old Testament. The national history of Israel from the Exodus to the Babylonian Captivity is covered. This study also contains introductory surveys on Hebrew narratives' historical, literary, and theological characteristics, exegesis of the selected passages from the Historical Books, and the development of biblical-theological themes.

OT 403 Psalms and Wisdom Books

This course provides a study of the Old Testament's poetic and wisdom literature in light of their origin and usefulness as inspired Scripture. An interpretive survey of several Psalms and the Book of Proverbs will also be undertaken.

OT 404 Prophetic Books

This course studies the lives and times of the prophets and analyzes each book, paying particular attention to each prophet's contribution to the biblical drama. This study also contains the nature and history of the prophetic institution in Israel, along with the introduction and exegeses of selected passages with particular reference to the messianic theme and eschatological patterns.

NT 201 Introduction to New Testament

This course explores the kingdom of God or how this central theme relates to the new covenant in Christ. It also explores the two fundamental features of the New Testament by examining where they originated and what they mean for us today. [This course is based on the lecture series “Kingdom and Covenant in the New Testament,” produced by Third Millennium Ministries and hosted by Dr. Simon Vibert with contributions from various professors.]

NT 401 Gospels and Acts

This course is an in-depth study of the authorship, dates, literary style, occasion of writing, theme, and purpose of the Gospels and Book of Acts. In this connection, the political, social, moral, and religious conditions that prevailed before and during the time of Jesus and the apostles will be explored. This course also includes a critical survey of the history of the

criticism of the Gospels and a study of each Gospel's particular theological perspective.

NT 402 Pauline Epistles

This course is an in-depth study of the authorship, dates, literary style, occasion of writing, themes, and purpose of Pauline epistles. The political, social, moral, and religious conditions which prevailed before and during the time of the Apostles will be explored.

NT 403 General Epistles and Revelation

This course is an in-depth study of the Epistle to the Hebrews, the non-Pauline Epistles, and the Book of Revelation. The course will cover the topics, including authorship, dates, literary styles, occasional writing, and the authors' themes and purposes. These aspects are studied within the context of the political, social, moral, and religious situations that prevailed in the Roman Empire during the first century A. D. Besides the literary structure and style of revelation, exegetical and theological implications will be explored—the particular focus will be on reading Revelation in a redemptive-historical view.

NT/OT 301 Principles of Interpretation

This course introduces methods and principles for interpreting Scripture throughout church history and the present era. The theory is applied to texts with an emphasis on the grammatical-historical approach.

Christian Thoughts and Experience

TH 101 Apostles' Creed

This course takes an in-depth look at the core beliefs all faithful Christians share as outlined in the Apostles' Creed. [This course is based on the lecture series, The Apostles' Creed, produced by Third Millennium Ministry and hosted by Dr. Van Gayton with contributions from various professors.]

TH 201 Introduction to Theological Studies

This course covers biblical theology and how this specialized discipline explores the development of theological ideas between historical epochs. It also covers how systematic theology provides Christians with a reliable method for understanding and teaching biblical truth. [This course is based on the lecture series Building Biblical Theology and Building Systematic Theology, produced by Third Millennium Ministries and presented by Dr. Richard L. Pratt, Jr.]

ST 301 Theology Proper

This course explores who God is, his attributes, his plan for the universe, his works in history, and why we should study theology. It also investigates that the Scriptures teach about God's Trinitarian nature as three persons in one divine essence. [This course is based on the lecture series "We Believe in God and The Biblical Doctrine of the Trinity," produced by Third Millennium Ministries and presented by Rev. Dr. Thurman Williams.]

CH 201 Introduction to Christian History

This course offers insight into the history of the church, from the apostolic era through the Reformation. From the seventeenth to the twentieth century, the church will also be overviewed briefly. [This course is based on the lecture series “Church History,” produced by Third Millennium Ministries and presented by various scholars.]

Christian Ministries

CM 201 Introduction to Spiritual Growth

This course provides further instruction and guidance for maturity and growth in ministry, focusing on one or two specific areas of exploration.

CM 301 Christian Leadership

This course introduces the importance of Christian leaders’ professional knowledge in leadership because, until recently, most churches have mainly focused on the leader’s faith in God, knowledge of the Bible, and personal piety. This course is designed to give students general knowledge of tasks, styles, and leadership models in a broader sense and specific knowledge of the biblical guidelines and church context of Christian leadership.

CM 211 Introduction to Ministry

This is a basic introduction to the various ministry tasks in the church. Topics include the devotional preparation of the minister, biblical models of ministry, and examples of ministry types in the modern church, prayer ministry, and home visitations.

CM 311 Family Ministry

Contemporary ministry is often individualized. This course seeks to get back to the biblical basis of God’s people as families and family units to make ministry more effective and biblically based.

CM 411 Special Topics in Ministry

This course is offered occasionally, depending on the availability of an instructor, focusing on a special aspect or topic in ministry.

CM 221 Introduction to Foundation of Christian Education

This is an introductory course in Christian education. The biblical and theological foundation of Christian education will be emphasized. Christian and secular models and Reformed and non-Reformed models will be compared. Some methodological issues in education will also be discussed.

CM 321 Education in Ministry

This course emphasizes the history, philosophy, aims, and objectives of Christian education, including an overview of curriculum evaluation and preparation of materials for children, youth, and adults for the local church. This also contains some critical studies on how modern secular philosophical thoughts and secular views on human beings have improperly influenced specific aspects of Christian education.

CM 421 Creative Teaching Methods

This course provides a systematic plan for developing life-related Bible lessons, introducing various creative approaches to teaching the Bible. Also covered is the effective use of audio-visual aids, materials, equipment, and techniques.

CM 331 Biblical Theology of Mission

This course will study biblical themes and principles of missions and survey the history of modern missions. It also explores various issues vital to every missionary, including mission theory, communication principles, conversion criteria, qualifications of missionary workers, current methods of missionary effort, and the rapidly changing world scene, which provides new opportunities for mission activities. This study is also designed to analyze and criticize some modern mission theories, such as “Mission Dei,” which harm the growth and expansion of the true Christian church.

CM 431 Evangelism

This course studies the biblical basis for evangelism, both through personal and church programs. Among the covered topics are (1) a historical survey of evangelism and (2) principles and methods by which evangelistic churches are built. This study also analyzes and criticizes some traditional theological trends claiming the “irrelevancy” of evangelical works on the part of human beings due to the theory of God’s predestination.

CM 441 Worship

This course is designed to help students develop skills in planning, directing, and evaluating worship occasions, including music and other expressive methods.

B. GRADUATE THEOLOGICAL STUDIES (M.A.R. AND M.DIV.)

1. Biblical Foundation, Biblical Languages, and Methodology

(LA 500s; RM 500s; SM500s)

LA 501 Hebrew

An intensive study of the elements of biblical Hebrew, focusing on the grammatical forms (morphology), basic grammatical structures (syntax), and vocabularies as reflected in the Old Testament. This course aims to enhance the student's ability to correctly interpret selected biblical sections and facilitate using commentaries and lexicons in which the Hebrew text is mentioned. By reviewing fundamental issues of the Old Testament with its original language examination, this course prepares students to begin exegesis of the Old Testament.

LA 502 Greek

This course is a biblical language course focusing on the basic grammar and vocabulary of Koine Greek students will need to know to read the Greek New Testament. In addition, students will be given opportunities to learn and practice how to read and interpret selected Greek texts from the New Testament.

LA 503 Introduction to Biblical Languages

This course is designed to introduce two biblical languages (Hebrew and Greek) to help students understand their basic grammar and help them utilize grammatical aids and online and offline tools to interpret the biblical texts in Hebrew or Greek for their personal Bible study and teaching/preaching ministry.

RM 501 Research Methodology and Writing

This course is required for all incoming master's students. It covers Evangelia University's Guidelines for Writing Papers and basic principles of master's level research methods and graduate theological writing skills.

2. Biblical Studies

Old Testament

OT 601 Pentateuch

This course is an in-depth study of authorship, dates, literary styles, themes, and purposes of the Pentateuch within the Old Testament. The course contains a biblical-theological analysis of God's covenantal administration of His kingdom during the period covered by the Pentateuch, a study of the Old Testament canon's emergence and formation, and critical interpretive approaches to the Pentateuch.

OT 602 Historical Books

This course is a more in-depth study of the authorship, dates, literary style, theme, purpose, and canonical significance of the Historical Books within the Old Testament. The national history of Israel from the Exodus to the Babylonian Captivity will be covered. The course also includes

critical surveys on Hebrew narratives' historical, literary, and theological characteristics, the exegesis of selected passages, and the development of biblical-theological themes.

OT 603 Prophetic Books

This course studies the lives and times of the prophets and analyzes each book with particular attention to each prophet's contribution to the biblical drama. The course also includes the nature and history of the prophetic institution in Israel, along with the introduction and exegesis of selected passages with special reference to the messianic theme and eschatological patterns.

OT 604 Poetry and Wisdom

This course studies the Old Testament's poetic and wisdom literature in light of their origin and usefulness as inspired Scripture. An interpretative study of several Psalms and the book of Proverbs will be undertaken. The course also includes a study of the nature of Hebrew poetry and genre analysis of Psalms, exegesis of selected passages, and the development of biblical-theological themes.

New Testament

NT 621 Jesus and the Gospels

This course is an in-depth study of the authorship, dates, literary style, occasion of writing, and themes and purpose of the Gospels. In this connection, political, social, moral, and religious conditions that prevailed before and during the time of Jesus will be explored. This course also includes a critical survey of the history of the criticism of the Gospels and a study of each Gospel's particular theological perspectives. Students will also reflect with the Gospel writers on the significance of Jesus Christ for our Christian life and ministry in various settings. A wide range of learning materials and activities will be utilized for effective student learning and formation.

NT 622 Acts and Pauline Epistles

This course is to deepen understanding of Acts and the letters of Paul and apply them to students' lives and ministry. Topics covered include questions of special introduction, Pauline eschatological perspective, and basic themes in the theology of Acts and the letters of Paul.

NT 623 General Epistles and Revelation

This course is an in-depth study of the Epistle to the Hebrews, the non-Pauline Epistles, and the Book of Revelation. The course includes such topics as authorship, dates, literary styles, occasions of writing, and the themes and purposes of each book covered. These aspects are studied within the context of the political, social, moral, and religious situations that prevailed in the Roman Empire during the first century A. D. Besides the literary structure and style of the book of Revelation, exegetical and theological implications will be explored. Particular focus will be on reading Revelation from a redemptive-historical perspective.

BI 600 Biblical Interpretation

This course will give students the essential exegetical tools to interpret and appropriate the biblical text. The student will learn to recognize and work with the different literary genres of

the Bible and will gain an overview of various hermeneutical approaches to Scripture. In the process, the student will be introduced to various research tools, methods, resources, and practical skills for interpretation to appropriate the Bible well in our contemporary context.

3. Christian Thoughts and Experience

TH 600 Introduction to Theology

This course introduces students to prolegomena as the nature and method of theology; revelation, especially the inspiration, authority, sufficiency, inerrancy, and canonicity of the Bible; and theological hermeneutics, including an introduction to Reformed Theology.

TH 601 Systematic Theology 1 [God, man, Christology]

This course examines what the Bible teaches regarding three areas of doctrine: 1) God. Particular attention will be given to the personality of God, the attributes of God, and the decrees of God. 2) Man. Specific focus is given to the nature of man and the sinfulness of man. 3) Christology (a study of humanity and divinity of Jesus Christ, His work of salvation to save some fallen people from eternal punishment).

TH 602 Systematic Theology 2 [soteriology, pneumatology, ecclesiology, and eschatology]

Systematic Theology II continues the process begun in Systematic Theology I of introducing the field of systematic theology. The four units of study explored are as follows: (1) soteriology (doctrine of salvation), (2) pneumatology (doctrine of the Holy Spirit and His work), (3) ecclesiology (doctrine of the Church, including the nature of the true Church and its work), and (4) eschatology (i.e., the return of Christ, last judgment, questions of the millennium, and the eternal state of believers).

Church History (CH 610s)

CH 610 Church History 1

This course is an introduction to the development of Christianity from the Apostolic Period to the dawn of the Reformation. Emphasis is placed upon the central historical movements, figures, and theological issues of the period from the Reformed perspective. Emphasis is also placed on the influence of the Church Fathers' thoughts on the start of the early Christian church and the role of Greek philosophy in the formation of the Medieval Church. Emphasis is also given to the origins of various denominations and the Counter-Reformation by the Roman Catholic Church.

CH 611 Church History 2

This course is an introduction to the development of Christianity from the Reformation to the Modern Era. Emphasis is placed upon central historical figures, movements, and theological issues. Emphasis is also placed on the historical, philosophical, and cultural forces that have shaped the modern and postmodern ages and how they have explicitly influenced Christianity. A biblical critique and response to the various philosophical and theological trends will also be studied.

4. Spiritual and Ministerial Training

PT 501 Personal and Spiritual Formation

This course provides instruction and guidance for maturity and growth in ministry. Students will study biblical principles and patterns of how God leads his children to become more like Him. Emphasis is placed on lifelong learning and daily communication with God as a permanent lifestyle. This course is also devoted to reviewing and criticizing secular philosophical theories regarding how they affect Christians and churches today.

PT 512 Pastoral Ministry and Leadership

This course introduces the importance of Christian leaders' professional knowledge in leadership because, until recently, most churches have mainly focused on the leader's faith in God, knowledge of the Bible, and personal piety. This course is designed to give students general knowledge of tasks, styles, and models of leadership in a broader sense, as well as specific knowledge of the biblical guidelines and church context of Christian leadership.

PT 610 Pastoral Internship

Pastoral Internship is the area of theological education in which the classroom theory is tested and applied in the life and ministry of the local church. It aims to provide opportunities for M.Div. students to exercise and improve their gifts and ministry skills and equip them with diversified backgrounds of firsthand experience in the service God has called them. At the start of their field education, M.Div. students must register for PT610 and continue the supervised ministry until 300 hours of the supervised pastoral internship experience are completed.

PT 611 Ministry Internship

Ministry Internship is the area of theological education in which the classroom theory is tested and applied in the life and ministry of the local church. It aims to provide opportunities for M.A.R. students should exercise and improve their gifts and ministry skills and equip themselves with diversified backgrounds of firsthand experience in the service God has called them. At the start of their field education, M.A.R. students must register for PT611 and continue the supervised ministry until 200 hours of the supervised ministry internship experience are completed.

CE 505 Foundation of Christian Education

This course is an introductory course for Christian education. The biblical and theological foundations of Christian education will be emphasized. In discussing some educational methodological issues, the Christian and secular models and the Reformed and non-Reformed models will also be compared with each other, respectively.

IS 600 Introduction to Christian Mission

This course will study biblical themes and principles of missions and survey the history of modern missions. It also explores various issues vital to every missionary, including mission theory, principles of communication, conversion criteria, qualifications of missionary workers, current methods of missionary effort, and the rapidly changing world scene, which provides new opportunities for mission activities. This study is also designed to analyze and criticize some modern mission theories, such as "Missio Dei," which harm the growth and expansion of

the true Christian church. Missions have changed drastically in the 20th century. Thus, a history of missions and the theological, sociological, and cultural forces that shaped missions will be studied. This course mainly focuses on understanding a mission in light of its history and devising approaches to the mission that are biblically faithful and relevant to a particular history and culture.

PT 642 Pastoral Counseling and Care

In this course, the principles, procedures, techniques, and goals of effective pastoral counseling are examined. Also, the student learns the limitations of pastoral counseling and when to refer parishioners to specialists.

PR 500 Preaching Ministry 1

This course is an introductory preaching course that teaches all the basics of preaching. This course will cover biblical understanding of preaching. It also helps students select the text, use interpretive tools, and develop a sermon with practice.

PR 501 Preaching Ministry 2

This is the continuation of the previous course, PR500 Preaching Ministry 1. It will cover how to prepare and deliver sermons. This course will also cover the various aspects of sermon delivery. The emphasis will be placed on (a) vocal production, (b) articulation, (C) projection, (d) style, and (e) effective delivery of various types of sermons before the class for critique and skill development. Emphasis is given to redemptive-historical and expository preaching. Each student will prepare and present at least two sermons in the class for criticism and appraisal.

C. GRADUATE EDUCATIONAL STUDIES (M.A.C.E.)

1. Foundational Studies (CE 5xx, 6xx, RM 501)

CE 501 Christian Worldview

This course is an introductory course to a Christian/Biblical worldview and the Western story as two all-encompassing worldviews in which the Christian academic community must work. Attention is placed on the normativity of Scripture for academic work and educational ministry in a modern/postmodern setting.

CE 502 Introduction to Theology (equivalent to TH600)

This course introduces students to prolegomena as the nature and method of theology; revelation, especially the inspiration, authority, sufficiency, inerrancy, and canonicity of the Bible; and theological hermeneutics, including an introduction to Reformed Theology.

CE 503 Introduction to Christian Philosophy

Christian philosophy is one of the most critical foundational disciplines upon which Christian educational theories and practices are built. It can help sharpen students' ideas about Christian education and give them ways to think broadly about it. The study of Christian philosophy not only assists students in developing necessary analytical skills and encourages critical perspectives but also provides valuable perspectives on the importance of Christian education. With this background, this course is designed to give students a systematic and narrative introduction to Christian philosophy.

CE 504 Introduction to Psychology

This course is designed to provide an overview of human minds and behaviors by introducing theories and theorists of Psychology. Each week, topics such as perception, learning, sleeping, emotion, memory, personality, addiction, psychological problems, etc., will be explored to understand human thoughts and behaviors. Biblical and reformed views of the human mind will be provided to understand various theories regarding psychological issues critically. This course also encourages students to utilize what they have learned in their current/future ministry.

RM 501 Introduction to Educational Research and Academic Writing

This course is designed to help students develop master-level research and scholarly writing skills in various disciplines of Theology. Students will be able to develop critical thinking and academic writing skills and an applied research or ministry project by selecting the topic, formulating research problems and hypotheses, and utilizing the relevant research methods. They will implement their research by conducting field observation, interviews, surveys, and literature reviews and writing a comprehensive research paper. Students can use various writing tools during this course and be familiar with the Turabian writing style and format (8th ed.). Upon completing this course, students will be prepared for the comprehensive work of writing a dissertation or final project.

2. Concentration courses (CE 5xx, CE 6xx)

CE 505 Foundation of Christian Education

The overall purpose of this course is to prepare the students. Teaching is an essential element of all Christian ministries. I believe that as Christian leaders and teachers, we teach what we are and what we truly believe. This course is designed to address the biblical, theological, historical, and philosophical foundation of Christian education and some ministerial issues of CE in the educational ministry of Christian churches and to provide various educational activities in and out of classes and invite them to engage in those activities.

CE 601 History and Philosophy of Christian Education

This course provides an analysis of the historical/philosophical foundations and applications of educational thoughts. Seminal perspectives from Hebrew times to the present are studied. A Reformed worldview approach is constructed that is appropriate to non-formal and formal educational contexts.

CE 602 Life Span Development in Christian Education

The overall purpose of this course is to enable the student to understand the various theories of Developmental Psychology critically from the Reformed view of humans and to be prepared to apply those insights into their current/future ministry. Moreover, this course focuses on moral and faith growth and development throughout the whole life span so that students can approach their current/future audiences in the biblical view of human development and design the discipleship/education program following their audiences' developmental features. This course is designed to address various theories of human development and the integrated view of human beings with biblical & theological perspectives. It will also provide various educational activities in and out of classes and invite them to engage in those activities, including discussion online forum boards/Zoom classes. All lectures and learning activities are offered both in person and online.

CE 603 Christian Education Administration and Leadership

This course is designed to prepare students to understand the principles of the church administration based on the biblical and Reformed theological perspectives and the constitution of the Kosin General Assembly. This course will explore the theological and biblical foundation of church government and administration, leading & managing theories of various church ministries, and facilitate students to develop reformed Church administration principles and practices in their educational ministry.

CE 604 Teaching Methods

This course is designed to enable students to understand teaching methods in various settings of Christian education: Sunday school, Christian school, etc., so that they might be well equipped to teach from reformed perspectives and have opportunities to reflect critically on the methods and approaches they learn in the course in the changed cultural context of the world.

CE 608 Introduction to Church Education

This course is a foundational course that surveys education in the local church. The focus is on the Biblical basis of the church's teaching ministry, goals, agencies, teaching/learning theory,

methods, materials, and evaluation.

Also, choose at least one course from the following courses:

CE 605 Children's Ministry

The overall purpose of this course is to prepare students for children's ministry as a pastor, program director, or teacher by providing opportunities to grasp theories and practices of children's education. Students will be engaged in formulating a philosophical and missional statement and required teaching & learning plans and practices for their ministry with children based on the biblical understanding of children and education and developmental theories.

Teaching is a crucial element of all Christian ministries. In order to accomplish this purpose, the course is designed to address biblical and theological perspectives on the church's role in children's education, provide various educational activities in and out of classes, and invite them to engage in those activities.

CE 606 Youth Ministry

The overall purpose of this course is to prepare students for youth ministry with the reformed Christian worldview and the understanding of adolescence in today's culture by providing principles and practices of youth education. Students will be engaged in formulating a philosophical and missional statement and required teaching & learning plans and practices for their ministry with teenagers based on the biblical understanding of youth and principles of Christian education and developmental theories. Teaching is a crucial element of all Christian ministries. In order to accomplish this purpose, this course is designed to address biblical and theological perspectives on the church's role in youth education, provide various educational activities in and out of classes, and invite them to engage in those activities.

CE 607 Adult Ministry: Life-Long Education

The overall purpose of this course is to prepare students to help adult members of the church continue to grow in faith, live actively, and finish well. Students will be engaged in various learning activities to understand the biblical view on life span and to develop an effective adult educational ministry based on biblical and theological foundation as well as life-span theories and andragogy. In order to reach this goal, all students are required to participate in discussions in online forums and telecommunications classes. Other learning activities in and out of class are required to promote experiential learning.

CE 612 Family Ministry

The overall purpose of this course is to prepare students for family ministry within a reformed Christian worldview and to provide them with an understanding of the family in today's culture. The course aims to provide principles and practices based on a biblical view of the family. Students will engage in formulating a philosophical and missional statement for family ministry grounded in a biblical understanding of the family and principles of Christian education. For this purpose, the course addresses biblical and theological perspectives on the church's role in supporting families. It also includes various educational activities both inside and outside of class to encourage active participation.

3. Christian Education Internship

CE 610 Christian Education Internship

Christian Education Internship is the area of theological education in which the classroom theory is tested and applied in Christian educational ministry. It aims to provide opportunities for M.A.C.E. students to exercise and improve their gifts and skills and equip them with diversified backgrounds of firsthand experience in the service God has called them. At the start of their field education, M.A.C.E. students must register for CE610 and continue the supervised ministry until 300 hours of the supervised ministry internship experience are completed.

D. DOCTOR OF MINISTRY (D.MIN.)

D.MIN. CORE COURSES

1. COMMON CORE

DMCR 801 Research Methodology & Academic Writing Seminars (3 Units)

This course is designed to support students in developing specific research methodology skills and writings in various theological disciplines such as biblical studies, systematic theology, practical theology, and mission studies. By employing interdisciplinary research and writing skills, students may do research and complete written assignments for coursework seminars and a doctoral dissertation or final project paper.

DMCR 803 Spiritual Formation for Christian Leaders (3 Units)

This course will examine the biblical principles and practices of the spiritual formation of Christian leaders. In the course, students will assess spiritual formation practices for themselves and their congregations. They will also articulate the biblical principles of pastoral and congregational leadership, evaluate the leadership practices most accepted within their own congregations in light of their findings, and make any necessary changes to foster spiritual formation and sanctification in their personal life and ministry and their own congregation.

2. CONCENTRATION 1 (GOSPEL PREACHING AND COMMUNICATION)

DMCR 810: Jesus' Gospel Preaching and Its Pastoral Applications (3 Units)

In this course, students will conduct advanced research on the target audiences, contents, and forms of Jesus' gospel preaching as presented in the Gospels and mentioned or reflected in other New Testament books. Students will also examine how their findings about Jesus' gospel preaching are relevant in addressing contemporary cultural and societal issues and how to utilize them to effectively communicate the gospel to their own congregations and others seeking meaning and purposes in their lives so that they may live out the gospel truths in their life settings.

DMCR 811: Paul's Gospel Preaching and Its Pastoral Applications (3 Units)

In this course, students will conduct advanced research on the target audiences, contents, and forms of the Apostle Paul's gospel preaching as presented in his letters and the Book of Acts. Students will also examine how their findings about Paul's gospel preaching are relevant in addressing contemporary cultural and societal issues and how to utilize them to effectively communicate the gospel to their own congregations and others seeking meaning and purposes in their lives so that they may live out the gospel truths in their life settings.

DMCR 812: Gospel Preaching in the OT and Its Pastoral Applications (3 Units)

In this course, students will conduct advanced research on the gospel preaching's target audiences, contents, and forms as presented in the Old Testament Prophetic Books. Students will also examine how their findings about the OT prophets' gospel preaching are relevant in addressing contemporary cultural and societal issues and how to utilize them to effectively communicate the gospel to their own congregations and others seeking meaning and purposes in their lives so that they may live out the gospel truths in their life settings.

DMCR 813: Engaging the Gospel and the Culture (3 Units)

This course is designed as a foundational course for engaging the Christian gospel to contemporary cultures. In the course, students may appreciate, articulate, and appropriate the core of the gospel as presented in the Bible. The biblical principles and practices of cultural engagement to meet the various needs of their own congregations and address the contemporary societal and cultural issues they are faced with.

3. CONCENTRATION 2 (PASTORAL AND CONGREGATIONAL STUDIES)

DMCR 813: Engaging the Gospel and the Culture (3 Units)

This course is designed as a foundational course for engaging the Christian gospel to contemporary cultures. In the course, students may appreciate, articulate, and appropriate the core of the gospel, as presented in the Old and New Testaments, the biblical principles and practices of cultural engagement to meet the various needs of their own congregations and address the contemporary societal and cultural issues they are faced with.

DMCR 821 Reformed Worship Theology and Practice (3 Units)

This course examines Christian worship's biblical and theological principles and the history of its appropriation from the Reformed theological perspective. In the course, students will evaluate the worship theology and practices in their own congregations in light of their historically and theologically informed findings about Christian worship and explore some innovative ways of worship in the changing contexts of their congregations.

DMCR 822 Issues on Pastoral Ministry and Leadership (3 Units)

This course will examine the importance of leadership development and explore various ways to approach this task. Biblical models and insights from spiritual leadership theories will be discussed. Emphasis will be placed on helping students understand the environments as a pastor in the local church in which effective leadership development occurs.

DMCR 823 Educational Approaches to Ministry (3 Units)

This course will explore challenging contemporary issues such as gender, aging, and cultural diversity and critically examine major theological and theoretical understandings of those themes from the Reformed theological perspective. Students are encouraged to develop a 'philosophy statement' and 'practical programs & steps' for the educational ministry within and beyond their congregations, such as Women's Ministry, Senior Ministry, and Multicultural family ministry.

DMCR824: Family Crisis and Pastoral Counseling (3 Units)

This course will examine the various issues related to family crises that congregations face and the ministerial works that address those issues, mainly pastoral counseling. Students may learn how to develop and enrich pastoral counseling ministry for families within their own congregations.

E. DOCTOR OF EDUCATION IN CHRISTIAN MINISTRY (ED.D.)

1. Foundational Studies

EUDED 801 Reformed Worldview and Spiritual Formation

This course is designed to provide students with a critical appreciation of the inevitable but often hidden role that world views play in human life and, specifically in education, so that they can critically evaluate world views that are embedded in educational theories and practices to be more effective in achieving the learning goals of their educational ministries in a way that is faithful to their Christian faith.

EUDED 803 Research Methods: Qualitative and Quantitative Research

This course is designed to help students develop doctoral-level research and scholarly writing skills for a dissertation in Christian Educational Studies. Students can develop applied research or a ministry project by selecting the topic, formulating research problems and hypotheses, and utilizing the relevant research method and analysis. They will implement their own research by collecting data using field observation, interviews, surveys, and literature reviews, analyzing the collected data using qualitative or quantitative methods, and writing a comprehensive research paper and a dissertation. During this course, students will be able to use various writing tools and be familiar with the Turabian style and format (8th ed.) of writing. Students will be prepared for the comprehensive work of writing a dissertation or final project after successfully completing this course.

2. Major Concentration Studies

EUDED 804 Advanced Studies in Theology, Philosophy, and History of Christian Education

This course is designed to provide students with historical and philosophical insights for their educational ministry in the local church and the missional setting on the premise that there is a definite connection between philosophical positions and educational practices. This statement implies that educational practices are built upon philosophical beliefs. Philosophical perspectives, therefore, are major determinants of such practical educational considerations as

teaching methodology, curricular focus, the teacher's role, the school's function, and the learner's nature. The greatest need for educational ministry in Christian settings is that they are Christian in the total sense of the word. This need can only be realized as Christian educators clearly understand their fundamental beliefs and how those beliefs can and must affect their educational planning and practice. Christian educators will be aided in their task by studying the ideas of historical and contemporary educational philosophers and theorists. Christian educators must seek to develop a positive educational philosophy built upon a distinctly Christian worldview.

EUDED 805 Advanced Studies in Developmental Psychology

The overall purpose of this course is to enable the student to understand the various theories of Developmental Psychology critically from the Reformed view of humans and to be prepared to apply those insights to their current/future ministry. Moreover, this course focuses on moral and faith growth and development throughout the whole life span so that students can approach their current/future audiences in the biblical view of human development and design the discipleship/education program according to their audiences' developmental features. To accomplish this purpose, this course is designed to address various theories of human development and the integrated view of human beings with biblical & theological perspectives and to provide various educational activities in and out of classes and invite them to engage in those activities, including discussion on-line forum boards/Zoom classes.

EUDED 806 Contemporary Education: Theory and Practice

Anyone who has been involved in the field of education remembers the ebb and flow of educational crises. The cries in the 1950s of "back to the basics," the reinstatement of "solids" and discipline in high schools were followed by the criticisms of Ivan Illich, John Holt, Paul Goodman, and others who demanded the elimination of the regimentation, the lock-step sequences, and similar practices. They wanted schooling to be a humane experience for the young. Some of the critics even called for a "de-schooling society." Alternative schools appeared all over the world, even in the public school system. "Schools without walls" were established in some large cities, and electives of all kinds became standard academic fare in many schools. The pendulum swung in the other direction in the late 1970s and early 1980s. All these trends have tremendously impacted the Christian education ministry in many different ways. For these reasons, this course is designed to give a historical and especially Biblical perspective to the current conflict in education.

EUDED 808 Educational Ministry of the Church

This course is designed to prepare students to understand the principles of church education based on the biblical and reformed theological perspectives and the teaching ministry of Jesus and to develop the appropriate educational ministry model in students' ministry context. This course will explore the life and teaching of Jesus as the Master Teacher, impress students to imitate the Master Teacher, and facilitate students to develop the Christ-centered education ministry.

EUDED 809 Curriculum Design & Assessment

This course is designed to prepare students to develop courses and curricula for their educational ministry of the church and the school program and align them with the institution's

missional objectives and biblical and Reformed theological perspectives. This course focuses on the application of curricular theories in their ministry setting. Students are to be trained for planning and designing for the course, including setting goals, learning outcomes, instructional methods, and activities, and assessing the course in relation to curricular concepts and requirements of national, state, and institution. Attentive to the current changing environment of education using technology, designing the course and the curriculum using computer software and telecommunicating technology will be addressed to provide systematic and effective learning for both geophysical and online students. This course also emphasizes assessment principles and systematic process of the courses & curriculum, evaluating programs, and generating strategic plans and assessments for the church ministry, Christian schools, and alternative educational institutions.

F. ESL PROGRAM (ELLE)

LEVEL 1

ESL 101 Listening and Speaking I

This course is designed to equip students with a basic level of oral English communication skills both for daily life and academic purposes. Also, this course provides students with opportunities to practice fundamental pronunciation skills. This course will help students build their confidence and moderate accuracy in spoken English.

ESL 102 Reading and Writing I

This course is designed to equip students with a basic level of written English communication skills for both daily life and academic purposes. Students will have opportunities to read and write various kinds of short passages. This course will help students build their confidence and moderate accuracy in written English.

ESL 103 Grammar I

This course is designed to equip students with basic grammar knowledge and skills necessary for their oral and written English communication. A wide range of activities and materials are used to achieve this goal. The student will develop their confidence and moderate accuracy in using grammar in their various communication settings.

ESL 104 Vocabulary I

This course is designed to equip students with basic vocabulary knowledge and skills necessary for their oral and written English communication. The students will be provided with various kinds of activities to practice essential words and idioms so they can develop confidence and accuracy in using vocabulary in various daily and academic settings.

LEVEL 2

ESL 201 Listening and Speaking II

This course is designed to equip students with an intermediate level of oral English communication skills both for daily and academic purposes. Also, this course provides students with opportunities to improve their pronunciation skills. This course will help students build their accuracy and moderate fluency in spoken English.

ESL 202 Reading and Writing II

This course is designed to equip students with an intermediate level of English written communication skills both for daily life and academic purposes. Students will have opportunities to read and write various kinds of short and long passages. This course will help students build their accuracy and moderate fluency in written English.

ESL 203 Grammar II

This course is designed to equip students with an intermediate level of grammar knowledge and skills useful for their oral and written English communication. A wide range of activities and materials are used to achieve this goal. Students will develop their accuracy and moderate fluency in using grammar in their various communication settings.

ESL 204 Vocabulary II

This course is designed to equip students with an intermediate level of vocabulary knowledge and skills necessary for their oral and written English communication. Students will be provided with various kinds of activities to practice fundamental words and idioms so they can develop accuracy and fluency in using vocabulary in various daily and academic settings.

LEVEL 3**ESL 301 Listening and Speaking III**

This course is designed to equip students with advanced levels of oral English communication skills both for daily and academic purposes. Also, this course provides students with opportunities to sharpen their pronunciation skills. This course will help students build their accuracy and fluency in spoken English in a balanced way.

ESL 302 Reading and Writing III

This course is designed to equip students with advanced levels of written English communication skills for both daily life and academic purposes. Students will have opportunities to read and write various kinds of long and extensive texts. This course will help students build their fluency and accuracy in written English in a balanced way.

ESL 303 Grammar III

This course is designed to equip students with an advanced level of grammar knowledge and skills appropriate for their oral and written English communication. A wide range of activities and materials are used to achieve this goal. Students will develop both fluency and accuracy in using grammar in their various communication settings.

ESL 304 Testing Skills

This course is designed to equip students with effective testing skills for various kinds of tests such as TOEIC and TOEFL. This course offers abundant practice tests through which students will have opportunities to integrate all of the English knowledge and skills they have. This course will prepare students for their success in English tests so that they can move on to further study or occupational fields they desire in the future.

X. PERSONNEL

A. ADMINISTRATIVE FACULTY	
	Jong Kuk Kim <jkkim@evangelia.edu> <i>President, Chief Executive Officer</i>
	Soonhae Kang, ED.D. <kang.sh@evangelia.edu> <i>Vice President-Academic (CAO) & Dean of Academic Affairs</i>
	Sam Jin Na, Ph.D. <sjna@evangelia.edu> <i>Dean of Planning, Fundraising & Advertising</i>
	Young Jong Woo, Doctor of Clinical Pastoral Counseling <ywoo@evangelia.edu> <i>Dean of Student Affairs</i>
	Jin Ki Hwang, Ph.D. <jkhwang@evangelia.edu> <i>Institutional Effectiveness Coordinator</i>
	Hanyoung Kwak, Ph.D. <hkwak@evangelia.edu> <i>Academic Affairs Coordinator- English Program</i>

	<p>Audrey Sue Chun, M.S., M.A. <audreysuechun@evangelia.edu> <i>Librarian</i></p>
---	--

<p>B. ADMINISTRATIVE STAFF</p>	
	<p>Charley Lee <info@evangelia.edu> <i>Registrar & Foreign Student Advisor</i></p>
	<p>Kyongwon Kang, CPA <kkang@evangelia.edu> <i>Accounting Manager</i></p>
	<p>Yeongkwang Kim, M.Div. <itmedia@evangelia.edu> <i>IT Manager</i></p>

<p>C. FULL-TIME FACULTY</p>	
	<p>Jong Kuk Kim <jkkim@evangelia.edu> B.S., Hanyang University, Seoul, Korea (1980) M.Div., Korea Theological Seminary, Pusan, Korea (1983) D.Miss., Biola University, La Mirada, CA (2002) <i>Professor of Intercultural Studies</i></p>

	<p>Bo Min Lee B.S., Seoul National University, Seoul, Korea (1965) M.Div., Korea Theological Seminary, Pusan, Korea (1969) Th.M., Westminster Theological Seminary, Philadelphia, PA (1973) Th.D., Dutch Reformed Seminary (Liberated), Kampen, the Netherlands (1979) <i>Professor of Emeritus of Christian Ethics</i></p>
	<p>Cha Hi Won <chwon@evangelia.edu> B.A. Theology, Kosin University, Pusan, Korea (1982) M.Div., Korea Theological Seminary, Pusan, Korea (1985) D.Min., School of Theology at Claremont, Claremont, CA (1994) Th.M. New Testament, Biola University (Talbot School of Theology), La Mirada, CA (1999) Ph.D. studies, University of Pretoria, RSA <i>Professor of New Testament</i></p>
	<p>Ki Won Han <kwhan@evangelia.edu> B.A. Theology, Kosin University, Pusan, Korea (1974) M.Div., Reformed Theological Seminary, Jackson, MS (1985) D.Miss., Reformed Theological Seminary, Jackson, MS (1998) <i>Professor of Practical Theology and Mission</i></p>
	<p>Soonhae Kang <kang.sh@evangelia.edu> B.A. History, Ewha Women's University, Seoul, Korea (1982) M.Div., Kosin Theological Seminary, Pusan, Korea (1989) Ed.D., Talbot School of Theology, La Mirada, CA (2011) <i>Professor of Christian Education</i></p>
	<p>Jung Geon Han <jhan@evangelia.edu> B.S., Chung Ang University (1976) M.Div., Korea Theological Seminary (1979) S.T.M., Biblical Theological Seminary (1983) Th.D., Potchefstroom University, RSA (1987) <i>Professor of Old Testament</i></p>

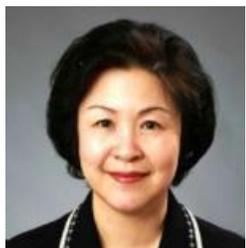
	<p>Gab Jong Choi <gchoi@evangelia.edu> B.Th., Kosin University, B. Th. (1974) M.Div., Korea Theological Seminary (1977) M.A., Reformed Theological Seminary (1983) Th.M., Study. Calvin Theological Seminary Th. M., Princeton Theological Seminary (1986) Ph.D., Iliff School of Theology & University of Denver (1998) <i>Professor of New Testament</i></p>
	<p>Young Jong Woo <ywoo@evangelia.edu> B.Th., Kosin University (1980) M.Div., Korean Theological Seminary (1983) M.A. in OT., Denver Seminary (1986) D.Min Candidate., Denver Seminary (2000) D.C.P.C., Washington University of Virginia (2021) <i>Professor of Pastoral Counseling</i></p>
	<p>Jin Ki Hwang <jkhwang@evangelia.edu> B.A., Seoul National University M.Div., Chongshin University Th.M., Gordon-Conwell Theological Seminary Ph.D., Fuller Theological Seminary <i>Professor of New Testament</i></p>
	<p>Sam Jin Na <sjna@evangelia.edu> B.A., Kosin University (Equiv.), Pusan, Korea M.Div., Korea Theological Seminary (Equiv.), Pusan, Korea M.A.C.E., Talbot School of Theology, La Mirada, CA Ph.D., Kosin University, Pusan, Korea D.Min., Fuller Theological Seminary <i>Professor of Christian Education</i></p>
	<p>Hanyoung Kwak <hkwak@evangelia.edu> B.S., North Carolina State University, NC M.Div. Westminster Theological Seminary, PA Th.M. Trinity Evangelical Divinity School, IL Ph.D. Westminster Theological Seminary, PA <i>Associate Professor of Systematic Theology</i></p>

	<p>Sekwang Kim B.A., Kosin University M.A., Myungji University Ph.D. Westminster Theological Seminary, PA <i>Assistant Professor of Christian Education</i></p>
	<p>Sungmin Ezra Hwang <smhwang@evangelia.edu> B.A., Kosin University, Pusan, Korea M.Div., Korea Theological Seminary, Cheon-An, Korea M.A.C.E., Southwestern Baptist Theological Seminary Ph.D., Southwestern Baptist Theological Seminary <i>Assistant Professor of Christian Education</i></p>
	<p>Young Jun Choi B.Th. Anyang University, Korea M.Div. Chongshin University, Korea Th.M. Chongshin University, Korea Ph.D. Beijing Normal University <i>Professor of Missiology, Chinese Program</i></p>
	<p>Kamary Benson <bkamary@evangelia.edu> B.A. Communication, Daystar University, Nairobi, Kenya M.A. Philosophy of Education, Kosin University, South Korea M.SC. Instructional Technology, Fort Hays State University, Kansas Ph.D. Philosophy of Education, Kosin University, South Korea <i>Assistant Professor of General Education</i></p>
	<p>Audrey Sue Chun <audreysuechun@evangelia.edu> B.A. University of Illinois at Urbana-Champaign M.S. in Information Science, University of Illinois at Urbana-Champaign M.A. in East Asian Language and Cultures, University of Illinois at Urbana-Champaign <i>Librarian</i></p>

D. ADJUNCT FACULTY



Woo Taek Park, Old Testament Studies
 B.A. Kosin University, Korea
 M.Div. Korea Theological Seminary, Korea
 Th.M. Korea Theological Seminary, Korea
 Ph.D. Kosin University. Korea
Professor of Old Testament



Seung Ae Ham, Christian Education and Counseling
 B.A. Seoul National University, Korea (1982)
 M.A. Korea University, Korea (2002)
 Ph.D. Kosin University. Korea (2009)

Chang Won Shu, Church History
 M.Div. equiv., Chongshin University and Theological Seminary
 London Theological Seminary (1983-1985)
 Dip. Th., Edinburgh Theological Seminary (1985-1988)
 M.Th., New College, Edinburgh University (1988-1989)
 Ph.D., Westminster Graduate School of Theology (2010)



Suk Hyun Park, Old Testament
 B.A., Hankuk University of Foreign Studies, Seoul, Korea. M.Div.,
 Korea Theological Seminary, Pusan, Korea
 Th.M., Biblical Theological Seminary, Hatfield, PA.
 Ph.D., Mid-America Baptist Seminary, Memphis, TN.



Jay Shim, Systematic Theology
 B.B.A., Calvin University
 M.Div., Calvin Theological Seminary
 Ph.D., Calvin Theological Seminary

	<p>Richard Edlin, Christian Education B.A., in History & Education, Otago University, New Zealand M.A., in History Otago University, New Zealand ED.D., in Teacher Education, University of Alabama Ph.D., in Education (Honor) Kosin University</p>
	<p>Simon Sinwoong Park, Christian Education B.A., Kosin University (1995) M.Div., Korea Theological Seminary (2001) M.A.C.E., Southwestern Baptist Theological Seminary (2008) Th.M., Gordon-Conwell Theological Seminary (2010) Ph.D., Pennsylvania State University (2013)</p>
	<p>Heung Cheol Park, Christian Education B.A., Kosin University (1985) M.DIV., Korea Theological Seminary (1988) Th.M., Liberty Baptist Seminary (1996) D.Min., Liberty Baptist Seminary 1998)</p>
	<p>Kyung Kyu Shin, Missiology B.B.A., Seoul National University M.B.A., Seoul National University M.Div., Korea Theological Seminary D.Miss., Reformed Theological Seminary</p>
	<p>Hyun Cheol Lee, Christian Education BA Kosin University M.A., Kyungbuk University Ph.D., Kyungbuk University M.Div. Korea Theological Seminary D.Min. Study. Gordon-Conwell Theological Seminary</p>

	<p>William Pak, Old Testament B.A., University of Toronto, Canada M.Div. Tyndale Seminary, Toronto, Canada. Th.M. Trinity Evangelical Divinity School, Deerfield, IL Ph.D. Trinity Evangelical Divinity School, Deerfield, IL</p>
	<p>David Poyun Kim, Practical Theology B.A., Multnomah Bible College, Portland, OR (2010) Th.M.. Dallas Theological Seminary, Dallas, TX (Bible Exposition and Pastoral Ministry) (2014) Th.M.. Southern Baptist Theological Seminary, Fort Worth, TX (Preaching) (2017) Ph.D. Southern Baptist Theological Seminary, Fort Worth, TX (Preaching) (2022)</p>
	<p>Purevsuren Bayaraa, Counseling B.A. “Seruuleg” University Ulaanbaatar, Mongolia (1996) M.Div. Diploma. Union Bible Training Center, Ulaanbaatar, Mongolia M.Div. Asian Center for Theological Studies and Mission, South Korea (2008) Th.M. Seoul Christian University, South Korea (2014) Ph.D. Candidate, Yonsei University, South Korea</p>
	<p>Joseline Fugar, Counseling Diploma, Biblical Studies, Free Gospel Bible Institute, Export, PA (1982) B.A., Bible and Theology, ICI University, USA (1999) M.A., Biblical Counseling, Westminster Theological Seminary, Glenside, PA (2003) D.Min. in Pastoral Counseling, Westminster Theological Seminary, Glenside, PA (2006) Certificate in Clinical Pastoral Education (CPE), Hospital of University of Pennsylvania, PA (2004-2006)</p>
	<p>Myeong Seob, Jeong, Practical Theology B.A., Busan National Fisheries University (1985) Biblical Institute Monte Esperança, Portugal (1992) M.Div., Korea Theological Seminary (1997) Th.M., Korean Theological Seminary (2019) Ed.D. studies, Evangelia University (2023-present)</p>

E. BOARD OF TRUSTEES

CHAIRMAN

REV. SUNG CHUL CHUN

VICE CHAIRMAN

MR. PAUL CHUN

TREASURER

MR. HWAN SIK CHUNG

SECRETARY

MR. KWANG SOO LEE

VICE SECRETARY

DR. JOSEPH I. PARK

MEMBERS

REV. HAK GOO KANG

REV. JIN CHEOL SUK

REV. JOSEPH S. YANG

REV. DR. NATHAN T. HAHN

REV. IN HWAN NOH

REV. HAE KYU YOON

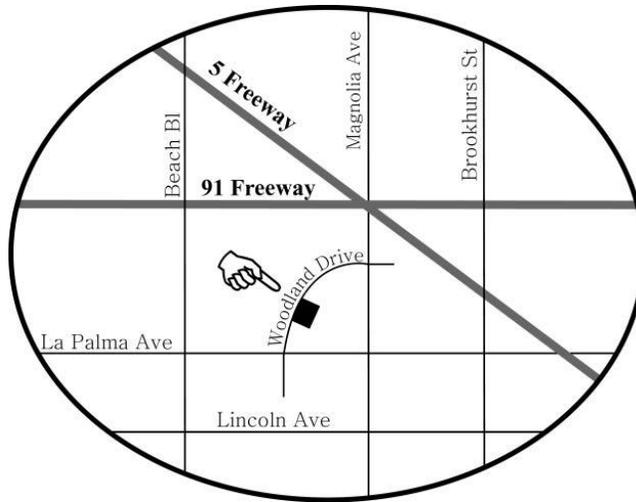
REV. MIN KYU LEE

DR. JONG KUK KIM (PRESIDENT OF EU)

HONORARY MEMBERS

REV. DANIEL HAK RYANG CHOI

MR. JAE CHOON SHIN



EVANGELIA UNIVERSITY

2660 W. Woodland Drive, Suite 200
Anaheim, California 92801
Tel: (714) 527-0691, 0692; Fax: (714) 527-0693
E-mail: info@evangelia.edu
Web: www.evangelia.edu