

MIDWEST UNIVERSITY WDC CAMPUS

**2021-2022
CATALOG**



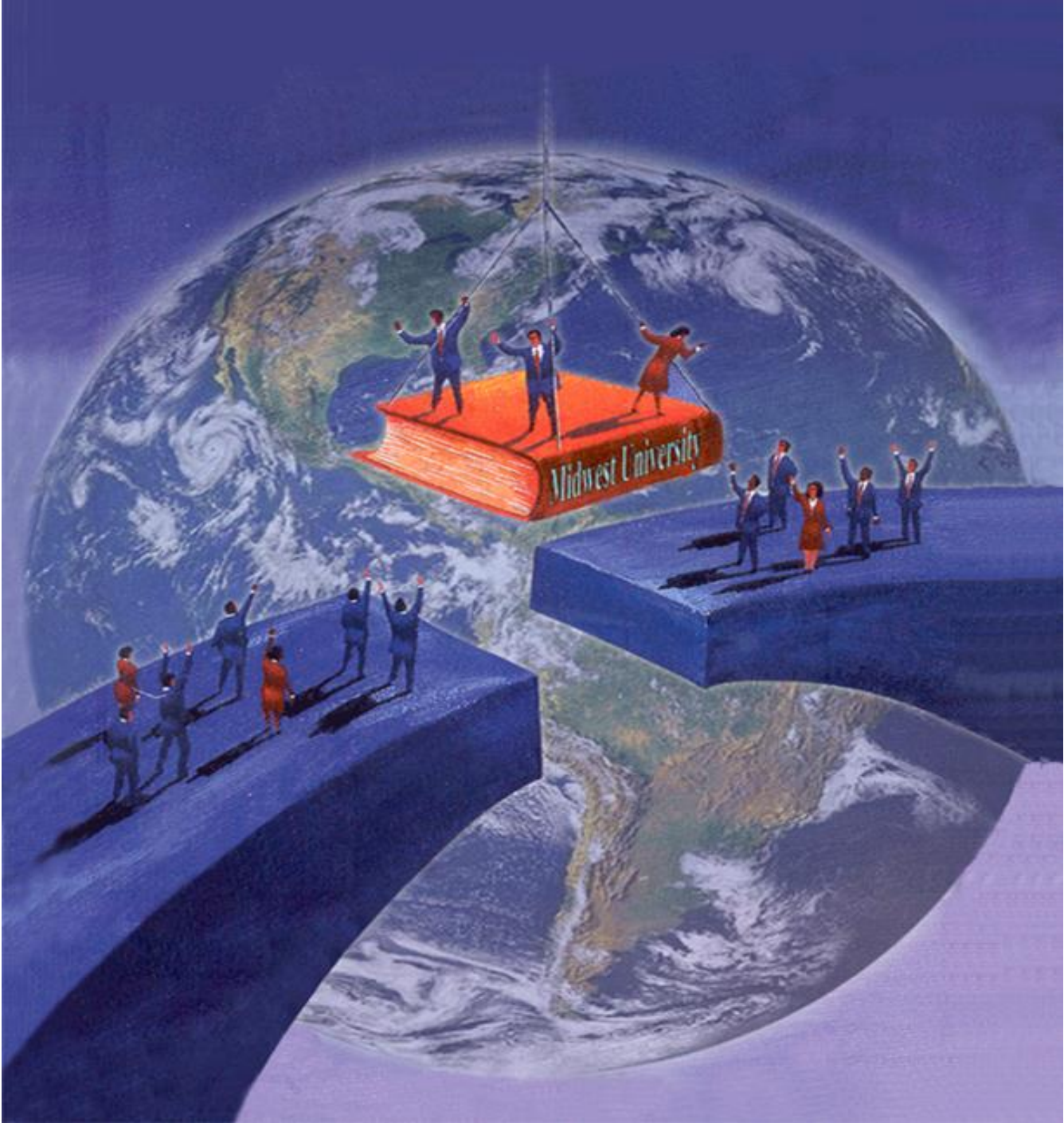
Founded in 1986

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This catalog is designed to help students and parents to understand the opportunities and challenges at Midwest University today. It was prepared and updated with the best information available as of current catalog printing. All information, including statements of tuition and fees, course offerings, admission and graduation requirements, is subject to change without notice or obligation.

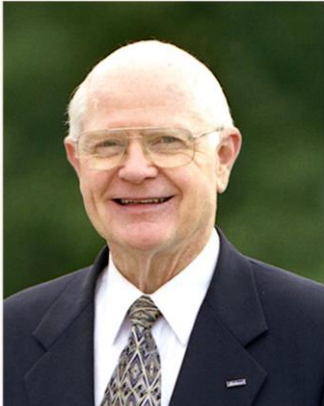




Midwest University Campus - Wentzville, Missouri



**Dedication ceremony for Dr. Jin Kyung Chung
Memorial Building 2004**



In loving memory of Dr. Marlin Nelson



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Message from the Board of Trustees Chairman



Midwest University is unique in that it has a distinctly international student body. Midwest University aims to develop knowledgeable students from all around world. During the last several decades, Midwest graduates from around 70 nations have served as experts in their professional areas. Students who are seeking a quality education with a worldview can certainly find a home at Midwest.

Our school takes seriously the responsibility to educate people from all over the world. Midwest University is a great resource for students who desire to be well-equipped to apply their learning to teaching and counseling others.

Midwest offers programs at both the Wentzville, MO campus and the Washington, D.C. campus that will provide opportunities for students to develop their God-given gifts and abilities. Students may expand their horizons by taking advantage of both our face-to-face and e-learning classes.

If you would like to develop a world vision, I highly encourage you to join Midwest University. I urge you to contact us or visit in-person to find out more about Midwest University. This could be the opportunity you are looking for to develop the next chapter of your academic future.

May God Bless You,

Dr. Lindell F. Shumake
Former MO State Representative
Midwest University Board Chairman

Message from the Founder / President



What are you doing to achieve your educational goals?

Continuing one's education is necessary for a leader in today's world, regardless of the field he/she is serving in, simply because he/she should be able to envision the future for others. For leadership in the twenty-first century, all relevant education and training acquired to date is insufficient for effective leadership.

In today's world of incessant change, it is imperative to have the responsibility to equip oneself with knowledge, heart, spirit, and leadership. It is essential to cooperate with one another and to share the knowledge students have learned to build team synergy.

We are here to challenge the world with educational programs characterized by vision, honesty, faithfulness, integrity, and responsibility. We need to do our best to develop these characteristics and to build important leadership skills that contribute to the enhancement of our communities, societies, and countries by being valuable lights and salt for the world we live in.

God Bless You,

Dr. James Song
Founder / President

General Information



Midwest University Campus in Wentzville, MO

GENERAL INFORMATION

Midwest University is a private institution of higher education that exists to provide all students with an education designed to prepare them for success in their careers by enhancing their spiritual, social, leadership skills, and intellectual gifts and abilities. With the main campus in the St. Louis metropolitan area city of Wentzville, Missouri, and a Washington, D.C. campus, Midwest University offers face-to-face courses, blended courses, and e-learning / distance education opportunities. Midwest University also has offices located in Seoul, South Korea; Lima, Peru; Bangkok, Thailand; and Ho Chi Minh City, Vietnam for student advising and student recruitment.

Midwest University is committed to providing students with outstanding learning opportunities in an environment of rigorous academic work, which prepares them for success in their chosen fields of study. The small-class paradigm enhances a personalized learning atmosphere between professors and students.

HISTORY

In June 1986, Midwest University was founded with Dr. James Song as its first president. Midwest University began offering educational programs designed to develop knowledgeable and well-rounded students with leadership skills.

By 1992, Midwest University achieved associate status with the Transnational Association of Christian Schools (TRACS).

In September 1993, Midwest University established the campus in Wentzville, Missouri. Midwest University extended the campus by building classrooms, a dining room, and an auditorium over the following two years. In 1996, faculty apartments were built, and in 1999, the residence halls were built.

In 2000, Midwest University achieved accredited status from the Transnational Association of Christian Colleges and Schools (TRACS). TRACS, recognized by the Council for Higher Education Accreditation (CHEA), is authorized by the following institutions to participate in their programs: the U.S. Department of Education's Title IV Federal Student Aid program and the Montgomery GI Educational Benefits program for veterans, active duty, reserve, and National Guard personnel.

In 2004, Midwest University's graduate programs were accredited by TRACS. By April 2005, Midwest University was granted accreditation for its baccalaureate program with concentrations in education, biblical studies, and church music. To reflect a reorganization of the institution and new electives in the graduate level education, the institution was approved by TRACS to change its name from Midwest College and Theological Seminary to Midwest University. The Mission Center was erected in August 2004.

In 2006, the institution was accredited for its D. Min. in social work program as well as the Teachers of English to Speakers of Other Languages (TESOL) program. Also during 2006, in keeping with its mission of developing mutual exchange and understanding among the nations, Midwest University was approved to participate in the U.S. Department of State's Exchange Visitor Program for J-1 research scholars.

In 2008, Midwest University was granted approval for an additional teaching site located in Washington, DC.

On November 3, 2009, Midwest University was granted reaffirmation by TRACS.

On October 29, 2010, Midwest University's Board of Trustees requested that the TRACS Accreditation Commission withdraw its recognition of Midwest University. TRACS Accreditation Commission honored this request.

On November 8, 2011, Midwest University was granted applicant status at the institutional level with the Commission on Accreditation of the Association for Biblical Higher Education (ABHE), www.abhe.org.

On June 20, 2012, Midwest University Graduate School of Theology was granted Associate Member status with the Association of Theological Schools in the United States and Canada (ATS). ATS is the primary accrediting body for seminaries in the United States and Canada. Midwest University Graduate School of Theology has begun the process of pursuing candidacy status and membership with ATS (www.ats.edu).

On February 20, 2015, Midwest University was granted Accredited status with the Commission on Accreditation of ABHE.

On May 13, 2015, Midwest University was approved for two additional teaching sites in Lima, Peru and Bangkok, Thailand by ABHE.

On November 2, 2015, Midwest University was approved to offer a Master of Business Administration (MBA) program by ABHE.

On February 8, 2017, Midwest University was approved to offer a Bachelor of Science in Aviation Management program by ABHE.

On September 19, 2017, Midwest University was approved to offer MA in Gifted Education, MBA in Public Policy/Administration, and Doctor of Leadership in Brain/Gifted Education programs by ABHE.

On December 22, 2017, Midwest University was approved to offer a Doctor of Philosophy in Leadership program by ABHE.

On January 23, 2018, Midwest University was approved to offer a Doctor of Musical Arts program by ABHE.

On July 12, 2019, Midwest University was approved to offer a Ph. D in Counseling Psychology program by ABHE.

On August 23, 2019, Midwest University was approved as an institutional participant in the SARA initiative by NC-SARA.

On February 15, 2021, Midwest University has earned 10-year reaffirmation by ABHE. Midwest University Graduate School of Theology voluntarily withdrew from Associate member of ATS, effective April 30, 2021.



Midwest University continually strives to provide our students with the best possible opportunities to be successful in their chosen careers. Annual student and alumni survey results indicate that we are progressing in accomplishing our program and institutional goals.



STUDENT ACHIEVEMENT

The 2019-2020 academic year surveys revealed:

- 100% of the students in 18 residential courses agreed that the course learning outcomes were accomplished by the semester's end. (CLO Surveys A-C)
- 91% responded that their studies met their expectations and were challenging. 96% indicated that their professors were either excellent or good and 100% would recommend Midwest University to potential students. (Exit Survey SA 200)
- 91% of the alumni responding to the survey are working full time or part time in their major fields of study. 100% indicated their faculty had been either excellent or good and 98% noted that their studies had positively impacted their careers. 61 alumni have received an award or special recognition since graduation. 83 have been published in books or journals. 100% would recommend studying at Midwest University. (Survey SA 201R)

RATE OF GRADUATION / RETENTION / PLACEMENT 2019-2020

Graduation Rate: Undergraduate: 43%

Retention Rate: Undergraduate: 87%

Placement Rate: Undergraduate and Graduate: 93.5%



Dr. John R. Ashcroft
Missouri Secretary of State

BIBLICAL FOUNDATIONS STATEMENT

The Bible in its entirety is the inspired Word of God, infallible, sufficient, and authoritative for faith and practice.

There is one God, eternally self-existent in three Persons: Father, Son, and Holy Spirit.

God, through the Word, created the heavens and the earth, and all that is in them for His own good purpose.

Jesus Christ, born of a virgin, is God who came in the flesh; His death provides substitutionary atonement for our sins; He rose bodily from the dead and ascended to the right hand of God the Father where He intercedes for the believers.

The Holy Spirit indwells believers to enable them to live godly lives and empowers the Church to carry out Christ's Great Commission.

The human race was created in the image of God, fell after being tempted by Satan, and because of sinfulness, is inherently in need of salvation found exclusively in Jesus Christ through faith by the power of the Holy Spirit.

The one holy Christian Church, the body of Christ, includes all who have come to faith in Jesus Christ.

Jesus Christ will return to earth in the Second Advent to judge the living and the dead, to consummate, and to fulfill His purpose in the works of creation and redemption with eternal rewards and punishment.



Aviation Students

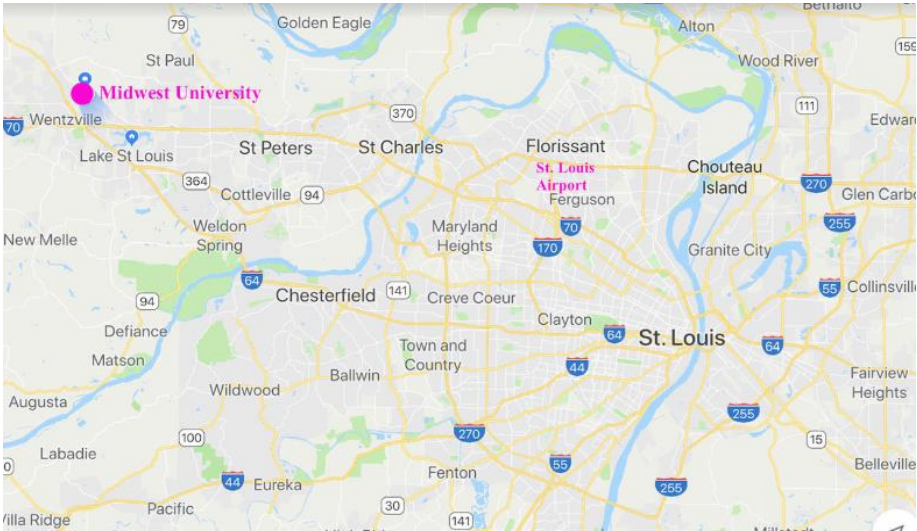
LOCATIONS

The main campus of Midwest University is located in Wentzville, MO, part of the Greater St. Louis area. Midwest University’s campus is easily accessible by airplane or automobile. Wentzville is approximately 28 miles west of St. Louis International Airport and is accessible by I-70 and I-40/64. St. Louis, located on the Mississippi River, is world famous as the Gateway to the West. The city provides students with a number of academic, cultural, and recreational opportunities while participating in our learning center.

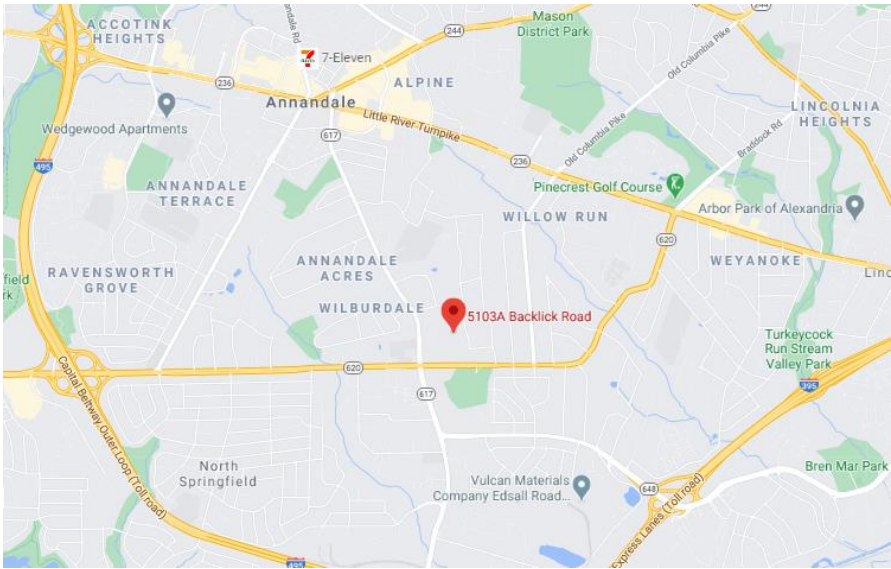
Midwest University also offers courses at the Washington, D.C. location in Annandale, Virginia. In addition, Midwest University has an office located in Seoul, South Korea for student recruitment and student advising.

Directions to Midwest University

If traveling I-70 west, take Exit 212, turn right onto Route A. Travel west approximately two miles, and make a right turn onto Parr Road. From I-40/64, take the Route A (Wentzville Parkway) exit, and travel east approximately 1 mile. Turn left onto Parr Road. Midwest is approximately ½ mile down Parr Road, on the left (west) side.



St. Louis Metropolitan, MO



Annandale, VA



**Main Campus
Wentzville, Missouri, USA**



Washington, DC Campus, USA



Seoul Office, South Korea

MISSION

Midwest University exists to provide men and women with a biblically-based higher education designed to prepare them for success in their careers in ministry and in secular service by enhancing their spiritual, social, and intellectual gifts and abilities.

INSTITUTIONAL GOALS

Students completing their education at Midwest University will

1. investigate five areas of general knowledge: communication, humanities, natural sciences, social sciences, and philosophy with an emphasis on an understanding of how one's values translate into a worldview as well as the ability to build leadership skills.
2. engage with university personnel who exhibit integrity in relationships and model a culture that seeks excellence in all that it pursues.
3. pursue an understanding of God and His will for their lives.
4. structure their understanding of a profession and formulate strategies for developing an occupation that reflects best practices in the profession.
5. encounter a wholistic education appropriate to the enrolled students that develops each student spiritually, physically, intellectually, emotionally, and socially.
6. experience effective teaching from faculty who are qualified academically and experientially to teach in their assigned field and at the assigned education levels, who possess the spiritual and ministerial formation to mentor students toward their desired ministry area, and who are involved appropriately in faculty governance at the institution.
7. have access to learning resources on campus and online to support their education.

PHILOSOPHY

Midwest University acknowledges that all people—regardless of gender, age, or ethnic background—have been given abilities by God and need guidance through education to develop those gifts. Because of this need, Midwest University strives to develop quality educational programs providing systematic and comprehensive academic training from a Christocentric perspective in a curriculum taught by qualified, experienced, and dedicated faculty.

STATEMENT OF ETHICAL BELIEFS

As a distinctly Christian institution of higher education, Midwest University strongly adheres to the principles of:

- promotion of the highest academic standards of teaching and learning
- respect for the rights of all persons, including the larger global community
- commitment to justice, mercy, and caring service
- promotion of a true Christian lifestyle

ACCREDITATION



Midwest University approved bachelor's, master's, and doctoral degree programs
U.S. Department of Education
(USDE; OPE ID: 03528300, www.ope.edu.gov/accreditation).



ABHE is an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA; www.chea.org).



*The Association for
Biblical Higher Education*
Commission on Accreditation

Midwest University holds Accredited status with the Commission on Accreditation of the Association for Biblical Higher Education, 5850 T.G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808 (www.abhe.org).



National Council for State Authorization Reciprocity Agreements (NC-SARA)

National Council
for State Authorization
Reciprocity Agreements
Approved Institution



Midwest University is an Educational Member of the international Accreditation Council for Business Education (IACBE), and has affirmed its commitment to excellence in business education.

STATE EXEMPTIONS



Missouri Department of Higher Education (www.dhe.mo.edu)

Midwest University operates in the State of Missouri as a non-profit, independent four-year university, registered with the Missouri Department of Higher Education



State Council of Higher Education for Virginia

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



Texas Higher Education COORDINATING BOARD

In *H.E.B. Ministries v. Texas Higher Education Coordinating Board*, 235 S.W.3d 627 (2007), the Texas Supreme Court held that section 61.304 and 61.313(a) of the Texas Education Code, which regulates the activities of degree-granting institutions, may not constitutionally be “applied to a religious institution’s program of religious instruction. “Provided that Midwest University-Dallas’ activities are, as you have informed us, entirely religious in nature, they are outside the purview of the Texas Higher Education Coordinating Board.

AFFILIATION

Midwest University is a member of the following associations:

- International Society of Air Safety Investigators (ISASI)
- International Council for Distance Education (ICDE)
- Council for Adult and Experiential Learning (CAEL)
- Association of International Christian Counseling (AICC)
- International Evangelical Association (IEA)
- Association of Christian Schools International (ACSI)
- American Council of Education (ACE)
- Association of Christian Higher Education Provider (ACHEP)
- Federation of Christian Schools in Korea (FCSK)
- International Leadership Association (ILA)
- International Education Cooperation (IEC)
- ICAO Uniting Aviation

PUBLICATIONS

Midwest University Catalog: The catalog is the official academic publication of Midwest University, which contains the University's history, vision, statement of faith, mission, and philosophy. Degree program requirements, course offerings, educational fees, academic regulations, and faculty profiles are also contained in this publication. The catalog is made available, free of charge, to the general public by request and is part of our prospective student application packet.

Student Handbook: The Student Handbook includes an explanation of the institution's purpose, objectives, values, and philosophy. Also included are the expectations regarding student conduct as well as students' academic, social, and spiritual lives.

Library Handbook: The Library Handbook contains policies for use of its holdings in the campus library, plus guidelines for use of the Internet and/or cyber-library systems. Midwest University services not only residential students but also assists those in the distance education program.

Other: Periodically, pamphlets, booklets, and informative papers written by faculty, administrators, and graduate and undergraduate students addressing contemporary, religious, and educational issues are published and made available by request.



Mr. Bryan Spencer
Board of Trustees
Missouri State Representative

FINANCIAL INFORMATION

The cost of tuition covers only a portion of our students' educational expenses; therefore, Midwest University depends upon the generous gifts of alumni, supporters, and friends to ensure the highest quality educational experience for our students and the continued growth of our institution. In registering as a student at Midwest University, you agree to pay all charges on your account when due (payment arrangements can be made as determined by the financial office) and you agree to abide by the Fees and Refund Policies started below:

<u>Tuition and Fees (Residential and E-Learning)</u>	\$3,000 (per semester)
English as a Second Language (ESL)	
International Pilot Certificate	

<u>DEGREE PROGRAM</u>	Tuition (per credit hour)
Bachelor of Religion in Theology	\$ 250.00
Master of Religion in Education, Counseling	\$ 320.00
Master of Mission Languages in TESOL	\$ 320.00
Master of Divinity	\$ 250.00
Doctor of Christian Leadership	\$ 495.00
Doctor of Ministry	\$ 295.00

GRADUATION FEES

<u>Degree Level</u>	<u>Graduation Fee</u>
Bachelor	\$ 480.00
Master (M.Div, Counseling, Education, TESOL)	\$ 690.00
D.Min.	\$ 1,050.00
DCL	\$ 1,050.00

INTERNATIONAL STUDENTS (I-20)

(All fees associated with I-20 visas are non-refundable)

I-901 Form Fee	\$ 350.00
I-20 Processing / Maintenance Fee	\$ 200.00
Application Fee	\$ 100.00
Document Handling Fee	\$ 100.00
<i>(Fee varies depending on services requested by student)</i>	
Total	\$ 750.00

Visa Maintenance Fee – per semester	\$ 100.00
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RESIDENCE HALL FEES

Security Deposit	\$ 700.00
Rooms	(per semester)
(Double Occupancy)	\$ 1,755.00
(Single Occupancy)	\$ 2,750.00

FEES**

Application Fee	\$ 100.00
Orientation Fee <i>(on campus new students only)</i>	\$ 50.00
English Placement Test Fee	\$ 35.00
Change of Program (Degree) Fee	\$ 50.00
Official Transcript Fee / Document Fee	\$ 20.00
Late Registration Fee (per course)	\$ 30.00
Returned Check Charge	\$ 30.00
E-learning Course Dropping Fee (per course)	\$ 10.00
Research Project Fee	
D.Min., DCL (Advising Fee \$800 / Oral Defense \$700)	\$ 1,500.00
Qualifying Exam Fee (DCL)	\$ 100.00

Per Semester

Registration Fee (Technology & Library Fee)

\$ 135.00

** For all fees listed in the above section, the university allows for a period of no less than three days, (excluding Saturdays, Sundays, and holidays) after registration for students to cancel their enrollment with a refund of all fees paid, excluding tuition. After the three day period, the fees are non-refundable.

A late registration fee will be assessed per course after the registration deadline.

Any fee listed in this catalog is subject to change at the discretion of the Board of Trustees of Midwest University. Although as much advance notice as possible will be given, tuition and fees may be changed without prior notification



Wentzville Campus

REFUND POLICIES

Midwest University’s policy on tuition and fee refunds for students withdrawing from the university, whether voluntarily or by dismissal is set forth below. Written notification of withdrawal must be submitted to the business office.

Cancellation: Refunds for students who withdraw after tuition has been paid, but prior to the first day of classes, will be refunded 100% of tuition.

After the beginning of classes, refunds will be calculated as follows:

Traditional Semester		Non-Traditional Semester (8-Week Module)	
1 st Week	90%	1 st Week	90%
3 rd Week	70%	2 nd Week	70%
5 th Week	50%	3 rd Week	50%
7 th Week	30%	4 th Week	30%
After 7 th Week	No Refund	After 4 th Week	No Refund



VETERANS BENEFITS

The Missouri Approving Agency for Veterans’ Education approves Midwest University for the education of veterans and their eligible dependents, National Guardsmen, and selected Reservists. This approving agency has approved courses offered by Midwest University for the education of veterans or eligible persons under the provisions of Selection 3676, Title 38, United States Code, and Title 5, Missouri Code of State Regulations 30-4020. The Veterans Administration determines the eligibility for these benefits.

For more information, please visit the **U.S. Department of Veterans Affairs (VA) Education and Training** page. If you have questions, visit the GI Bill customer service page and search their Frequently Asked Questions or ask a question electronically. You can also call 1-888-GIBILL-1 (1-888-442-4551).

Midwest University’s policy is in compliance with Section 103 of the *Veterans Benefits and Transition Act of 2018* ensuring that the University “will not impose any penalty, including the assessment of the late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual’s inability to meet his or her obligations to the institution due to the delayed disbursement of a payment the U.S. Department of Veterans Affairs.”



FINANCIAL ASSISTANCE - SCHOLARSHIPS

The university has a limited amount of funds available for financial aid. Aid is granted to students on the basis of need and the availability of funds. Students requesting financial aid should submit a financial assistance form to the Financial Aid Office.

Listed below are the scholarships available to students at Midwest University.

Scholarships:

1. Academic Achievement Scholarship
2. IEA Scholarship
3. President's Scholarship
4. Alumni Association Scholarship
5. Active Foreign Missionary Scholarship
6. Spouse or Children of Pastors and Missionaries Scholarship
7. Husband and Wife at Midwest
8. Students from Developing Nations
9. Senior Citizens (over 60 years old)
10. Ambassador Club Scholarship

TRANSCRIPTS

All grades are permanently recorded. The Office of Academic Records and the Registrar keep the files secure and private. All academic work completed at Midwest University, as well as those transferred from other institutions of higher education and/or from relevant levels of education, is a part of each student's file.

Academic records are available only to the student or by those whom the student properly authorizes. All records are regarded as confidential and are never released to any unauthorized persons. Before students request a transcript, a clear for holds and necessary information must first be verified. Requests for transcripts should be directed to the Registrar's office.

INFECTIOUS DISEASES POLICY

It is the policy of Midwest University that the presence of HIV/AIDS or AIDS related diseases does not prohibit an individual from being admitted as a student or as an employee. Each case will be reviewed individually to see if all admissions criteria are met, including certain prescribed moral standards. If an HIV/AIDS patient is admitted, it is expected that this information will be noted on a physician's report prior to the beginning of the semester. Certain immunization requirements may be waived for students with HIV/AIDS on advice from physician. If a student has a communicable disease, he/she should inform the Director of Student Services. Employee members are responsible for informing an administrator of any health issues. All such information will be held in confidence and shared only in the case of a medical emergency.

GRADUATION HONORS AND AWARDS

Students who complete their program with a cumulative GPA of 3.50 receive honors and graduate cum laude. Students with a cumulative 3.75 GPA receive honors and graduate magna cum laude.

Students who graduate with a cumulative GPA of 3.90 receive honors and graduate summa cum laude.

CHRISTIAN SERVICE PROGRAM

Midwest University seeks to prepare all students for Christian life and ministries in local churches or communities by encouraging them to be involved in practical Christian services to develop their personal character, integrity, godliness, commitment, and social skills in the context of a global atmosphere. The Christian Service Program (CSP) at Midwest University is mandatory for all students. If students do not participate in this program, they may not receive their diploma until the CSP requirements are fulfilled. This program provides students with experiences outside the classroom through on-campus chapel services, local churches, campus projects, and community service.

STUDENT GOVERNMENT

All students at Midwest University are encouraged to participate in the student government. The student government works to promote structure for student expression and self-government. It was organized to serve as a voice for the student body to communicate with university administration and trustees, to cooperate with the faculty and administration in the daily function of the university, to advance the welfare of the university, and to promote an awareness of and interest in the vital issues affecting the university community. Each May, the student government elects officers who will serve as the student government leadership who will work with the Assistant Dean of Student Affairs.

RESIDENCE HALL REGULATIONS

Midwest University offers on-campus housing for students living in the residence hall and strives to provide a safe, convenient, and affordable living space. On-campus housing is designed to provide an environment that complements the academic, spiritual, social, and recreational experience at Midwest University.

The two-floor residence hall for single or married students provides economical accommodations and convenient access to campus facilities. All rooms are beautifully designed and fully furnished with two queen-sized beds, a bureau, two desks, two chairs, and two spacious closets. Each room includes a private bathroom. Laundry rooms are furnished with washing machines and dryers. Students generally share a room. The residence hall also has a spacious and comfortable recreation room.

Incoming students who want to reserve a space in the residence hall are required to contact Midwest's Business Office. The Business Office will mail a Residence Hall Contract to the student.

In order to secure a room reservation, the contract must be signed and returned to Midwest's Business Office along with a \$700 security deposit, provided admission has been granted and there is an available room for the student in the dorm. Room assignments are awarded on a first-deposits-received, first-spaces-awarded basis. Please see the Financial Information page for residence hall fees.

All student residents are expected to maintain full-time status, remain in good academic standing, and make satisfactory academic progress. Permission to continue residency is contingent upon meeting these criteria.

It is expected that each student become acquainted with, and comply with, all the rules and regulations pertaining to campus conduct and housing. At the beginning of each semester, there will be a mandatory meeting for all residents. At this time, the residence hall and campus policies will be explained. Students will be required to sign a statement that they have read, understand, and agree to uphold all residence hall regulations.

If a student moves out of the residence hall during the contract period, whether voluntarily or involuntarily, the housing deposit will be forfeited, and a refund will be assessed on a pro-rated basis. The residence hall deposit is non-refundable for any student who fails to maintain good academic standing or make satisfactory progress.

For further information regarding Midwest's on-campus housing or help with relocating to the St. Louis area, you may contact Midwest's Business Office by e-mail at usa@midwest.edu or by calling (636) 327-4645 and asking to speak with the Director of the Business Office.



Midwest University Residence Hall



Guest Room

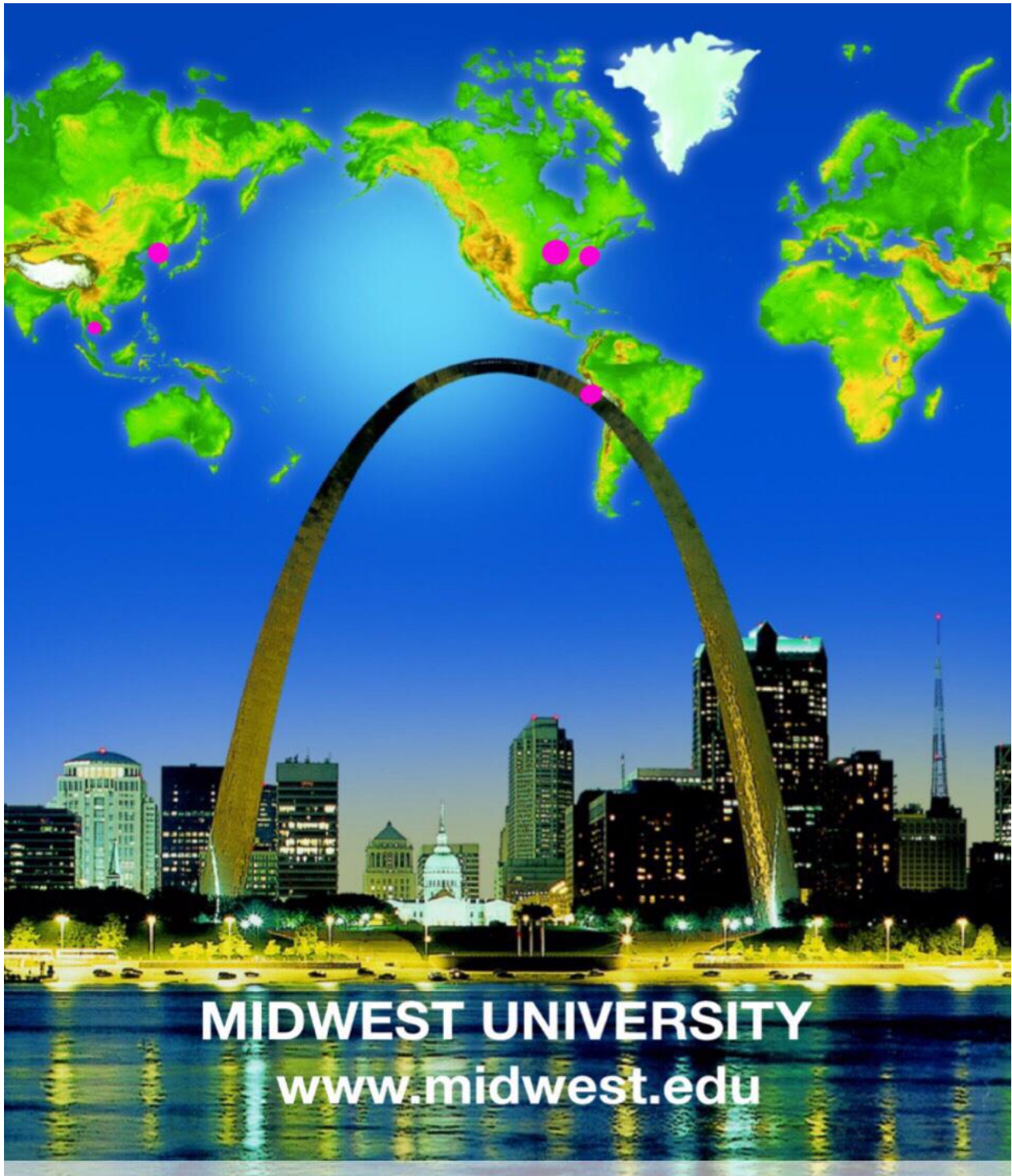


Kitchen



Dining Hall

Admission Policies and Procedures



MIDWEST UNIVERSITY
www.midwest.edu

ADMISSION POLICIES

Admission to Midwest University is open to all persons regardless of race, color, gender, handicap, nationality, ethnic origin, or personal Christian commitment. The Office of Admissions compiles applicants' academic records, including letters of recommendation and personal information. Completed files will be forwarded to the Admissions Committee for application reviews. **Final admission status will be at the discretion of the Admissions Committee.*

Admissions decisions may have the following results:

Full Admission: Applicant meets all qualifications to be admitted to the academic program that he/she will pursue.

Provisional Admission: If an applicant's admission documents and/or academic qualifications appear to be incomplete and/or needed, the student may enroll as a full- or part-time student pending the receipt of the necessary documents as noted in the Midwest University admission letter. Provisionally admitted students must have all required documents and actions cleared by the end of the semester or term in which they were provisionally enrolled. Failure to comply with these regulations will result in a possible denial of registration for subsequent terms and a loss of student status.

Examples of Reasons for Provisional Admission Status:

- Incomplete transcripts from previous institutions
- Required letter of recommendation not received

Probationary Admission: Admission is granted under certain conditions in which the applicant will be required to demonstrate his/her abilities to complete his/her academic program at Midwest University. The guidelines are as follows:

- Undergraduate candidates must achieve a minimum Grade Point Average (GPA) of at least a 3.0 in the first 12 credit hours of academic work.
- Graduate students must achieve a minimum Grade Point Average of at least a 3.5 in the first 9 credit hours of academic work.

Upon successful completion of these requirements, he/she will be granted **Full Admission** status.

ADMISSION PROCEDURES

Midwest University accepts applications at all times. When the review of the potential student's application is complete, the file will be submitted to the Admissions Committee for review, and applicants will subsequently be notified of the admission decision.



INTERNATIONAL STUDENTS

SEVIS I-20

Midwest University requires that all international students (F-1 visa status) whose primary language is not English take 12 notational credits of ESL (English as a Second Language) before or concurrent with their academic program. Students will be tested for current levels of English proficiency to place students in the appropriate level of English as a Second Language study. Testing is based on scores on written, aural, and verbal instruments.

International students studying at Midwest University must adhere to immigration laws in order to maintain their F-1 visa status. Consistent and timely registration and completion of courses is vital. Along with academic requirements, students are required to adhere to all Midwest University policies.

Maintaining Your Status: It is important to maintain legal immigration status while in the United States. Therefore it is recommended to contact the International Student Officer for more information regarding the rules and regulations of maintaining F-1 (and F-2) status. All international students will be required to sign a statement regarding maintaining status.

We also suggest that you refer to the information on the following web sites:

U.S. Citizenship and Immigration Services (USCIS): <http://www.uscis.gov>
AR-11 Change of Address Form: <http://uscis.gov/graphics/formsfee/forms/ar-11.htm>
AR-11SR Change of Address Special Registration Form:
<http://uscis.gov/graphics/formsfee/forms/ar-11sr.htm>
Temporary Visitors: <http://uscis.gov/graphics/services/tempbenefits/index.htm#anchor428672>
Department of State (DOS): <http://www.state.gov/>
Foreign Consular Offices in the U.S.: <http://www.state.gov/s/cpr/ris/fco/>
U.S. Embassies and Consulates Worldwide: <http://travel.state.gov/links.html>

INTERNATIONAL STUDENT ADVISING

The International Student Office is responsible for assisting students with immigration requirements to study at Midwest University. All academic issues should be discussed with your academic advisor. Document requests may take up to 10 days to be fulfilled. In order to ensure timely handling of your inquiries, it is best to call for an appointment with the International Student Officer for more information on document request procedures. Upon arrival at Midwest, please register at the reception window, at which you will find document request forms. All international students will receive additional information at the International Student Orientation, given at the beginning of each semester.

International SEVIS I-20 Students

Midwest University is approved by the U.S. Department of Homeland Security, a division of the U.S. Citizenship and Immigration Services (USCIS), to issue Form I-20 to non-immigrant students. However, these documents will not be issued until prospective international students have submitted all required documents, the Admissions Committee has reviewed the file, and official acceptance has been achieved.

Before Midwest University will issue a student SEVIS I-20:

All necessary forms must be turned in and a non-refundable application fee of \$100, document handling fee of \$100, and I-901 Form fee of \$350 must be paid. International SEVIS I-20 students are required to pay a SEVIS maintenance fee of \$200 in the first semester and \$100 for the second semester. This fee is for administration services and document assistance.

1. If students do not adhere to University policies regarding enrollment, registration, employment, and proper conduct in a way that will affect their immigration status, the university reports these violations to the USCIS.
2. Students must follow all rules and regulations of Midwest University.
3. Students must register and pay for residence hall occupancy by the required deadline.
4. F-1 students must be enrolled full-time during fall and spring semesters. A maximum of 3 credit hours of online/distance education per semester may be taken. The remaining course load must be taken at the Midwest University campus and/or site. For more information, contact the admissions office at the main campus.

INTERNATIONAL STUDENT TRANSFER PROCEDURES

Transfers to Midwest:

All international students with F-1 student status who are transferring from other U.S. institutions to Midwest University are required to submit an authorized transfer request form to Midwest. After being accepted to Midwest, students must prove that they are in good standing with their current school and are in compliance with U.S. immigration laws.

Students must also show proof of financial capacity to support their living and education expense for the duration of their stay in the U.S. Only a current bank deposit or a letter of support from a corporation, bank, or other sponsoring organization may serve as proof of financial capacity.

Transfers from Midwest:

It is mandatory for F-1 students transferring from Midwest University to another school to meet with his or her academic advisor and the International Student Officer. Students must complete a transfer request form, present a letter of acceptance from the accepting school, and complete an Exit Form. Midwest University will coordinate with the other school to ensure that the I-20 is properly transferred. It is the student's responsibility to begin the transfer process in a timely manner.



Intensive Courses

J-1 EXCHANGE VISITOR PROGRAM

Midwest University is designated by the U.S. Department of State (DoS) as an exchange visitor program sponsor for international interchange students, professors and researchers, and student interns. Midwest University sponsors exchange visitors for a variety of educational objectives including: studying, teaching, research, observation, conducting research, training, or demonstrating special skills. The purpose of the J-1 exchange visitor program is to enhance understanding between the people of the United States and people of other countries through educational and cultural exchanges.

The Midwest International Research Institute (MIRI) is devoted to helping with all immigration matters for exchange professors, research scholars, and student interns while in the United States.

- 1) **Professor:** This category is for a foreign national who enters the United State for the primary purpose of teaching, lecturing, observing or consulting at accredited post-secondary academic institutions, museums, libraries, or similar types of institutions. A professor may also conduct research, unless disallowed by the sponsoring organization. If foreign professors would like to be hosted at Midwest University as a J-1 Exchange Visitor under the Professor category, they must be invited by a Midwest University Faculty member who is willing to host them through their department.
- 2) **Research Scholar:** this category is for a foreign national who enters the United States for the primary purpose of conducting research, observing, or consulting in connection with research projects at research intuitions, corporate research facilities, museums, libraries, post-secondary accredited academic institutions, or similar types of institutions.
- 3) **Student Intern:** this category is for students who want come to the United States to learn the US system through fields such as Affiliated Institute in State Government, City-Municipal administration, intern, public institutions, business areas, and so on. Students may continue to apply for the permanent resident status or H-1 visa if the employer wants to hire them.

At the conclusion of their program, participants are expected to return to their home countries. Some categories of the Exchange Visitor Program permit a spouse and/or unmarried children under 21 years of age to accompany an exchange visitor to the United States. These individuals are considered dependents of the J-1 visitor and may apply for J-2 visas with the permission of the sponsor, Midwest University. The program is identified as Exchange Visitor Program No P-1-21241.



MIRI Research Scholar
Missouri State Capital

NONDISCRIMINATORY POLICY

Midwest University admits students from all backgrounds to experience all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, disability, or national/ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

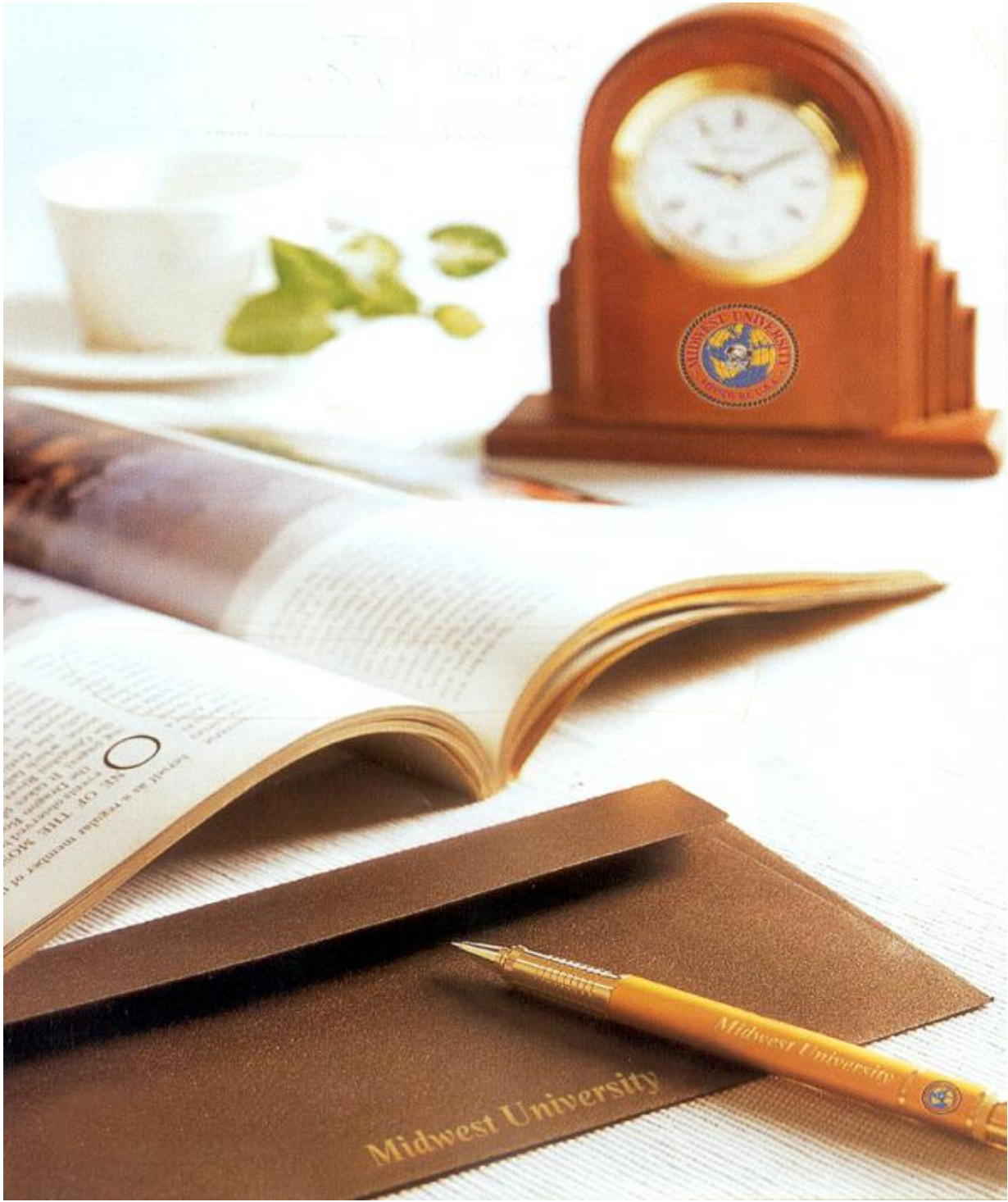
POLICY FOR DISABLED STUDENTS

Midwest University complies with Section 504 of the Rehabilitation Act of 1973, which states: “No otherwise qualified handicapped individual in the United States shall solely, by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” A physically challenged person needing additional help should contact the Director of Student Affairs so that appropriate assistance can be provided. Midwest University does not discriminate on the basis of physical handicap.



St. Louis Cardinals Stadium

Academic Policies and Procedures



ACADEMIC INFORMATION

STUDENT CLASSIFICATIONS:

Undergraduate Students: Students holding a high school diploma or equivalent from a recognized institution and working toward a bachelor's degree

Graduate Students: Students holding a previously earned college degree and working toward a graduate degree

Full-Time Students:

- Undergraduate students enrolled in 12-21 credit hours per semester
- Master's students enrolled in 9-18 credit hours per semester
- Doctoral students enrolled 9-12 credit hours per semester

Part-Time Students: Those who are not full-time students

Special Students: Students who are taking courses of their own choosing for credit but are not following a regular course of study

Auditors: Students who are attending classes but are not receiving credit; tuition and fees are the same as those taken for credit

STUDY OPTIONS

Midwest University offers the following teaching methods:

On-campus courses

These courses are conventional, face-to-face courses in a classroom setting on the main campus and the Washington, D.C. campus. Each course meets weekly for 15 weeks in the fall or spring semester.

E-learning courses

E-learning courses are accomplished via the Internet through POPULI. Most courses are 15 weeks in length, with some being 8 weeks.

Blended courses

Blended courses provide students an opportunity to complete courses through the combination of classroom and e-learning course work. Each course will consist of an intensive seminar and the remainder of the course will be completed via e-learning.

Independent Studies

Independent Studies may be defined as study which is under the direct supervision of an appropriate faculty member but is not done in conjunction with a regularly scheduled class. An Independent Study request will generally be approved only if the course is required for graduation and is not going to be offered on a regular schedule prior to graduation.

COURSE ATTENDANCE

Midwest University believes that all students are fully responsible for complying with attendance policies and requirements indicated in each course syllabus. Attendance, in courses for academic credit, is mandatory. Each student should recognize that many vital educational experiences at the University cannot be fully realized when class attendance is irregular. As a general rule, students are expected to attend all class sessions of every course. While each instructor is responsible for her/his own course attendance policies, students who are absent for more than three (3) hours in an intensive-course and six (6) hours in a semester course will be recommended for possible disciplinary action including a potential failing grade for the course. Tardiness of more than 10 minutes counts as one hour of absence. In the event of unavoidable absences, the student is responsible for contacting the instructor and is responsible for the completion of all missed course assignments.

The instructor may give advanced written warning to a student for excessive absences and report to the Registrar. The instructor will consult with the Academic Dean regarding students who may become subject to academic penalties for incomplete or unacceptable make-up work or for excessive or unexcused absences. Midwest University, through the Office of Academic Affairs, reserves the right to involuntarily remove enrolled students from classes when course attendance policies are not followed.

ACADEMIC CALENDAR

The dates represent activities planned, and are tentative dates and, therefore, may change. The most current academic calendar will be made available on the Midwest University homepage, www.midwest.edu. Course sequences can be found in the POPULI Student Portal.

☞ Spring Semester 2021 Registration: December 28, 2020 – January 15, 2021 New Student Orientation: February 1, 2021 Spring Semester: February 1 ~ May 14, 2021	☞ Spring Semester 2022 Registration: Dec. 29, 2021 – Jan. 14, 2022 New Student Orientation: January 31, 2022 Spring Semester: January 31 ~ May 13, 2022
☞ Summer Term 2021 May 31 – July 23, 2021 Summer Seminar: May 17 – 20, 2021 Graduation: May 20, 2021	☞ Summer Term 2022 June 6 – July 29, 2022 Summer Seminar: May 16 – 19, 2022 Graduation: May 19, 2022
☞ Fall Term 2021 Registration: July 6 – July 24, 2021 New Student Orientation: August 9, 2021 Fall Semester: August 9 ~ November 19, 2021	☞ Fall Term 2022 Registration: June 27 – July 22, 2022 New Student Orientation: August 8, 2022 Fall Semester: August 8 ~ November 18, 2022
☞ Winter Term 2021 November 29, 2021 – January 21, 2022	☞ Winter Term 2022 December 5, 2022 – January 27, 2023

DEFINITION OF CREDIT HOUR

A credit hour is based on a class period of fifty (50) minutes in length once a week for an entire semester.

A semester is typically fifteen weeks in length. A typical three-hour course would meet for three 50-minute session throughout the semester. Some courses will be offered using online components and using other delivery systems. In such cases, the course will follow the Carnegie guidelines for course construction. The Carnegie guidelines expect two hours of work for each hour in class. Therefore, a three-hour course that has 45 hours of seat time would have an additional 90 hours outside the classroom. Using this as a basic standard, courses are constructed in the following manner: a three-hour course will require 120-130 hours of work, including class sessions, online videos, reading, written assignments, and other requirements.

ADDING / DROPPING A COURSE

Adding a Course: After consulting with, and receiving written approval from an academic advisor, students desiring to add a course will deliver the Course Addition Form to the Office of the Registrar. After financial requirements have been met through the Finance Office, documentation will be sent to the Office of the Registrar which will complete the enrollment requirements. The deadline for adding a course is two weeks after the start date of the semester.

Dropping a Course: A regular semester course may be dropped before the end of the second week of the semester. Students should consult with, and receive approval from, the academic advisor to drop a course or courses. The student will deliver the Course Drop Form signed by their academic advisor to the Office of the Registrar.

Withdrawal from a Course

After the drop period, a student may withdraw from a regular semester or e-learning course without complete withdrawal from the university. In such cases, the student should request withdrawal from the course by submitting a Class Withdrawal Form to the Registrar. The student will receive a grade of "W" for the class.

GRADING SYSTEM

The significance of letter grades is as follows:

Grade	A	A-	B+	B
	96-100	90-95	86-89	82-85
Points	4.00	3.75	3.25	3.00
Grade	B-	C+	C	C-
	78-81	74-77	70-73	66-69
Points	2.75	2.25	2.00	1.75
Grade	D	F		
	60-65	0-59		
Points	1.00	0.00		

The following symbols are also used on the transcript.

NC: No Credit

W: Withdraw

I: Incomplete

AU: Audited Course

P: Pass

COURSE LOAD

A student must take at least 12 credit hours per semester to be considered a full-time undergraduate student. The maximum credit hours that an undergraduate student can take per semester (including terms) is 21 credit hours. A full-time master level student must take at least 9 credit hours per semester. The maximum credit hours that a master level student can take per semester (including terms) is 18 credit hours. A full-time doctoral student must take at least 9 credit hours per semester. The maximum credit hours that a doctoral student can take per semester (including terms) is 12 credit hours. A semester load of more than the maximum credit hours of each program requires permission from the Academic Dean.

ACADEMIC PROBATION

Undergraduate students must maintain a minimum cumulative grade point average (GPA) of 2.0 in all academic work. Graduate students must maintain the minimum cumulative 3.0 GPA in all academic work. Students who fail to meet these minimum requirements will be placed under academic probation.

The office of Academic Records and Registrar will notify students whose cumulative GPA fall below the minimum cumulative GPA requirement. These students may take any number of credit hours for the following semester but are required to raise their cumulative GPA as soon as possible to meet the minimum requirements within one semester. Students who are unable to earn a GPA of the minimum requirements for two consecutive semesters will be suspended for the minimum of one semester. Once suspended, the student may re-apply for probationary admission.

WITHDRAWAL PROCEDURE

Students who want to withdraw from the university are required to notify the Office of Academic Records and Registrar and fill out the necessary withdrawal forms. When the student wishes to re-enroll, he/she is expected to file readmission forms through the Office of Admissions and to follow the admission process thereafter.

RE-ADMISSION

Former students seeking readmission after an absence of one or more years are required to apply for readmission, which is the same as the original application process for admission. A student who has been placed on academic suspension is eligible to apply for probationary readmission only after one semester has passed.

RESIDENCY REQUIREMENTS

Residency is defined as classes taken at Midwest University either on campus or on-line. Bachelor and master-level students, excluding international students, may complete a degree through e-learning courses. Doctoral students are required to pass a 3-credit hour dissertation research seminar course at the Wentzville campus or the Washington, D.C. campus. In special cases, the course could be taken through e-learning.

The following is a list of minimum credit hours that must be completed for students to receive their degree at Midwest University:

	Credit Hours
Bachelor of Religion in Theology	36
Master of Religion in Counseling, Education,	24
Master of Mission Languages in TESOL	27
Master of Divinity	48
Doctor of Ministry	30
Doctor of Christian Leadership	39

POLICY FOR TRANSFER STUDENTS AND CREDITS

Transfer credit is accepted from accredited institutions of higher education for subjects appropriate to the curricula of the Midwest University programs. All applicants must submit all previous official original transcripts from previously attended colleges/universities to the admissions office. In addition to the transcript, it is sometimes necessary to provide a catalog, course descriptions, or other documentation from the former college or university to help determine the content and applicability of a class. The Admissions Committee will evaluate the transcript and award applicable transfer credit(s).

Note: Transcript evaluations will not be completed until application has been made to Midwest University and all transcripts received. Credit will be considered only for “C-” grades or above in undergraduate programs and for “B-” grades or above in graduate programs. Provisional credit may be granted from certain unaccredited institutions. Provisional credit will be fully accepted after an evaluation of the unaccredited institution, evaluation of the coursework for the courses under consideration, and successful completion by the undergraduate student of the first 12 credit hours of work at Midwest University with a minimum 3.0 GPA or by the graduate student of the first 9 credit hours of work at Midwest University with a minimum 3.5 GPA.

At Midwest University, “accredited” means that the school is listed as accredited in the current issue of *Accredited Institutions of Postsecondary Education* published by the Council on Higher Education Accreditation or approved by the Ministry of Education for the Republic of Korea and/or other countries.

Maximum allowable transfer credits are as follows:

Bachelor of Religion in Theology	87	Master of Mission Languages in TESOL	9
Master of Religion	24	Doctoral Programs	9
Master of Divinity	48		

LIBRARY

Midwest University is exceptionally proud of its library, which opened in September 2003. The library offers resources in several languages, including a large collection in Korean. Midwest University's library materials were collected based on recommendations from the Director of Library Services and the faculty of the Academic Affairs Committee. Presently, the library houses approximately 36,000 volumes, including general materials, reference materials, audio-visual materials, journals, as well as Midwest University theses and dissertations; additionally, the library provides online databases. A qualified librarian provides library materials to both campus and remote students. Regardless of the student's location, materials will be distributed when requested.

LIBRARY RESOURCES

The Library contains various items available for patron use. Currently, the library has items including audio-visual materials, electronic databases, monographs, anthologies, collections of scholarly essays, reference works, journals, and Midwest University theses and dissertations. These materials are available for patron use subject to library guidelines.

E-Resource

DBpia

DBpia is a prominent online service providing Korean academic journals, conference proceedings, professional journals, E-Books, WebDB, video lectures, and more. All the contents of DBpia are preserved with all the formatting and features of the original printed books and journals. Therefore, users can make use of the same full-text and the detailed bibliographic information in the original books and journals.

KISS

KISS is an online service that provides academic journals, professional magazines, and web databases. It provides full-text downloads as well as information access to abstracts and tables of contents. KISS provides about 3,300 publications, including KCI journals from the first issue to the most current issue.

E-book

E-book provides 9,000 electronic books in all subject areas.
You can use eBooks without restrictions on the length of your loan.

Information Guide

The Library Information Guide Corner provides various electronic materials.
The materials Midwest University subscribes to can be accessed through our electronic materials. Please contact the library for this information.
For inquiries, please contact the librarian by e-mail at librarian851@daum.net or by contacting the Midwest University Library web page: <http://www.midwest.edu/eng/07library/01home.asp>
Various resources and information literacy materials are available on the Midwest Library webpage.



ACADEMIC PROGRAMS

NON- DEGREE CERTIFICATE PROGRAM

- **ESL Program (English as a Second Language / Aviation English)**

DEGREE PROGRAMS

Bachelor Degree Programs

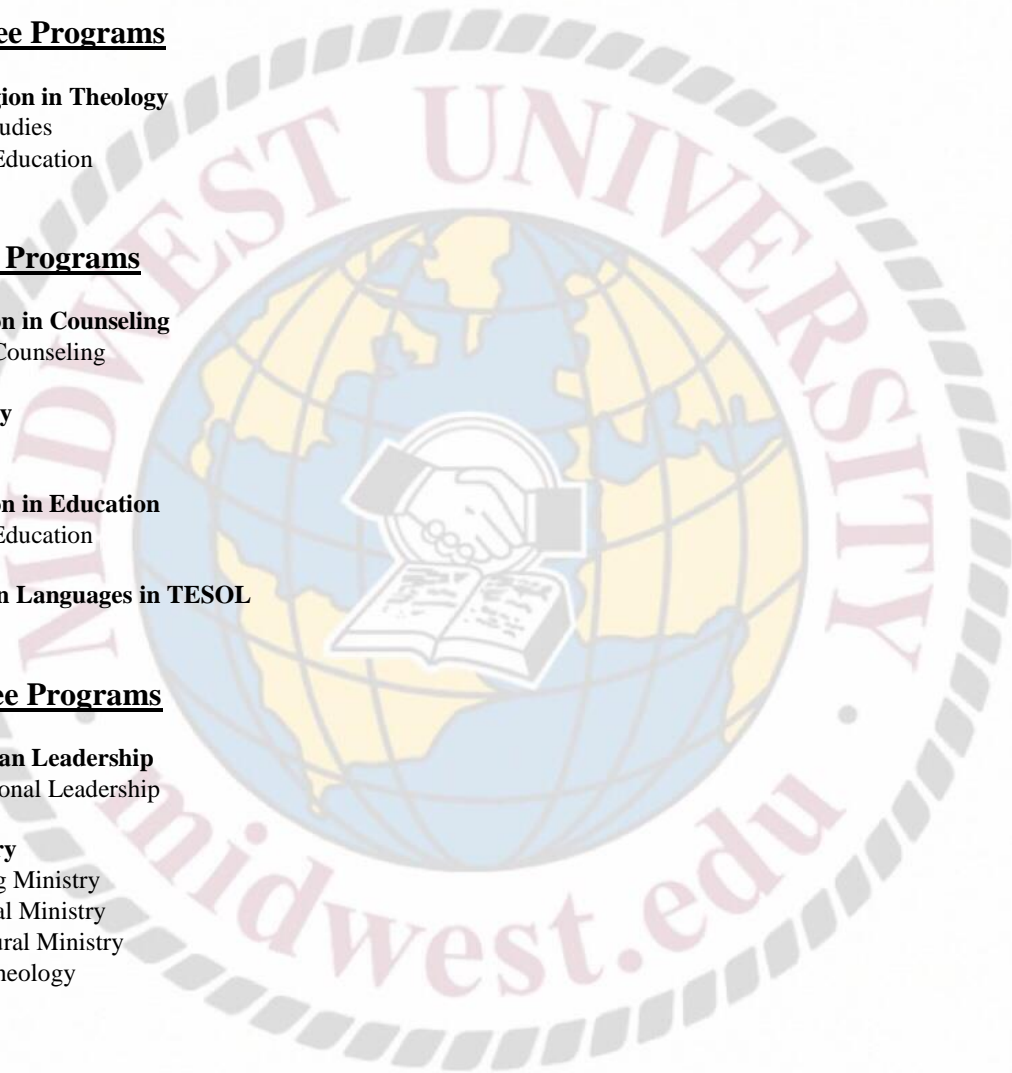
- **Bachelor of Religion in Theology**
 - Biblical Studies
 - Christian Education

Master Degree Programs

- **Master of Religion in Counseling**
 - Christian Counseling
- **Master of Divinity**
 - Divinity
- **Master of Religion in Education**
 - Christian Education
- **Master of Mission Languages in TESOL**

Doctoral Degree Programs

- **Doctor of Christian Leadership**
 - Organizational Leadership
- **Doctor of Ministry**
 - Counseling Ministry
 - Educational Ministry
 - Inter-Cultural Ministry
 - Pastoral Theology



CERTIFICATE PROGRAM

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

Purpose

The mission of the English as a Second Language (ESL) program at Midwest University is to give students an opportunity to develop and improve their English proficiency. The multi-level offerings will attempt to enhance student abilities in relaxed, formal, cultural, and academic venues.

Objectives

Upon completing this certificate program, students will be able to:

1. Exhibit a broad base of knowledge of listening, speaking, reading, writing, and grammar skills in English.
2. Successfully adapt to American culture by applying knowledge gained in the classroom.
3. Demonstrate the ability to communicate with other students and faculty on increasingly sophisticated levels.

Students may achieve twelve (12) transcript notation credits each semester, which do not affect either their GPA or the total number of credits needed to complete their academic studies.

Admission Requirements

1. Application form for admission
2. \$100.00 non-refundable application fee
3. A high school diploma or equivalent
4. Two recent photographs (for student ID)

ESL Program

Core Courses	9 Credit Hours (Select 3 courses)	Level III	
		ESL 301 Listening and Speaking	3
		ESL 302 Reading	3
		ESL 303 Writing	3
		ESL 304 Grammar	3
Level I		Electives	3 Credit Hours (Select 1 course)
ESL 101 Listening and Speaking	3		
ESL 102 Reading	3		
ESL 103 Writing	3		
ESL 104 Grammar	3		
Level II		ESL 001 Intensive Pronunciation Study	3
ESL 201 Listening and Speaking	3	ESL 011 Introduction to American Culture	3
ESL 202 Reading	3	ESL 021 Current Events	3
ESL 203 Writing	3	ESL 031 TOEFL Preparation	3
ESL 204 Grammar	3	ESL 041 English for Ministry	3
		Total	12 Credit Hours

BACHELORS DEGREE PROGRAMS

The Bachelor of Religion in Theology is a four year program to provide students with a broad foundation for ministry. The degree requires 123 semester hours to complete.

Admission Requirements

1. Application form for admission
2. \$100.00 non-refundable application fee
3. A brief autobiographical statement
4. A high school diploma, GED, or Ability to Benefit Test
5. Application Essay
6. Recommendation from a church pastor or former teacher
7. Two recent photographs (for student ID)

Requirements for Adult Degree Completion Program

This program specifically targets adults who desire to change careers or improve their current educational standing by completing a bachelor's degree. In particular, the qualifying student will:

1. Have at least five years of work and/or volunteer experience.
2. Have completed at least 60 credit hours through prior college/university work with an average 2.0 GPA. Students may enter the program with 45 credit hours but must complete the remaining 15 credit hours before a degree will be granted.
3. Demonstrate a Christian Commitment.

Graduation Requirements

1. The Bachelor of Religion in Theology, degree programs require 123 semester credit hours to complete.
2. The student must successfully complete a prescribed course of study with a minimum of 2.00 grade point average (C average) on a 4.00 scale.
3. Prior to graduation the student must meet all financial obligations to the institution. All candidates for graduation are expected to demonstrate sound scholarship, consistent Christian conduct and attitude, and reasonable suitability for effective Christian ministries. In addition, the appropriate School faculty should fully recommend the candidate for graduation.
4. All candidates for graduation should attend a graduation ceremony.
5. All candidates for graduation must complete Christian Service Program and should attend a graduation ceremony.

BACHELOR OF RELIGION IN THEOLOGY

Purpose

The Bachelor of Religion in Theology degree program is designed to prepare students for Christian ministries through a thorough knowledge of the Bible (including biblical languages), biblical theology, practical ministry training, biblical studies, and for graduate study.

Objectives

Upon completing this degree, students will be able to:

1. Demonstrate a basic knowledge and understanding of the Scripture.
2. Demonstrate an understanding of fundamentals of Christian Doctrine and theology.

Emphasis:

Biblical Studies

Upon completing this degree, students will be able to:

1. Accurately interpret the Bible using sound hermeneutical principles.
2. Demonstrate the ability to communicate the truth of Christ's message of salvation to others.

Christian Education

Upon completing this degree, students will be able to:

1. Employ the principles of organization and administration related to the educational ministry of the church.
2. Employ a basic working knowledge of effective age-sensitive Bible teaching methods that incorporate all learning styles.

TRADITIONAL DEGREE PROGRAM

General Education A Courses

45 Credit Hours

EN 101 English Reading Skills	3
EN 201 English Composition I	3
EN 301 English Composition II	3
GE 107 Introduction to Philosophy and Ethics (*)	3
GE 108 Introduction to Sociology	3
GE 110 College Algebra (*)	3
GE 112 Principles of Economics (*)	3
GE 113 Introduction to Computers	3
GE 205 Introduction to Information and Communication	3
GE 206 Introduction to Psychology	3
GE 209 Political Science	3
GE 215 Principles of Leadership	3
GE 302 Globalization	3
GE 303 Introduction to Anthropology	3
HI 103 Origins of the Modern World: World History	3
HI 202 United States History	3

**required*

General Education B Courses

30 Credit Hours

NT 101 Introduction to the New Testament	3
NT 303 Pauline Epistles	3
NT 436 Archaeology	3
NT 437 Apocalyptic Literatures	3
OT 203 Pentateuch	3
OT 303 History of Israel	3
OT 410 Prophetic Books	3
OT 415 Wisdom Literature	3
OT 435 Hermeneutics	3
TH 401 Theology of Spiritual Life	3

Foundational Courses

15 Credit Hours

CE 301 Introduction to Christian Education	3
CH 201 Introduction to Church History	3
CM 311 Introduction to Music Ministry	3
CO 301 Introduction to Counseling	3
EV 201 Introduction to Evangelism	3

Emphasis Courses	15 Credit Hours (Select 5 courses)
Biblical Studies	
NT 302 The Gospels	3
NT 406 General Epistle and Revelation	3
NT 420 Biblical Greek	3
OT 305 Historical Books	3
OT 410 Prophetic Books	3
OT 415 Wisdom Literature	3
OT 420 Biblical Hebrew	3
Christian Education	
CE 303 Christian Education for Youth	3
CE 304 Christian Education for Children	3
CE 305 Sunday School Ministry	3
CE 407 Introduction to Principles of Teaching	3
CE 408 History of Christian Education	3

CE 416 Educational Administration and Management	3
CE 425 Computer Applications in Education	3
PT 452 Introduction to Educational Ministry	3
Field Practicum	3 Credit Hours
FP 310 Field Practicum I	1
FP 311 Field Practicum II	1
FP 312 Field Practicum III	1
Capstone Course	3 Credit Hours
CP 490 Capstone	3
Free Electives	12 Credit Hours
Total	123 Credit Hours

ADULT DEGREE COMPLETION PROGRAM

General Education Courses	36 Credit Hours
English Language / Communication: 3 credit hours (Includes courses in English composition, writing, literature, speech, etc.)	
History: 3 credit hours (Includes courses in American, Korean, World, Art History, etc.)	
Humanities: 3 credit hours (Includes courses in Art, Music, Theater, Film, Literature, Philosophy, Ethics, etc.)	
Science / Math: 3 credit hours (Includes courses in Biology, Physics, Environmental Science, Math, Computer Science, Statistics, Accounting, etc.)	
Social Sciences: 3 credit hours (Includes courses in Psychology, Political Science, Economics, Sociology, Cultural Anthropology, etc.)	
General Studies Electives: 21 credit hours (Includes courses in the areas listed above)	
Elective Courses	24 Credit Hours
General Education B Courses	18 Credit Hours (Select 6 Courses)
NT 303 Pauline Epistles	3
NT 436 Archaeology	3
NT 437 Apocalyptic Literatures	3
OT 410 Prophetic Books	3
OT 415 Wisdom Literature	3
OT 435 Hermeneutics	3

Foundational Courses	12 Credit Hours (Select 4 Courses)
CE 301 Introduction to Christian Education	3
CH 201 Introduction to Church History	3
CM 311 Introduction to Music Ministry	3
CO 301 Introduction to Counseling	3
EV 201 Introduction to Evangelism	3
Emphasis Courses	15 Credit Hours (Select 5 courses)
Biblical Studies	
NT 302 The Gospels	3
NT 406 General Epistle and Revelation	3
NT 420 Biblical Greek	3
OT 305 Historical Books	3
OT 410 Prophetic Books	3
OT 415 Wisdom Literature	3
OT 420 Biblical Hebrew	3
Christian Education	
CE 303 Christian Education for Youth	3
CE 304 Christian Education for Children	3
CE 305 Sunday School Ministry	3
CE 407 Introduction to Principles of Teaching	3
CE 408 History of Christian Education	3
CE 416 Educational Administration and Management	3
CE 425 Computer Applications in Education	3
PT 452 Introduction to Educational Ministry	3
Field Practicum	3 Credit Hours
FP 310 Field Practicum I	1
FP 311 Field Practicum II	1
FP 312 Field Practicum III	1

Capstone Course
CP 490 Capstone

3 Credit Hours
3

Free Electives
Total

12 Credit Hours
123 Credit Hours



MASTERS DEGREE PROGRAMS

The Master of Religion in Counseling and Education degree program is to equip students for Christian leadership in a local church or para-church organization. This includes training in both foundational courses and courses related in the student's chosen church-education/leadership concentrations.

The Master of Divinity degree is a primary seminary degree for college graduates. The degree requires 96 semester hours to complete in the approved program and it also serves as the basis for doctoral study for those preparing to do research or teach in biblical or theological disciplines.

The Master of Mission Language in TESOL is designed to provide students greater opportunities for teaching specialists to enter broader fields of service and to enable them to teach English with the heart of a servant leader.

Admission Requirements

1. Application form for admission
2. \$100.00 non-refundable application fee
3. A brief autobiographical statement
4. Official transcripts appropriate for the program: A bachelor's degree or its equivalent with GPA of at least 2.25 (on a 4.0 scale).
5. Application Essay
6. Recommendation from church pastor or former teacher
7. Two recent photographs (for student ID)

Graduation Requirements

1. The student must successfully complete a prescribed course of study with a minimum of 3.00 (B) GPA on a 4.00 scale.
2. A grade of "C" in a course is NOT considered a successful completion of course requirements.
3. Prior to graduation the student must meet all financial obligations to the institution. All candidates for graduation are expected to demonstrate sound scholarship, consistent Christian conduct and attitude, and reasonable suitability for effective Christian ministries. In addition, the appropriate School faculty should fully recommend the candidate for graduation.
4. All candidates for graduation must take a comprehensive exam.
5. All candidates for graduation must complete Christian Service Program and should attend a graduation ceremony.
6. All candidates for graduation must complete a non-credit course, Introduction to Christianity. It will be waived for the students who have taken any biblical courses.

MASTER OF DIVINITY**Purpose**

The Master of Divinity program is designed to equip students to serve in a wide variety of callings, including pastoral ministry, youth ministry, campus ministry, chaplaincy, and missions.

Objectives

Upon completing this degree, students will be able to:

1. Interpret both the Old and New Testaments with accurate, evangelical hermeneutical skills.
2. Demonstrate a knowledge and understanding of historical and theological tenets of the Church.
3. Communicate biblical and theological truths through preaching, writing, or in such other ways as may be appropriate.
4. Demonstrate leadership skills that serve the ministry needs of the local church.

Biblical Studies	3 Credit Hours	Church Music	3 Credit Hours
BS 624 Biblical Hermeneutics	3	CM 534 Church Music in Contemporary Culture	3
Old Testament	12 Credit Hours	Christian Counseling / Education	6 Credit Hours
OT 501 Survey of Old Testament	3	CO 501 Survey of Counseling	3
OT 503 Pentateuch	3	ED 551 Survey of Education	3
OT 509 Wisdom Literature	3		
OT 601 Prophets	3	Pastoral Theology / Leadership	9 Credit Hours
		CL 602 Survey of Christian Leadership	3
New Testament	12 Credit Hours	PT 602 Church Administration and Management	3
NT 501 Survey of New Testament	3	PT 616 Pastoral Ministry	3
NT 513 Synoptic Gospels	3		
NT 607 Pastoral Epistles	3	Preaching	3 Credit Hours
NT 705 Theology of Paul	3	PR 611 Survey of Biblical Preaching	3
Church History	6 Credit Hours	Biblical Languages	6 Credit Hours
CH 501 History of the Christian Church	3	NT 524 Introductory Greek	3
CH 623 History of Christian Doctrines	3	OT 502 Introductory Hebrew	3
Christian Mission and Evan.	6 Credit Hours	Internship Courses	3 Credit Hours
EV 520 Personal Evangelism and Discipleship Training	3	PT 625 Christian Ministry Internship	1.5
MI 621 Christian Missions and World Religions	3	PT 626 Christian Ministry Internship	1.5
Theology and Ethics	12 Credit Hours	Free Electives	12 Credit Hours
ET 601 Biblical Ethics	3		
TH 514 Modern Theology	3	Capstone Course	3 Credit Hours
TH 521 Systematic Theology I	3	CP 690 Capstone	3
TH 523 Systematic Theology II	3		
		Total	96 Credit Hours

**MASTER OF MISSION LANGUAGES
IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
(TESOL)**

Purpose

The Mission of the Master of Mission Languages in Teaching English to speakers of other languages (TESOL) is to provide greater opportunities for teaching specialists to enter broader fields of service. This professional credential is designed to prepare English language instructors to assume teaching responsibilities in worldwide settings such as overseas public schools, post-secondary institutions, language schools, and corporate-based language programs.

Objectives

Upon completing this degree, students will be able to:

1. Demonstrate a base of knowledge, both theoretical and practical, which will form the foundation for successful teaching.
2. Create a quality instructional program and apply principles learned in their studies.
3. Design and employ comprehensive language learning programs which may be delivered in varied venues.

Requirements for Admission to the Master of Mission Languages in TESOL Degree Program

Applicants to this program must possess a bachelor's degree and demonstrate the ability of the English language. For non-native speakers of English, a bachelor's degree and a TOEFL (or equivalent assessment) score of 550 and above on the institution English proficiency exam, and the ability to clearly articulate the English language, which will be determined in an oral interview, are required.

Required Courses	15 Credit Hours	TS 509 Teaching Reading and Writing	3
TS 501 Linguistics	3	TS 510 Teaching Pronunciation	3
TS 502 Second Language Acquisition	3	TS 511 Sociological Implications for Language Study	3
TS 503 Methods of Teaching ESL	3	TS 513 Second Language Research Methodology	3
TS 506 Curriculum and Materials Design	3	TS 514 Socio-Cultural Theories in SLA	3
TS 512 Practicum in ESL	3	TS 515 Understanding American Language and Culture	3
Elective Courses	18 Credits Hours (Select 6 courses)	Capstone Course	3 Credit Hours
TS 504 Language and Culture	3	CP 690 Capstone	3
TS 505 Assessment and Testing	3		
TS 507 Program Management	3	Total	36 Credit Hours
TS 508 Teaching Grammar	3		

MASTER OF RELIGION IN COUNSELING

Purpose

The purpose of the Master of Religion in Counseling program is to prepare students to serve as professional counselors in a variety of areas of mental health. This degree provides the academic and practical requirement to prepare for state licensure.

Objectives

Upon completing this degree, students will be able to:

1. Understand and demonstrate a variety of theories of counseling and apply the knowledge in the therapeutic environment.
2. Understand and develop personal identities, professional issues, and ethics as a counselors.
3. Apply a personal therapeutic approach in the context of the counseling environment to help people resolve behavioral, relational, and spiritual issues and problems.

Core Courses	15 Credit Hours		
	(Select 5 courses)		
CO 501 Survey of Counseling	3	CO 512 Biblical Counseling	3
CO 503 Psychopathology	3	CO 513 Biblical Ethics	3
CO 505 Counseling and Personality Psychology	3	CO 514 Ministry Counseling	3
CO 512 Biblical Counseling	3	CO 515 Christian Family Counseling	3
CO 523 Marriages and Family Counseling I	3	CO 516 Spiritual Counseling	3
CO 524 Testing and Assessment in Psychology	3		
CO 525 Basic Skills in Counseling	3	Free Electives	9 Credit Hours
CO 526 Counselor Professional Identity, Function, and Ethics	3		
CO 527 Group Counseling	3	Internship Courses	6 Credit Hours
CO 528 Cross Cultural Counseling	3	CO 625 Counseling Internship I	3
CO 530 Human Growth and Development	3	CO 626 Counseling Internship II	3
CO 531 Theory and Practice of Counseling and Psychotherapy	3		
		Capstone Course	3 Credit Hours
		CP 690 Capstone	3
		Total	48 Credit Hours
Emphasis Courses	15 Credit Hours		
	(Select 5 Courses)	CO 504 Research and Statistics**	3
		CO 627 Counseling Practicum**	3
Christian Counseling		CO 628 Counseling Internship III**	3
CO 511 Survey Christian Counseling	3	** required for licensure	

MASTER OF RELIGION IN EDUCATION**Purpose**

The Master of Religion in Education program is designed to prepare students to serve as educational ministers in a church-based ministry and world mission

Objectives

Upon completing this degree, students will be able to:

1. Articulate the philosophy of Christian Education based on biblical, theological, educational, psychological, socio-cultural foundations and evaluate educational theory and practice pertain to such philosophy.
2. Demonstrate the understanding and application regarding educational principles in teaching, organizing, and administrating the programs.
3. Demonstrate the application of principles toward curriculum design and teaching methodology, with emphasis in developmentally-appropriate and culture sensitive aspects.

Core Courses	18 Credit Hours	Free Electives	9 Credit Hours
ED 551 Survey of Education	3		(Select 3 courses)
ED 552 History and Philosophy of Education	3	CL 602 Survey of Christian Leadership	3
ED 553 Educational Psychology	3	CO 501 Survey of Counseling	3
ED 554 Teaching Methodology	3	EG 607 Survey of Gifted and Talented Education	3
ED 555 Assessment of Education	3	EG 608 Curriculum for Gifted Education	3
ED 556 Educational Administration	3	EG 610 Gifted and Talented Program	3
		EG 611 Education of the Exceptional Child	3
Emphasis Courses	15 Credit Hours	EG 612 Educational Research	3
Christian Education		NT 501 Survey of New Testament	3
CE 502 Preschool / Childhood Christian Education	3	OT 501 Survey of Old Testament	3
CE 504 Adolescent Christian Education	3		
CE 506 Adult Christian Education	3	Capstone Course	3 Credit Hours
CE 605 Theology of Christian Education	3	CP 690 Capstone	3
CE 615 Curriculum Development in Christian Education	3		
		Total	48 Credit Hours
Internship Courses	3 Credit Hours		
PT 625 Internship I	1.5		
PT 626 Internship II	1.5		

DOCTORAL DEGREE PROGRAMS

The Doctor of Christian Leadership degree empowers students with the skills needed to bring about higher performance levels within their organization as they learn about the dynamics of promoting effective leadership development, interpersonal relationships, and group and organizational dynamics.

The Doctor of Ministry degree is a professional degree which is designed for those engaged in pastoral ministries or other areas of Christian service. The doctoral curriculum provides students with an opportunity to select one of the four suggested vocational emphasis.



DOCTOR OF CHRISTIAN LEADERSHIP

Purpose

The Doctor of Christian Leadership program is designed to help students to be equipped with a higher level of leadership education. This program provides more advanced leadership training in the fields of ministry, adult and brain & gifted education, and business. Furthermore this program enables students to grow and be knowledgeable in leading their educational, governmental, business, and pastoral organizations they belong to.

Objectives

Upon completing this concentration, students will be able to:

1. Demonstrate an advanced understanding and integration of leadership in relation to the pastoral, educational, and entrepreneurial disciplines
2. Articulate leadership theories and demonstrate the proficiency to develop the skills in leadership
3. Refine one's thinking about strategies for effective leadership
4. Reflect on the essential leadership in ministry, education, and business contexts

Admission Requirements

1. Application form for admission
2. \$100.00 non-refundable application fee
3. A brief autobiographical statement
4. Official transcript appropriate for the program
 - A. master's degree
 - B. a 3.0 out of 4.0 GPA
 - C. three years of substantial post-master's degree experience
5. Application Essay
6. Recommendation from church pastor or former teacher
7. Two recent photographs (for student ID)

Graduation Requirements

1. The Doctoral Program is designed to be completed within five academic years. A maximum of seven years may be granted upon appeal to the Academic Dean.
2. The student must successfully complete a prescribed course of study with a minimum of 3.00 (B) grade point average on a 4.00 scale.
3. The awarding of a "C" in a Doctoral course constitutes a failure (unsuccessful completion of the course).
4. The student must pass a qualifying examination.
5. The student must successfully complete a dissertation and pass the oral defense.
6. Prior to graduation the student must meet all financial obligations to the institution. All candidates for graduation are expected to demonstrate sound scholarship, consistent Christian conduct and attitude, and reasonable suitability for effective Christian ministries. In addition, the appropriate faculty should fully recommend the candidate for graduation.
7. All candidates for graduation must complete a non-credit course, Introduction to Christianity. It will be waived for the students who have taken any biblical courses.

DOCTOR OF MINISTRY

Purpose

The Doctor of Ministry is designed to provide qualified students the opportunity to achieve a high level of excellence in the practice of ministry.

Objectives

Emphasis:

Counseling Ministry

Upon completing this emphasis, students will be able to:

1. Understand and develop theoretical and therapeutic knowledge of counseling and integrate the theory and counseling therapeutic skills with the insights of theology and faith.
2. Prepare individuals to counsel people and work in the local church and community counseling ministry setting at an advanced level of competency.

Educational Ministry

Upon completing this emphasis, students will be able to:

1. Employ their ministry skills related to Christian education.
2. Develop, evaluate, and administer curriculum in church educational programs.

Inter-Cultural Ministry

Upon completing this emphasis, students will be able to:

1. Formulate a comprehensive and critical theory of intercultural ministries.
2. Demonstrate their ability to serve as a missionary, an international missions leadership administrator, or director of a missions agency of a church.
3. Create proper mission strategies for their own mission settings.

Pastoral Theology

Upon completing this emphasis, students will be able to:

1. Efficiently use their ministerial skills such as preaching.
2. Employ the competencies to lead and manage a church or ministry organization.

Admission Requirements

1. Application form for admission
2. \$100.00 non-refundable application fee
3. A brief autobiographical statement
4. Official transcript appropriate for the program
 - a. D. Min. in Pastoral Theology
 1. the M. Div. degree or its equivalent degree
 2. a 2.75 out of 4.0 GPA
 3. 3 years of substantial post-master's degree ministry experience
 - b. D. Min in Counseling Ministry, Educational Ministry and Inter-Cultural Ministry
 1. the master's degree
 2. a 2.75 out of 4.0 GPA
5. Application Essay
6. Recommendation from a church pastor or former teacher
7. Two recent photographs (for student ID)

Graduation Requirements

1. The doctoral program is designed to be completed within four academic years. A maximum of seven years may be granted upon appeal to the Academic Dean.
2. The student must successfully complete a prescribed course of study with a minimum of 3.00 (B) grade point average on a 4.00 scale.
3. The awarding of a “C” in a Doctoral course constitutes a failure (unsuccessful completion of the course).
4. The student must successfully complete a dissertation and pass the oral defense.
5. D. Min. students in Counseling Ministry, Educational Ministry, and Inter-Cultural Ministry must take 15 additional credit hours in Biblical Studies if they have not completed their bachelor or master level program in the biblical area. Exceptions to this policy can be made by the Academic Dean under academic consideration.
6. D. Min. students in Counseling Ministry, Educational Ministry, and Inter-Cultural Ministry must take three more master level courses related to their concentration if their master’s degree is not related to their concentration.
7. Prior to graduation students must meet all financial obligations to the institution. All candidates for graduation are expected to demonstrate sound scholarship, consistent Christian conduct and attitude, and reasonable suitability for effective Christian ministries. In addition, the appropriate faculty should fully recommend the candidate for graduation.
8. All candidates for graduation must complete a non-credit course, Introduction to Christianity. It will be waived for the students who have taken any biblical courses.

Core Courses	9 Credit Hours (Select 3 courses)	*required
BS 801 Biblical Studies	3	Inter-Cultural Ministry
CC 826 Present Issues in Pastoral Counseling	3	MI 802 World Religious Heritages: Area Studies of Hinduism, Buddhism, Tribal / Nature Religions
CE 817 Present Issues in Christian Education	3	3
LE 812 Spiritual Leadership	3	MI 806 Cultural Anthropology
MI 816 Mission Perspectives	3	3
PT 820 Theology of Ministry	3	MI 807 Cross-Cultural Communications
PT 830 Doctoral Practicum in Ministry	3	3
		MI 810 Urban Mission Development
		3
		MI 816 Mission Perspectives (*)
		3
		MI 818 Indigenous Principles of Evangelism and Church Growth
		3
		MI 821 Theology of Mission
		3
		*required
		Pastoral Theology
		PR 801 Marketplace Preaching
		3
		PT 803 Church and Worship
		3
		PT 805 Biblical Administration and Management
		3
		PT 807 Survey of Cell Groups
		3
		PT 813 Church Renewal
		3
		PT 820 Theology of Ministry (*)
		3
		TH 802 Biblical Theological Reflection in Ministry
		3
		* required
		Free Electives
		6 Credit Hours
		Dissertation
		9 Credit Hours
		RS 805 Dissertation Research Seminar
		3
		RS 807 Dissertation
		6
		Capstone Course
		3 Credit Hours
		CP 890 Capstone
		3
		Total
		39 Credit Hours
Emphasis Courses	12 Credit Hours (Select 4 courses)	
Counseling Ministry		
CC 803 Marriage and Family Counseling II	3	
CC 805 Psychology and Theology of Family Relationships	3	
CC 807 Multi-Cultural Issues in Counseling	3	
CC 809 Biblical Resources for Pastoral Care	3	
CC 826 Present Issues in Pastoral Counseling (*)	3	
CC 827 Independent Study in Counseling	3	
CC 843 Current Issues in Counseling and Psychology	3	
*required		
Educational Ministry		
CE 801 Family Life Education	3	
CE 806 Administering the Church Christian Education Program	3	
CE 808 Theological Foundation for Christian Education	3	
CE 809 History and Philosophy of Christian Education	3	
CE 817 Present Issues in Christian Education (*)	3	
CE 821 Curriculum Design in Christian Education	3	
CE 831 Learning Theory Applied to Christian Education	3	



CAREER OPPORTUNITIES AFTER GRADUATION

Bachelor of Religion in Theology

Evangelist, Missionary, Sunday School Educator

Master of Religion in Counseling

Christian Counselor, Marriage and Family Counselor, Therapy Ministry, Church Staff Member and Pastoral Care Counseling, Counselor in Social Ministry Worker, Missionary

Master of Religion in Education

Education Minister, Teacher, Missionary, Curriculum Designer, Education Director

Master of Mission Language in TESOL

Language Instructor in Post-Secondary Schools, Language Program Developer, Language Program Administrator, English Language School Director, Curriculum Developer, Translator, English Camp Director, After-School Program Director, Private Tutor

Master of Divinity (M.Div.)

Pastor, Chaplain, Evangelist, Minister of Evangelism, Minister of Education, Christian Counselor, Teacher/Writer, Missionary, Church Planter

Doctor of Ministry

Teacher in College and Seminary, Missionary, Chaplain Positions, Ministry Director, Department and/or Institutional Head

Doctor of Christian Leadership

Professor, CEO, Professional Management, Doctor, Lawyer, Politician, Diplomat, Senior Research Worker, Pastor, Missionary, Counselor

COURSE DESCRIPTIONS

CHRISTIAN COUNSELING (CC)

CC 803 Marriage and Family Counseling II (3)

A study of individual, group, couple, and family therapy settings in a positive Christian context. This course explores the many needs in our society for personal growth, help in decision-making, counseling for marriage and family relationship, stress management from a pastoral assessment and treatment point of view. Both theory and techniques of marriage and family counseling are presented.

CC 805 Psychology and Theology of Family Relationships (3)

An evaluation of family interaction, including the attitudes, conflicts, adjustments, and mutual interdependence of present-day marriage partners and their family members. Attention will be given to the theological dynamics inherent in family relationships.

CC 807 Multi-Cultural Issues in Counseling (3)

A study of communication issues arising out of counseling between different cultures or subcultures. Emphasis is given to overcoming cultural barriers and to develop the understanding of techniques designed to enhance intercultural communication.

CC 809 Biblical Resources for Pastoral Care (3)

A study of how to use the Bible in pastoral care. The intellectual and emotional frames of reference which influence one's use of and response to the Bible will be identified. The use of the Bible in the ministry of pastors and counselors will be examined.

CC 826 Present Issues in Pastoral Counseling (3)

A study of the methods of pastoral counseling with individuals, couples, families, and groups with guided clinical reading case studies, and in-depth discussions of personality theories and theories of pastoral psychotherapy.

CC 827 Independent Study in Counseling (3)

Approved independent study under an appropriate faculty member's direction demonstrating the student's knowledge of counseling.

CC 843 Current Issues in Counseling and Psychology (3)

Consideration of contemporary issues in pastoral counseling and psychology. Recent titles include: Psychological Testing for Pastors; Counseling the Aged; Adlerian Therapy; Addiction Disorders; Advanced Counseling Skills; and Diagnosis and Treatment Planning.

CHRISTIAN EDUCATION (CE)

CE 301 Introduction to Christian Education (3)

This course is an introductory study of the historical and philosophical principles of Christian education in accordance with today's church program.

CE 303 Christian Education for Youth (3) *prerequisite CE 301

Students are given a practical knowledge of the material and programs to meet the needs of Christian education for the youth/teenagers.

CE 304 Christian Education for Children (3) *prerequisite CE 301

A survey is made of Christian education ministries in the local church for children from birth through eleven years old. Characteristics and needs of children are examined.

CE 305 Sunday School Ministry (3) *prerequisite CE 301

A study is made of the Sunday school with particular emphasis on its place in the church's contemporary ministry of Bible study outreach.

CE 407 Introduction to Principles of Teaching (3) *prerequisite CE 301

This course is designed to study the educational techniques for dealing with barriers to learning.

CE 408 History of Christian Education (3) *prerequisite CE 301

The educational philosophy, principles and practices of the teaching agencies and selected personalities of the Old and New Testament will be studied.

CE 416 Educational Administration and Management (3) *prerequisite CE 301

This is an introductory course to the why, what and how of educational administration and management in the light of Christian education.

CE 425 Computer Applications in Education (3)

This course will cover to make web educational contents and multimedia authoring tools. Student will learn what they can do in their operation system and how to make educational web contents. They also will learn HTML5 to develop web pages. Some multimedia authoring tools such as Window Movie Maker and Photoshop will be covered to edit multimedia data.

CE 502 Preschool / Childhood Christian Education (3) *prerequisite CE 501

This course is an advanced study of the church's educational program for children, birth to 11 years old. Spiritual, physical, psychological and educational maturation principles will be examined. Aims, methods, materials, evaluation, and programs of ministry to children will be studied.

CE 504 Adolescent Christian Education (3) *prerequisite CE 501

This course is an advanced study of the church's educational program for youth, 12-17 years old. Spiritual, physical, psychological, and educational maturation will be examined. Aims, methods, materials, evaluation, and programs of ministry for youth will be studied.

CE 506 Adult Christian Education (3) *prerequisite CE 501

The unique characteristics of the stages of young, middle and senior adults will be studied in the context of implications for adult religious programming. Emphasis is given to special categories of adults such as married, single, and widowed. Objectives, methodologies, administration and emotional concerns will be considered.

CE 605 Theology of Christian Education (3) *prerequisite CE 501

This course is a study of how to develop a theology of Christian education which can be used in implementing a program of Christian education in the local church.

CE 615 Curriculum Development in Christian Education (3) *prerequisite CE 501

This course is designed to study the principles and goals of curriculum development. Emphasis is placed on developing course outlines, then creating course units and lesson plans to fulfill the education task of the church.

CE 801 Family Life Education (3)

This course of study will reflect on the role of the church in shaping family life. It will focus on how to pre-empt problems before they become full-blown crises.

CE 806 Administering the Church Christian Education Program (3)

This course is a study of practical principles and procedures in effective administration of a complete program of Christian education in the church.

CE 808 Theological Foundations for Christian Education (3)

This course is an exploration of the theological perspectives concerning the educational questions of content, teacher, pupil, context, methodology, and objectives. It will examine the ways in which differing theological concepts affect the nature and purpose of Christian education practices.

CE 809 History and Philosophy of Christian Education (3)

This course is a broader study of the historical development of educational thought and practice in the church with electives on emerging and contemporary educational philosophies.

CE 817 Present Issues in Christian Education (3)

This course is a study of some contemporary issues in Christian education, including Biblical, theological, philosophical, historical, sociological, psychological, and current issues.

CE 821 Curriculum Design in Christian Education (3)

This course is a study of the process of curriculum building, curriculum materials selection and the development of new curricula in the local church.

CE 831 Learning Theory Applied to Christian Education (3)

This course is a study of major learning theories and theorists with major emphasis on cognitive and behavioral theories. The difference between a secular approach versus a Christian approach to theories of human learning will be explored with a focus on the implications of such differences for the church educational programs environment.

CHURCH HISTORY (CH)

CH 201 Introduction to Church History (3)

This course focuses on a survey of the history of Christianity from the early church to the present. After the Reformation Period, the focus is on Protestant Christianity.

CH 501 History of the Christian Church (3)

This course covers the development of Christianity from the first century to the present, including the patristic period, the middle ages, the Protestant Reformation, the rise of denominations and the rise of secularism with the “Enlightenment” bringing revivals and missionary expansion.

CH 623 History of Christian Doctrines (3)

A survey will be made of the history of Christian doctrines with an emphasis on understanding contemporary doctrinal problems.

CHRISTIAN LEADERSHIP (CL)

CL 602 Survey of Christian Leadership (3)

An analysis of the tasks, styles and models of leadership, giving special emphasis to the biblical guidelines and church context of Christian leadership.

CHURCH MUSIC (CM)

CM 311 Introduction to Music Ministry (3)

This course is designed to introduce music ministry by dealing with biblical and pastoral foundation for the process in the area of music in worship such as the characteristics of hymn, the leadership of the congregational singing and choir.

CM 534 Church Music in Contemporary Culture (3)

Students will study Christian worship and music in relation to current contemporary cultural trends, dealing with the expression of the student’s own cultural, generational, artistic viewpoints based on biblical roots of worship and the theological ground for true corporate contemporary worship.

COUNSELING (CO)

CO 301 Introduction to Counseling (3)

This course is a study of the principles and techniques of counseling with attention given to various situations to encourage mental health professionals.

CO 501 Survey of Counseling (3)

An introduction is made to the general understandings about counseling. Students will study theories and techniques, which are necessary for pre-counseling and counseling, in order to understand relationships between counselor(s) and client(s) and many other areas of interpersonal relations.

CO 503 Psychopathology (3)

This course surveys historical and modern methods of studying abnormal behavior. It includes a study of etiology and methods of diagnosis to treatment and prevention. The student demonstrates understanding of psychopathology by being able to list major classifications of abnormal behavior and describes their etiology, methods of diagnosis, treatment, and prevention.

CO 504 Research and Statistics (3)

In this course, students will learn essential principles of research design and statistical analysis. Mastery of these essentials will make you a better consumer of scientific research in your field, and enable you to develop and conduct studies of your own. This course prepares students for analyzing empirical research as well as the preparation and execution of research.

CO 505 Counseling and Personality Psychology (3)

This course surveys classical and basic counseling theories and the major theories of personality. The course covers basic information on theories of counseling and personality.

CO 512 Biblical Counseling (3)

Student can help people who wander in the pain distress of life by studying Biblical Counseling, and the theory and counseling technique will be studied to be healed and recovered through Biblical Counseling and to start a new life.

CO 523 Marriage and Family Counseling I (3)

A study of assessment and treatment of dysfunctional relationships in marriage and family systems. Both theory and techniques of marriage and family counseling are presented.

CO 524 Testing and Assessment in Psychology (3)

This course provides appropriate Testing and Assessment knowledge. Students will learn the content of the required textbook, and administer and provide professional evaluations of Testing and Assessment instruments, particularly in relationship to individual, marriage and family counseling. The acquired knowledge and skill will be appropriate for the community and licensed professional counseling settings.

CO 525 Basic Skills in Counseling (3)

The course provides students with the helping process and the use of these basic skills based on cultural, philosophical, and theological perspectives. The purpose of this course is to teach basic counseling skills which means learning how to use dialogic skills within theological worldview.

CO 526 Counselor Professional Identity, Function, and Ethics (3)

Ethical standards of the major professional counseling associations are considered, including AAMFT, ACA, and APA. This course is about professional ethics. It is intended to contribute to the development of a professional attitude and identity for the student who is preparing for a counseling field. This course serves as a capstone course designed to evaluate the student's readiness as a counselor by synthesizing and assessing the cognitive, affective, spiritual, behavioral, and professional development, skills, and knowledge learned by the student from his or her entire counseling program experience.

CO 527 Group Counseling (3)

This course includes a study of group development, processes of interaction and effects of group membership. Students will study group counseling and gain an understanding of the dynamics underlying groups. The students will relate the knowledge gained to various groups in which they participate and work in the community.

CO 528 Cross Cultural Counseling (3)

The student will engage in an investigation into the impact of ethnic differences on counseling in the different cultural setting. This course allows students the opportunity to explore differences in culture that impact the counseling process. The student will learn how to identify, adapt, and develop counseling approaches appropriate to a community context that address ethnic differences.

CO 530 Human Growth and Development (3)

This course allows the student to learn more about how to understand people in various stages of their life span. Students will study the spiritual, emotional, social, physical, and mental development of persons in the life span.

CO 531 Theory and Practice of Counseling and Psychotherapy (3)

This course is about psychotherapy theory that affects counseling theory and is about learning essential elements in personal counseling (attitude, interview, listening, response, relationship, and transition/reverse).

CO 611 Family Systems and Theory (3)

This course is to provide a substantive understanding of the basic theories of systems change and the applied practices evolving from each orientation. Since a major focus of the class is application, various experiential methods will be used.

CO 612 Couple Interaction and Counseling (3)

Intimate relationships between couples will be studied to form a basis for understanding the application of psychotherapy theories to couples practice. This course is designed for doctoral students in advanced level in order to study from the standpoint of current research on couples, approaches to treatment, and best practices of treatment (empirically supported treatments). Applications will be made to areas of violence, illness, affairs, divorce, and sexuality.

CO 613 Crisis Counseling (3)

A specialized counseling approach to crisis situations of tragic events such as attempted suicide, sudden death in the family, and other related subjects is considered.

CO 614 Human Sexuality and Counseling (3)

This course surveys the broad spectrum of human sexuality issues, including sexuality, sexual development, and sexual problems that occurs for individuals and in marriage. Students will consider various approaches for treatment of sexual problems and will learn to apply related counseling methodology.

CO 620 School Counseling (3)

This course surveys counseling practices at the elementary, middle, and high school levels. Students will study the methods to facilitate the continuing advancement of professional knowledge and skills for working with elementary, middle, and high school students in all fields of the school setting.

CO 621 Therapy with Children and Adolescents (3)

This course surveys assessment, treatment, and other unique issues for adolescents and children in mental health or educational setting. Students will study developmental issues and behaviors of adolescents and children for dealing with their issues.

CO 624 Career Counseling (3)

Consideration is given to methods of decision-making and guidance in relation to the concept of vocation. Students study the history, principles, and techniques in the field of vocational or career counseling. Student become familiar with, administer, and interpret assessment is instruments related to career interest, career choice, and change of vocation.

CO 625 Counseling Internship I (3)

This course provides basic training for students to prepare for counseling with clients. Students will become familiar with the policies and procedures in the counseling center. Students will receive training in testing material, administration and interpretation procedures used with clients in the counseling setting.

CO 626 Counseling Internship II (3)

This course is consecutive training of Counseling Practicum I. Students will review and receive further training in counseling methods and skills, especially those to be used in group therapy. Students will learn the overall process of treatment planning. In addition, Students will interact with counselors, doctoral students, and professors in training and supervisory experiences.

CO 627 Counseling Practicum (3) **required for licensure

This course is required for state licensure. This course provides students with Practicum experience to continue to develop counseling skills in working with an individual, couples and families, and group. Students will integrate counseling approaches and techniques learned through coursework into their clinical work.

CO 628 Counseling Internship III (3) **required for licensure

Clinical training in the course of Counseling Internship provides additional counseling experience and supervision to those who have completed the previous three courses of practicum and is designed to help students reach a higher level of counseling proficiency. Doing well in the class requires fulfilling a variety of responsibilities.

CO 630 Addiction and Substance Abuse (3)

This is a master's level course in the theory, assessment and treatment of Chemical Dependency and Abuse. The assigned readings and topics for class discussion include the spiritual, physiological, psychological, behavioral and sociological aspects of dependency to the various chemical substances; theories of addiction; treatment issues; and ethical issues.

CO 640 Sexuality Education Theory and Practice (3)

This course covers basic descriptions of many aspects of sexuality education and prepares students planning to be sexuality educators and counselors about teaching sexuality with confidence.

CO 641 Psychology and Issues of Sexuality (3)

This course will expand students' knowledge of psychological aspects and issues of sexuality. It is designed to provide scientific information in the following areas: sexual trauma/abuse, sexual violence, incest, sexual disorders, etc.

CO 642 Sexuality, Gender, Social Control, and Ethics (3)

In this course, students examine sexuality as a complex-dimensional problem considering biological, legal, ethical, and institutional dimensions. Also, they examine several aspects of connection between social construction and social control related to sexuality and gender.

CO 643 Positive Psychology (3)

This course is about the psychological aspects of life fulfillment and flourishing by teaching about empathy, friendship, love, achievement, creativity, spirituality, happiness, and humor. Students will gain an understanding of the dimensions of happiness and subjective well-being and applying it to their lives.

CO 644 Coaching Psychology (3)

This class introduces theories and practices of Coaching Psychology and explores the science of coaching skills and the context of coaching psychology processes. This course teaches students how to identify other people's capabilities and skills in order to help them achieve their potential, particularly as leaders. Apart from psychology, it also draws concepts from sociology and techniques from counseling, behavior modification, and mentoring.

CO 645 Lifestyle Development Counseling (3)

Connections between career development and other life factors relevant to adulthood and aging from a lifespan developmental perspective are emphasized in this course. This course does not meet the School Counseling requirement for career counseling.

CO 646 Counseling and Psychotherapy with Old People (3)

This course helps build on the success of working with the elderly and their careers and also pursues an in-depth understanding of therapy with older people as a counselor who solves problems and conflicts, gives psychological and emotional help, and addresses dying well while understanding social, psychological, physical, emotional, and developmental aspects of the old people.

CO 647 Child Psychological Assessment (3)

This class provides didactic material necessary for understanding psychological testing and evaluations of children and adolescents. Accordingly, in addition to practical skills in intellectual and behavioral assessment in counseling, the course will present a general model of assessment.

CO 648 Foundation of Mental Health Counseling (3)

This course focuses on the foundations of clinical mental health counseling. The course includes an exploration of the history, philosophy, trends, and practices of clinical mental health counseling; the roles and functions of clinical mental health counselors across practice settings; methods and models of clinical supervision; professional organizations, preparation standards, and credentials; and other related professional issues.

CO 649 Neuroscience for Mental Health Professionals (3)

This course provides a foundation for the understanding of the central nervous system structure and function and the relationship between the brain and behavior tailored to the clinical mental health counseling professional. Special emphasis is on the neurobiology of mental illness and neurologic disease.

CO 650 Cognitive-Behavioral Therapy (3)

This course helps students become familiar with a variety of cognitive behavioral therapy techniques. This class allows students to practice these techniques in order to be comfortable implementing them. Special emphasis is placed on the theoretical principles of CBT and conceptualizing clients using those principles.

CO 651 Art Therapy (3)

This class teaches students the process of approaching, diagnosing, and solving the problems of clients with artwork through lecture and practice.

CO 652 Horticultural Therapy (3)

This course teaches students how to help solve the problems of clients through various horticultural activities targeting plants in order to pursue psychological health recovery.

CO 653 Music Therapy (3)

This course teaches students how to approach and help client problems with music through lecture and practice.

CO 654 Integrated Art Therapy (3)

This course is intended to complement the limitations of language-based therapy and counseling as well as the independent use of art therapy. In the field of counseling, students can learn to integrate various art therapy techniques with other art therapy techniques such as music, art, drama, literature, and horticultural therapy.

CO 801 Advanced Research and Statistics (3)

This class teaches high-level statistics used in counseling psychology research, which deals with parametric statistics as well as nonparametric statistics and explores theories and practices such as regression, factor analysis, and path analysis.

CO 802 Advanced Qualitative Research (3)

This course is designed to assist doctoral students in clarifying, developing, and completing their research by examining both methodological and practical issues in advanced qualitative procedures.

CO 803 Advanced Group Counseling (3)

Students will study theory and research pertaining to group leadership, composition, selection, intervention, termination, evaluation, and follow-up regarding group counseling. Students will develop a written description of their group counseling approach and have concurrent supervised group counseling experiences.

CO 804 Advanced Theory and Practice of Counseling and Psychotherapy (3)

This course provides an in-depth review of the theories, practices, and research associated with commonly used clinical theories and practices of counseling and psychotherapy. Students will utilize technical theories with actual counseling based on various theoretical grounds.

CO 805 Doctoral Supervision and Case Studies (3)

This course covers theory and research pertaining to leadership, composition, selection, intervention, termination, evaluation, and follow-up in the field of counselor education. Students develop a written description of their counseling approach and have concurrent supervised counseling experiences.

CO 806 Advanced Developmental Psychology (3)

This course provides an advanced overview of current research and theory on lifetime human development. The course will enhance students' understanding of significant developmental changes that occur over one's life span. Emphasis will be placed on typical physical, cognitive, emotional, and social developmental transitions, as well as on issues such as diversity and socialization in relation to perceptions of human development.

CO 807 Advanced Psychological Evaluation and Measurement (3)

This course will provide an advanced level overview of adult assessment of personality and psychopathology. The class will cover clinical and structured interviewing, multi-scale self-reporting inventories, and performance-based (i.e., projective) measures. Students will become familiar with the administration, scoring, and interpretation of the most common measures within these domains, with a strong emphasis on the MMPI – the most frequently used psychological test instrument in

clinical practice. In addition, students will practice integrating personality assessment test results and writing reports and will also discuss the Wide Range Achievement Test and other psychoeducational assessment procedures.

CO 808 Advanced Psychopathology (3)

This advanced course in psychopathology builds upon prior learning to further extend knowledge of mental disorders and differential diagnostic practices regarding adults, children, and adolescents. Disorders are reviewed in terms of current classification, empirical research, and relevant theory.

CO 809 Advanced Personality Psychology (3)

This course is designed to acquaint students with personality psychology—the scientific study of an individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms—hidden or not—behind those patterns. We survey and discuss a variety of classic and contemporary readings in personality psychology issues.

CO 810 Advanced Addiction and Substance Abuse (3)

This course addresses the application of modern and postmodern ideas about substance abuse, addictions, and critical issues in the practice of therapy. Emphasis is placed on research, theories, practice, and treatment. Also included are other critical issues of culture, ethnicity, gender, race, religion, violence, and other areas of critical concern in social systems.

CO 811 Advanced Crisis Counseling (3)

This course is designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn assessment and treatment techniques for clients in crisis situations; those suffering from trauma will be studied using empirical materials and formulations drawn from several theoretical approaches.

CO 812 Human Development across the Family Life Cycle (3)

Human Development covers the stages of the individual life cycle, and of the family life cycle, in a cultural context. The interplay of individual development, unique individual difference, culture, socioeconomic context, and family context will be considered and integrated with major models of family therapy. Therapy techniques appropriate for each stage of development will be explored.

CO 813 Advanced Human Sexuality and Counseling (3)

This course is designed to provide students with an overview of human sexuality for future counseling professionals. Through interactive learning experiences and course assignments, students will gain knowledge about such topics as the media, communication, sex research, gender identity and gender roles, sexually transmitted infections, and HIV/AIDS. The course will emphasize clinical approaches in sexual counseling. This course will provide professional counseling skills that have proven to be effective in the sexuality counseling setting and the technical development of sexuality.

CO 814 Advanced Career Counseling (3)

This is an advanced class which reviews career counseling competency and prepares a counselor to develop, implement and evaluate a career development program in a variety of sites. This course provides opportunities for in-depth study of current issues in career assessment and for practice of a structured career counseling model.

CO 819 Super-Aging Society and Life Design (3)

In this course, student will consider successful aging in the context of longer life expectancy by designing old age in various aspects. We also examine current practices, theory, and research regarding dying and death.

CO 820 Leadership Professional Life Coaching (3)

Life coaching is a rapidly growing field that is a natural complement to the counseling profession. This course provides the framework to the structure and strategy surrounding Leadership Professional Life Coaching. Special attention will be given to leadership strategies for navigating project management, cultural awareness, inter-generational issues, and balancing work and home life.

CO 821 Coaching for Wellness and Human Development (3)

This course introduces the graduate student to human development across the lifespan with a focus on wellness at each stage of development. We will consider developmental challenges and the coaching applications of wellness. Students will also gain an understanding of what contributes to well-being and how to build the enabling conditions of a life worth living throughout one’s lifespan. Students are further instructed in how to set effective goals with clients and interviewing techniques characteristic of coaching practice.

CO 822 Action Approaches to Mental Health Counseling (3)

This course, representing an integration of counseling and the creative arts, offers an exploration of action approaches to mental health counseling in terms of theory, research, and clinical applications. The final project includes a personal journey statement, an arts presentation, an integrative paper, and a clinical case study.

CO 823 Advanced Psychotherapy (3)

Specific issues of counseling and psychotherapy will be examined within an integrative framework of emotional processing. An in-depth examination of a counseling model will be included. This course is open to doctoral students of counseling psychology only.

CO 824 Seminar: Leadership and Advocacy in the Counseling Profession (3)

This seminar course is designed to foster professional identity as a counselor and leadership/service to the counseling profession. Students will work from a self-reflective model in order to discover and assess their own leadership skills and potential and will consider how that potential can be applied to the field of counseling psychology. Professional, ethical and social advocacy issues are also addressed throughout this course.

CO 825 Philosophy and Ethics in Counseling (3)

Students in this course are provided with an introduction to the field of professional counseling and the foundations of counseling. Students explore the history, philosophy, cultural dynamics, and trends in professional counseling. They examine consultation as well as client and counselor advocacy, focusing on the counselor's role as an agent of social change. Students also examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and ethical decision-making processes for counselors.

CO 829 Advanced Cognitive-Behavioral Therapy (3)

Specific attention will be given to the use of cognitive and cognitive-behavioral therapies that have been empirically validated. An emphasis will also be on reviewing specific treatment for specific types of problems (e.g. depression, PTSD, ADHD, OCD, etc.) and for developing the core skills required to deliver each of these protocols.

CO 831 Cognitive Neuroscience of Aging (3)

How does the brain change as we age and what are the implications for cognition? This course covers new developments in research in cognitive neuroscience and aging with a focus on the consequences for memory and emotion.

CO 832 Advanced Child Psychological Assessment (3)

This class focuses on advanced comprehensive assessment skills for understanding psychological testing and evaluations of children and adolescents. Emphasis is placed on applying critical thinking and diagnostic reasoning skills in assessing and diagnosing the psychological status of children and adolescents.

CO 833 Doctoral Practicum (3)

Students will complete an advanced supervised counseling-related experience in a professional setting. The primary focus will be on the skills and development of the advanced clinical skills of the DCP/Ph.D counselor under the supervision and guidance of faculty in that setting. Students will actively participate in counseling and other counseling education and supervision related situations with individuals and groups.

CO 834 Doctoral Internship I (3)

This course is designed to provide students with supervised experiences that reflect the activities in the field of counselor education. All doctoral interns must have internship experiences in supervision, teaching, and one additional doctoral competency (counseling, research or leadership/advocacy). Under the guidance of faculty or supervisors, the primary focus of this internship is to help doctoral students develop the knowledge, skills, and dispositions required for ethical and competent practice as a counselor in counseling, research, or leadership and advocacy.

CO 835 Doctoral Internship II (3)

This is a subsequent course of CO 834. Learners engage in an internship that is a distinctly defined, supervised clinical experience in which the learner refines and enhances counseling skills and integrates and authenticates knowledge and skills appropriate to being a professional counselor.

CO 836 Art Therapy (3)

This class teaches students the process of approaching, diagnosing, and solving the problems of clients with artwork through lecture and practice.

CO 837 Horticultural Therapy (3)

This course teaches students how to help solve the problems of clients through various horticultural activities targeting plants in order to pursue psychological health recovery.

CO 838 Music Therapy (3)

This course teaches students how to approach and help client problems with music through lecture and practice.

CO 839 Integrated Art Therapy (3)

This course is intended to complement the limitations of language-based therapy and counseling as well as the independent use of art therapy. In the field of counseling, students can learn to integrate various art therapy techniques with other art therapy techniques such as music, art, drama, literature, and horticultural therapy.

CAPSTONE (CP)

CP 490 Capstone (3)

The capstone course is designed as a final semester summative course for students to exhibit how their educational experience may positively influence their career. Details will be described in the Capstone syllabus. The Capstone will have three sections: 1) a research project agreed upon with their academic advisors prior to the final semester 2) a comprehensive examination and 3) participation in the graduation seminars.

CP 690 Capstone (3)

The capstone course is designed as a final semester summative course for students to exhibit how their educational experience may positively influence their career. Details will be described in the Capstone syllabus. The Capstone will have three sections: 1) a research project agreed upon with their academic advisors prior to the final semester 2) a comprehensive examination 3) participation in the graduation seminars.

CP 890 Capstone (3)

The capstone course is designed as a final semester summative course for students to exhibit how their educational experience may positively influence their career. Details will be described in the Capstone syllabus. The Capstone will have three sections: 1) a research project agreed upon with their academic advisors prior to the final semester 2) a comprehensive examination 3) participation in the graduation seminars.

EDUCATION (ED)

ED 551 Survey of Education (3)

This course will provide students with framework of education through reflection of curriculum theory. Students will have an educational framework by which to understand how theory and one's philosophical views can impact the design, development, and implementation of curriculum and instruction. With this in mind, this course focuses on exploring and applying an understanding of Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction ideologies in various instructional settings.

ED 552 History and Philosophy of Education (3)

This course will examine historical and philosophical foundations of education in our socially and culturally diverse country. It will provide introduction to thoughts of influential educators and the principles and ideas underlying educational policies; development of personal philosophy of education through identification of ideologies behind educational systems, curriculum, and goals.

ED 553 Educational Psychology (3)

Educational Psychology examines the latest findings in child and adolescent development and provides educators the opportunity to apply educational psychology to various instructional settings. Students will explore the areas of applied educational psychology to teaching, cognitive development, social development, and cultural development. They will design, develop, modify, and evaluate curriculum and instruction in various educational settings according to child/adolescent development.

ED 554 Teaching Methodology (3)

This course will guide students in the selection, implementation, and evaluation of a variety of instructional strategies adapted to meet the needs of all students. By examining research findings related to effective teaching practices, students will probe the theories and research evidence applicable to the various models.

ED 555 Assessment and Evaluation of Education (3)

This course examines the purposes, paradigms and types of assessment and evaluation used in education, and in particular the innovations associated with them. Their roles in directing learning, provision of feedback to students, feedback strategies to enhance the delivery of instructions and curriculum evaluation, and ensuring standards are achieved are explored.

ED 556 Educational Administration (3)

This course will provide an introduction to educational administration as a field of specialized study. It examines traditional as well as emerging paradigms in the study of educational administration, with specific emphasis on the theoretical and conceptual constructs important for understanding administration of learning environments.

ENGLISH (EN)

EN 101 English Reading Skills (3)

This course is designed to prepare students to succeed in academic courses delivered in English. Emphasis is placed on reading skills and vocabulary acquisition. Students participate in pre-reading discussions and exercises, speed-reading activities, skimming, scanning, analyzing the main ideas, and understanding inferences.

EN 201 English Composition I (3) *prerequisite EN 101

This is an introductory writing course designed to improve skills in the basic conventions of writing. Students develop strategies to compose writings from personal expressive writing to text-based expository essays. Students write to observe, to integrate, and to communicate in response to assigned readings.

EN 301 English Composition II (3) *prerequisite EN 201

This course is the second college-level composition course in academic essay writing. Students develop strategies for turning their experience, observations, and analyses into evidence suitable for writing in a variety of academic disciplines.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL 101 Listening and Speaking (3)

As students focus on the reproduction of sounds, accents, and sentence flow as heard from the instructor and from a variety of spoken sources, they will have opportunities to improve both listening and speaking skills.

ESL 102 Reading (3)

Through the use of practical print media, students will expand their basic vocabulary, improve their reading speed, and enhance their ability to understand and remember what they read.

ESL 103 Writing (3)

This course builds skills in sentence and paragraph writing. The “4 Square” pattern of developing mature sentences from single context words will be used to create coherent five paragraph written documents.

ESL 104 Grammar (3)

The focus of this course is to increase students' knowledge of and usage of simple verb tenses, sentence structure, subject-verb agreement, how sentence make-up differs from their first language structure, as well as other basic components of grammar.

ESL 201 Listening and Speaking (3)

Instruction will emphasize auditory comprehension of new vocabulary in the context of the spoken word. A variety of activities will be used to give the student listening experiences, followed by practice in the verbal reproduction of those experiences.

ESL 202 Reading (3)

This course will develop word recognition, spelling and vocabulary improvement as the student experiences practice in both oral and silent reading with resources such as the text materials, print and the Internet.

ESL 203 Writing (3)

Writing emphasis will focus on gaining a greater familiarity with more complex sentences in the context of multiple-sentence paragraphs. Students will move from shorter simple sentence construction to the use of connecting words to create more mature writing.

ESL 204 Grammar (3)

Students will examine the several parts of speech normally employed in the use of English and will gain a greater understanding of how and where those parts form the basis for English communication.

ESL 301 Listening and Speaking (3)

By developing listening and response strategies, the student will have opportunities to understand and reproduce the English language at a greater speed. Increased contextual vocabulary will result in an improved ability to understand and repeat the flow of English.

ESL 302 Reading (3)

Using multiple written sources of varying lengths, students will explore main ideas, themes, symbolism, and recognition of some figurative language while improving their active vocabulary.

ESL 303 Writing (3)

Students will gain skills in increasing sentence and paragraph maturity by understanding how to add descriptive detail through "brainstorming" methods and by drawing on dynamic words to add clarity and interest to their writing.

ESL 304 Grammar (3)

This study will explore complex English syntax as the student moves to more sophisticated tenses, to reproducing the four main types of sentences, to comparatives and superlatives, in addition to various other grammar elements.

ESL 001 Intensive Pronunciation Study (3)

This intensive course is designed specifically for students who have difficulty mastering in English pronunciation. Students will experience practice in various vowel and consonant sounds, vowel glides, consonant digraphs, and normal intonation and sentence flow. Instruction will focus on targeted sounds, followed by practical use in sentence contexts.

ESL 011 Introduction to American Culture (3)

This course is designed to familiarize high-intermediate to advanced level students with American life and to help facilitate their adjustment to American culture. The class will introduce students to basic concepts and current issues of American society and help them learn more about US history, geography, government, and popular culture.

ESL 021 Current Events (3)

The current events class gives students an opportunity to improve their listening ability, increase their vocabulary, and intelligently discuss the events that are in the news. In-class activities will include the use of current news videos, radio news, newspaper and magazine articles, group discussions, and group presentations.

ESL 031 TOEFL Preparation (3)

This course is designed for advanced ESL students to prepare for the Test of English as a Foreign Language. Students will learn appropriate skills and test-taking strategies to improve their performance on the test. Students will practice taking sample TOEFL tests. After taking practice tests, the students will review all the sections and determine mistakes.

ESL 041 English for Ministry (3)

This course is designed for students who want to expand their ministry into English-speaking venues. The focus centers around language functions common to church, liturgy, and community-related contexts.

ETHICS (ET)

ET 601 Biblical Ethics (3)

This course is designed to enable the student to delineate, interpret, and apply the central moral concerns of the Christian faith. It presents a biblical model for ethics in a postmodern world, examining ethical theories of obligation and values from a philosophical perspective. Emphasis is given to the study of Biblical morality.

EVANGELISM (EV)

EV 201 Introduction to Evangelism (3)

This course studies the church's primary task of evangelism with a theological emphasis and a focus on the principles of proclamation.

EV 520 Personal Evangelism and Discipleship Training (3)

This course explores the theological base for evangelism and how to use the Scriptures in leading people to Christ. Principles for spiritual growth will explain how new believers can grow to maturity in their faith, and then be able to evangelize and disciple to others.

FIELD PRACTICUM (FP)

FP 106 Field Practicum (1)

This is a field practicum involved in the student's applied area which may be accomplished under the supervision of a faculty member or experienced advisor. It will be assigned responsibilities involving musical activity.

FP 206 Field Practicum (1)

This is a field practicum involved in the student's applied area which may be accomplished under the supervision of a faculty member or experienced advisor. It will be assigned responsibilities among which there may be such direction as ensemble which is like a performance class focusing on two or more different instruments (e.g. piano and other instruments including voice). Each member is coached on rehearsal techniques, diction style (if voice major), and ensemble issues which will be designed in a way to prepare each member.

FP 306 Field Practicum (1)

This is a field practicum involved in the student's applied area which may be accomplished under the supervision of a faculty member or experienced advisor. It will be assigned responsibilities among which there may be such direction as teaching techniques through which students can receive training on how to become effective artist-educators in a variety of pedagogical methods and materials as they prepare and deliver educational presentations.

FP 310 Field Practicum I (1)

This field practicum is required for all undergraduate students. The student, under the supervision of an experienced advisor, will be assigned responsibilities.

FP 311 Field Practicum II (1) *prerequisite FP 310

This second level field practicum is required for all undergraduate students. The student, under the supervision of an experienced advisor, will be assigned responsibilities.

FP 312 Field Practicum III (1) *prerequisite FP 310

This third level field practicum is required for all undergraduate students. The student, under the supervision of an experienced advisor, will be assigned responsibilities.

GENERAL STUDIES (GE)

GE 107 Introduction to Philosophy and Ethics (3)

Explores a variety of approaches to philosophical issues such as causality, personal identity, freedom, and determinism. Examines arguments that discuss broad ethical questions, such as how we know what is right; discusses the basic features of deontological and teleological ethics; and applies ethical theory to contemporary issues.

GE 108 Introduction to Sociology (3)

This introductory course emphasizes fundamental concepts in sociology and their application to contemporary society for the purpose of enhancing the students' understanding of social behavior and social order. This course will explore sociological explanations of some key challenges that face our society.

GE 110 College Algebra (3)

Students will study polynomials, rational functions, exponential and logarithmic functions, conic sections, systems of equations and inequalities.

GE 112 Principles of Economics (3)

This course is an introduction to macroeconomic analysis and its application to the American economic system. It includes such major topics as the economic role of government, the banking system, the determination and measurement of national income, economic growth, and elements of monetary and fiscal policies.

GE 113 Introduction to Computers (3)

This course is a broad introduction to the use of computers as tools for creativity, communications and organizing information. In addition to learning the technical fundamentals of computer use, this course will help build students' skills in researching information and will cover the major topic areas of Apple and Window operations.

GE 204 Fundamentals of Public Speech (3)

The Fundamentals of Public Speech course is designed to develop effective listening, thinking and presentational skills in oral communication. Students will gain the ability to develop and organize speech content as well as how to make effective presentations. The content will offer learners opportunities to develop these skills in a variety of situations and with different audiences.

GE 205 Introduction to Information and Communication (3)

This course introduces to undergraduates into basic concepts of Information and communication technologies. Student will learn the Internet concept and have practice to use Internet applications like ftp, www, telnet, e-mail, and webhard. Internet security will also be covered at this course.

GE 206 Introduction to Psychology (3)

The course provides a basic and general knowledge of the theoretical, scientific, and conceptual foundations of psychology, including biological, cognitive, emotional, development, cultural and social aspects. Includes key concepts and principles, methods for collecting and evaluating evidence, and application of psychological knowledge.

GE 209 Political Science (3)

This course is an introduction to the variety of components of political systems. Attention is given to political institutions, their structures and roles, and the exercise of power. Government performance and results, the impact of political decisions on society and the development of political attitudes will be covered.

GE 211 United States Government (3)

This course is designed to provide students with a basic knowledge of the purpose, structure, and operation of the national governmental system. The primary content focuses on the underlying constitutional principles of the federal government and the institutions by which it governs.

GE 215 Principles of Leadership (3)

This course will actively engage students in the acquisition of information about historical and contemporary theories, concepts, and issues associated with leadership.

GE 302 Globalization (3)

This course is designed to incorporate what students have learned from their general education courses and to foster critical and ethical thinking from a Christian perspective as students make the transition from university into a global society. Contemporary global issues will be analyzed and discussed.

GE 303 Introduction to Anthropology (3)

This course is a study of the major aspects of culture, cultural patterns and prehistory of humans and the development of their culture.

GE 500 Introduction to Christianity (0)

The course consists of an introduction to Christianity as a world religion, with biblical studies, history, theology, and theoretical and practical ethics as points of departure. An emphasis is placed on an understanding of the manifold interpretations of Christianity as expressed by the great church traditions (Catholic, Protestant, Orthodox, including Oriental), and how it is expressed in regional variations worldwide.

HISTORY (HI)

HI 103 Origins of the Modern World: World History (3)

This course examines the history of the modern world to the seventeenth century, focusing upon the early civilizations of Europe, Asia, Africa, and the America. Students will study selected political, social, economic and intellectual issues, and also be introduced to traditions and religious belief systems that are practiced and shared among societies and that have inspired world societies.

HI 202 United States History (3)

This course provides a general overview of the history of the United States. Students will explore America's past and the changes that have taken place and have helped to shape us and guide us as a nation today.

LEADERSHIP (LE)

LE 801 General Theories on Leadership (3)

A critical survey of theories on leadership in history from Plato's Republic to the contemporary leadership studies. The history of leadership and contributions from various disciplines will be included. It will also explore biblical perspectives on leadership, including such topics as leadership styles: authoritarian, dictatorial or democratic.

LE 803 Essential Traits of Leadership (3)

All the essential traits of leadership, such as wisdom, integrity, courage and creativity will be reviewed from the biblical perspective, and John 10:11 will be discussed as the key essence of Christian leadership. The spirit of self-sacrifice is the key in differentiating true leadership from false ones.

LE 804 Vision and Goal-setting in Leadership (3)

The belief in a person's God-given mission to exercise his or her leadership for the advancement of His kingdom must be translated into a clear vision and SMART (specific, measurable, attainable, realistic, and tangible) goals, and these goals must be implemented period.

LE 805 Global Leadership in Management (3)

This course provides an understanding of global issues; cross-cultural concepts focusing on people groups, values, and how to build teams of diverse while respecting local values; and maintaining unity of focus and accomplishment.

LE 810 Global Strategic Leadership (3)

This course is about the strategic aspect of innovation. Especially it is designed to get the students exposed to the strategic leadership in the context of disruptive innovation. It deals with theoretical concepts and cases in the practical environment, which enables future leaders to understand how to cope with innovation trends in the markets.

LE 812 Spiritual Leadership (3)

This course recognizes biblical qualities in the lives of people committed to furthering the coming of the Kingdom of God.

LE 813 The Leader as Agent and Guide (3)

Students examine leadership and organizational theory from the three perspectives of theology, psychology and sociology studying at least one theory in depth and reporting an exhaustive literature review of all that we know about the theory and demonstrate appropriate scholarly writing technique. In addition, students explore their own leadership development within a scriptural framework.

LE 814 Communication and Decision Making (3)

Students examine organizations through the use of communication and values audits and explore how leaders affect both “real” and virtual organizations through decision-making. In addition to the organizational diagnosis and development of the audits, students hone research skills by writing a full research proposal requiring the understanding of and ability to write about researchable problems, concepts that explain the problem, the extant literature relating to the problem, appropriate research and data collection methods as well as appropriate analysis techniques.

LE 815 Global Dimensions of Leadership Today and in the Future (3)

Students examine the role of the leader in a global and/or multi-national organization with a focus on the role of the leader in the future. This requires that students take scripturally sound current thinking about leadership concepts and extrapolate into the future and determine the future relevance of current thinking as well as look for future leadership styles and methods that will be culturally relevant in a global setting.

LE 816 The Human Focus of Leadership (3)

Provides a framework for studying strategic leadership as it explores the role of followers interacting with other followers and the organization’s leader. Examine and understand group formation and development both in the face-to-face organizational environment, as well as the virtual organization. Through this examination, discover the different role that communication plays in the virtual environment. Discuss various concepts of transformational leadership that result in leaders developing future leaders of their followers. In addition, examine the role of self-development and building accountability among leaders in a support network.

LE 817 Global Futures and System Dynamics (3)

Investigates how the world system of 2050 may be a dynamic arrangement of interconnected parts, and how developing countries of the global South will fare within the global economy. Students examine existing forecasts and use computer models to generate alternative scenarios in demographic, environmental, economic, and socio-political domains. Students gain practical experience in using system dynamics to help global organizations in their policy-making process.

LE 818 Mentored Leadership Internship (3)

This course is designed to help students to integrate practical cases, theories, and ethical standards in a mentored leadership context.

LE 820 School Business Administration (3)

This course introduces historical and current trends in educational leadership. It explores professional challenges, performance expectations, and operating conditions that contemporary American school leaders are facing.

LE 830 Motivations, Teams, Coaching, and Mentoring (3)

This course covers an analysis of individual and organizational factors affecting employee motivation, performance and satisfaction in the work environment. Topics include the role of leadership, team building, mentoring, goal-setting techniques and group influences.

LE 831 Worldview / Special Seminar (3)

Students examine existing forecasts and use theoretical models to generate alternative scenarios in demographic, environmental, economic, and socio-political domains. Students gain practical experience in using system dynamics to help global organizations in their policy-making process.

LE 832 Study of Global Organization (3)

This course focuses on the structure, functioning, and performance of organizations from the biblical perspective. It covers creativity, innovation, organizational changes within organizations in various cultures.

LE 833 Transformational Leadership (3)

This course focuses on transformation leadership from the biblical perspective. It helps to understand how the lives of people could be committed to be ready for the coming of the Kingdom of God.

LE 834 Public Organization Theory & Design (3)

Companies need to understand and know the organizational theories and methods necessary for the survival and development of organizations in environmental changes such as the Fourth Industrial Revolution. In this study, we will understand how public organizations adapt to external environmental changes and analyze the characteristics of the organization, and learn how to select the appropriate organizational structure for environmental changes.

LE 840 Entrepreneurial Strategies for Innovational Change (3)

This course covers the environment and its influence upon corporate entrepreneurship including the radically changing internal organizational behavior patterns that enhance creative corporate activity, enhance the innovative abilities of employees, and increase corporate success.

LE 841 World Economy Today and Tomorrow (3)

This course investigates how the world system of 2050 may be a dynamic arrangement of interconnected parts, and how developing countries of the global South will fare within the global economy.

LE 842 Strategic Thinking and Organizational Change (3)

This course is about the strategic aspect of innovation. Especially it is designed to get the students exposed to the strategic leadership in the context of disruptive innovation. It deals with theoretical concepts and cases in the practical environment, which enables future leaders to understand how to cope with innovation trends in the markets.

LE 843 Organizational Performance and Process Evaluation (3)

This course helps students to have basic knowledge on how to set up a clear vision and how to translate the vision into SMART (specific, measurable, attainable, realistic, and tangible) goals, and how to implement these goals. It also covers process evaluation for checking the levels of implementation.

LE 845 Introduction to Innovation Leadership (3)

Introduction to innovation leadership is a subject that awakens the innovation mindset that business leaders and marketing experts must have. This process learns the leadership thinking and self-diagnosis processes that management leaders who are aiming for the best in the world should have.

LE 859 Neurofeedback practice (3)

It is a specialized course that normalizes brain function by applying brain structure, function, and knowledge learned in class to EEG program. Since the EEG reflects the function of the brain, the training of neurofeedback is a training that analyzes the EEG to evaluate the functional state of the brain and to change the EEG and increase self-regulation through repeated practice.

LE 861 Research Design (3)

Research Design seeks to frame and discuss key issues which arise as social scientists conduct theoretically-relevant empirical research, whether this be qualitative or quantitative in methods, concerned with testing or generating theory, collecting and analyzing data, presenting or interpreting findings. In the course of assigned readings and lectures, assorted specific methods and techniques will be introduced.

LE 862 Quantitative Research Methods (3)

Quantitative Research Methods is about multivariate data analysis, which deals with the foundational techniques of collecting, analyzing data and testing generated theories for the empirical research. It covers descriptive statistics, regressions, exploratory factor analysis, confirmatory factor analysis, and structural equation modeling.

LE 863 Qualitative Research Methods (3)

Quantitative Research Methods is designed to help students to be familiar with qualitative research methods. Especially, through the course, students are expected to conduct their own case study. Students will work individually to collect cases, to analyze them, and to present the results of the analysis. Students will also learn the basic steps of case analysis.

LE 864 Neurocounseling (3)

Based on cognitive neuroscience and neurophysiology, it is a counseling activity that influences the field of mental health that promotes the intentional integration of information into neuroscience and enriches and access to training (e.g. certain gonad hormones) The level of (steroid) affects an individual's susceptibility to suicidal thoughts and attempts, drug recurrence, and responses to traumatic stress, etc.

LE 865 Brain and personality (3)

Children's temperament comes from the brain, and different reactions to stimuli like the same situation have different temperaments. For children, mild, demanding, and slow skills apply to all children regardless of their parenting method. 35% of children do not belong to any temperament. Parents should recognize the child's temperament and take advantage of its strengths so that the child can grow harmoniously in society.

LE 877 Aviation Missionary Leadership (3)

In AVIATION LEADERSHIP, A PILOT DOES NOT SIMPLY mean a person of excellent flight skill, Through training of spirit, mediation, prayer, worship and fast and continuous well-arranged education, an aviation missionary is expected to have sense of duty and passion for missionas well as experience-based flight technique.

MISSION STUDIES (MI)

MI 621 Christian Mission and World Religions (3)

This course will examine the historical origin and growth of the major world religions, beliefs, practices, and worldviews of the major traditions, with special attention given to comparison and contrast with Christian beliefs and practices.

MI 802 World Religious Heritages: Area Studies of Hinduism, Buddhism, Tribal / Nature Religions (3)

This course will give attention to the basic foundations, belief principles, and practices which form the spiritual life of various non-Christian religions. Using these basic elements, the student will formulate ways to present the gospel of Jesus Christ in an effective manner.

MI 806 Cultural Anthropology (3)

This is a study of the religious worldviews of individuals in various societies with emphasis upon the processes of change in value systems. Careful consideration will be given to value changes as internal processes rather than western religious traditionalisms.

MI 807 Cross-Cultural Communications (3)

This course examines intercultural communication concepts and the role of intercultural communication in human interaction.

MI 810 Urban Mission Development (3)

Historically many missionaries went to rural areas and small towns to evangelize and plant churches. But recently an increasing number of these people are migrating to cities where there are more opportunities but also more challenges. This course will examine these challenges.

MI 816 Mission Perspectives (3)

This course is based on Perspectives on the World Christian Movement, a multi-faceted collection of readings focused on the biblical, historical, cultural, and strategic dimensions of the task of world evangelization and the history and potential of the world Christian movement.

MI 818 Indigenous Principles of Evangelism and Church Growth (3)

This course will examine the effectiveness of the missionary principles of western cultures as they are implemented into a different indigenous culture.

MI 821 Theology of Mission (3)

The theological issues facing present missionaries are no longer liberalism, but universalism, the uniqueness of Jesus Christ as Savior, the authority of the Bible as the Word of God, and whether the primary focus of ministry should be spiritual needs, physical, material, social, and political needs, or all. What priority is there for evangelism and church planting? How can our mission be “holistic”?

NEW TESTAMENT (NT)

NT 101 Introduction to the New Testament (3)

This course is a survey of the background and content of the New Testament.

NT 202 Life of Christ (3) *prerequisite NT 101

This course is a systematic study of the person and work of Christ from eternity past to eternity future.

NT 302 The Gospels (3) *prerequisite NT 101

This course is a study of the canonical Gospels of Matthew, Mark, Luke, and John. It is designed to enable the student to explore a number of different aspects of the Gospels, including their historical and socio-cultural contexts.

NT 303 Pauline Epistles (3) *prerequisite NT 101

This is a survey of the book of Acts and the letters of the Apostle Paul, the development of the early church, and the activities of Christ’s disciples. The Epistles are studied in the light of historical and cultural setting.

NT 406 General Epistle and Revelation (3) *prerequisite NT 101

This is a study of the authorship, setting, theological issues, literary structure, and themes of non-Pauline letters and the book of Revelation.

NT 420 Biblical Greek (3)

This course is designed to enable the student to study the New Testament in its original language. Students will work through mechanics of the language: the alphabet and pronouncing Greek words, basic Greek grammar including noun and verb system. This class also presents basic skills in translating, with provided helps, narrative passages from the Greek New Testament.

NT 436 Archaeology (3)

This course is a survey of the topography, historical times, and archaeology of Bible lands to provide a background for Bible Study.

NT 437 Apocalyptic Literatures (3)

This course is a study of the Book of Revelation critically in the light of its social, historical, literary & religious. Also, the course includes understanding the nature and purpose of ancient apocalyptic literature.

NT 501 Survey of New Testament (3)

This course is a study of the historical and cultural background of the New Testament and a survey of the individual texts of the New Testament.

NT 513 Synoptic Gospels (3) *prerequisite NT 501

This course consists of a comprehensive study of Synoptic Gospels through textual analysis and consideration of historical and cultural issues. This course emphasizes proper methods for discovering the authorship, purpose, recipient, and theological view of the Synoptic Gospels. It will also emphasize a comprehensive understanding of the three Gospels of Synoptic: their relationship with each other and their relationship with the fourth gospel.

NT 524 Introductory Greek (3)

This course is designed to enable the student to study the New Testament in its original language. This will help the Scripture become more alive and relevant, and will give the student the ability to translate the New Testament so as to enhance the meaning and message of the Bible and better understand its relevance for us today.

NT 601 Intermediate Greek (3) *prerequisite NT 524

This course focuses on the study of the grammar and syntax of the Greek New Testament. Prerequisite: Introductory Greek or a satisfactory score on the examination on Introductory Greek.

NT 607 Pastoral Epistles (3) *prerequisite NT 501

This course is an in-depth study of 1 and 2 Timothy and Titus, using the Greek text with an emphasis on understanding Paul's teaching regarding church administration in the early Christian church, his emphasis and teaching on the spiritual needs of the church and his challenge for a godly and disciplined Christian life in the midst of a secular world.

NT 705 Theology of Paul (3) *prerequisite NT 501

This course is a study of the teachings of Paul concerning salvation, sanctification, evangelism, and practical Christian living.

OLD TESTAMENT (OT)

OT 101 Introduction to the Old Testament (3)

This course is an overview of the entire Old Testament using an historical and chronological approach.

OT 203 Pentateuch (3) *prerequisite OT 101

This course is a survey of the first five books of the Bible examining creation, the Patriarchal Period, Mosaic Law, and the early history of Israel.

OT 303 History of Israel (3)

This course is designed to reconstruct the history of ancient Israel in order to better understand the theological significance of the Bible.

OT 305 Historical Books (3) *prerequisite OT 101

This course is a survey of the historical books including Joshua, Judges, 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ruth, Esther, Ezra, and Nehemiah.

OT 410 Prophetic Books (3) *prerequisite OT 101

This course is a study of the Old Testament Prophetic books (Isaiah through Malachi). Consideration is given to prophetic eschatology and to the use of Old Testament prophecy in the New Testament.

OT 415 Wisdom Literature (3) *prerequisite OT 101

This course is a study of Job, Psalms, Proverbs, and Ecclesiastes with special attention given to literary style, content, and their distinctive place in the Old Testament point of view.

OT 420 Biblical Hebrew (3)

The purpose of this course is to introduce the basic grammar, syntax, and vocabulary of the Hebrew Scriptures in order to read and translate biblical texts.

OT 435 Hermeneutics (3)

The purpose of this course is to enable the students to develop a sound method for the biblical interpretation. The students will be introduced to the basic principles, foundation, and major resources available for practicing biblical exegesis.

OT 501 Survey of Old Testament (3)

This course is a study of the historical and cultural background of the Old Testament and a survey of the individual books of the Old Testament.

OT 502 Introductory Hebrew (3)

This course is designed to enable the student to study the Old Testament in its original language. This will help the Scripture to become more alive and relevant and give the student the ability to translate the Old Testament so as to enhance the meaning and message of the Bible and better understand its relevance for us today.

OT 503 Pentateuch (3) *prerequisite OT 501

This course is a systematic study of Genesis through Deuteronomy, with attention given to the structure, purpose, doctrinal electives, and instruction for daily living found in each text.

OT 509 Wisdom Literature (3) *prerequisite OT 501

This course is a study of Job, Psalms, Proverbs, and Ecclesiastics with special attention given to literary style, content, and their distinctive place in Old Testament thought.

OT 601 Prophets (3) *prerequisite OT 501

This course is an introduction to the Prophets in the English Old Testament, from Isaiah to Malachi, including an examination of critical, historical, hermeneutical, and theological issues.

OT 611 Intermediate Hebrew (3) *prerequisite OT 502

The course provides an introduction to Hebrew exegesis, including the basic tools and methods for textual criticism and for lexical and syntactical analysis of the Hebrew text. Prerequisite: Introductory Hebrew or a satisfactory score on the examination on Introductory Hebrew.

PREACHING (PR)

PR 611 Survey of Biblical Preaching (3)

This course is designed to give the student actual experience in preparing and preaching sermons. The student will also evaluate the sermons of others.

PR 801 Marketplace Preaching (3)

This course will help the student understand how to bring preaching skills to bear on the needs of contemporary society. The goal of marketplace preaching is to produce lasting change in the lives of the listeners.

PASTORAL THEOLOGY (PT)

PT 452 Introduction to Educational Ministry (3)

This course is a study of the basic educational programs for ministry of church, i.e., Bible study, discipleship training, evangelism, missions, and enrichment for support groups.

PT 602 Church Administration and Management (3)

This course helps students understand and assume the responsibilities related to organization and administration. The pastor as responsible for the management of ministry will be discussed, including recognizing needs, planning, organizing, motivating, evaluating, and revising church programs.

PT 616 Pastoral Ministry (3)

This theological and practical study of duties of the minister emphasizes the development and responsibilities of the pastor and the personal care of the church people.

PT 625 Internship I (1.5)

This offers students an opportunity to minister under supervision, doing practical ministries learned by experience.

PT 626 Internship II (1.5)

This offers students an opportunity to minister under supervision, doing practical ministries learned by experience.

PT 803 Church and Worship (3)

This course is a study of the meaning and history of types of worship programs, how to plan an effective worship service, how to adapt to various types of churches, and the responsibility of the pastor and other leaders in planning and leading the worship service of the church.

PT 805 Biblical Administration and Management (3)

This course is a study of the pastor's responsibilities for the management of ministry by biblical principles adapted to various types of churches.

PT 807 Survey of Cell Groups (3)

This is a course designed to inform the student of one of the most successful church-growth strategies of history. The study will include an examination of the different models of group life, organizational structure, and transition strategies for traditional churches.

PT 813 Church Renewal (3)

The Christian faith of third and fourth generation Christians may become nominal. Ways for pastors to renew the commitment of church members will be studied.

PT 820 Theology of Ministry (3)

This course is an introduction to Christian ministry in contemporary culture. This study focuses on the nature of the church and its ministry. Topics selected which deal with significant issues related to the theology of ministry in various cross-cultural communities.

PT 830 Doctoral Practicum in Ministry (3)

This provides students with an opportunity to minister under supervision, doing practical ministries learned by experience.

THEOLOGY (TH)

TH 201 Bible Doctrine I (3)

The course aims at the understanding of Christian doctrine based on biblical and evangelical theology. It consists of what the Bible teaches about some of the major realities such as the Word, God, creation, man, and sin.

TH 301 Bible Doctrine II (3)

This course is a continuation of Bible Doctrines I. It deals with some of the major realities such as Christ, the Holy Spirit, salvation, the church and last things. The course aims at the understanding of Christian doctrine based on biblical and evangelical theology.

TH 401 Theology of Spiritual Life (3)

This course explores the call to the ministry, spiritual and physical qualifications for the ministry, developing and maintaining spirituality in the ministry, and the prayer life of the mature Christian.

TH 514 Modern Theology (3)

This course is a study of the "mainstream" systems of theology today, along with the more esoteric contemporary systems. Insight is also given into emerging Third World theologies.

TH 521 Systematic Theology I (3)

Christian leaders are responsible for understanding Christian beliefs in relation to biblical foundations and for expressing their understanding in the today's context. The course aims at the understanding of Christian doctrine based on biblical and evangelical theology. The course deals with the themes of Christian doctrine such as the doctrine of the Word of God, the doctrine of God, and the doctrine of Man. Each theme should be approached beyond general information and reflected on biblical, historical, and contemporary aspects.

TH 523 Systematic Theology II (3)

This course is a continuation of Systematic Theology I. The course deals with the themes of Christian doctrine, such as Christology, pneumatology, soteriology, ecclesiology and eschatology. Each theme should be approached beyond general information and reflected on biblical and historical aspects.

TH 802 Biblical Theological Reflection in Ministry (3)

This course assists the students in integrating biblical and theological studies into the major areas of practical ministry.

TESOL (TS)**TS 501 Linguistics (3)**

Students will examine a broad range of linguistic structures for the purpose of understanding the components of language and how those elements relate to one another, in addition to applying their understanding to the study of language.

TS 502 Second Language Acquisition (3)

This course will examine the similarities and differences between language acquisition, language learning, and the necessity of understanding their respective roles and significance in language pedagogy.

TS 503 Methods of Teaching ESL (3)

ESL methodology has often concentrated on adult literacy programs. The course offers detailed examination of methods pertaining to a wide range of learners of various ages.

TS 504 Language and Culture (3)

Customs, home-life, traditions and religion are among several factors that impact languages. This course will present the student with the opportunity to turn these factors into successful experiences.

TS 505 Assessment and Testing (3)

The aim of this course is to present basic concepts of language proficiency assessment and to give ESL teachers the skills necessary to interpret test results so that their teaching might be focused on the areas of greatest concern in their chosen environments. Students will investigate not only initial placement assessments, but also ongoing testing.

TS 506 Curriculum and Materials Design (3)

By assessing needs, students learn to develop goals and a curriculum which have a broader base than individual lesson planning. Emphasis is placed on developing course outlines for a particular set of needs, then creating course units and lesson plans from a wide range of available materials.

TS 507 Program Management (3)

This course will address issues such as describing and marketing the ESL program, budgetary considerations, and personnel development.

TS 508 Teaching Grammar (3)

This course will emphasize the importance of knowing how grammar awareness plays an integral part in the learning of appropriate oral and written discourse. Students will gain an appreciation of how good grammar can lead to good learning acquisition.

TS 509 Teaching Reading and Writing (3)

Students will explore theories and issues relating to reading and writing in the ESL classroom and will have the opportunity to gain skills in the practical application of these theories.

TS 510 Teaching Pronunciation (3)

Pronunciation is often a problem for English language learners. This course will address these problems by analysis of phonetics and phonology and applying techniques, which can assist the ESL teacher in identifying and correcting those problems.

TS 511 Sociological Implications for Language Study (3)

The basic tenets of seven world religions will be examined, as well as examples of how these religions have embedded themselves in the language, thinking, and lifestyles of various societies.

TS 512 Practicum in ESL (3)

Midwest University ESL programs will be used as a base for students to apply principles learned in lesson planning, curriculum development, methods, and other practical ESL classes. Attempts will be made to coordinate the student's area of concentration (elementary, middle school and high school) with students of approximate age level by establishing cooperative programs with local educational institutions.

TS 513 Second Language Research Methodology (3)

This course will familiarize students with the basic types of research design in second language acquisition studies and provide a feel for what research activities are like in second language studies by engaging students in several roles within a variety of min-studies.

TS 514 Socio-Cultural Theories in SLA (3)

This course will explore a view of learning and teaching the second language in view of current socio-cultural theories in the SLA and will outline the core statement of socio-cultural theory and its operationalizing in learning.

TS 515 Understanding American Language and Culture (3)

Students will explore the nature of American English as one of the world English and American cultural patterns in terms of history, language and tradition so that students can cultivate a broad view of the U.S. culture within the spectrum of world cultures.



ENDOWED CHAIR PROFESSORS



Dr. Chung, Kun Mo

Gyeonggi High School completed one year
Graduated from Seoul National University, Department of Physics
Completed master's course at Seoul National University
Doctor of Science, Michigan State University
Princeton University Post-Doc course
Doctor of Honor Engineering, Michigan State University
Honorary Doctor of Engineering at Polytechnic University, USA;
Honorary Doctor of Global Leadership at Midwest University, USA

- Former President of IAEA
- Secretary of Ministry of Science and Technology
- President of HoSeo Univ., MyongJi Univ.
- Executive Adviser of Kepco
- International Executive Adviser of Global Leadership Institute/ Forum



Dr. Deborah Fikes

B.A, A&M University. TX
M.A, University of Texas
Doctoral Degree International Human Rights Law
Oxford University in United Kingdom.
Honorary Doctor of Leadership from Midwest University

- Executive Advisor of WEA
- Executive Director of WEA UN
- Lifetime Member of Council on Foreign Relations
- Advisor to Harvard Center for Health and Global Environment
- GLI Women's Global Leadership Institute/ Forum President



Dr. William J. Federer

B.A, St. Louis University Business Administration
Honorary Doctor of Leadership, Midwest University

- President of IEC (International Education Cooperation)
- Advisory Director of Eagle Forum
- American Christian Best-selling Author
- CEO of America Minutes



Dr. Kim, Chun Gon

B.A., Kyungnam University, 1993
M.B.A., Dankuk University, 2003
D.B.A., Gachon University, 2008
D.S, Kyunghee University, 2018

- Head Professor in Graduate School of Business Administration, Dankook University
- President/Chief Director of International Children Youth Culture and Art Association
- Guest Professor in St. Petersburg State University, Russia
- Member of Deliberation Committee in Central Election Poll
- Member of Personal Information Protection Committee Belonging to the President (Vice-Minister Class)
- Honorary Professor of University Kyrgyz Economic in Kyrgyzstan
- Mongolia Global Leadership University Korea President



Dr. Bruce Johnson

- Undergraduate Requirements, Bethel University, 1971
- B.A., University of Minnesota School of Journalism and Mass Communications, 1973
- Institute of Biblical Studies, International School of Theology, 1975
- Honorary Degree, Doctor of Leadership, Midwest University, 2018

- Director of Here's Life Resource Center
- Director of Marketing to Campus Crusade Staff
- Media/creative Projects Coordinator for Dr. Bill Bright, President, Campus Crusade
- Director of Creative Studios
- Founder and President of Next Level Leadership
- Interim President of Missionary Athletes International
- Vice President Field Ministries of Asian Access
- Interim President of Asian Access
- President of SIM USA



Dr. José Luis Lecaros Cornejo

President of the Supreme Court of Peru.

B.A Catholic University graduated as a lawyer in July 1975.

Master, Criminal Law at the Inca Garcilaso de la Vega University.

multiple law courses and diplomas both in Peru and in Spain (Carlos III University) in Italy (Bologna University).1975,

In 1986, appointed Provincial Criminal Prosecutor of the referred Prosecutor

In 2007 he was appointed by the National Council of the Magistracy, Supreme Vocal Holder, having served until 2013 in the criminal area, for several years presiding over the transitional Criminal Chamber -

In August 2013, elected member of the Executive Council of the Judiciary, being re-elected, in 2015 for a new period -

August of 2017, he returned to the criminal area as President of the First Transitional Criminal Chamber,

December 2018, he was elected by the Plenary Chamber of the Supreme Court as its President, for the period 2019 - 2020.

Doctorates Honoris Causa by several national universities.

Member of the World Parliament; Honorary Member of the European Confederation of the Magistracy, Member of the Basque Institute of Criminal Law.

received various awards and decorations at the National and International level.

September 12, 2019 Honoris Director of Leadership in Midwest University.



Dr. June-Ho Jang

B.A., Myongji University, 1985
 M.E., Yonsei University, 1988
 M.E., Tokyo University, Japan , 1990
 Ph.D., Tokyo University, Japan , 1993
 2003.1~2004.2: MIT Department of Urban Planning (Professor of Research)
 2009.12~2010.8: Department of Urban Planning (UCL) at the University of London (UCL) (Professor of Guest)
 2019.3~2020.2: Department of Urban Environmental Studies, Beijing University, China (Professor of Invitation)
 1995.3~: Professor of Urban Information Engineering at Anyang University
 /The dean of academic affairs / Acting university president
 Korean Planning Association a life member
 The City Planning Institute of Japan a life member
 Architectural Institute of Korea a life member
 Urban design institute of Korea a life member
 Korean regional science association a life member
 Korea community development society president
 The Korean urban geographical society a life member

Korean association for housing policy studies a life member
 Seoul / commissioner of Urban Planning (2019 ~)
 Seoul / commissioner of Market Maintenance Project (2019 ~)
 Seoul / commissioner of Seun Forum Urban Regeneration Project (2015)
 Seoul / commissioner of Housing Regeneration Advisory Group (2017 ~)
 Seoul / commissioner of Dongjak-gu Architecture Committee (2014 ~ 2016)
 Seoul / commissioner of Yeongdeungpo-gu urban planning committee (2013)
 Seoul / commissioner of Jung-gu urban planning committee / urban design committee (2013 ~ 2018)
 Seoul / commissioner of Nowon-gu urban planning committee (2015 ~ 2018)
 Seoul / commissioner of Gangnam-gu Architecture Committee (2008 ~ 2009)
 Seoul / commissioner of Geumcheon-gu urban planning committee (2018 ~)
 Seoul / commissioner of Gwanak-gu urban planning committee (2008 ~ 2010)
 Seoul / commissioner of Jongno-gu Architecture Committee (2006 ~ 2009)
 The Department of Defense / commissioner of Special Construction Technology (2012 ~ 2013)
 Gyeonggi-do / commissioner of urban planning committee / commissioner of Architecture Committee / commissioner of landscape Committee (2013 ~)
 Gyeonggi-do / commissioner of Anyang-si urban planning committee(1996 ~)
 Gyeonggi-do / commissioner of Seongnam-si urban planning committee / Architecture Committee / landscape Committee / urban regeneration committee (2013 ~)
 Gyeonggi-do / commissioner of Yongin-si landscape Committee (2013 ~ 2016)
 Gyeonggi-do / commissioner of Siheung-si Architecture Committee / urban planning committee / landscape Committee (2011 ~ 2016)
 Gyeonggi-do / commissioner of Osan-si Architecture Committee (2011 ~)
 Gyeonggi-do / commissioner of Pyeongtaek-si Architecture Committee / urban planning committee (2010 ~ 2016)
 Gyeonggi-do / commissioner of Ansan-si Architecture Committee (2010 ~)
 Gyeonggi-do / commissioner of Gunpo-si urban planning committee(1997 ~)
 Gyeonggi-do / commissioner of Uiwang-si Architecture Committee (1998 ~)
 Gyeonggi-do / commissioner of Gwangju-si urban planning committee (2005 ~ 2011)
 Incheon / commissioner of urban planning committee / landscape Committee (2016 ~ 2018)
 Incheon / commissioner of Nam-gu urban planning committee (2001 ~ 2004)

FACULTY

College of International Aviation

Byeon, Soon Cheol, Ph.D.

Flight Operation Management

B.S., Republic of Korea Air Force Academy, 1977

M.S., National Defense University, 1986

Ph.D., Korea Aerospace University, 2009

Experience: Pilot, Asiana Airlines, 1989-1996; Investigator, Ministry of Construction and Transportation of S. Korea, 1996-2001; Research Manager / Lead Analyst, Ministry of Land Aviation and Railway Accidents Investigation Commission, 2001-2008; Vice Chairman and Professor, Korea Aerospace University, 2009-Present

Chae, Chang Ho, M.A.

Aviation Management

B.S., Inha University, 1979

M.B.A., Yeonsei University, 1982

M.B.A., Inha University, 1990

Experience: Maintenance and Engineering Division, Korean Air, 1978-2006; Managing Director, Korea Airport Services, Aircraft Maintenance, 2006-2013; Managing Director, Eastar Airlines, Aircraft Maintenance, 2013-2014; Assistant Professor, Jungwon University, 2014-Present

Jang, In Cheol, Ph.D. Candid.

Aviation management/Business Administration

B.S., Republic of Korea Air Force Academy, 1989

M.A., National Defense University, 1997

M.A., Master of Business Administration, 2013

M.S., Master of Accounting, 2017

Ph.D. Candidate, Midwest University

Experience: Republic of Korea Airforce, 1989-2010; F-4E Weapon System Officer, 1989-1996; Operation Support officer, KT-1, F-15K Project Management Group, 1999-2006; Chief of the planning division, Tactical Fighter Wing, 2006-2007; Chief of the ROKA detachment, US CENTCOM, 2008; Electronic warfare requirement officer, Combat Development Group, 2009-2010

Kim, Chong Bok, M.A.

Aviation Engineer

B.S., State Tech College of Missouri, 1999

M.S., Korea Aerospace University, 2016

Experience: CEO, FAA Aviation Academy, 2012-Present; Professor, Kimpo University, 2016- Present; CEO, Aquila International, 2012- Present

Kim, Doo Man, Ph.D.

Aviation Management

B.S., Korea Aerospace University, 1972

M.S., Dankook University, 1982

Ph.D., Dankook University, 1987

Experience: Instructor, Air Education and Training Command, 1972-1978; Professor, Inha Technical College, 1979-1990; Association Inspector, Korea Aerospace Science Model Association, 1983-1988; Professor, Korea Aerospace University, 1990-2014; Director of Finance, The Korean Society for Aeronautical & Space Sciences University, 1994-1997; Director, The Korean Society for Aeronautical Science and Flight Operation, 2001-2003; Chairman, Korea Aerospace Science Model Association, 2005-2010; President, The Society for Transport and Maritime Affairs, 2006-2016; Chairman, Aviation Industries & Safety Association in Korea, 2011-Present; CEO, KCIS Co., Ltd., 2012-Present; Emeritus Professor, Korea Aerospace University, 2014-Present

Kim, Yong Woo, B.A.

Cabin Crew

B.A., Wonkwang University, 1971

Experience: Cabin Crew member & General Manager of Cabin Attendants Managing Dept., Korean Airline Ltd., 1974-2003; Professor, Jangan University, 2009-2012; Professor, Corea Culinary Officer Occupational Training College, 2015- Present

Kim, Young Kil, D.L.

Aviation Management

A.D., Korea Army Academy, 1986

M.A., Korea Aerospace University Graduate School, 2016

D.L., Midwest University, 2019

Experience: Pilot, Staff, Republic of Korea Army Air Forces, 1982-1997; First Officer, Korean Air, 1997-2006; Chief Pilot, Senior Pilot, Korean Air, 2006-2018; Pilot, Air Busan, 2018-Present

Lee, Hak Bong, Ph.D. Candid.

Aviation Management

B.S., Sejong University, 2009

M.S., Embry-Riddle Aeronautical University, 2013

Ph.D., Korea Aerospace University, 2018

Experience: Manager, Embry-Riddle Aeronautical University, 2010-2012; Instructor and Researcher, Korea Aerospace University, 2012-Present

Park, Sang Su, D.L. Candid.

Aviation

Aircraft Mechanical Engineering, Inha Technical College, 1995

B.E., National Institute for Lifelong Education, 2008

M.A., Midwest University, 2018

D.L. Candidate, Midwest University

Shin, Il Duck

Aviation Management

B.S., Korea Aerospace University, 2009

Honorary D.L., GGU, 2019

Experience: Aviation commander, Marine Force Korea (MARKOR), 1963-1977; Senior Captain, Korean Air, 1977-2003; Aviation Missionary, 2002-Present; Head Professor, MAF, 2006-2014; Instructor, Ministry of Land and Transport and Maritime Affairs, 2010-2016

William Alexander Hopper, M.A.

Aviation Management/Helicopter Flight

B.A., St. Louis University, 1986

M.A., Central Missouri State University, 1998

Experience: Maintenance Manager / Chief Inspector / Maintenance Technician / Flight Instructor, Part 135 Charter Pilot, WSB Radio Traffic Pilot, Utility Patrol Pilot, 1986-1991; Associate Professor, Saint Louis University, 1991-1999; Chief Inspector, ATI Engine Overhaul Facility, 1999-2002; Adjunct Associate Professor, Saint Louis University, 1999-2005; Aircraft Maintenance Technician, A&S Helicopters, Inc., 2002-2003; Aircraft Maintenance Technician, ARCH Air Medical, Inc., 2003; Quality Assurance Manager, Life Net, Inc., 2003-2006; President, Helicopter Services & Technologies, LLC, Moscow Mills, 2007-Present; Department Chairman, Linn State Technical College, 2010-2012

Yang, Jea Koo, M.S.

Aviation Management

B.S., Naval Academy, 1976;

M.S., Chung-ang University, 1997;

M.S., Korea MBTI Institute, 2001;

Experience: Naval Commander, Republic of Korea Navy, 1976-2001; Investigator, Ministry of Construction and Transportation, 2001-2004; Chief Researcher, Korea Aerospace University, 2010-2016

Yoo, Kyung In, Ph.D.

Air Transportation

B.A., Seoul Women's University, 1994

LL.M., Korea Aerospace University, 2004

Ph.D., Korea Aerospace University, 2011

Experience: Instructor, Korea Aerospace University, 2013-Present; Director, Korean Society of Air Safety Investigators, 2013-Present; Assistant Professor, Wonkwang University, 2015-Present

**College of International
Business / Leadership**

Baek, Bong Kee, D.B.A.

Business Administrator and Leadership

B.E., University of Seoul, 1990

M.E., Yonsei University, 1999

D.B.A., Seoul Venture University, 2009

Experience: Seoul Guarantee Insurance, 1990-1998; Dongyang General Financial Securities, 1998-2002; Chairman, Korea Management Technology Research Institute, 2002; Non-executive Director, Gyeonggi-do Economic Science Promotion Center, 2016-Present; Vice President, Korean Entrepreneurs Association, 2018-Present; Chairman of Academic Property-Vice President, Korean Society for the Research of Intellectual Property Education, 2017-Present

**Cha, Yong-seop, Doctor of Real Estate Development
Real Estate**

B.S., Hankuk University of Foreign Studies, Korea, 1991

M.R.E.D., Sejong University, Korea, 2010

D.R.E.D., Seoul Venture University, Korea, 2014

Experience: Korea Housing Management Association Instructor, 2014-2017; Korea Law & Real Estate Institute Visiting Researcher, 2013-2017; Korea Institute National Property Senior Researcher, 2013-2017; Land and Marine Management Research Institute Visiting Researcher, 2010-2015.

Chang, Kwang Hyun, Ph.D.

Defense Fusion System Leadership

B.S., Korea Military Academy, Korea, 1983

M.B., Yeungnam University, Korea, 1987

Ph.D., Ajou University, Korea, 2019

Experience: Vice Chief Director, Military Mutual Aid Association, Management Division, Korea, Present; Korea Board Member of CAPS (Center for Asia Pacific Strategy, USA); Commander, Army Aviation Operation Command, Korea, 2016; Deputy Chief of Staff/Senior Member, Republic of Korea-US Combined Forces Command/United Nation Command Military Armistice Commission Korea, 2015; Chief of Staff /Deputy Chief of Operations, The 1st RoK Army /Republic of Korea- US Combined Forces Command, 2014; Commander, Republic of Korea Army, 51st Infantry Division, 2013

Choi, Byung Sung, M.S.

Business Administration

B.A., Incheon University, 1978

B.A., Yongin University, 1988

M.S., Myongji University, 1991

Experience: Football Coach, Daecheon Middle-High School, 1978-1979; Physical Education Teacher and Football Team Coach, Yangsung Middle School, 1980-1986; Referee, Korea Football Association, 1987-1997; Pressman, Monthly Sport for all, 1991-1993; Part time Professor, Daelim College, General Physical Education, 1995-2003; Director, Korea Gyeonggi-do Football Association, 1997-2000; Football Commentary Member, Daejeon MBC-TV, 1998-1999; Referee Committee Member, Korea Professional Football League, 2000-2001; Part Time Professor, Yongin University College of Physical Education, 2000-2001; The Korea Grand

National Party of 16th President Elections Task Force Policy Advisory, 2002; Football Interviewer, Korea International Cooperation Agency, 2003-2004; Referee Committee Member, Korea Football Association, 2003-2004; Visiting Professor, Ajou Moter College, 2003-2007; Football Team Head Coach, Ajou Moter College, 2004-2006; Committee Member, Korea Choongnam Football Association, 2004-2007; Director, Korea Gyeonggi-do Football Association, 2006-2008; Referee Committee Member, Korea Football Association, 2008-2009; Referee Assessor and Match Commissioner, Korea Football Association, 2008-2013; Adjunct Professor, Korea Hankyong National University, 2012-Present; National Youth Football League Officer, Korea Football Association, 2014-Present; Referee Assessors, Korea Football Association, 2014-Present

Choi, Gi Il,

Defense Leadership

B.A., Soongsil University, Seoul, Korea, 2004
M.B.A., Kyunghee University, Seoul, Korea, 2008
Ph.D., Konkuk University, Seoul, 2016

Experience: Auditor, Korea Association of Defense Industry Studies, 2016 ~ 2019; Registered Director , Korea Defense of Credit Union, 2014 ~ 2019; International Contract and Cost Officer of Contract Management Dept, Defense Acquisition Program Administration(DAPA), 2011 ~ 2016; Contracts and Budgeting Officer of Military Troops , The Republic of Korea(ROK) Army, 2004 ~ 2011.

Choi, Jae Hoo, Ph.D.

Leadership

B.A., Yonsei University, 1972
M.B.A., University of Wisconsin, 1983
Ph.D., University of Wisconsin, 1989

Experience: Vice President & Director of Business & Economic Development Consulting Center, July 2004-; Faculty, Sook Myung University, 2005-2007

Choi, John Y., Ph.D.

Leadership

B.A., The University of Seoul, 1958
M.A., The University of Seoul, 1991
M.A., Strayer University, 1994
Ph.D., Nova Southeastern University, 1999
D.L., Midwest University, 2014

Experience: Professor, Strayer University, 1999-2000; DDC, Inc., System Engineer, 2000-2001; U.S. Dept. of Homeland Security/TSA, TSO, 2002-Present

Choi, Seok-Man, Ph.D.

Business Administration

B.A., Yuin University, 1986
M.B.A., SungKyunKwan University, 1997
Ph.D., SungKyunKwan University, 2001
Ph.D., Yuin University, 2007

Experience: Korea Game Academy Professional Committeeman, 2005; Republic of Korea Assembly

Science Technology Information Communication Committeeman, 2005; Professor, Sejong University, 2001-2005; Professor, Seoul Digital University, 2005-2008; Professor, Sejong University, 2010-Present

Eom, Se Cheon, Ph.D.

leadership/Social Work

B.A., Kyunghee University, 1974
M.S.W., University of South Carolina (State Univ.), 2006
M.A., Yonsei University, 2008
D.S.W., Far-Eastern National Technical University, 2007
D.M.-L.D., Midwest University, 2012
Ph.D., Far-Eastern National Technical University, 2016
Ph.D., Midwest University, 2019

Experience: Professor, Myongji University School of S. Education, 2004; Professor, Busan Digital University, 2007; Professor, Dig.Seoul Culture and Art University, 2009; Chairman, Korea Social Education Faculty Association, 2009; Director, Korea Society for the Promotion of Social Welfare, 2013; Professor, Yonsei University, 2014; President, Korea Lions Future Forum Deputy, 2018

Hong, Sujung, D.L.

Business Administration / TESOL

B.A., Kyonggi University, 1993
M.B.A, Hankuk University of Foreign Studies, 2011
MA. TESOL, Midwest University, 2013
D.L., Midwest University, 2017

Experience: PCA, Carepeople Health Center, 2017-2018; Finance & Management Advisor, Worthington Group and AIG, 2018 – present

Hong, Yang-pyo, Ph.D.

Leadership

B.A., Manila National University, 1995
M.A., Myongji University, 2001
Ph.D., University of Buddhis Graduate School, 2001
D.L., Midwest University, 2020

Jeon, Min Sik, Ph.D. Candidate

Sports Management

B.P.E., Kunkook University, 2014
M.Sc., Korea National Sports University Graduate School, 2016
D.P.E. Candidate, Korea National Sports University Graduate School, 2018-Present

Experience: Director, Korea Sports Coaching Society, 2015-Present; Director, Korea Junior Golf Association, 2016-Present; World Special Olympics Golf Tournament, Korea National Team Manage, 2016; Director, Korean Youth Sports Society, 2018-Present

Jeong, Jin Tae, Ph.D.

Business Administration

B.A., Seoul Citi University, 1992
M.B.A., Chunbuk National University, 2002
Ph.D., Korea University of Technology and Education, 2011

Experience: Samsung head officer, 1992-1997; Assistant Manager, Korea Brake Industry, 1993-1997; Team Leader, Korea Nazarene University, 1997-2002; Head of the President's Office, Office of Chief, Korea Nazarene University, 2013-2015; Director, Institute of Lifelong Education, KNU, 2015-Present

Kim, Changho, Ph.D.

Management Innovation Strategy Leadership

B.M, Chosun University, 1987
M.S., Sungkyunkwan University, 1999
Ph.D., Sungkyunkwan University, 2005

Experience: President, Global public policy institute Inc., 2004-2020; Director, Korea efficiency association consulting, 1990-2004; Adjunct Professor, Sungkyunkwan University, 2004-2010

Kim, Ho Sung, Ph.D.

Defense Leadership

B.S., Korea Military Academy, 1999
M.S., Korea Advanced Institute of Science and Technology (KAIST), 2004
Ph.D., Seoul National University, 2012.

Published Papers:

Kim, H.S. (2019) How a Firm's Position in a Whole Network Affects Innovation Performance. Technology Analysis & Strategic Management, 31(2), 155-168
Lee, J.D., Baek, C., Kim, H.S., & Lee, J.S. (2014). Development pattern of the DEA research field: a social network analysis approach. Journal of Productivity Analysis, 41(2), 175-186.

Kim, Young San, Ph.D.

Leadership

B.E., Republic of Korea Air Force Academy, 1982
M.B.A., Yeungnam University, 1990
Ph.D., Paichai University, 2005

Experience: Director, Munitions, ROKAF HQs, 2002-2004; Chief, Logistics planning Directorate, Air Force Operations Command, 2004-2005; Director, Avionics Project Team, Aircraft Program Department, Defense Acquisition Program Administration (DAPA), 2006-2008; Spokesperson, DAPA, 2009-2010; Director, Certification Planning Division, DAPA, 2011; Director General, Guided Weapon Program Department, DAPA, 2011-2012; Director General, Equipment and Material Contracts Department, 2013-2015

Ko, Yoo Kyung, Ph.D. JD.

Leadership/Church Laws & Administrations

LL. B., Kyungpook National University, 1987
LL.M., Kyungpook National University, 1989
Ph.D., Kyungpook National University, 1995
DCL Candidate, Midwest University, 2010-Present

Experience: Professor of Kyungpook National University, 1990-1992; Guest Professor of Korea Military Nursing Academy, 1990-2002; Professor/Dean of Hyecheon University, 1992-2003; Guest professor of Freiburg National University(Germany), 1995-1996;

Professor of Washington University of Virginia, 2003-2005; Professor of Virginia Christian University, 2005-2008; Vice President of China Aid Association, 2005-Present; Senior Editor of Washington Christian Power News, 2006-2009; President of Freedom Society of America, 2008-Present

Lee, Hee Cheol, Ph.D.

Computer Science

B.S., Kyungpook National University, 1995
M.E., Kyungpook National University, 1997
M.Div., Midwest University, 2012
Ph.D., Kyungpook National University, 2001

Experience: Senior Researcher, ETRI, 2002-2004; Professor, Huree University, 2004-2009; Techno Peace Corps member, KICOS 2007-2009; IT Director & Professor, Midwest University, 2009 - Present

Programming Skill: C, Java, Assembly Language, C#, Visual Basic, Visual C++, COBOL, Web Programming (CGI, ASP, PHP) Server Programming in Linux, FreeBSD Unix, System Programming (Windows, Linux).

Published Papers: "IPv4/IPv6 Transition Mechanism Based on IPv6 Network: DSTM", "A Flexible Transition Scheme within a Dual Stack Host in IPv4/IPv6 Coexistence Phase"

Lee, Tae Gwang, Ph.D. Candidate

Regional Development

B.A., Korea National Open University, 2008
M.R.E.D., Sejong University, 2010
Ph.D. Candidate, Gangneung-wonju National University, 2018

Experience: Senior Researcher, Kangwon Development Real Estate Institute, 2011-2017; Director, Korea Law Real Estate Institute, 2013 – Present; Special Professor, Open Cyber University, 2017 – Present.

Lee, Yeong Haeng, Ph.D.

Business and Leadership

B.A., Korea Army Academy, 1989
B.A., Dankook University, 2012
M.B.A., Chonnam University, 1992
M.A., Sejong University, 2009
Ph.D., Seoul Venture University, 2010

Experience: CEO, Sejong Real Estate Consulting Research Society; Research Institute, Land & Marine Management; Instructor, Economic Culture Center; Real Estate Counselor, Attorney's Office

Lee, Yun Ju, Ph.D.

Leadership/ Political Science

B.A., Korea Army Academy, 1999
M.P.A., Hanyang University, 2002
Ph.D. in Political Science, Chungbuk National University, 2009

Experience: Platoon Leader of The 51th Infantry Division of Korea Army, 1999-2000; Staff Officer of The 32th Infantry Division of Korea Army, 2001-2005; Korea National Defense University (Job training), 2006;

Spokesperson, Defense Acquisition Program Administration(DAPA), 2006; Director General For Planning Bureau, DAPA, 2007; Acquisition Planning Bureau, DAPA, 2008-2009; Program Management Agency Maneuver and Fire Power Program Department, DAPA, 2009-2011; Offset Division, Acquisition Planning Bureau, DAPA, 2011-2014; Joint Forces Military University, 2012; Director General for Defense Technology Control, DAPA, 2014-2017; Program Management, Defense Acquisition University (Job training), 2015; Agency for Defense Development, 2017-2018; The 2Corps Republic of Korea Army , 2018; Executive Director of the GBI KOREA, 2019-2020; Senior Project Manager of the Gangwon Institute of Cultural Heritage, ROK Army : Reserve Lt. Col. 2020-the Present.

Oh, Sei Yeol, Ph.D.

Business Administration/Finance/Leadership

B.A., Kyungpook National University, 1978

M.A., Korea University, 1981

Ph.D., Korea University, 1986

D.Min., Midwest University, 2010

Ph.D., Midwest University, 2019

Experience: Professor, Sungshin Women's University, 1982-Present; Part-time Lecturer, Graduate School of Business Administration, Korea Univ., 1990-1991; Executive director of Korean Finance Association, 1998-1999; Visiting Professor, University of North Carolina, 1998-1999; Dean of Academic Affairs, Sungshin Women's Univ., 2001-2003; Dean of Planning & Coordination, Sungshin Women's Univ., 2003-2004; Chief of Business Administration Research Institute, Sungshin Women's Univ., 2004-2006; Ordained Minister by International Evangelistic Association, 2017

Books: Security Market, Sungshin Press, 1995; Managerial Economics, Co-authored by Lee Hyonseok, Chongmok press, 1999; Security and Derivative Financial Markets, Sungshin Press, 2002; Security and Management, Sungshin Press, 2004; Management & Life, Chongmok press, 2011; Introduction to Derivatives, Samyoung Sa, 2015; Our Nation Good Nation-Paradigm of Nation Management, Society Review, 2014; Management & Leadership, Samyoung Sa, 2015; Understanding the City, Park Young Sa, 2016; Tighten Your Faith-with Christ in Me, Nachimban, 2018.

Articles: The Analysis of the Difference in Job Creation between Listed SME(Small and Medium Enterprise) and ME(Medium Enterprise), 2018, Journal of the Korean Data Analysis Society, Vol.20, No. 5, pp 2485-2496; The Study on Determinants of Job Creation in Korean ME(Medium Enterprises)-Listed Firms, 2017, Journal of The Korean Data Analysis Society, Vol.19, No.1(B), pp. 359-370; City & Management, 2016, Urban Affair Monthly Magazine, Vol. 573, August, pp 32-35; A Biblical Outlook on Christian Leadership, 2013, The Civilization Journal, Vol. 14 No. 1, pp. 81-110; The Study on Determinants of Job Creation in Korea SME(Small & Medium-sized Enterprises), 2012, Journal

of Product Research, Vol. 30, No. 7, pp. 33-44; Correlation with Corporate Capital Structure & Ownership Structure of South Korea Corporate, 2011, The Journal of Eurasian Studies, Vol. 8, No. 4, December, pp. 83-101; The Influence of Corporate Capital & Ownership Structure on Corporate Value, 2011, The Journal of Woman & Management, Vol. 3, No. 2, pp. 25-49; Agency Cost between Corporate Governance Structure and Debt, 2005, DAE HAN Association of Business Administration, Korea; Major Stockholder's Equity & Bond Yield Spread, 2005, DAE HAN Association of Business Administration, Korea, Vol.18, No.6, pp. 2931-2960; Daily Foreign Exchange Exposure for Firms & Industries : Evidence from Korea, Journal of Financial Management & Analysis, 2004, pp. 1-18; Agency Problem Corporate Ownership Structure and Debt, 2003, The Korean Journal of Financial Studies; A study on the Effect of Credit Rate Change on Stock Price Movement, 2001, DAE HAN Association of Business Administration, Korea, Vol.14, No.3, pp. 253-276; An Analysis of Determinants on Dynamic Bank Interest Rate, 2001, The Korean Financial Management Association, Korea, Vol.18, No.2, December, pp. 81-98; A Study on Time-Varying Hedge Ratios - GARCH Error Correction Model with Foreign Currency Futures, 1997, Korean Academic Society of Business Administration, Korea, Vol.26, No.4, November, pp. 811-837; An Analysis on Currency Futures using Minimum Variance Hedge Ratio, 1996, Korean Academic Society of Business Administration, Korea, Vol.13, No.1, June, pp. 261-284; A Study on Homogeneity of Two Capital Asset Pricing Model, 1991, Korean Finance Review, Vol.5, No.2, August, pp. 125-154.

Park, Sa Yeon, D.L.

Leadership

B.A., Kookmin University, 1987

M.A., Korea University, 1994

D.L., Midwest University, 2017

Experience: Marketing Director, Small and Medium Business Association, 2009-2011; Academic Advisor, Korea Chamber of Commerce and Industry, 2011-2012; Employment Supporter, Sejong University, 2012-2013; Professor, Hanbat National University, 2013-2015; Associate Professor, Soonchunhyang University, 2015-2017; Special Appointment Professor, Ajou University, 2017-Present

Park, Young Soo, Ph.D.

Business Administration and Leadership

B.A., Sogang University, 1995

M.A., Sogang University, 1997

M.S., VPI&SU, 2004

Ph.D., The University of Toledo, 2011

Experience: BIS Project Coordinator, Hyundai MOBIS North America Ohio Plant, 2011-2013

Rhim, Jin Hyuk, D.L.

Leadership

LL.B., Soongsil University, 1996

M.B.A., Aalto University, 2003

D.L., Midwest University, 2017

Experience: Hanjin Group, 1996-1999; Team Manager, Nichimen Group, 1999-2002; Strategy Manager, Channel Communications, 2002-2003; Human Resources Manager, EXR Korea, 2003-2004; Technical Sales Team Manager & HR Manager, INEXTEC, 2005-2006; Consultant, Drake Beam Morin Korea, 2006-2009; Senior Consultant, Indexroot Korea, 2009-2010; Vice President, GBP International, 2012; Professor, Kangwon National University, 2013-2015; Professor, Hanyang Women's University, 2016-Present

Rudolph, Andrew James

Business Administration

B.A., University of Missouri, 1979

MBA, University of Dallas, 1989

MM, University of Dallas, 1992

Experience: Principal Examiner, National Credit Union Administration, MO, 2000 – present; Chief financial Officer, Broadcast Satellite International, Inc., Dallas, TX, 1989-1992
Financial Analyst, Media Supervisor SNL Television, Dallas, TX, 1983-1988

Seo, Jang Duck, D.B.A.

Business Administration

B.B.A., Korea University, 1982

M.B.A., Korea University, 1984

D.B.A., Soongsil University, 2016

Experience: Executive Director, Korean Fire Protection Association; Assistant Professor, Kyung-nam University, 2014-2015; Associate Professor, Kyung-Dong University, 2015-Present

Son, Dong Won, D.Min. CL.

Christian Leadership

B.L. in Law, Korea National Open University, 1993

M.E. in Software, Sejong University, 2002

M.Div., Midwest University, 2006

D.Min. in Christian Leadership, Midwest University, 2008

Experience: Adjunct Professor, 2007-2008; Adjunct Instructor, 2007-Present; Adjunct Professor of Christian Leadership, 2008-2010

Sung, Chong Hwan, D.Sc.

Sports Management

B.P.E., Dankook University, 2006

M.Sc., Dankook University Graduate School, 2009

D.Sc., Dankook University Graduate School, 2013

Experience: Adjunct Professor, Dankook University, 2009-2015; Senior Researcher, Dankook University Sports Science Institute, 2011-2014; Commissioner, Korea Sports & Olympic Committee Sports Human Rights Center, 2012; Chief of Competition Nordic Combined, Pyeongchang Winter Olympics Organizing Committee 2018, 2014-2018; Visiting Professor, Soonchunhyang University, 2019

Yeom, Kyong Seob, M.A.

Business & Accounting

B.S., Southern Illinois University, Carbondale, IL, 2000

M.S., Southern Illinois University, Carbondale, IL, 2002

Experience: Director of Finance, Midwest University, 2010 – Present; Office Manager, SKS consulting, Inc., 2004 - 2010

College of Music

Choi, Un Yong, D.M.A. Candid. / D.Min.

Conducting Leadership

B.M., Chong-Shin University, 1978

M.C.M., The Southern Baptist Theological Seminary in KY, 1990

D.M.A. Candidate, In Church Music and Choral conducting, University of Southern California

M.A. in Christian Education, Golden Gate Baptist Theological Seminary, 2006

M.Div., Golden Gate Baptist Theological Seminary, 2008

D.Min. in (Concentration-Leadership), Golden Gate Baptist Theological Seminary, 2014

Experience: Bethesda University, OC, CA 1997-2005; World Mission University, LA, CA 2008-Present; California Theological Seminary, LA, CA 2009-Present; Adjunct Professor, Gateway Baptist Theological Seminary, 2017-Present;

Jin, C. Min, D.M.A.

Voice

B.M. in Voice Performance, Chong Shin University, 1993

M.M. in Voice Performance, Yon Sei University, 1996

M.M. in Voice Performance, Mannes College of Music, New York, NY, 2001

D.M.A. in Voice Performance, Eastman School of Music, Rochester, NY, 2009

Experience: Affiliate Professor of Voice: Department of Music, Grand Valley State University Michigan: Fall, 2010-2016; Assistant Professor in Towson University 2017-Present

Jung, Hee Jung, D.M.A.

Cello

B.M. in Cello Performance, Chung-Ang University, 2003

M.M. in Orchestral Instruments, The Catholic University of America, 2009

D.M.A. in Orchestral Instruments, The Catholic University of America, 2012

Experience: Volunteer Music Director-Cello Ensemble in Virginia, 2000-Present; Teacher and Music Supervisor-Daehan Academy in South Korea, 2000-2006; Teaching Assistant-All State Dream Church in Virginia, 2001-2006; Teaching Assistant-Epiphaney Catholic Church in Washington D.C., 2010-2011; Volunteer Advisor-Young Musicians Inspiring Change in Maryland, 2011-2012;

Teaching Assistant-Suzuki Music Camp in South Korea, 2012-Present; Private Studio Teacher in Virginia, 2015-2016; Private Studio Teacher in South Korea 2015-Present

Kang, Byoung Ju, M.M.

Voice

B.M., The University of Suwon, 2001
M.M., The University of Suwon, 2004
M.M., Manhattan School of Music, 2010

Kim, Choong, D.C.M.

Voice/Choral Conducting

B.A., Chung-Ang University, 1989
M.E., Korea National University, 1997
Diploma, Accademia Internazionele Di Musica, 1999
D.C.M., Midwest University, 2004

Experiences: Music Teacher, Kunsan Young-Kwang Girls' High School, 1990-2005; Conductor, Kunsan Young-Kwang Girls' High School Mission Choir, 1990-2005; Church Music lecturer, Sohae College, 1997-2000; Music Pastor, Chung-Ang University, 2006-Present; Director of Church Music Program, Graduate School of Arts, Chung-Ang University, 2007-Present; Conductor, More Dream Choir, 2007-Present

Kim, Eun Hye, D.M.A.

Organ

B.M., Seoul Jangsin University, 2002
M.M., Hansei University, 2004
M.M., University of Cincinnati, 2007
D.M.A., University of Cincinnati, 2013

Experience: Organist, Cincinnati Power Mission Baptist Church, 2005-2010; Music Director, Augsburg Lutheran Church, Cincinnati, 2010-2013; Instructor, Arches Fine Arts, 2012-2013; Music Teacher and Conductor of Children's Choir, Lighthouse International School, 2014-2017; Instructor, LG Display and LG Electronics, 2014-2017; Organist, Ilsan Somang Presbyterian Church, 2014-Present; Adjunct Professor, Duwon Technical University, 2018; Adjunct Professor, Dongduk Women's University, 2018-Present

Kim, Hyun Nam, M.M.

Violin

B.M., M.M., Seoul National University
Staatliche Hochschule Für Musik Freiburg (Aufbaustudium) in Germany
Staatliche Hochschule Für Musik Trossingen (Konzert Examen) in Germany

Experience: Awarded of SungJung Competition, Concert with DaeJeaon Civic Symphony Orchestra, The concertmaster in Neue Basler Orchestra in Swiss, Performance in Presidential Blue House in 2015.

Kim, Jie Hyue, D.M.A.

Violin

B.M., Chunnam National University, 2001
M.M., Queens College, C.U.N.Y, NY, 2006

D.M.A., Catholic University of America, 2012

Experience: Tutor, Queens College, 2006-2007; String Division Chair, Christian Dream Youth Orchestra, 2008-2010; Teaching Assistant, Catholic University of America, DC, 2011-2012; Orchestra Director, Loudoun County Day School, VA, 2013-Present

Orchestral Experience: Loudoun Symphony Orchestra, VA, 2011-Present; Assistant Principal 2nd violin, 2013-Present; NOVA Philharmonic Orchestra, NY, Principal 2nd violin, 2013-Present; National String Symphonia, MD, Principal 2nd violin, 2009-Present; Washington Korean Symphony Orchestra, VA, Principal 2nd Violin

Kim, Keum Tae, D.M.A.

Piano, Music History

B.M. & M.M., Hannover University in Germany, 1997
D.M.A., Stuttgart University in Germany, 2002.

Experience: Instructor, Steinenbronn Music Academy in Germany, 2002-2003; Part time Professor, University of Seoul, 2004-2008; Part time Professor, Chun-gye University for the Arts, 2004-2009; Part time Professor, Korea Nazarene University, 2004-Present; Professor, Seoul Arts College, 2009-2010

Kim, Young Eon, M.M.

Orchestra Conducting

B.M., Seoul National University, 1994
M.M., University of Music and Theatre "Felix Mendelssohn Bartholdy" Leipzig, Germany, 2005
Experience: Associate Conductor, Gwangju Symphony Orchestra, -Present; Adjunct Professor, Department of String and Wind instruments, Gachon University, Present

Kim, Young Kon, D.C.M.

Composition

B.C.M., Toronto Presbyterian Seminary, 1985
M.M., University of Toronto, 1988
D.C.M., Midwest University, 1998

Experience: Professor, Sung Duk College, 1996; Instructor, Chung Joo Education College, Korea Teacher's College, and Duck Sung University, Present; Professor, BRNO Conservatory of Music in Seoul, Present

Kim, Young Soo, D.C.M.

Music History/Organ

B.A. in English Language & Literature, SookMyung Women's University, 1976
B.A. in Music, Church Music, Azusa Pacific University, 1990
M.C.M., Golden Gate Baptist Theological Seminary, 1993
M.M. Organ Performance, Westminster Choir College 1997
D.C.M., Organ, Claremont Graduate University, 2001

Experience: Seoul Jangsin University, Lecturer, 2001-2006; Chong-Shin in University Conservatory, Organ Instructor, 2002-2005; SookMyung Women's University, Organ Instructor, 2003-Present; Hansei University

Conservatory, Organ Instructor, 2007-Present; Calvin University, Lecturer, 2008-2009

Ko, Priscilla Kyung, D.M.A.

Piano

B.A., Seoul National University, 1989

M.M., Peabody Institute of Johns Hopkins University, 1992

D.M.A., University of Maryland at College Park, 2005

Experience: The winner of a top piano prize in the Mu Phi Epsilon Competition and first-prize in the Korea-Japan Fellowship Piano Competition. Performing extensively as a soloist and chamber musician, she gave recitals at The American Center of Polish Culture, Peabody Conservatory of Music, American University, The Embassy of Korea, and University of Maryland

Lee, Gi Kyun, D.M.A.

Orchestral Conducting

B.M., Seoul National University, 1987

M.A, St. Petersburg State Conservatory, Russia, 1994

D.M.A, St. Petersburg State Conservatory, Russia, 1996

Experience: Professor, School of Music, Kyungsoong University, 1998-2020; Auditor of (Co.) Korean Conductors Association, 2019 – Present; Vice-president of (Co.)Korea Opera Company Association, 2014-2016; President and Artistic director of (Co.) Korea-Opera, 2008-Present; Permanent conductor of the Seoul CMK Symphony Orchestra, 2010-Present; Busan Symphonic Wind Orchestra Conductor, 2004-Present; Kyung Sung Symphony Orchestra Conductor, 1998-Present

Lee, Hae Young, D.Min.

Music Education for Children

B.A. in Music, George Mason University, 1998

Certification of Orff Schulwerk Music Teacher Program, 2000

M.A. in Music Education, George Mason University, 2000

Studied Doctor of Arts in Community College Education (Music Education), George Mason University, 2002-2005

D.Min. in Christian Education, Midwest University, 2017

Experience: Principal, Seoul Korean School(Weekend School), Fairfax, VA, 1998-2007; Teacher, General Music, Fairfax County Public Schools, 2000-2004; Teacher, Instrumental Music Classes (Orchestra & Piano), Bethesda-Chevy Chase High School, Montgomery County Public Schools, 2004-2005; Teacher, General Music, Montgomery County Public Schools, MD, 2005-2006; Instructor, Interpretation Certificate Program (Korean & English), Fairfax County Adult & Community Education, 2005-2007; Teacher, General Music & Korean Language (K-12th Grade), New Hope Academy, Landover Hill, MD, 2007-2008; Music Teacher, Washington International School, Washington, D.C., 2008-Present

Lee, Joung Min, D.M.A. Candid.

Contemporary Composition/Electronic Music Composition

B.M., Seoul Jangsin University, 2001

M.M. in Computer Music, Sang Myung University, 2004

M.M. in Music Technology, New York University, NY, 2010

D.M.A. Candidate, The Ohio State University

Experience: A Silver Medal Winner, Outstanding Achievement of Global Music Awards, 2016; Awarded the first commission composition for Melbourne ensemble Rubiks Collective, 2017; Finalist with honorable mention of The American Prize national non-profit competitions in the performing arts, 2017; CD Publications by ABLAZE Records on Hong Kong New Music Ensemble Live from Prague Vol. 1 2016 Semi-finalist in the Chamber division of The American Prize national non-profit competitions in the performing arts. (The winner announcement will be on December, 2016; CD Publications by ABLAZE Records on Electronic Masters Vol. 5 for 'Heterogeneous' 2016; 'Vexatious' being selected for the 31st volume of the SCI CD Series 2016; A Gold Medal Winner of Global Music Awards for my string quartet 'Vexatious' 2016; On Air Radio Transmission Art Pieces on July 7 at 1am EST at www.wgxc.org (New York 90.7-FM) 2016; SIME International Electroacoustic Music Competition Award & Concert: June 15 in France 2016; Finalist at 2016 Salvatore Martirano Memorial Composition Award 2016; Award-Winning Work at Florence String Quartet Competition Call for Scores Award ceremony and public performance Teatro di Cestello-Florence, 2016

Lee, So Young, D.M.A.

Piano

B.M., HanYang University, 1997

M.M., Manhattan School of Music, 1999

D.M.A., The City University of New York, 2008

Experience: Adjunct Faculty, The City College of New York, 2005-2008; Adjunct Faculty, Suwon Women's College, 2009-2010; Lecturer, HyeopSung University, 2009-2013; Lecturer, Chuncheon National Education University Graduate School, 2011-2014; Lecturer, KangWon National University, 2011-2015; Lecturer, Kangneung-Wonju National University, 2012-2016; Lecturer, Ewha Women's University Global Education Center, 2016-Present; Lecturer, Chonbuk National University, 2017-Present; Instructor, SoongUi Women's College, 2017-2018; Instructor, SookMyeong Women's University Education Center, 2018;

Paik, Hyun Ja, M.M.

Piano

B.M., Sookmyung Women's University, 1963

M.M., Sookmyung Women's University, 1965

Experience: Professor, Seoul Vision Art Theological Seminary, 2002 - Present

Park, Jin Hyun, M.M.

Piano

B.M., Esther Boyer College of Music, 2009

M.M., Pinao Academy, 2012

Experience: Private Piano Teacher, 2000-Present; First Korean Presbyterian Church of Philadelphia, 2000-Present; Staff Pianist in the Opera Department of Temple University, 2006-2012; Staff Pianist, The Opera Department of Temple, Apprentice Pianist, Lake George Opera Company, 2008; Opera Workshops and Operas, Soli Deo Singers, 2011-Present; Opera Libera, 2013-Present

Park, Tong Hie, D.M.A.

Choral Conducting

B.A., Chong Shin University, 1992

M.A., Seoul Theological Seminary, 1994

M.M., University of Cincinnati, 2002

D.M.A., University of Cincinnati, 2020

Experience: Lecturer, Concert Choir in Seoul Theological University, 1995-1997; Lecturer, Chong Shin University, Dongduk Women's University, Sangmyung University, 2010-2014; Invited Professor, Hansei University, 2010-Present

Park, Woo Bin, D.M.A.

Piano

B.M., Ewha Women's University

M.M., Indiana University Bloomington

D.M.A., University of Minnesota

Experience: Applied Piano Lessons and Piano Accompaniment in Minnesota University

Rhee, Sung Hee, D.M.A.

Voice/Music History/Italian and German Diction

B.A., Ehwa Women's University, 1986 (Vocal Performance)

M.M., Graduate School, Ehwa Women's University, 1988

M.M., Catholic University, 2003

D.M.A., Catholic University, 2009

Experience: Church Music Director, Rockville Korean Baptist Church, 1990-2002; Church Music Director, Global Mission Church, 2002-Present; Conducting / Teaching, WDC Area-Law Women's Choir, 2007-Present; Vocal Director, Washington Soloist Ensemble, 2008-Present

Ryu, Su Hyun, Ph.D.

CCM

Baekseok Graduate School

M.A. in Music Theory of Christianity, Baekseok Graduate School, 2008

Ph.D. in Music Theory of Christianity, Baekseok Graduate School, 2017

Experience: Praise & Worship Band "Thalitakum", Worship Leader, 2006-2013; Yeum Music Theological Seminary, Seoul, a Part-time Instructor, 2008-2015; Praise art Seminary, Seoul, a Part-time Instructor, 2010-2011; Baekseok University, Cheon-An, a Part-time

Instructor, 2011-2016; Modern rock band "NEOPRISM", Lead Vocal, 1996-2005 Awards of 3rd grade in CCM Festival opened Presbyterian Youth Association of Korea, 2003, The song "Lord in my heart" is my own song

Shin, Jee Young, D.M.A.

Piano/Music History

B.A., Ewha Women's University, 1992

M.M., Manhattan School of Music, 1994

D.M.A., City University of New York, 2003

Experience: Part time Professor, Ewha Women's University, Soongui Women's College, 2003-2007; Part time Professor, Hansei University, 2006-2007; Part time Professor, Ewha Women's University, 2006-2008; Part time Professor, Kang-Nam University, 2008-2009; Professor/Dean, Seoul Arts College, 2009-2010; CEO, Universal Music Academy, 2010-Present; Music Director, New Seoul Philharmonic Orchestra

Son, Seung Hee, M. M.

Flute

B.M., Sangmyung University, 2001

M.M., National Academy of Music, Sofia, Bulgaria, 2006

Experience: Part time Professor, Daegu Arts University, 2007-2009; Part time Professor, Hyupsung University, 2009-2011; Instructor, Sunwha Art School, -Present

Tasi, Huai-en, D.M.A

Piano / Conducting

B.A., Soochow University, Taipei, 2002

M.M., Peabody Conservatory of the Johns Hopkins University, Baltimore, 2006

D.M.A., Peabody Conservatory of the Johns Hopkins University, Baltimore, 2012

Experience: Director of the Concerts and Cultural Activities, Taiwanese Cultural Center of Greater Washington D.C., 2011- Present; Music Director, Evangelical Formosa Church, Baltimore 2005- 2012

College of Counseling / Education

Bae, Min A, D.Min.

Christian Education

B.Ed., Hansin University, 1988

M.Ed., Ewha Women's University, 1993

M.Div., Midwest University, 2004

D.Min. in Christian Education, Midwest University, 2006

Experience: Teacher of Religion, Eun Kwang Girl's High School, 1994-1996; Manager, Korea Council of Christian Education, 1996-Present

Bueneman-Cooper, Gina, D.Min.

Christian Counseling

A.A., St. Louis Community College, 1987

B.S., Mercer University, 1990

M.A., Webster University, 1992

D.Min. in Christian Counseling, Midwest University, 2007

Experience: National Girls Ministry at First Assembly of God, 1990-Present; Women's Ministries, 1992-1996; Children's Church Co-leader at First Assembly of God, 1992-2006; Part Time Instructor, Missouri Baptist University, 1993-Present; Sunday School Co-teacher at First Assembly of God, 1999-Present; Worship Leader / Musician at First Assembly of God, 2006-Present; Small Group Ministry Participant at First Assembly of God, 2006-Present

Chi, Ren Wei, M.Div.

Christian Education

B.S., Wenzhou University, 2007

M.Div., Singapore Bible College, 2013

Experience: Staff, Aokang Shoes Co., 2007-2008; Manager/Lead Vocal, Xibolai Plastic Machinery Factory/Church Music, 2008-2010; Teenager Tutor, Telok Ayer Chinese Methodist Church, 2010-2013; Education Ministry, Huaxin Education College, 2013-Present

Eom, Yo Sep, E.D.D.

Gifted Education

B.S.W., Far-Eastern Nation Technology University, 2007

B.S.W., Busan Digital University, 2006

M.S.W., University of South Carolina, 2008

M.B.A., Yonsei University, 2011

D.Min., Midwest University, 2015

E.D.D., Far-Eastern Nation Technology University, 2017

Experience: Professor, Chongshin University (Life Education Center), 2016-2017

Feeler, Robert L., D.Min.

Christian Education

Th.B., Hannibal-Grange College, 1983

M.Div., Midwestern Baptist Theological Seminary, 1988

D.Min., Midwestern Baptist Theological Seminary, 2004

Experience: Adjunct Professor of Biblical Studies, Missouri Baptist University, 1992-1995; Adjunct Professor of Youth Ministry, Hannibal LaGrange College, 1996-1998; Adjunct Faculty, Missouri Baptist University, 2001-2005

Ha, Young Hi, Ph. D.

Counseling

B.S., Gyeong Sang National University, 1983

M.S., Ulsan University, 1996

Ph.D., Busan National University, 2001

D.Min. in Christian Counseling, Midwest University, 2010

Experience: Part time Instructor, Ulsan University, 1996-1998; Instructor, Korea Youth Counseling Institute, 1999-2000; Full time Instructor, Ulsan University, 2002-2004

Jang, Miji, M.A.

ESL / TESOL

B.A., Seowan University, Cheongju, Korea, 2010

M.A., Midwest University, 2015

Experience: Preschool&daycare teacher, United christian school, Centreville,VA, 2017-2018; ESL teacher, Midwest University, 2015 - Present

Jeong, Hea Won Grace, Ph.D.

Education

B.A., Chong Shin University, 1991

M.Ed., Chong Shin University, 1998

M.Div., Midwest University, 2006

Ph.D., Saint Louis University, 2010

Experience: Special Education Researcher & Coordinator, St. Louis Children's Hospital in St. Louis in St. Louis University; Educational Pastor, Korean Presbyterian Church of St. Ann

Joung, Christina Eunmi, Ph.D.

Education/TESOL

B. A., Chosun University, 1999

M.A., Southern Illinois University Carbondale, 2003

M.S. Ed, Southern Illinois University Carbondale, 2013

Ph.D., Southern Illinois University Carbondale, 2018

Experience: Graduate Administrative Assistant, SIUC, 2011-2015; Student Teaching for Grades 3 to 9, 2011-2017; Graduate Teaching/Research Assistant, SIUC, 2015-2018; Conference Program Organizer and Co-Chairperson, Annual Conference on Teaching Mathematics [ICTM/Southern Section], 2015-2018

License/Certificate: Professional Educator License (PEL), Elementary Education (Grades K-9), Mathematics (Grades 5-9)

Published Paper: "Digital game-based learning for K-12 mathematics education: A meta-analysis", "The Issues of Integrating Digital Games in K-12 Mathematics Education"

Jun, Chan Won, D.Min.

Christian Counseling

B.A., Yonsei University, Soongsil University, 1964

M.Div., Presbyterian Theological College & Seminary, 1966

M.A., Yonsei University, 1980

D.Min., Fuller Theological Seminary, 1983

Diploma, Princeton Theological Seminary, 1990

D.C.C., Midwest University, 1992

M.Ed. in Theology, Asian Center for Theological Studies, 2003

Experience: Lt. Colonel in the American Military, Chaplain and Counseling Professor, 1980-1983; Military Administration School, 1980-1991; Pastor, Han Sung Presbyterian Church, 1989-Present; Korean Director, Association of International Christian Counseling (AICC), 1994; Member, American Association of Christian Counseling (AACC), 1994; Member, American Association of Pastoral Counseling (AAPC), 1994

Kang, Joann Bog, Ph.D.

General Education: English, TESOL

B.A., English Education, Sung Shin University, Teaching certificate, 1980

M.A., Applied Linguistics/TESOL, Korea University, 1983

Ph.D., Applied Linguistics/TESOL, Korea University, 1997

Experience: English instructor, Korea University, 1983-1997; Visiting Scholar, University of Hawaii, 1997-1999; Director, JEI Learning Center, Lake Forest, 2001-2003; Assistant Director, Ivy College Prep LLC, 2005-2009

Kang (Kay), B. Kijung, D.Min.

Counseling

B.A., Ewha Womans University, Korea, 1986

M.A., Capital Bible Seminary, MD, 2006

D.Min. Candidate, Midwest University, MO, 2019

Experience: Approved Clinical Supervisor for Counseling Interns and Residents in Virginia and Maryland, 2012 – Present; Virginia Licensed Professional Counselor, 2010 – Present; Counseling Pastor, Korean Central Presbyterian Church, VA, 2009 - Present

Kiehne, Rolfe E., M. Ed.

ESL

B.A., University of Missouri-Columbia, 1964

M.Ed., University of Missouri-Columbia, 1966

Experience: Instructor and Department Chairman in Language Arts and Foreign Languages, Ferguson-Florissant School District, 1966-1997; Program Developer and Interim Director, Ombudsman Educational Services, 2002-2005; Instructor of English as a Second Language, Midwest University, 2005-Present

Kim, Peter Chong Hong, Ph.D.

Philosophy

B.A. Kyungpook National University, 1979

M.Div., Capital Bible Seminary, MD, 1996

Ph.D., Peiking University, 2007

Experience: Assistant Regional Director, North East Asia, 1996-2006; Chairman, Institute of East West Traditional Culture Studies 2007-Present; Regional Director & Senior Adviser, International Education Corporation, 2013-Present

Kong, Paul H., Ph.D.

Christian Education

B.A., California Baptist University, 1989

M.Div., Southwestern Baptist Theological Seminary, 1992

M.A., Southwestern Baptist Theological Seminary, 1997

Ph.D., Southwestern Baptist Theological Seminary, 2007

Experience: Minister of Education at Rowland Heights Korean Baptist Church, 1987-1989; Minister of Education at Living Stone Korean Baptist Church, 1990-1995; Administrative Intern, Fielder Road Baptist Church, 1997; Administrative Intern, Travis Avenue Baptist Church, 1997-1999; Youth Minister, Disciple Korean Baptist Church, 2000-2002; Adjunct Professor at Southwestern

Baptist Theological Seminary, 2008-Present; Minister to Young Adults, 2008-Present

Li, Le Le, M.A.

Christian Education

B.A., East China Normal University, 2009

B.A., Soongsil University, Seoul, Korea, 2012

M.A., Presbyterian University and Theological Seminary, Seoul, Korea, 2015

Experience: Chinese Language Teacher, SaRang Church, 2012-2015; Professor, HuaXin Education College, 2015-Present

Liu, Jian Jun, Ph. D.

B.A., Tsinghua University, 1989

M.A., Beijing University, 1996

Ph.D., Beijing University, 2005

Experience: Engineering Manager, North China Power Group, 1989-1993; Engineering Manager, The Chinese Academy of Science, 1997-2003; Professor, Beijing Greely College, 2009-Present

Liu, Yan Li, Ph.D.

B.A., Peiking University, 1990

M.A., Peiking University, 1996

Ph.D., Geography Institute, CAS, 1999

Experience: Associate Professor, China Agriculture University, 1999-Present

Oh, Kwang Bok, D.Min, Candid.

Christian Counseling

B.E., Sungkyunkwan University, 1981

M.A.R.E., Korea Baptist Theological Seminary, 1999

D.Min. Candidate, Midwest University

Experience: Director, Family Therapeutic Counseling Center, 1998-Present; Senior Pastor, Maryland Christian Church, 2003-2006; Senior Pastor, Disciples Church, 2006-Present

Pan, Dong Fang, M.A.

Christian Education

B.A., Shandong Normal University, 1990

M.A., Nanjing Normal University, 1995

Experience: Editor & Product Manager, Children Fun Publishing, 2005-2009; Instructor & Researcher, Beijing Normal College, 2009-2017; Instructor, Huaxin Education College, 2018-Present

Wang, Wu, M.A.

Christian Education

B.A., Huadao Theological Seminary, 2008

M.A., Malaysia Baptist Theological Seminary, 2015

Xu, Pei Pei, M.Div.

Christian Education

B.S., Xidian University, 2006

M.S., Xidian University, 2008

M.Div., Singapore Bible College, 2013

Experience: Group Leader, Xidian University Fellowship, 2006-2008; General Staff, China Mobile Communication Corporation, 2009-2010; Teenager Tutor, Telok Ayer Chinese Methodist Church, 2010-2013; Education Ministry, Huaxin Education College, 2013-Present

Yoo, Ok, D.Min., Ph.D.

Family Counseling

B.A., Union University, 1994

M.A., Hanyang University, 1999

D.Min. in Christian Counseling, Midwest University, 2004

Ph.D., Han Nam University, 2010

Experience: Professor, Chongshin University and Theological Seminary, 2001-2005; MBTI Lecturer, MBTI Institute, 2006; Professor of HanYoung University, 2006

Yoon, Kil Yong, M.A.

TESOL

B.A., University of Washington, 1982

M.A., Florida Institute of Technology, 2002

M.A.TESOL, Midwest University, 2016

Experience: Program Manager, US. Government, 1982-1997

Zhang, Suiqin, M.A.

Christian Education

B.A., Wuhan University, 2004

M.A., Zhejiang Bible Seminary, 2011

M.A., Malaysia Baptist Seminary, 2015

Experience: Sunday School Teacher, WeiZhen Magazine (Editor), 2006-2009; Sunday School Teacher, JiaAu Presbyterian Church, 2011-Present; Professor, HuaXin Education College, 2011-Present

**College of Theology / Graduate School
of Theology**

Bae, Hyun Soo, D.Min.

Christian Leadership

B.A., Sungkyul Theological Seminary, Seoul Korea, 1985

M.Div., Presbyterian Theological Seminary, 1985

M.Div., Howard University School of Divinity, Washington, D.C., 2000

D.Min., Wesley Theological Seminary, Washington, D.C., 1996

Experience: Education Director, Bokgi Presbyterian Church, 1982-1983; Education Director, Shinjang Presbyterian Church, 1983-1986; Associate Pastor, Hwagokdong Presbyterian Church, 1986-1987; Preaching Pastor, Dallas Presbyterian Church, 1988; Associate Pastor, Glen Burnie Korean Presbyterian Church, 1989; Senior Pastor, Springwater Presbyterian Church, VA, 1991-2000; Senior Pastor, Vision Presbyterian Church, VA, 2000-Present

Cho, Yong Kyu, Ph.D.

Old Testament/Theology

A.S., West Valley College, 1986

B.A., San Jose State University, 1986

M.Div., Golden Gate Baptist Theological Seminary, 1992

Ph.D., Southern Baptist Theological Seminary, 1998

Experience: Ministerial Experience, 1990-Present; Adjunct Professor, The Southern Baptist Theological Seminary, KY, 1995-2001; Garrett Teaching Fellow, The Southern Baptist Theological Seminary, Louisville, KY 1996-1997; Adjunct Professor, Northern Baptist Theological Seminary, Lombard, IL 1997-2000

Choe, An Sung, Ph.D.

New Testament

B.S., Kyung Book National University, 1980

M.S., Seoul National University, 1982

Ph.D., in Science, Seoul National University, 1990

M.Div., Korean Baptist Theological Seminary, 2001

Th.M., New Orleans Baptist Theological Seminary, 2008

Ph.D., New Orleans Baptist Theological Seminary, 2008

Experience: Instructor, New Orleans Baptist Theological Seminary, 2008-2009; Associate Pastor, Korean First Baptist Church of Huntsville, 2010; Senior Pastor, Carbondale Vision Church, 2010-Present

Jung, Sung Taek, Ph.D.

New Testament / Theology

B.S., Ajou University, 1995

M.E., Ajou University, 1997

M.Div., Korea Baptist Theological Seminary, 2007

Th.M., Asia United Theology University, 2010

Ph.D., Asia United Theology University, 2015

Experience: Engineer, KC Cottrell, 1997-2000; Missionary, Korea Baptist Convention, 2001-2003; Assistant Pastor, Kangnam Joongang Baptist Church, 2018-2019; Visiting Professor, Midwest University, 2016; Professor, Midwest University, 2020-Present

Kim, Dae Suk, Ph.D.

New Testament

B.A., Korean Baptist Theological Seminary, 2002

M.Div., New Orleans Baptist Theological Seminary, 2006

Th.M., New Orleans Baptist Theological Seminary, 2009

Ph.D., New Orleans Baptist Theological Seminary, 2012

Experience: Minister of Young Adults, Shin Pyung Baptist Church, 2000-2001; Youth and Children Pastor, Korean Baptist Church of Baton Rouge, 2004-Present

Kim, Larrain

Theology

B.A., Ewha Women's University, 1962

M.A., Teachers College, Columbia University, 1971

M.Div., Baptist College and Seminary of Washington, 1987

D.Miss., Baptist College and Seminary of Washington, 1989

D.Ed.Min. Candidate, The Southern Baptist Theological Seminary

Experience: Seminary Teacher, Baptist Seminary and College of Washington, 1988-2000; Director of ESL Program, Montrose Christian School, 1998-2000; Visiting Faculty, Handong International School, Handong University, 2000-2001; Registrar & ESL Program Director, Baptist Seminary and College of Washington, 2002; Chaplain Intern, Sibley Memorial Hospital, 2002; Principal (intern) and Chaplain, Young Wha Elementary School, 2003; ESOL Teacher, Montgomery County Adult Education, 2001, 2004; ESOL Teacher, Montgomery College, 2005-2008

Kim, Tae Sig, Ph.D.

Church History

B.A., Chungnam National University, 1987

M.A., Dongguk University, 1993

M.Div., Korea Baptist Theological Seminary, 1997

Th.M., Korea Baptist Theological Seminary, 2000

Ph.D., New Orleans Baptist Theological Seminary, 2009

Experience: Instructor, Korea Baptist Theological Seminary, 2009-2011; Adjunctive Professor, Korea Baptist Theological Seminary, 2012-Present; Instructor, Chungnam National University, 2012-Present

Kim, Wan Jung, D.L. Candid.

Biblical Studies

B.A., Washington Baptist University, 2006

M.Div., Midwest University, 2015

D.L. Candidate, Midwest University

Experience: Pastor, Full Gospel First Church of Washington, 2010-2013; Pastor, Ichthus Evangelical Church, 2014; Pastor, Washington Onnuri Community Church, 2016- Present

Lee, Chan Hee, Ph.D.

General Education, Philosophy

B.A., Wonkwang University, 1993

M.A., Colorado State University, 1999

Ph.D., Southern Illinois University, 2015

Experience: Chairman, Global Competition Policy Institute, 2003-Present; Chairman, Korea Government Certified Consultant Association, 2010-2013; Teaching Instructor in Southern Illinois University at Carbondale, A member of Executive Committee, Korea Franchise Association, 2013-Present

Lim, Chong Woo, D.Min.

Biblical Studies

B.A., Jun Ju University, 1993

M.Div., Chong Sin University, 1998

D.Min. in Pastoral Theology, Midwest University, 2006

Experience: Sunday School Teacher, Wal Chon Central Church, Kimje, South Korea, 1985-1988; Sunday School Teacher, Shin Duck Central Church, Kimje, South Korea, 1988-1993; Japanese Teacher, KimJe High School, South Korea, 1993-1994; Evangelist, Hak Dong Church, South Korea, 1995-1997; Pastor, Sungjin Church, South Korea,

1997-2002; Pastor, Fellowship Church, 2003-Present; Adjunct Professor, Midwest University, 2007-Present

Oh, Myeong Hwan, Ph.D.

Old Testament/Theology

B.S., Chungbuk National University, 1981

M.S., Chungbuk National University, 1983

M.Div., Korean Baptist Theological Seminary, 1993

Th.M., New Orleans Baptist Theological Seminary, 2001

Ph.D., New Orleans Baptist Theological Seminary, 2005

Experience: Teacher, Cheungju Ilsin Girl's High School, 1981-1990; Adjunct Instructor, New Orleans Baptist Theological Seminary, 2003-2005; Pastor, Calvary Korean Baptist Church, 2004-2005

Pee, Young Min, Th.D.

Historical Theology

B.A., Korea University, 1976

M.Div., Korea Baptist Theological University, 1985

D.Th., New Orleans Baptist Theological Seminary, 1991

Experience: Senior Pastor, Baton Rouge Korean Baptist Church, 1986-1991; Professor, Korean Baptist Theological Seminary, 1991-2002; President, Korean Baptist Theological Seminary, 2001-2002 ; Senior Pastor, Kangnam Joongang Baptist Church, 2002-2018

Shin, Won Chol, D.Min.

Theology/Ministry

Th.B., The Methodist Theological Seminary, 1972

Th.M., The Graduate School of Methodist Theological Seminary, 1975

STM, The Theological School of Drew University, 1984

D.Min., New York Theological Seminary, 1990

Experience: Pastor, the First Grace Korean Methodist Church, 1995-2007; Adjunct Professor, Sungkyul University, 2000-2007; Director, New Life House for Spiritual Formation, 2008-Present; Pastor, Riverton Korean Community Church, 2008-Present

Sohn, Damien Sang Woong, Ph.D.

Mission Studies

B.A., Yonsei University, 1973

M.Div., Presbyterian Theological Seminary, 1982

Th. M., Presbyterian Theological Seminary, 1982

Th.M., Fuller Theological Seminar, 1990

Ph.D., Fuller Theological Seminary, 1998

Experience: Professor, KPCA Presbyterian Theological Seminary, 1984-1992; Professor, KPCA Presbyterian Theological Seminary 1999-2002; Instructor, World Mission Theological Seminary, 2006-Present; Instructor, Washington Theological Seminary, 2006-Present; Instructor, Virginia Christian University, 2007-Present

Suh, Byung Yong, Th.D.

Systematic Theology

B.A., Sogang University, 1989

M.A., Sogang University, 1994

Mag. Theol., Kirchliche Hochschule Wuppertal Germany, 2002

Th.D., Kirchliche Hochschule Wuppertal Germany, 2006
Experience: lay missionary, University Bible Fellowship, 1994-2006; Cooperative Minister and Instructive Staff, University Bible Fellowship, 2006-2008; Professor in Systematic Theology at Westminster Seminary in Seoul, 2006-2008; Professor, Midwest University, 2007-Present

Yoo, Hee Duck, Ph.D.

Homiletics / Systematic Theology

B.A., Deajeon Baptist Theological Seminary, 2000

M.Div., Liberty Baptist Theological Seminary, 2005

Th.M., Southwestern Baptist Theological Seminary, 2008

Ph.D., Mid-America Baptist Theological Seminary, 2014

Experience: Associate Professor, Underwood University and Hudson Taylor University, 2015-2018; Cooperate Pastor, Seokwang Baptist Church of Atlanta, 2018 – Present; Senior Pastor & Cooperate Pastor, Hudson Taylor Chapel of Georgian, 2015-2018

BOARD OF TRUSTEES

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Flight Dispatcher - Dr. Soon Cheol Byeon
Aviation Engineer – Mr. Chong Bok Kim
Cabin Crew – Dr. Kyung In Yoo

College of International Business / Leadership

Gifted Education - Dr. Se Cheon Eom
Innovation Strategy – Dr. Bong K. Baek
Real Estate Investment - Dr. Young H. Lee
Defense Fusion - Dr. Kwang H. Chang

College of Counseling / Psychology

Dr. Young H. Ha

College and Graduate School of Theology

Dr. Myeong H, Oh

Graduate School of Music & Art

Dr. Jee Young Shin

College and Graduate School of Education / ESL

Dr. Christina Eun mee Joung

Student Affairs

Mr. Kyong Seob Yeom

Registrar / Director of Admission

Mr. Jeoung Hee Ham

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Dr. Myeong H, Oh

Dir. Library / E-Learning

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Dir. Career Personal Counseling

Dr. Chan Won Jun

International Student Service

Main Campus - DSO. Mr. Kyong Seob Yeom
Washington D.C. campus - DSO. Dr. Yoo K. Ko

Director of Development

Mr. Jae Pil Song

Director of Finance

Mr. Kyong Seob Yeom, C.P.A

Business Office Manager

Ms. Bok Hee Song

Regional Director, Korea Site

Dr. Jae Myung Song

Regional Director, WDC Campus

Dr. Yoo Kyung Ko

Lima Site Director

Mr. Young Min Ji

Hochimin Director

Dr. Nguyen Chinh Quang

Admissions Counselors

Dr. Hae Kyung Chung (Main Campus)
Rev. Sang Bae Seo (Seoul)
Rev. Jung Dae Lee (WDC)

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