California Prestige University

CATALOG

July 1, 2026-June 30, 2027

CALIFORNIA PRESTIGE UNIVERSITY

15605 Carmenita Rd, Santa Fe Springs, CA 90670
Tel.562-926-1023 | Fax. 562-926-1025 | www.CPU.edu

www.cpu.edu

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General Information

Catalog Policies

Rules governing student conduct, admissions policies, graduation requirements, and other aspects of this institution's operations are subject to change. Please check with the administration if you have questions regarding the content of this catalog. This institution reserves the right to adopt, amend, or repeal rules and policies that apply to students. Changes in the content of this catalog will be posted on bulletin boards and shown as a supplement to this catalog. This catalog does not constitute a contract or enrollment agreement, nor does it constitute a statement of the conditions of a contract between the student and this institution. The relationship of the individual student to this institution is governed by applicable state education codes, state regulations, and college policies.

Please refer to your enrollment agreement or enrollment contract for the specific terms under which you are to enroll. Changes to this catalog (which may from time to time be required by the Bureau for Private Postsecondary Education of the State of California) will be initially added by means of an addendum and will appear at the end of the catalog. This catalog is supposed to be examined annually and if necessary, it should be revised and updated then.

This catalog shall be provided to prospective students or to the general public when requested, either in writing or electronically to find the Catalog on the website, go to https://cpu.edu/video-home/mission-and-vision/catalog/

Nondiscrimination Policy

This institution is committed to providing equal opportunities to all applicants to programs and to all applicants for employment. Therefore, no discrimination shall occur in any program or activity of this institution, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran's status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy, if any, to the School Director who is assigned the responsibility for assuring that this policy is followed.

Effective Dates of this Catalog
July 1, 2026 – June 30, 2027
Catalog revised on October 13, 2026

Academic Calendar 2025-2026

Fall Semester 2026

8/3-8/7	Fall Semester Registration
8/17	New Student Orientation Course on Canvas
8/31	**Beginning of Fall Semester**
9/1	Opening Convocation
8/31-9/4	Add/Drop Period
9/7	Labor Day (Campus Closed)
9/11	3rd Bible Test
9/17	Constitution Day
10/12	Columbus Day (Campus Closed)
10/12-16	**Midterm Examination/Paper**
10/27	Fall Revival
11/1	Daylight Saving Time Ends
11/10	Closing United Worship Service
11/11	Veterans Day (Campus Closed)
11/23-27	Course Evaluation
11/25-27	Thanksgiving Recess (Campus Closed)
12/7-11	**Final Examination/Paper**
12/23-1/3/27	Winter Recess (Campus Closed)

Spring Semester 2027

1/4-1/8	Spring Semester Registration
1/11	New Student Orientation Course on Canvas
1/18	Martin Luther King Jr. Day (Campus Closed)
1/25	**Beginning of Spring Semester**
1/26	Opening Convocation
1/25-1/29	Add/Drop Period
2/5	1st Bible Test
2/15	Presidents' Day (Campus Closed)
2/22-26	1st Ordination & Transfer Education
3/8-12	**Midterm Examination/Paper**
3/14	Daylight Saving Time Starts
3/23	Spring Revival
3/25-26	Good Friday / Easter (Campus Closed)
4/6	Closing United Worship Service
4/9	2nd Bible Test
4/19-23	Course Evaluation
4/26-4/30	Summer Semester Registration
5/3-5/7	**Final Examination/Paper**

Summer Session 2027

5/24	**Beginning of Summer Semester**
5/24-5/28	Add/Drop Period
5/31	Memorial Day (Campus Closed)
6/5	Graduation Ceremony
6/18	Juneteenth (Campus Closed)
7/5	Independence Day (Campus Closed)
7/19-23	2nd Ordination & Transfer Education
7/26-30	Course Evaluation
8/2-8/6	Fall Semester Registration
8/9-8/13	**Final Examination/Paper**

Main Campus and Facilities

CPU's main campus is located in the city of Santa Fe Springs, CA. The facilities consist of 4 lecture rooms, 3 study rooms, library, library, library storage, computer lab, conference room, student lounge, reception area, chapel auditorium, and offices for administrative staff. The main lecture rooms, computer lab, and student lounge are located in the first and second floor of the main building.

The current lecture room is equipped with traditional classroom-related equipment, e.g. whiteboard, desks, chairs, and projector. All instruction is provided in a modern, comfortable classroom setting appropriate for higher learning education. The library is complete with several computer terminals for students, offers suitable study and research spaces for our students and instructors.

CPU's facilities are equipped with appropriate equipment for administrative and instructional purposes, complete with copiers, computers, and filing cabinets for staff and all the standard equipment and supplies for each classroom. The institution also has a student lounge with a sitting area and other amenities such as vending machines, microwave, refrigerator, and coffee machine.

Parking is available in the parking area around the campus buildings.

The address of Main Campus:
15605 Carmenita Rd.
Santa Fe Springs, CA 90670

Library

The California Prestige University (CPU) Library is committed to fulfill its mission that provides access to learning resources to CPU students, faculty, and staff in support of the research and educational mission of CPU. To maximize the use of the resources, the library also provides information literacy instruction services to the CPU community. Furthermore, the CPU library supports life-long learning of CPU alumni, ministers, and missionaries around the world by giving access to electronic resources and guidance.

Library collections

The CPU Library holds a wide range of information resources, including over 25,000 books, 10,000 e-books, 50 databases, 7,200 full-text scholarly e-journals, multi-media resources, and periodicals, etc.

Library location

The CPU Library is located on the first and second floors in the CPU building. The library space is 7,795 square feet in total. The library housed library materials on the first floor only and provides the second floor as a multi-purpose area for students.

Circulation 562-926-1023 (Ext. 307)
Librarian 562-926-1023 (Ext. 307) / E-mail: librarian@CPU.edu

Library card

CPU students, faculty, and staff receive ID cards or a library card. If anyone outside the CPU community would like to make a library card to borrow materials, one must pay a$60 annual membership fee.

Library hours

Monday: 9:00 AM – 5:00 PM
Tuesday: 9:00 AM – 6:00 PM
Wednesday: 9:00 AM – 12:00 PM & 2:00 PM – 5:00 PM
Thursday: 9:00 AM – 5:00 PM
Friday: 9:00 AM – 12:00 PM & 2:00 PM – 5:00 PM

Lunch break 12:00 PM – 1:00 PM
Saturday, Sunday & Holidays Closed
During vacation, the library hours will vary.

Check-out

Users must be present at the library to check out physical resources. The library also holds non-circulating items such as reference collections and periodicals. Those items must be used inside the library. To utilize online resources, users can access an electronic database anywhere with internet connection. Users can access the electronic database using ID and password assigned to the CPU Library. Upon logging in CPU Populi (https://cpu.populiweb.com/library), go to the 'Library' on the top and kindly refer to the 'Links' menu right under the institutional name for the credentials to access the online library resources.

Renewal

Most items may be renewed three times. Course reserves may not be renewed nor items which are being held by the request of other patrons. Users may renew items over the Web by accessing library personal record. Renewals may also be done in person at the library.

Course reserves

Course-related materials are designated as reserves on a semester basis. Users may check out the reserve for 24 hours.

Late fines and holds on student records

Most library materials are loaned for 3 weeks. Fines are charged only if materials are returned late. Different loan periods, fines, and fees may apply to materials as below.

Types of items		Student	Student writing Thesis	Alumni	CPU Staff	Faculty	External Users
Books	Item Limit	30	30	30	30	30	30
	Loan Period	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks
	Overdue Fine	Per item 50¢ / day (50¢ / hour for course reserves)					
Periodicals		Non-circulating items					
Course Reserves		Course Reserves must be returned within 24 hours. Overdue fine is charged 50¢ / hour					
CDs, DVDs		30 items, 3 week					

Other learning resources

The CPU Library has reciprocal on-site borrowing agreements with selected libraries - Bethesda University, and World Mission University Libraries. Partnerships with the libraries allow CPU students to borrow physical learning resources free of charge. Present a CPU student ID card that is marked with a valid date and a driver's license (or a passport) at the library's circulation desk to borrow materials. The individual library maintains and applies its own loan policy toward students from related institutions. Therefore, if needed, CPU students should check the details by phone or e-mail before visiting the libraries. Also, the CPU Library has a cooperation agreement with the National Assembly Library (NAT), the Republic of Korea, which makes available to the CPU community a joint system for the purpose of sharing their respective information-knowledge resources, exchange of materials, providing electronic files, and exchange of humans. Users can have the log-in information of the NAT's electronic databases upon request.

Approval and Accreditation

California Prestige University (CPU) is approved to operate as a private postsecondary educational institution in California by the Bureau for Private Postsecondary Education (Bureau). Institution Code# is 1919861. Bureau for Private Postsecondary Education (BPPE) located at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834. Phone (916) 574-8900, Toll-Free (888) 370-7589 and website is www.bppe.ca.gov.

Furthermore, CPU is accredited by the Association for Biblical Higher Education Commission on Accreditation (Citadel 1, 5880 T. G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808) to grant certificates and degrees at the Associate, Baccalaureate, Master's, and Doctoral levels. In addition, CPU holds membership status from the **Council for Higher Education Accreditation (CHEA)**.

CPU is accredited by the Association for Biblical Higher Education Commission on Accreditation (Citadel 1, 5850 T. G. Lee Blvd., Ste.130, Orlando, FL 32822, 407.207. 0808) to grant certificates and degrees at the Associate, Baccalaureate, Master's, and Doctoral levels.

- Certificate of English Language Studies
- Bachelor of Arts in Theology
- Bachelor of Arts in Global Business Administration
- Bachelor of Arts in Social Work
- Bachelor of Arts in Family Counseling
- Bachelor of Arts in Education
- Master of Divinity
- M.Div. in Culturally Competent Pastoral Leadership
- Master of Divinity in Professional Chaplaincy
- Master of Divinity in Professional Coaching
- Master of Arts in Counseling Psychology
- Master of Arts in Marriage and Family Therapy
- Master of Arts in Intercultural Studies
- Master of Arts in Professional Coaching
- Master of Business Administration
- Doctor of Ministry in Compelling Preaching
- Doctor of Ministry Skills for a Thriving Congregation
- Doctor of Psychology
- Doctor of Philosophy in Contextual Studies
- Doctor of Intercultural Studies

- Graduate Certificate -English- Speaking Pastoral Internship
- Graduate Certificate in Entrepreneurship New Ventures

1. A graduate of an unaccredited program will not be eligible to sit for the applicable license exam in California and other states.
2. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.
3. That a student enrolled in an unaccredited institution is not eligible for Federal Student Financial Aid programs.

Presbyterian Theological Seminary in America of California Prestige University (PTSA of CPU) is a member in good standing of **The Association of Theological Schools (ATS)**, located at 10 Summit Park Drive, Pittsburgh, PA 15275-1110 (www.ats.edu), the internationally recognized accrediting body for seminaries and theological schools in the United States and Canada. PTSA of CPU is fully accredited by the **Commission on Accrediting of ATS**.

PTSA of CPU is approved to offer the following degrees:

• Doctor of Ministry
• Master of Divinity
• Master of Arts in Counseling Psychology
• Master of Arts in Intercultural Studies

Any questions a student may have regarding the accreditation may be directed to the following associations.

Association for Biblical Higher Education (ABHE)
5850 T. G. Lee Blvd., Suite 130
Orlando, FL 32822 Tel (407) 207-0808 Fax (407) 207-0840
http://www.abhe.org e-mail: exdir@ABHE.org

The Association of Theological Schools (ATS)
10 Summit Park Drive
Pittsburgh, PA 15275-1110 Tel (412) 788-6505 Fax (412) 788-6510
http://www.ats.edu e-mail: communications@ats.edu

Council for Higher Education Accreditation
One DuPont Circle NW, Suite 510
Washington, DC 20036 Tel (202) 955-6126, Fax (202) 955-6129
http://www.chea.org e-mail: chea@chea.org

Washington State Religious Exemption Notice

The Washington Student Achievement Council has determined that California Prestige University qualifies for religious exempt status from the Degree-Granting Institutions Act for the following program: Master of Divinity (M.Div.). The Council makes no evaluation of the administration, faculty, business practices, financial condition or quality of the offerings by this institution. Any person desiring information about the requirements of the act or the applicability of those Sang

Meyng Lee California Prestige University February 9, 2026 Page Two requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

Important Statements

1. California Prestige University is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 and Title 5, Division 7.5 of the California Code of Regulations. Approval to operate does not imply that the Bureau endorses programs, or that Bureau approval means the institution exceeds minimum state standards.
2. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834, www.bppe.ca.gov, Toll free number (888) 370-7589 or by fax number (916) 263-1897, telephone number (916) 574-8900 or by fax number (916) 263-1897
3. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.
4. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.
5. Bankruptcy: The institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.
6. Job Placement services: The institution's undergraduate, graduate, and ELSPs are academic and avocation in nature; therefore, it does not have a formal placement program for active students or graduates. Nonetheless, employment opportunities may be available occasionally. (see "Student employment" Section.)
7. Credit for Prior Experiential Learning: The University does not grant credit for prior experiential learning.
8. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the money's not paid from federal student financial aid program funds.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at California Prestige University (CPU) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational programs at CPU is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may

include contacting an institution to which you may seek to transfer after attending CPU to determine if your credit or degree or certificate will transfer.

Mission and Goals

Mission Statement

Our Mission is to equip men and women for missional living by training them to grow in the knowledge and character of Christ, to live a Christ-centered life, and to lead others to do the same, in any setting God places them, whether it is multigenerational, multiracial, or multiethnic. We seek to accomplish this both in the narrow context of the parent denomination, the Korean Presbyterian Church Abroad (KPCA), and the wider context of the global kingdom of God.

Institutional Goals of CPU

In response to the needs of KPCA, CPU primarily provides **theological and spiritual formation education** integrated with ministry skills to students who will serve as pastors in the KPCA; and secondarily prepares servant leaders for the diverse ministries for the global kingdom of God.

1. **High Quality Theological Education**
   CPU's faculty, over 90% of whom have doctoral degrees from outstanding seminaries in the United States, offer high quality theological education where students will gain a proficient understanding of God and His Word and learn research skills that will equip them to conduct sound research.
2. **Dynamic Spiritual Formation Education**
   CPU's spiritual formation education takes a holistic and integrative approach to lead students to grow deeper in their knowledge of, and love for, God, self, and others, which will be reflected in their Christ-centered life lived out in whatever setting God places them.
3. **Global Leadership Education**
   CPU's leadership education strives to raise up leaders who will have the heart of servants and lead by example, integrating biblical and theological knowledge with professional skills in ministerial and public leadership.
4. **Cultural Education Across Disciplines**
   CPU strives to train students to critically discern the truth wherever it is found (that is, both in special revelation, the Bible, and in general revelation, the general academic disciplines such as humanities, natural sciences, social sciences, arts) and evaluate it from a biblical perspective, integrate with theology, and apply to their life and ministry.
5. **Bilingual Education**
   CPU opened Santa Fe Language & Culture School in January 2014 and provides students and local residents with English and culture education to prepare students for more effective global ministry.

Doctrinal Declaration Statement

ALL FACULTY MUST SUBSCRIBE TO THE FOLLOWING DOCTRINAL POSITION WITHOUT RESERVATION UPON EMPLOYMENT. THIS FORM MUST BE SIGNED AND DATED TO CONFIRM YOUR DOCTRINAL POSITION.
PLEASE BE AWARE, HOWEVER, THAT ONE'S DOCTRINAL POSITION IS ONLY TRULY EXHIBITED BY ONE'S LIFESTYLE AND THEOLOGICAL POSITION AD COMMUNICATION IN THE GOD APPOINTED TEACHING MINISTRY. THEREFORE, EVEN THOUGH A FACULTY MEMBER MAY VOLUNTARILY SUBSCRIBE TO THIS DOCTRINAL STATEMENT BY

SIGNATURE, IF AFTER DUE PROCESS IT IS DETERMINED THAT THE FACULTY MEMBER DOES NOT ACTUALLY CONFORM TO THIS DOCTRINAL STATEMENT, THE FACULTY MEMBER CAN BE DEEMED IN BREACH OF ALL EMPLOYMENT CONTRACTS BETWEEN California Prestige University AND THE FACULTY MEMBER CAN BE DECLARED NULL AND VOID BY THE SCHOOL'S ADMINISTRATION.

California Prestige University SUBSCRIBES TO THE FOLLOWING STATEMENT OF FAITH:

1. The Holy Scriptures of the Old and New Testament are the Word of God, the only inerrant, perfect rule of faith and deed. (Scripture Reference: Ex.3:14, John 4:24, Rev. 19:6)
2. There is only one God, and one shall worship only God alone; God is the spirit, is self-existent omnipresent, and distinguished from all other Gods and the created; God is infinite, eternal and unchangeable in God's being, wisdom, power, holiness, justice, goodness, and love. (Scripture Reference: Gen. 1:1, Exd.3:14, 31:13, Lev. 19:2, Deut. 6:4, John 4:24, I Cor. 8:4)
3. There are three Persons in the Godhead; the Father, the Son, and the Holy Spirit; God is the triune God, one in trinity, equal in power and glory. (Scripture Reference: Deut. 6:4, John 1:1-3, 14, Cor. 8:4, Gal. 3:20, I Timothy 2:5)
4. God created all things visible and invisible by the power of God's Word, and preserves and governs them, but God in God's nature causes no sin. God plans and acts according to God's own will and governs all things to fulfill God's purpose which is good, wise, and holy. (Scripture Reference: Gen.1:1, Ex. 4:15, Ps. 104:24, 30, Isa. 43:15, 45:7, 64:8, Mark 10:6, Col. 1:16)
5. God created people, after God's own image in knowledge, righteousness, and holiness with dominion over every living thing. All people of the world are of sole source; that is of same native and brother. (Scripture Reference: Gen. 1:26-27, I Cor. 11:7, Eph. 4:24, Col. 3:10, James 3:9)
6. Our first parents, being left with the freedom to choose between good and evil, through temptation, transgressed the commandment of God. All humankind, descending from Adam by ordinary generation sinned in him and fell with him in his transgress. The humanity, having the potential to commit a crime, besides the original sin and the corrupted human nature, has intentionally committed sin; so, as we are justly liable to God's just displeasure and punishment in this world and that which is to come. (Scripture Reference: Gen. 6:5, I Kings 8:46, Ps. 51:5, Prov. 20:9, 21:2, Ecc. 7:20, Rom. 14:23)
7. God sent God's eternal, only begotten Son, Jesus Christ to the world to save humanity from sin, the corruption, and the punishment thereof, to give eternal life in God's infinite love; in Jesus Christ God become flesh and through Him can humanity be saved. The eternal Son became true human and possessed two distinctive personhoods in His nature, eternally as true God, and true power of the Holy Spirit, in the womb of the virgin Mary, of her substance, born of her, yet without sin. He obeyed perfectly to God, offered His body, became a true and perfect sacrifice, and satisfied divine justice. To reconciliation between God and humanity, Jesus Christ was crucified on the cross, died, and buried. One the third day, He rose again from the dead. He is sitting on the right hand of God making intercession for His people. From thence He shall come for the resurrection of the dead, and to judge the world. (Scripture Reference: John 3:17, 34, 17:3, 23, 20:21, I John 4:9, 10, 14)
8. The Holy Spirit, being out of God the Father and God the Son, works salvation in people, convicts them of their sin and misery, enlightens their hearts to know Christ, renews their will, exhorts them, empowers to accept Jesus Christ who freely offers humanity the Gospel in grace, and works in us to bear the fruit of God's righteousness. (Scripture Reference: Gen. 2:7, John 16:9-11, Rom. 8:11, I Cor. 12:1-3, Phil. 2:5-11)
9. Before God created the world, God elected in God's love God's own people to make them holy and blameless, predestined and adopted God's children through Jesus Christ according to God's pleasure and will, to the praise of the glory of God's grace bestowed freely in the one God loves. However, the perfect salvation offered freely is to be ordered to all humankind that

they may repent of their sins, believe in the Lord Jesus Christ as their Savior, rest upon him and follow him, obey the revealed will of God, be humble and conduct themselves in holiness, to the extent that whoever believes in Christ and is obedient to him shall be saved. The benefits that are accompanied with justification, adoption as God's children, sanctification and glorification are for the believers who are assured with God's salvation and joy in this world. The means of the grace to the call of office by the Holy Spirit are the bible, sacraments, and prayer. (Scripture Reference: 3:7, John 1:16, Rom. 5:2, Eph. 2:8-9, II Timothy 1:9, Tit.2:11)

10. The sacraments instituted by Christ are baptism and holy communion; baptism of washing with water to be administered in the name of God the Father, the Son, and the Holy Spirit, is the sign and seal of joining us in union with Christ, and the promise for our regeneration and renewal by the Holy Spirit and God's possession of us. Baptism shall be served in remembrance of Christ's death, and in the witness of the seal for the benefit derived from Christ's death with which the believers are in union. Holy communion shall be observed by God's people until the day of the Lord's coming and is a sign of a promise of a more faithful service onto the Load and a sign of communion with the Lord and his people, who believe in him, and rest upon his atonement from which God's benefit flow to us. The benefits of the sacraments are not found in the sacraments themselves or any virtue of one by whom the sacraments are being administered, but only in the blessing by Christ and the working of the Holy Spirit in those who by faith receive the sacraments. (Scripture Reference: Matt. 3:11, John 16:7, Acts 10:44-46, 11:15-16, Gal. 1:4)
11. All believer shall dutifully join in church membership with instruction, have fellowship with one another among the believers, observe the sacraments and other ordinances, obey all the laws of the Lords, pray always, observe the Lord's Day holy, assemble with believers to worship he Lord and listen attentively to the preaching of the Word of God, render offerings as God provides us abundantly, share with one another the mind of Christ, also share the same mind with all other people, endeavor to promote the expansion of the Kingdom of Christ upon the whole world and wait expectantly for the appearance of the Lord in his glory. (Scripture Reference: Acts 2:44-45, 4:32, Rom. 12:13, Phil. 1:3-5, 4:18, II Cor. 1:11)
12. The dead shall receive the reward according to the good and evil done in this world before the judgment seat of Christ when they will be resurrected in the last day. Those who believe in Christ and are obedient to him shall be truly forgiven and accepted by him in Glory. (Scripture Reference: Matt.: 16:27, 24:29-31, 36, 44, Mark 8:38, John 5:24)
13. Marriage has been ordained by God and is the exclusive covenantal union between a man and a woman in which such union is a lifetime commitment. A civil government's sanction of a union will be recognized as a legitimate marriage by the Church only to the extent that it is consistent with the definition of "marriage" found in these Articles. (Scripture Reference: Gen.1:27, 2: 22-24, 1 Thes. 4, Matt. 19:4-6)
14. Legitimate sexual relations are exercised solely within marriage. Hence, sexual activities outside of marriage (referred to in the New Testament as "*porneia*" πορνεια) including but not limited to, adultery, premarital sex, homosexuality, and pedophilia are inconsistent with the teachings of the Bible and the Church. Further, lascivious conduct, transgender behavior, and the creation and/or distribution and/or viewing of pornography, are incompatible with the biblical witness. (Scripture Reference: Romans 1:26-27, 12: 1-2, I Cor. 6:9-10, I Timothy 1:9-10)

Title IX at CPU

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination based on sex in education programs and activities. All colleges and universities that receive federal funds must comply with Title IX of the Education Amendments of 1972,20 U.S.C. §§ 1681 et seq. and its implementing regulations, 34 C.F.R. Part 106.

We are committed to maintaining a culture of respect. We prohibit discrimination in any education program or activity that operates. The school adheres to Title IX regulations, providing reasonable accommodation for students due to pregnancy or related conditions, reasonable break time for employees to lactate, and access to a clean, private lactation space for both students and employees. Individuals may report concerns or questions to the Title IX Coordinator. The detail is located at https://CPU.edu/about/CPU#tip.

Grievance Procedures for Complaints of Sex Discrimination (§§106.45, §§106.46)
California Prestige University (aka. CPU) has adopted Title IX grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator. These grievance procedures address complaints of sex-based harassment that involve a student party.

Complaints
If you have a complaint regarding sexual harassment, you can submit an oral or written request to the school instead of filing a formal complaint.

The following people have a right to make a complaint of sex-based harassment, requesting that CPU investigate and make a determination about alleged sex-based discrimination under Title IX:

- A student or employee of CPU who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
- A person other than a student or employee of CPU who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in CPU's education program or activity
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complaint; or
- CPU's Title IX Coordinator

Basic Requirements of Title IX Grievance Procedures:

- CPU will treat complainants and respondents equitably.
- CPU requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- CPU presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made.
- CPU established the following timeframes for the major stages of the grievance procedures including evaluation, investigation, determination, and appeal, if any; within Thirty (30) school days of receiving the formal complaint.
- The Title IX officer may grant an extension for good cause on investigations, and the President may grant an extension for good cause in the disciplinary process. In both cases, written notice of an extension must be given to the complainant and respondent, stating the reason for the extension and the new timeline.
- CPU will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures.
- The parties cannot engage in retaliation, including against witnesses.
- CPU will objectively evaluate all evidence that is relevant and not otherwise impermissible including both inculpatory and exculpatory evidence.
- Upon initiation of CPU's Title IX grievance procedures, CPU will notify the parties in writing of the Title IX grievance procedures according to the regulations.

If, in the course of an investigation, CPU decides to investigate additional allegations of sex-based harassment by the respondent toward the complainant that are not included in the written notice or that are included in a consolidated complaint, it will provide written notice of the additional allegations to the parties.

Dismissal of a Complaint
CPU may dismiss a complaint of sex discrimination if:
- CPU is unable to identify the respondent after taking reasonable steps to do so.
- The respondent is not participating in CPU's education program or activity and is not employed by CPU.
- CPU obtains the complainant's voluntary withdrawal in writing of any or all of the allegations.
- CPU determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, CPU will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, CPU will promptly notify the complainant in writing of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then CPU will notify the parties simultaneously in writing.

CPU will notify the complainant that the dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then CPU will also notify the respondent that the dismissal may be appealed on the same basis.

Investigation
- CPU will provide for adequate, reliable, and impartial investigation of complaints.
- CPU will provide a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time for the party to prepare to participate.
- CPU will provide the parties with the same opportunities to be accompanied to any meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
- CPU will provide the parties with the same opportunities, if any, to have people other than the advisor of the parties' choice present during any meeting or proceeding.
- CPU will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.
- CPU will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- CPU will provide each party and the party's advisor, if any, with an equal opportunity to access the evidence that is relevant to the allegations of sex-based harassment and not otherwise impermissible.

Questioning the parties and Witnesses
CPU will provide a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment.
The decisionmaker will determine whether a proposed question is relevant and not otherwise impermissible before the question is posed and will explain any decision to exclude a question as not relevant or otherwise impermissible. Questions that are unclear or harassing of the party or witness being questioned will not be permitted.
The decisionmaker may choose to place less or no weight upon statements by a party or witness who refuses to respond to questions deemed relevant and not impermissible. The decisionmaker will not draw an inference about whether sex-based harassment occurred based solely on a party's or witness's refusal to respond to such questions.

Determination

- Use the clear standard of proof to determine whether sex discrimination occurred.
- Notify the parties simultaneously in writing of the determination whether sex-based harassment occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.
- CPU will not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the Title IX grievance procedures that the respondent engaged in prohibited sex discrimination.
- If there is a determination that sex discrimination occurred, as appropriate, the Title IX Coordinator will.
    - Coordinate the provision and implementation of remedies to a complainant and other people CPU identifies as having had equal access to CPU's education program or activity limited or denied by sex discrimination.
    - Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
    - Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within CPU's education program or activity.
- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent.
- Not discipline a party, witness, or others participating in the Title IX grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

The determination regarding responsibility becomes final either on the date that CPU provides the parties with the written determination of the result of any appeal, or, if no party appeals, the date on which an appeal would no longer be considered timely.

Appeal of Determinations

CPU offers the appeal process from a dismissal or determination whether sex-based harassment occurred.

In lieu of resolving a complaint through CPU's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process.

CPU will not offer informal resolutions to resolve a complaint when such a process would conflict with Federal, State, or local law.

Supportive Measures

CPU will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the CPU's education program or activity or provide support during CPU's Title IX grievance procedures or during the informal resolution process.

Disciplinary Sanctions and Remedies

Following a determination that sex-based harassment occurred, CPU may impose disciplinary sanctions, which may include suspension or expulsion from the school.

Sex-based harassment includes unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity.

Also, Sex-based harassment includes an employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such aid, benefit, or service on a person's

participation in unwelcome sexual conduct. When such harassment is based on race, color, national origin, sex, or disability, it violates the civil rights laws that the Office for Civil Rights (OCR) enforces.

Because harassment, including sexual harassment, is prohibited by federal and state laws, CPU strictly forbids harassment of any kind, and will swiftly take appropriate action to address any violations of this policy. Harassment is any verbal (can include verbal taunting including racial and ethnic slurs) or physical conduct designed to threaten, intimidate or coerce.

Students or employees who believe that they are, or have been, subject to any behaviors or conduct that can be classified as gender-based violence, harassment, stalking or any of the broad range of behaviors directed at the victim such as actions that harass, frighten, seriously alarm, threaten, terrorize, torment, and/or force another into the life of the victim, should immediately contact our Title IX Coordinators:

All eligible people have the right to report incidents of sexual violence to school and CPU will respond promptly & effectively to resolve the case. CPU takes Title IX violations very seriously.

We want to ensure school is a safe and engaging place for students to learn and be successful.

Title IX Coordinator: Sung K, Lee (John, Lee)
Director of Student Affairs
Office Hours: Monday through Friday, 9am to 4:00 pm
15605 Carmenita Rd. Santa Fe Springs, CA 90670
Office (562) 926-1023, ext. 312
Fax (562) 926-1025 | E-mail studentdean@cpu.edu

A Brief History of CPU

In 1974, the Young Nak Presbyterian Church of Los Angeles began the Theological Seminary in Southern California. Because of the growing demand for ministerial leadership to serve the gradually expanding Korean communities throughout the United States, the General Assembly asked that this school broaden its vision as the official school of the Western Presbytery. This broader vision was for a three-year seminary to prepare Koreans and Korean Americans for pioneering their own churches in the States and throughout the world. Among the concerned scholars and ministers who helped develop this vision were Dr. Sung Rak Kim and Rev. Keyong Kim, who both later served as presidents of the institution. Thus, this broader school opened as the Presbyterian School of Theology in Southern California. The first class, with six students, started on the evening of September 19, 1977. The school has since changed its name four times. In 1987, the name became Presbyterian Theological Seminary in Southern California. It became KPCA Presbyterian Theological Seminary in 1989. In 2003, the school was named KPCA College and Theological Seminary. Lastly, in 2009 the changed its name to Presbyterian Theological Seminary in America.

Upon this humble beginning, God blessed the school with further organizational and financial support from the General Assembly of the Korean Presbyterian Church America. later expanded to the world and changed to the name of the General Assembly of the Korean Presbyterian Church Abroad from 2009. To facilitate better management, a Board of Trustees was formed. Some twenty plus Korean churches have regularly donated management funds to the school. We are proud of how CPU graduates have been serving to fulfill the Great Commission as pastors, missionaries, evangelists, and teachers in the continents of Asia and the Americas and all around the world.

The Presbyterian Theological Seminary in America was incorporated in 1981. The school was re-incorporated as a non-profit institution and granted non-profit status from the IRS in 1984. The school was again re-incorporated in 1989 as a for-profit corporation. In 1997, the Bureau for Private Postsecondary and Vocational Education (BPPVE) granted the school authorization to grant degrees in California. California Prestige University was licensed from the BPPVE) of the State of California under the California Education Code(s) 94900 and 94915. (School No. 1919861). The degrees authorized included Bachelor of Theology and Master of Divinity. In 2000, we were re-incorporated as a non-profit institution. The BPPVE was renamed as the (BPPE) and reauthorized all degrees, plus the ELSP on January 21, 2011.

Presbyterian Theological Seminary in America was approved to issue I-20 Forms in 1999 and re-approved to issue SEVIS I-20 Forms in 2003 and 2013. Our school achieved "applicant status" with the ABHE in 2002. In 2006, Presbyterian Theological Seminary in America was granted "candidate status" with the Commission on Accreditation of the ABHE, and on February 24, 2011. CPU achieved full accreditation from the ABHE.

Under the leadership of Dr. Hee Min Park, the retired pastor of Young Nak Presbyterian Church of Los Angeles, there were 350 graduates. Dr. Hee Min Park was the president of Presbyterian Theological Seminary in America from 1990 to 2001.

Dr. Jung Woon Suh, who was the president of the Presbyterian College and Theological Seminary, became Presbyterian Theological Seminary in America's full-time president in 2002, leading Presbyterian Theological Seminary in America through a challenging transition time to a new Santa Fe Springs facility and under his leadership increasing the number of our graduates to over 440 graduates. Dr. Jung Woon Suh continued Prebyterian Theological Seminary in America's scholarly pursuit to be fully accredited by the ABHE.

In January of 2008, we welcomed the new president, Dr. In Soo Kim. Dr. In Soo Kim came with extensive knowledge and research on the subject of Korean Church/Church History. Under his leadership, KPCA College & Theological Seminary changed its name to Presbyterian Theological Seminary in America and moved into its new Santa Fe Springs facility in April 2009. In January 2012, Dr. Sang Meyng Lee was inaugurated as the current president of school.

PTSA changed its name to California Prestige University (CPU) in Feb.14 2025.

Relation with General Assembly (KPCA)

California Prestige University is one of three schools officially recognized by the General Assembly of the Korean Presbyterian Church Abroad (KPCA). Although the Education Commission of the KPCA provides limited guidance to these three schools, the General Assembly asks local presbyteries to support and guide their local schools. Thus, we are also the official theological school of the following presbyteries: Los Angeles Presbytery, Mid-West Presbytery, Southwestern Presbytery, and Western Presbytery.

Each of the four Presbyteries selects eight members. They are recommended by each presbytery's theological education department and are elected at a presbytery meeting. Also, the last one former chairman of the alumni association is automatically placed on the board. Three more members are recommended by theological education committee of the General Assembly. In addition to the other qualifications, these additional board members are chosen because of their ability to help with the financial support of the school (i.e. by their own financial assets or their ability to assist in fundraising). The current members of the board must vote to approve each new member.

Relations with Other Schools

CPU has reciprocal borrowing agreements with Biola University, Bethesda University, and World Mission University libraries. Partnerships with these schools allow CPU members to access a breath of learning resources.

CPU also has a mutual cooperation's agreement with the National Assembly Library (NAT), the Republic of Korea, which makes available to the CPU community a joint system for the purpose of sharing their respective information-knowledge resources, exchange of materials, providing electronic files, and exchange of humans. Users can have the log-in information of the NAT's electronic databases upon request.

Alumni

During the 46-year history, 1,009 students graduated from California Prestige University. Most of them are serving as pastors, missionaries, evangelists, and lay leaders in the world. The organization of Alumni continues to support California Prestige University and its students.

Board of Trustees

Chairperson:	Rev. Deok In Jang
Vice Chairperson:	Elder Dean Tony Ohsung Kwon
Secretary:	Rev. Seon Yong Beak
Members:	Rev. Sang Meyng Lee
	Rev. Jinwoong Kang
	Rev. Sang Rim Woo
	Elder Joseph Cho
	Elder Myung Soo Kim
	Elder Sung Bae Im
	Rev. David Chang

Administrators and Staff

Sang Meyng Lee
President/CEO
Ph.D. / Claremont Graduate University
M.A. / Claremont Graduate University
M.Div. / Presbyterian College and Theological Seminary
B.S. / Keimyung University

Rubin Kim
Internal Vice President /Chief Financial Officer (CFO)/ SEVIS Officer (DSO)
D.I.C.S. (In Progress) /Cook School of Intercultural Studies, Biola University (La Mirada, CA)
Th.M. / Talbot School of Theology, Biola University
M.Div. / Talbot School of Theology, Biola University
M.B.A. / California State University, L.A.
B.N.E / Georgia Institute of Technology

Peter Joong Han, Chung
External Vice President / Advancement Officer
Ph.D. (In Progress) /Beulah height University

M.Div. / Azusa Pacific University
M.A.A.R. / Azusa Pacific University
B.Th. / Presbyterian Theological Seminary in America

Steve Hong
Chief Operating Officer (COO) / Director of Business School
Ph.D. / California Prestige University (Santa Fe Springs, CA)
D.B.A. / California Victor University (Pomona, CA)
D. Min. / Fuller Theological Seminary (Pasadena, CA)
Th.M. (Candidate) / Calvin Theological Seminary (Grand Rapid, MI)
M. Div. / San Francisco Theological Seminary (San Anselmo, CA)
M. Div. / Presbyterian Theological Seminary in America (Santa Fe Springs, CA)
B.S. / Hanyang University (Seoul, Korea)

Jung Ja Kang
Chief Academic Officer (CAO) / Director of M.Div.
Ph.D./ Talbot School of Theology, Biola University
M.A.CE/ Talbot School of Theology, Biola University
M.A. / Chong-shin Graduate School of Theology, Chong-shin University
B.A. / Anyang University

Jongpil Ko
Chief Institutional Effectiveness Officer (CIEO)/ Director of Undergraduate Program
Ph.D. / Talbot School of Theology, Biola University
M.A. / Talbot School of Theology, Biola University (Spiritual Formation)
M.A. / Talbot School of Theology, Biola University (Bible Exposition)
M.Div. / Baekseok University
B.E. / University of Incheon

Jang Hoon Woo
Chief Technology Officer, Campus Chaplain
M.A.C.P. / California Prestige University
M.Div. / California Prestige University
B. A. / Hankuk University of Foreign Studies

Sung Keun John Lee
Director of Student Affairs & Advertising
D.Min./ Pacific Rim Graduate School of Theology
D.Min./ Azusa Pacific Seminary
M.Div./ Azusa Pacific Seminary
B.Th. / Korea Baptist Theological University

Peter Im
Director of Doctor of Philosophy in Contextual Studies
Ph.D./ Fuller Theological Seminary
M.Div./ Trinity Theological College
M.A./ Western Seminary

Yong Shik Kim
Director of Doctor of Intercultural Studies
D. Miss/ Fuller Theological Seminary
Th.M./ Fuller Theological Seminary
Th.B./ Sao Paulo Baptist Theological College

Choonshik Shin
Doctoral Academic Advisor
Ph.D. / California Prestige University
D.Min.GM/ Fuller Theological Seminary
Th.M/ Chongshin University Graduate School
M.Div./ Chongshin University Theological Seminary
B.A./ Chongshin University

Yong Am Chung
Doctoral Writing Advisor
D.Min. / Fuller Theological Seminary
Th.D. / Chongshin Graduate school of pastoral ministry
Th.M. / Chongshin Graduate school of Intercultural studies
M.Div.eq./ Chongshin Theological Seminary
B.A. / Chongshin University

Eun Chul Kim
Director of D.Min. /E.M.Div.
Ph.D. / Drew University (Madison, NJ)
M. Philosophy / Drew University
M.Div. / Princeton Theological Seminary
M.A. / (Music) California State University in Fullerton
B.A. / Georgia State University

Dal Sung Jung
Director Master of Arts in Counseling Psychology
Psy.D./ Southern California Seminary
D.Min./ California Prestige University
A.M.F.T/ Southern California Seminary
M.Div./ Presbyterian University & Theological Seminary
B.A./ Hannam University

Hak Jun Lee
IT Technician
CROSS HUB INC

Douho Im
Librarian
M.A. in Library & Information Science /Yonsei University
Bachelor of Library & Information Science / Kyonggi University

Judy Kim
Director of Office Management/Bookkeeper
B.A. / Duksung Women's University

Sunny S. Kim
Director of Financial Aid / School Certifying Official (SCO)
M.A. / Hope International University
B.A./ Hankuk University of Foreign Studies

Iris Hyenjung Hwang
Registrar
M.A. / Yonsei University

B. A. / Dongguk University

Gwi Jung Jung
Manager of Learning Support and Assessment
M.Div. / California Prestige University
B.S. / Yonsei University

Ruth Min
Associate Director of Admission
M.A/ Talbot School of Theology, Biola University
B.A./ Biola University

Maria Wangqu Malone
Associate Director of Chinese Program
D.Min. / Midwestern Baptist Theological Seminary
M.Div./ Midwestern Baptist Theological Seminary
B.S./ Harbin University of Commerce

President Emeriti

Jung Woon Suh
The Fourth President
S.T.D. / San Francisco Theological Seminary

In Soo Kim
The Fifth President
Ph.D. / Union Presbyterian Seminary

Faculty

Qualifications for Faculty Membership

California Prestige University seeks faculty who can contribute to its educational and spiritual objectives.

a. basic qualifications

- Authentic regeneration experience and water baptism
- Agreement of the California Prestige University Statement of Faith
- A member of a spiritual church (preferably a church in the KPCA, PCK, or PCUSA denominations)
- Highly respected in character and deed
- Academic excellence
- Able to teach.

b. preferences and additional qualifications

Preference for employment is given to those holding doctoral degrees, are active involvement in local church ministry and ordained in ministry. Faculty must possess the following qualifications:

1. A high level of spiritual development and a theology consistent with the theological positions of California Prestige University. This will be evidenced by an agreement to sign a California Prestige University statement of faith.
2. A high level of academic preparation which is relevant to both the Christian community and also to the secular community. The faculty is required to have a graduate degree from an accredited post-secondary institution. The degree must be in the area in which they desire to teach (although we may occasionally operate on the basis of our accrediting agency's willingness allowing us to let a professor with a masters in one area occasionally teach in a different area if he or she has 15 graduate credits in that new area).

3. Demonstrated leadership skills within Christian ministry. This will be evidenced by showing that the potential faculty person has held professional or voluntary ministry positions either in a church or parachurch setting for a period of at least 2 years.
4. An on-going commitment to ministry within the Christian community. This will be evidenced by the applicant's current membership in a local church or participation in a local church setting. (See the details in the Administrative Handbook, and the Faculty Handbook)

Faculty Lists

Old Testament Studies

Mi Hye Jung
Adjunct Professor
Ph.D. / Claremont School of Theology
Th.M. / Seoul Theological University
M.Div. / Seoul Theological University
B.A. / Seoul Theological University

Soon-Young Kim
Adjunct Professor
Ph.D. / Baekseok University, South Korea
Th.M. / Baekseok University, South Korea
M.Div. / Asia Center for Theological Seminary (ACTS), South Korea
B.A. / Asia United Theological University

Ick Sang Lee
Adjunct Professor
Completed Ph.D. program requirements (except dissertation)/ Tel Aviv University, Israel
Th.M./Methodist Theological University, Seoul, Korea
MA. / Hebrew University Rothberg International School, Jerusalem, Israel
BA. / Methodist Theological University, Seoul, Korea.

New Testament Studies

Hayoung Kim
Adjunct Professor
Ph.D. candidate/ University of Exeter, UK
Th.M. /Talbot School of Theology, Biola University
BA./ Dartmouth College, NH,

John Youtae Kim
Adjunct Professor
Ph.D./ Drew University, NJ
M.Div./ Princeton Theological Seminary, NJ
BA./ Yon-Sei University

Sang Meyng Lee
President
Ph.D. / Claremont Graduate University
M.A. / Claremont Graduate University
M.Div. / Presbyterian College and Theological Seminary

B.S. / Keimyung University

Il Seo Park
Adjunct Professor
Ph.D. (In Progress) / Claremont School of Theology
M.A. / Claremont School of Theology
Th.M. / Presbyterian University and Theological Seminary
M.Div. / Presbyterian University and Theological Seminary
B.A. / Sogang University

Mark Sukkil Yoon
Adjunct Professor
Ph.D. / Claremont School of Theology
M.A. / Claremont School of Theology
M.A. / Sogang University
B.A. / Seoul Theological Seminary

Historical Theology

In Soo Kim
Adjunct Professor
Ph.D. / Union Theological Seminary in Virginia
S.T.M. / University of Dubuque Theological Seminary
D.Min. / McCormick Theological Seminary
Th.M. / The United Graduate School of Theology, Yonsei University
M.Div. / Presbyterian Theological Seminary
B.A. / Hannam University

In Seo Song
Adjunct Professor
Ph.D. / Princeton Theological Seminary
M.T.S. / Duke Divinity School, Duke University
M.Div. / The Graduate School of Theology, Yonsei University
B.A. / Korea University

Systematic Theology

Dong Sik Park
Director of Humanity and Cultural Studies
Ph.D. / Claremont Graduate University
Th.M. / Candler School of Theology, Emory University
Th.M. / Presbyterian College and Theological Seminary
M.Div. / Presbyterian College and Theological Seminary
B.A. / Keimyung University

Jun Young Ryu
Adjunct Professor
D.Min. / Fuller Theological Seminary
M.Div. / Fuller Theological Seminary
B.A. / Pyeongtaek University

Jae Yang

Adjunct Professor
Ph.D./ Fuller Theological Seminary
Th.M./ Princeton Theological Seminary
M.Div./Baekseok University, Graduate School
B.A./ University of California, Los Angeles, CA

Christianity and Ethics

Woo Joong Kang
Core Professor
Ph.D. (In Progress) / Claremont Graduate University
M.Div. / Yale Divinity School, Yale University
B.A. / Ohio State University

Peterson Jeongkii Min
Core Professor
Ph.D. / Fuller Theological Seminary
M.A.& M.Div/ Fuller Theological Seminary
M.A./ Soul National University
B.A./ Han Yang University

Practical Theology

Sung Bok An
Adjunct Professor
D.Min. / Fuller Theological Seminary
Th.M. / Asia United Theological University
M.Div. / Honam Theological University and Seminary
B.Th. / Hanil University and Presbyterian Theological Seminary

Jung Woo Baek
Adjunct Professor
D.Min. (In Progress) / Fuller Theological Seminary
S.T.M. / Liberty University
M.Div. / Korea Theological Seminary
B.Th. / Korea Theological Seminary

John H. Ju
Adjunct Professor
D.Min. / Houston Graduate School of Theology
Th.M. / Columbia Theological Seminary
M.Div. / Presbyterian College and Theological Seminary
B.A. / Chun-Nam National University

Jung Ja Kang
Chief Academic Officer
Ph.D./ Talbot School of Theology, Biola University
M.A.C.E/ Talbot School of Theology, Biola University
M.A. / Chong-shin Graduate School of Theology, Chong-shin University
B.A. / Anyang University

Byong Hark Kim
Core Professor
D.Min. / Fuller Theological Seminary
Th.M. / International Theological Seminary
M.Div. / Chongshin Theological Seminary
B.A. / Chongshin Theological Seminary

Byung Joon Song
Adjunct Professor
D.Min. / Fuller Theological Seminary
Th.M. / Fuller Theological Seminary
M.Div. / Korea Theological Seminary
B.Th. / Korea Theological Seminary

Young Ki Yoo
Adjunct Professor
D.Min. (In Progress) / Claremont School of Theology
Th.M. / Princeton Theological Seminary
M.Div. / Princeton Theological Seminary
B.A. / California State University, Los Angeles

Eun J Kim
Adjunct Professor
Ph.D./ Southwestern Baptist Theological Seminary
M.A./ Southwestern Baptist Theological Seminary
B.A./ ChonNam National University

Missiology / Intercultural Studies

Say Young Lee
Core Professor
D.I.S. / Fuller Theological Seminary
M.ST/ Boston University
M.Div./ Presbyterian College and Theological Seminary
B.S./ Yonsei University

Yong Am Chung
Doctoral Writing Advisor
D.Min. / Fuller Theological Seminary
Th.D. / Chongshin Graduate school of pastoral ministry
Th.M. / Chongshin Graduate school of Intercultural studies
M.Div.eq./ Chongshin Theological Seminary
B.A. / Chongshin University

Sangin Han
Adjunct Professor
D.Miss. / Grace College and theological Seminary
Th.M. / Presbyterian College and Seminary
B.D. / Presbyterian College and Seminary
Th.B. / Honam Theological University and Seminary

Peter Im

Director of Ph.D. in Contextual Studies
Ph.D.C.S./Fuller Theological Seminary
M.Div./ Trinity Theological College
M.A./ Western Seminary

Il Kwon Kim
Adjunct Professor
M.A. / Fuller Theological Seminary
M.Div. / California Prestige University
Certificate / Dar Comboni Institute (Islam, Arabic), Egypt
Certificate / Capernwray Bible College, UK
B.Ed. / Daegu University

In Sik Kim
Adjunct Professor
Ph.D. / Presbyterian Theological Seminary in America
D.Miss. / Fuller Theological Seminary
Th.M. / Fuller Theological Seminary
M.Div. Presbyterian College and Theological Seminary
B.A. / Korea University

Rubin Kim
Internal VP/CFO
D.I.C.S. (In Progress) /Cook School of Intercultural Studies, Biola University (La Mirada, CA)
Th.M. / Talbot School of Theology, Biola University M.Div. / Talbot School of Theology, Biola University
M.B.A. / California State University, L.A.
B.N.E / Georgia Institute of Technology

Shin Kim
Adjunct Professor
D.Miss. / Fuller Theological Seminary
Th.M. / Fuller Theological Seminary
M.A. / Fuller Theological Seminary
M.Div. / Presbyterian College and Theological Seminary
B.A. / Presbyterian College and Theological Seminary

Yong Shik Kim
Associate Director of DICS
D. Miss/Fuller Theological Seminary
Th.M./Fuller Theological Seminary
Th.B./ Sao Paulo Baptist Theological College

Dongjin Park
Adjunct Professor
M.Div. / Chong-Shin University, Presbyterian General Assembly Theological Seminary
B.Th. / Chong-Shin University, Presbyterian General Assembly Theological Seminary

Esther Lee Park
Adjunct Professor
Ph.D. / University of Wales, Trinity Saint David (Lampeter)
M.Div. / Fuller Theological Seminary
M.M. / California State University, Fullerton

B.A. / California State University, Fullerton

Jin Seok Park
Adjunct Professor
Ph.D. / Fuller Theological Seminary
Th.M. / Fuller Theological Seminary
M.Div. / Presbyterian University & Theological Seminary
M.A. / Seoul National University
B.A. / Seoul National University

Choonshik Shin
Doctoral Academic Advisor
Ph.D. / California Prestige University
D.Min.GM/ Fuller Theological Seminary
Th.M/ Chongshin University Graduate School
M.Div./ Chongshin University
Theological Seminary B.A./ Chongshin University

Jung Woon Suh
Adjunct Professor
S.T.D. / San Francisco Theological Seminary
Th.M. / Calvin Theological Seminary
M.Div. / Presbyterian Theological Seminary
B.A. / Han Nam University

Seung Oh An
Adjunct Professor
Ph.D. / Fuller Theological Seminary
Th.M. / Fuller Theological Seminary
Th.M. / Asian Center for Theological Studies & Mission
M.Div. / Presbyterian University & Theological Seminary
B.A. / Sungkyul Christian University

Gyu Hwan Choi
Adjunct Professor
Th.M. / Katholieke Universiteit Leuven (Leuven, Belgium)
M.A. / England Leeds University (Leeds, UK)
M.Div. / Chongshin Theological University (Seoul, Korea)
B.A. / Hankuk University of Foreign Studies (Seoul, Korea)

Seung Hyun Chung
Adjunct Professor
Ph.D. / Fuller Theological Seminary
M.A. / Fuller Theological Seminary
M.Div. / Presbyterian University & Theological Seminary
B.A. / Chungnam National University

Young Don Kim
Adjunct Professor
Th.D. / Berlin Humnoldt University
M.Div. / Presbyterian University & Theological Seminary
B.A. / Pusan National University

Sung Hyuk Nam
Adjunct Professor
Ph.D. / Asbury Theological Seminary
M.A. / Gordon-Conwell Theological Seminary
M.Div. / Presbyterian University & Theological Seminary
B.A. / Yonsei University

Suhn Ki Park
Adjunct Professor
DIS/Fuller Theological Seminary
MACC/HIS Univercity
MAICS/Fuller Theological Seminary
B.Ph./Choong Ang University. Pharmacy School

Sangsoo Yoon
Adjunct Professor
D.Min. / Fuller Theological Seminary (Pasadena, CA)
M.Div. / Chongshin Theological University (Seoul, Korea)
B.A. / Sungkyul University (Anyang, Korea)

Dongkwan Lee
Adjunct Professor
Ph.D. / California Prestige University
M.Div. / Presbyterian University and Theological Seminary
B.A./ Hanil University & Prebyterian Theological Seminary

Spirituality and Christian Education

Karen Choi
Adjunct Professor
Ph.D. / Talbot School of Theology, Biola University
M.A. / Talbot School of Theology, Biola University
B.S. / University of Southern California

Jongpil Ko
Chief Institutional Effectiveness Officer
Ph.D. / Talbot School of Theology, Biola University
M.A. / (Spiritual Formation) Talbot School of Theology, Biola University
M.A. / (Bible Exposition) Talbot School of Theology, Biola University
M.Div. / Baekseok University
B.E. / University of Incheon

One Ho Park
Adjunct Professor
Ed.D. / Presbyterian School of Christian Education (Union Presbyterian Seminary)
Th.M. / Princeton Theological Seminary
M.Div. / Presbyterian University and Theological Seminary
B.A. / Keimyung University

Yong Hwan Kim
Adjunct Professor
Ph.D. / Talbot School of Theology, Biola University

M.A. / Fuller Theological Seminary
M.Div. / Chong Shin Theological Seminary
B.A. / Chong Shin University

Haeyoung Joo
Adjunct Professor
Ph.D. / Southwestern Baptist Theological Seminary
M.A. / Southwestern Baptist Theological Seminary
B.B.S. / Dallas Baptist University

Counseling Psychology

Sue N. Jeong
Adjunct Professor
M. S. / Marital & Family Therapy, Fuller Theological Seminary
M. A. / Family Studies, Fuller Theological Seminary
Th. M. / Presbyterian College & Theological Seminary
M. Div. / Presbyterian College & Theological Seminary
B. S. / Nursing, Seoul National University

Dal Sung Jung
Director Master of Arts in Counseling Psychology
Psy.D./ Southern California Seminary
D.Min./ California Prestige University
A.M.F.T/ Southern California Seminary
M.Div./ Presbyterian University & Theological Seminary
B.A./ Hannam University

James H. Kim
Adjunct Professor
D.Min. / Fuller Theological Seminary
Professional board-Certified Chaplain / Healthcare Chaplains Ministry Association
M.Div. / Fuller Theological Seminary
M.A. / Fuller Theological Seminary

Kay Kim
Adjunct Professor
Psy.D./ Southern California Seminary, CA
MA./ Southern California Seminary, CA
MA./ Methodist Theological Seminary in America.CA
BA./ Ewha Womans University, Seoul Korea

Yong Hwan Kim
Adjunct Professor
Ph.D. / Claremont School of Theology
Th.M. / Candler School of Theology, Emory University
Th.M. / Asia United Theological University
M.Div. / Presbyterian College and Theological Seminary
B.Th. / Asia United Theological University

Yunsim Lee Kang
Adjunct Professor

Ph.D. / HIS University
M.A. / Kentucky Christian University
M.A. / HIS University
B.S. / Hanyang University

Jong Cheon Lee
Adjunct Professor
Ph.D. / Psychology & Counseling at Southwestern Baptist Theological Seminary
M.A. / Christian Education at Southwestern Baptist Theological Seminary
M.A. / Marriage & Family Counseling at Southwestern Baptist Theological Seminary
M.Div. / Southwestern Baptist Theological Seminary
B.S. / Hanyang University

Kwang Ok Yang
Adjunct Professor
Ph.D. / HIS University
M.Div./ Presbyterian Theological Seminary in America
B.A. / Sungkyunkwan University

Church Music

Hea Jung Cho
Adjunct Professor
D.M.A. / University of Southern California
M.M. / University of Southern California
M.M. / Yeung Nam University
B.M. / Yeung Nam University

Young Jin Choi
Adjunct Professor
M.F.A. / University of Missouri Kansas City
B.M. / Keimyung University

Mi Young Kang
Adjunct Professor
Hochschule fuer Musik Wuerzburg Konzert Diplom) (Wuerzburg, Germany)
Hochschule fuer Kirchenmusik Heidelberg, Heidelberg, Germany)
M.M. / Presbyterian University & Theological Seminary (Seoul, Korea)
B.M. / Presbyterian University & Theological Seminary

Michelle Minh Seomun
Adjunct Professor
D. Miss. / Fuller Theological Seminary
M.A. / Fuller Theological Seminary
M.M. / University of Southern California
B.M. / Hanyang University

Global Business Administration

Daegun Chang
Adjunct Professor
MBA / Crowell School of Business, Biola University

Stephan Cheolmin Cho
Adjunct Professor
Th.M. / Fuller Theological Seminary
M.Div. / Azusa Pacific University MBA / Kyungwon University
B.A. / Kyungwon University

Steve Hong
Chief Operating Officer (COO) / Director of Business School
Ph.D./California Prestige University
D.B.A. / California Victor University
D.Min. / Fuller Theological Seminary
Th.M. (Candidate) / Calvin Theological Seminary
M.Div. / San Francisco Theological Seminary
M.Div. / Presbyterian Theological Seminary in America
B.S. / Hanyang University

Lucas Kang
Adjunct Professor
Th.M. / Fuller Theological Seminary
M.Div. / KAPC Reformed Presbyterian University & Seminary
M.Div. / Kukje Theological Seminary
B.A. / Kyunghee University

Sunny Kim
Adjunct Professor
DGL (Doctor of Global Leadership) / Fuller Theological Seminary
Ph.D. / Shepherd University
M.A. / Fuller Theological Seminary
B.A. / International Reformed University & Seminary

Soon Ho Kwon, CPA, CEP, MBA
Adjunct Professor
M.B.A. / University of St. Thomas
M.S.A. / University of St. Thomas
B.A. / Dankook University
B.M. / Presbyterian University & Theological Seminary

Woo Seung Lee
Adjunct Professor
Ph.D. / Waseda University, Japan
Ph.D. / University of Seoul
M.Div. / California Prestige University; Azusa Pacific University

Jeongmo Yang
Adjunct Professor
Ph.D. / Midwestern Baptist Theological Seminary
Th.M. / Midwestern Baptist Theological Seminary
Th.M. / Southwestern Baptist Theological Seminary
M.Div. / Southwestern Baptist Theological Seminary
M.E. / North Carolina State University
M.A. / Seigakuin University Graduate School
B.S. / Soongsil University

Jun Choi
Adjunct Professor
M.B.A. / Duke University
B.A. / University of California, Los Angeles

Kevin Grant
Adjunct Professor
Ph.D. / Regent University
M.B.A. / Azusa Pacific University
B.A. / Sterling College

Warrant Washington
Adjunct Professor
Ph.D. / Alliant University
M.S. / La Verne University
B.A. / California State University

James Powell
Adjunct Professor
D.B.A. / Walden University
M.B.A. / Pepperdine University
B.S. / University of Southern California

Filippo Martellotti
Adjunct Professor
M.S. / University of Texas
M.B.A. / University of California, Irvine
B.A. / Loyola Marymount University

Hector M. Gutierrez
Adjunct Professor
M.E. / Fort Wright College
B.A. / Mary's Seminary College

Professional Coaching

Peter Chung
Adjunct Professor
D.Miss. / Grace Theological Seminary
M.A. / Western Seminary
M.A. / New York State University
B.A. / Daeshin Theological Seminary

Myong Jin Lee
Adjunct Professor
Ph.D. / Yonsei University
Th.M. /Yonsei University
M.A. / University of Cincinnati
B.A. / Hankuk University of Foreign Studies

Kyoo Hoon Oh
Adjunct Professor
Ph.D. / Northwestern University
D.Min. / Chicago Theological Seminary
Th.M. / Princeton Theological Seminary
M.Div. / Presbyterian College & Theological Seminary
B.A. / Yonsei University

Jung Ho Park
Adjunct Professor
Ph.D. / Virginia C. University
Th.M. / Soongsil University Graduate School of Christian Studies
Th.B. / Seoul Jangsin University and Theological Seminary
B.E. / Korea National Open University

Ho-Youn Jeong
Adjunct Professor
MBA./ Ajou University, Seoul Korea
BA./ Hanbat National University

General Studies

Ju Ha Lee
Adjunct Professor
M.A. / University of Chicago
B.S.S. / University of Illinois, Urbana-Champaign

ELSP

Arnold Eugene Fallon, Jr.
Adjunct Professor
Ph.D. / Biola University
M.Ed. / Massachusetts College of Liberal Arts
B.A. / Emerson College

Student Life

Student Government

California Prestige University (CPU) operates as a student council through nomination and elections by students. This meeting is held regularly once a month, and additional meetings scheduled as needed. The Student Council represents the student body, serving as a voice for students' concerns and interests. It works to promote a positive school environment, organize events and activities, and foster communication between students, teachers, and school administration. The council also plays a key role in planning and coordinating school initiatives, addressing student issues, and enhancing the overall student experience through leadership and service.

To accomplish their duties, the student council is provided with a budget that is generated by a student registration fee as well as additional money provided by the school. This money is kept in a special account that requires the signatures of the director of student affairs and one student council treasurer. At the beginning of the semester, the student council is to propose a budget. Once this budget is approved by the internal vice president, the student council may request funds. For each request, the director of student affairs will see whether there is adequate money in that budget category. If so, the money will be released to the student council. In return, the student council is to report a receipt for the expense. Typical student council expenses include:

Social events for the student body Special scholarships
Inviting a special chapel speaker Gifts for new students
Gifts for graduating students
Honoring and thanking alumni at an annual alumni meeting

The Director of Student Affairs supervises the student council. The student council is to operate according to the Student Government Bylaws.

Church Attendance and Affiliation

California Prestige University encourages every student to be affiliated with an evangelical church and to participate in the ministry of that local church body through faithful attendance at their weekly service.

All students in the M.Div. and B.A. programs must complete two (2) units' credit in fieldwork/student ministry during their three years of study (M.Div.), or four years of study (B.A). Students in MAICS must complete one (1) unit credit in fieldwork during their two years of study. Transfer students must begin fieldwork/student ministry the first semester they attend and continue thereafter. The records of fieldwork/student ministry of church service are essential courses for graduation.

Chapel

To reinforce California Prestige University's commitment to the spiritual life of its students, the California Prestige University students and faculties gather every Monday via on-line and on-campus for Korean chapel services in the afternoon from 1:00 p.m. - 1:40 p.m. The English chapel is held every other Thursday from 4:00 to 5:00 p.m. This is an opportunity for the faculty, staff, and students to share in worship and prayer and to be strengthened by God's Word. Various

pastors come and share a message from God's Word. Students rotate their responsibility in leading the chapel time. The student worship service is provided to students in three languages: Korean, English, and Chinese.

Social Activities

A balanced life includes recreation and opportunities to build friendships. Therefore, a variety of activities are planned by the student government:

- Sports Days (once per year):
- Intercollegiate Sports Day (meeting with other Korean schools in Southern California)
- Intercollegiate Thesis Competition (with other Korean schools in Southern California)
- Intercollegiate Preaching Festival (with other Korean schools in Southern California)
- Spiritual Revival worship (twice a year)
- Welcome Parties Honoring New Students (beginning of each semester)
- Graduation Students take turns providing lunches on Mondays through Fridays. All are invited to attend. Additional social activities are provided through student clubs.

Meeting Student Needs

Housing

CPU doesn't have dormitory facilities. And CPU has no responsibility to find or assist a student in finding housing.
For information's sake, the approximate range of the renting house located near the institution's facilities are:
$900 -$1,200 (Home Stay)
$1,800 -$2,200 (1 Bedroom apt.)
$2,300 -$3,000 (2 Bedroom apt.)
$3,000 and over (3 Bedroom apt.)

Parking

Because we are blessed with a growing student body and we share our facility with other businesses (tenants), our parking lot is sometimes busy. To ensure enough parking for everyone, please park centered in the parking space provided. Please do not double park, park in the handicap designated areas, in the restaurant area, or in the Industrial Business Center next door to us. Please park in all designated areas. If you park on the side of the street that is a designated fire lane, you will be ticketed and towed. Overnight parking is not allowed.

Student Employment

On-campus opportunities: Various on-campus jobs are available (e.g. maintenance, cleaning, office work, library assistance). To provide equal opportunities for students experiencing financial hardship, CPU hires student workers—by approval of the Internal Vice President—to help offset tuition and other expenses. Internal Vice President.

Off-campus employment: The international student is prohibited from working unless he or she receives authorization from the SEVIS Officer.

Local churches and mission organizations occasionally contact us for part-time workers. To inquire about church appointments, please contact the Internal Vice President. It is also very important to get permission from the Internal Vice President. Internal Vice President will give you permission to work and indicate this approved employment on your I-20. Approved off-campus employment is designated as CPT (Curricular Practical Training), OPT (Optional Practical Training) or OCE (Off-campus Employment). Students are allowed to work up to 20 hours a week when school is in session, and more than 20 hours a week when school is not in session.

We recommend that students do not take on such large workloads and class loads that their spiritual and personal wellbeing is compromised.

Student Clubs

Students are encouraged to form or join official student governments. Such clubs have the right to meet in unused classrooms or other campus space (after receiving approval from the internal

VP to meet in a particular location and at a particular time) and to promote their clubs by posting flyers on bulletin boards (after receiving approval from the school office).

To apply for official recognition of a student organization, a minimum of three charter members (i.e. students who plan to join) must find a faculty advisor and submit an Application for Recognition of a Student Government to the Internal Vice President.

Health Insurance

California Prestige University does not provide medical insurance. We therefore ask all students to acquire medical insurance. If you need help contacting an insurance agent, please ask the main office or SEVIS Officer for assistance.

Medical Provisions

If you have a minor accident, a first aid kit is kept in the main office to help you. If you have a more serious medical need that demands immediate attention, the main office will arrange for your transportation to a doctor or hospital. If you have a medical need that does not require immediate attention, please discuss the issue with the Director of Student Affairs or the main office.

If you need to find a nearby urgent care facility (i.e. a facility that should be quicker and cheaper than a hospital, but not be suitable for major emergencies), you may go to;

Reliant Urgent Care (4.6miles)
11460 Telegraph Rd.
Santa Fe Springs, CA. 90670 1-888-312-6601

Immediate Medical Center (2.3miles)
15330 Valley View Ave.
La Mirada, CA. 90638 1-714-443-0300

Health Pointe La Mirada (1.7miles)
16702 Valley View Ave,
La Mirada, CA 90638 1-714-367-5390

Carbon Health Urgent Care Cerritos (2.7miles)
13299 South St, Cerritos, CA 90703
1-562-865-8750, carbonhealth.com

More serious medical emergencies need to be treated in a hospital emergency room. A nearby hospitals (with emergency room) are as follows:

Tel-Med Whittier Hospital (4.9miles)
9080 Colima Rd.
Whittier, CA. 90605
1-562-945-3561

Norwalk Community Hospital (2.5miles)
13222 Bloomfield Ave
Norwalk, CA 90650
1-562-863-4763

La Palma Intercommunity Hospital (3.5miles)
7901 Walker St.
La Palma, CA 90623
1-714-670-7400

Keep in mind that any American hospital or emergency room has access to translators (e.g. on staff or via a telephone translating service). Also keep in mind that even if you have no insurance and no money, emergency rooms cannot turn away a seriously ill individual. They must treat you until you are out of danger. However, emergency rooms are more expensive than other medical facilities.

Student Conduct

Standards of Conduct

Failure to maintain standards of conduct appropriate to the mission of our school may result in suspension, expulsion, or denial of graduation (even if all academic requirements have been met). Note that a degree from CPU is perceived as a recommendation to a church for a ministry position. Therefore, a student's conduct is as important as his or her academic achievements in earning such a recommendation.

To graduate, students must participate in a local church, must not use illegal drugs, must not be involved in sexual immorality, or must not in other ways bring shame on the name of Jesus Christ. A student struggling with character issues is encouraged to meet with the Director of Student Affairs. A student who struggles with character issues (e.g. addiction) may still graduate if he or she shows satisfactory progress in dealing with the problems.

Sexual Harassment

It is the policy of California Prestige University to maintain the University environment as a Christian community that provides a place for spiritual growth, work, and study, free of all forms of sexual intimidation and exploitation. All students, staff, and faculty should be aware that California Prestige University is prepared to take action to prevent such intimidation and exploitation and that individuals who engage in such behavior are subject to discipline.

Sexual harassment can vary with circumstances, but, generally, it is defined as unwelcome or offensive sexual advances, requests for sexual favors, unwanted or uninvited verbal suggestions or comments of a sexual nature, or objectionable physical contact. None of these reflect a Christian attitude or commitment, and all adversely affect the working or learning environment. Coercive behavior, including suggestions that academic or employment reprisals or rewards will follow the refusal or granting of sexual favors, or conduct that unreasonably interferes with an individual's work or study performance or creates an intimidating, hostile, or offensive work/study environment, constitutes a violation of the CPU's spiritual and/or educational standards, objectives and goals; such misconduct will not be tolerated.

Under the direction of the appropriate administrator, CPU will fully and effectively investigate any such report and will take whatever corrective action is deemed necessary, including disciplining or discharging any individual who is found to have violated this prohibition against harassment. The reporting student, staff, or faculty will be informed of the action taken. CPU officials will also take action to protect the reporting student, staff, or faculty, to prevent further harassment or retaliation and, as appropriate, to redress any harm done.

It is the policy of California Prestige University not to tolerate sexual harassment, and appropriate disciplinary action will be taken whenever such harassment is demonstrated. Individuals engaging in such conduct contrary to CPU policy may be personally liable in any claim brought against them.

A student, staff or employee who feels that he or she has been sexually harassed may meet with a person officially designated to receive reports of discrimination, and they will work for resolution in such situations (Please see the CPU SEXUAL HARASSMENT POLICY) within the Student

Handbook for information. In addition, it is advisable that the student, staff or employee contact the City of Santa Fe Springs Police Department to report the form of sexual harassment:

Police Services Center 11576 Telegraph Rd.
Santa Fe Springs, CA 90670-9928
(562) 409-1850 * FAX 409-1854 * TDD 409-1855
Open Monday – Friday 8 a.m. to 8 p.m. Closed Saturday and Sunday

Weapons

Firearms, knives, explosives, or other dangerous objects, including but not limited to any facsimile firearm, knife, or explosives, are prohibited on all campus grounds, except as authorized by law.

Alcohol

Alcoholic beverages are forbidden on campus, except for use in connection with a course of instruction when the instructor has been authorized to use it by the Office/President.

Alcohol and Drug Prohibitions

The unlawful manufacture, distribution, dispensing, possession, or use of alcohol or any controlled substance is prohibited on campus property, during field trips, activities or workshops, and in any facility

Student Discipline

Students are required to maintain standards of behavior that are consistent with the calling to ministry, the teachings of the Bible, and the stated intentions (e.g. mission statement, goals, policies) of CPU. Students who do not maintain such standards will be required to undergo disciplinary procedures to restore and assist the students, which are outlined in the next section.

Disciplinary Procedures
The primary goals of discipline at CPU are restorative (i.e., not punitive) and the physical, emotional, spiritual maturation and protection of the individual and the CPU community.

The first step in student discipline is a meeting with the Director of Student Affairs to make sure the student understands the offence (admonition) and to evaluate the student's attitude. At that meeting, the director of student affairs will provide the student with a written statement concerning the behavior that violates the standards of behavior that are consistent with the calling to ministry, the teachings of the Bible, and the stated intentions (e.g. mission statement, goals, policies of CPU).

The second step is the Director's conversation with the student to understand the issues concerning the emotional, spiritual maturation and protection of the student and the CPU community.

The Director of Student Affairs will address a plan to assist the students to recover and restore themselves emotionally, physically, and spiritually. If the student does not follow through with the steps or plan of restoration, and there is no evidence of a change of behavior, the process will go forward through the following steps: probation, suspension and expulsion. The choice of an

administrative withdrawal prior to expulsion will be determined by the y the Internal Vice President.

At the point that the later three steps begin, a student may appeal his case to a committee of disinterested faculty and students (see Student Rights and Due Process above). A final appeal can be made to the Executive Council, which consists of the president and all the VP's and Chief Officers of CPU.

1. Probation defined:
   The director of student affairs may impose a probation in which the student is expected to show a development in responsible actions toward CPU and members of the community for a specified period. This may include limitations in our restriction on certain activities or privileges.
2. Suspension defined:
   In certain circumstances, the director of student affairs may immediately impose a suspension.
   A suspension may be imposed:
   To ensure the safety and well-being of members of the CPU community or preservation of CPU property:
   To ensure the student's own physical or emotional safety and well-being; or
   If the student poses a credible threat of disruption or interference with the normal operations of CPU.

During the suspension, the student will be denied access to the CPU campus (including classes) and/or all other CPU activities or privileges for which the student might otherwise be eligible. The director of student affairs will designate a specific length of time which is appropriate for the suspension. The suspension shall be extended only until such time as an adjudication can be completed and other sanctions (if any) imposed.

Suspension: The student is involuntarily separated from the school for a specified length of time. Absences from classes and chapels are not excused and academic work that is missed may not be made up. Administrative Withdrawal: The student is required to withdraw from the school without the privilege of returning until a time specified by the executive council.

Expulsion: The student is permanently separated from the school with a notation of the reasons for the termination in his/her file. No refunds are made, and the student will suffer the academic consequences of his/her actions.

When students are suspended or expelled for disciplinary reasons, there will be no refund of tuition for the semester and financial support may be canceled.

Student Grievance Policy

Students may submit any grievances that they might have with respect to academic affairs or interpersonal relationships in writing to the Chief Academic Officer. Upon receipt of the grievance, the Chief Academic Officer will meet with the student. An effort will be made to resolve the grievance. If the grievance is not resolved satisfactorily, the student may appeal the decision to the Academic Affairs Committee. The Officer forwards the grievance to the Academic Committee for resolution. The decisions of the Academic Committee are final and are non-appealable.

The following principles and procedures governing dismissal will be used if the reasons for dismissal are due to moral inconsistencies, significant neglect of duties, behavior, attitudes that are not in harmony with CPU's written policies, statements, standards, and ethical practices.

Dismissal of a student before graduation will be preceded by:

1. Discussions between the student and appropriate administrative officers (e.g., Chief Academic Officer or Internal Vice President) looking toward a mutual agreement
2. Informal inquiry by appointed faculty committee, which may, failing to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken, without its opinion being binding upon the administration
3. A statement of charges framed with reasonable particularity by the Chief Academic Officer and submitted to a committee of faculty and administrators (i.e., an ad hoc Grievance Committee consisting of Internal Vice President, Chief Academic Officer, one student selected by the Chief Academic Officer, and one student selected by the student who has a grievance). Pending a final decision by the committee, no overt action relative to the student's activity is to be taken.

If a student has a grievance or a challenge to disciplinary or dismissal actions that she/he wishes to pursue through special procedures, she/he should inform the Chief Academic Officer. The Chief Academic Officer will form the ad hoc Grievance Committee consisting of the Internal Vice President, one student selected by the Chief Academic Officer, one student selected by the student with a grievance, and the Chief Academic Officer him or herself. The student with a grievance will write a report detailing his grievance and suggesting any desired changes. The committee will have a meeting to discuss the grievance, reasons the school administration has been pursuing its present course and determine any more investigation that is needed. A second meeting will be scheduled which will allow the committee to ask questions of the professor and the administration. Proposals for recourse, change or for dismissing the grievance without recourse or change will then be written and voted on by secret ballot. The Internal Vice President will inform the committee of the vote tally. The vote of the committee will decide the matter unless the Internal Vice President asks the board to review the case (including minutes and vote tally). In case of a tie vote, the Internal Vice President will make the decision. Careful minutes to both meetings should be kept including the results of the vote tally. If any student feels he or she has been injured by a colleague, he should discuss the matter with the Chief Academic Officer. If the aggrieved student wishes to pursue the matter further, it will be the function of an appointed committee composed of the Internal Vice President, Chief Academic Officer and one student to examine matters carefully and render a recommendation to the Internal Vice President.

Student Complaints

A student or any member of the public including prospective students may file a complaint about the school with the Bureau for Private Postsecondary Education by calling (888) 370-7589 (toll-free telephone number) or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov If a student has grievances which he or she cannot work out with the school, he or she may call or write to:

Bureau for Private Postsecondary Education Mailing Address:
P.O. Box 980818
West Sacramento, CA 95798-0818

Physical Address:
Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, CA 95834

Phone: (916) 574-8900
Toll Free: (888) 370-7589

Main Fax: (916) 263-1897
Licensing Fax: (916) 263-1894
Enforcement/STRF/Closed Schools Fax: (916) 263-1896
Web site: www.bppe.ca.gov
E-mail: bppe@dca.ca.gov

Emergency and Campus Crime

Any student in an emergency should call 911. If a student needs assistance, ask the Office of the Director of Student Affairs. On campus, crime is very scarce. However, students are encouraged to walk in groups and watch one another.

Student's Rights and Due Process

A student who believes that disciplinary procedures are unwarranted or unfair has the right to due process. The sequence of steps starts with a meeting with the Director of Student Affairs to make sure the student understands the offence and to evaluate the student's attitude. At that meeting, the Director of Student Affairs will provide the student with a written statement concerning the suspect behavior. If the student does not evidence a change of behavior, the process will go forward through probation, suspension and expulsion. At the point that the later three steps begin, a student may notify the Internal Vice President that he or she wants to appeal his or her case to a committee of disinterested faculty and students (i.e. members of the student government unless they are somehow involved). A final appeal can be made to the administrative faculty council. Concerning discipline and due process, the student has the following rights:

- The student has a right to know the charges against him and to receive them in writing.
- The student has a right to have a hearing consisting of a committee of disinterested faculty (two) and students (preferably two members of the student government) and the Internal Vice President. This committee will make a recommendation to the administrative council, which will make the final decision. The final decision will be signed by the president and a copy will be given to the student.
- The student also has a right to confront his or her accusers (e.g. explain his or her side of the story, cross-examine witnesses, bring his or her own witnesses)
- A student may be represented or assisted (e.g. a character witness's testimony) by anyone he or she chooses
- The student has a right to the minutes of the proceedings and a written copy of the decision.
- The student may appeal this decision by requesting another hearing before the administrative council. The final decision will be signed by the president and a copy will be given to the student.

Confidentiality of Education Records

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), California Prestige University will disclose information from a CPU student's education records only with the prior written consent of the student—except that the student's education records may be disclosed without consent to CPU officials having a legitimate educational interest in the records as well as to third parties specifically authorized by FERPA.

Education records are defined as records, files, documents, data and other materials that contain information directly related to a student and are maintained by California Prestige University. All CPU students have the following rights regarding their education records:

1. To have access to their education records.
2. To consent to release a record to a third party.
3. To request nondisclosure of directory information.
4. To seek amendment of information which the student demonstrates is inaccurate.
5. To be notified of their privacy rights.
6. To file complaints with the U.S. Department of Education concerning alleged failures by CPU to comply with FERPA.

The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
Washington, DC 20202-4605

Statement of Compliance

California Prestige University is in full compliance with Title VI and VII of the Civil Rights acts of 1964 and Title IX of the Educational Amendments of 1972. The institution does not discriminate based on race, color, national origin, or sex in any of its policies, practices, or procedures.

Admissions

Admission Procedure

Requirement for Bachelor and Master's degree

Applications for admission are accepted until one week prior to the new academic year. In addition to the application for the appropriate desired program, all applications must be submitted through the Populi Online Application System only. Applicants must complete the Populi application for their desired program and upload the following required documents:

1. Upload a recent I.D. photo with a white background
2. Official certificate of graduation
3. Official transcripts:
4. Bachelor's applicants: Minimum GPA of 2.0 (on a 4.0 scale); high school diploma or GED required.
5. Master's applicants: Minimum GPA of 2.5 (on a 4.0 scale).
   - Statement of Christian faith: Personal faith, calling, and reasons for applying.
   - One letter of recommendation from a pastor, submitted through Populi (entering the pastor's email in Populi will automatically request and collect the letter).
6. For F-1 applicants:
   - Proof of financial ability (e.g., bank statement issued within the last 3 months).
   - Financial affidavit confirming ability to provide sufficient funds in U.S. dollars for tuition, room and board, and a round-trip ticket to the applicant's home country.
7. If unable to self-fund, sponsorship is required from an approved organization, agency, or individual assuming full financial responsibility for the entire cost of the program. GPA requirements for admission to graduate degree programs: master's degree: 2.5 (out of 4.0) / bachelor's degree 2.0 overall GPA (out of 4.0)

Program Specific Requirements

1. Bachelor's Programs (BA)
   - High school diploma or GED required
   - Minimum cumulative GPA: 2.0/4.0
2. Master's Programs
   - Minimum GPA: 2.5/4.0
   - Bachelor's and/or master's degree must be from an institution authorized by a government or accredited by an agency recognized by the U.S. Department of Education, the Korean Ministry of Education, or an equivalent authority in the applicant's country.
3. Doctoral Programs
   - Ph.D.C.S. / D.ICS
     - Applicants must have one of the following:
     - M.Div. plus 5 Intercultural Studies courses, or
     - M.A. in Intercultural Studies, or
     - Another master's degree plus 5 Intercultural Studies courses
   - Additional requirements (submitted through Populi):
     - Statement of faith and calling
     - Two recommendations (one pastor, one professor)
     - Master's cumulative GPA of 3.4/4.0 or higher

    - Minimum of 5 years of cross-cultural ministry or pastoral experience after commissioning or ordination (the committee may also consider the spouse's experience, if applicable)
    - A 15–20 page academic writing sample
    - A 250–300 word Research Interest Statement
    - Two book reports (2 pages each)
    - A 1-2 page missions-related reading list (author, title, publisher, year)
    - Copy of government-issued ID
- Doctor of Ministry (D. Min.)
    - M.Div. or equivalent degree
    - Minimum GPA 3.0 or higher
    - At least 5 years of ministry experience
    - Preliminary research proposal
    - Two recommendation letters (pastor and professor)
    - Courses may be taught bilingually in Korean and English (with texts and materials in both languages)
- Doctor of Counseling Psychology (D.C.P)
    - Master's degree in counseling psychology, coaching, or spirituality; or completion of at least two courses in those fields.
    - A recognized coaching license may substitute for a coaching course (e.g., ICF ACC; Korea Coach Association KAC).

Conditional Admission

Applicants who do not meet the minimum GPA requirement may be admitted on a conditional basis upon review and approval of the Admissions Committee. Students admitted conditionally must maintain a minimum cumulative GPA of 2.5 during their first semester and comply with the University's Satisfactory Academic Progress (SAP) policy. Failure to meet these requirements may result in academic probation or dismissal.

Transferred Credits Policy

A maximum of 75 percent of the units or credit that may be applied toward the award of a bachelor's degree may be derived from a combination of any or both of the following:

1. Units earned at institutions approved by the Bureau, public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or any institution of higher learning, including foreign institutions, if the institution offering the undergraduate program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs approved by the Bureau or accredited by an accrediting association recognized by the U.S. Department of Education.

2. Challenge examinations and standardized tests such as the College Level Placement Tests (CLEP) for specific academic disciplines.

3. No more than 20% of semester units (or the equivalent in other units) awarded by another institution may be transferred for credit toward a master's degree.

4. An institution may accept transfer credits only from institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education, including approved foreign institutions.

5. However, credits earned from denominational seminaries are fully transferable (100%) toward the respective degree programs.

6. In exceptional cases, admission to bachelor's, master's, or doctoral programs may be granted upon the recommendation of the Program Director and the Office of Admissions, with the approval of the Chief Academic Officer.

7. If an applicant has graduated from a non-accredited institution (bachelor, master, or doctoral degree), admission may be determined through an Admission Committee review. In such cases, probational admission will be granted. The applicant must complete one semester of study (9–12 units) at a lower level than the program applied for. If the student earns a GPA of B+ or higher, the Admission Committee will determine readiness for full admission into the intended program.

   For doctoral applicants, the Admission Committee may consider the applicant's professional expertise, scholarly achievements, and ministerial accomplishments when granting probational admission. In such cases, a probational semester at the doctoral level is required, after which the Doctoral Committee will make the final admission decision.

8. Credits earned at unaccredited institutions are not transferable to CPU and will not be applied toward degree requirements.

The Admission Committee consists of the Admissions Officer, the Program Director, and the Chief Academic Officer (CAO).

The following transferable credit does not exceed the standards of the Bureau for Private Postsecondary Education (BPPE), as well as the accrediting agencies ABHE and ATS.

Bachelor Program

Degree Program	Transferable Credits	Total Credits
Bachelor of Arts in Theology (BATh)	96	128
Bachelor of Arts in Family Counseling (BAFC)	90	120
Bachelor of Arts in Global Business Administration (BAGBA)	90	122
Bachelor of Arts in Education (BAEd)	90	122

Master Program

Degree Program	Transferable Credits	Total Credits
Master of Divinity (Korean)	17	83
Master of Arts in Counseling Psychology (MACP)	9	48

Master of Arts in Intercultural Studies (MAICS)	9	43
Master of Arts in Professional Coaching (MAPC)	6	36
Master of Business Administration (MBA)	8	42
Master of Divinity in Culturally Competent Pastoral Leadership (M.Div. English)	15	74

Doctor Program

Degree Program	Transferable Credits	Total Credits
Doctor of Philosophy in Contextual Studies (Ph.D.)	28	48
Doctor of Intercultural Studies (D.ICS)	20	32
Doctor of Ministry (D. Min.)	20	32

Rolling Admission Policy

1. Admissions and Academic Calendar Structure
   - Rolling Admission: Applications are accepted year-round and admission decisions are issued promptly (including expedited I-20 issuance for international students).
   - Enrollment in credit-bearing courses, however, is limited to published start dates for the Fall and Spring Semesters or Half-Semester sessions (late October / mid-March). → Meets ABHE 7, EE 8 requirement for clearly published alternative calendar patterns.
   - Late Start / 2nd Half Semester (8 Weeks)
     - Fall: 1st Half (late August – mid-October), 2nd Half (late October – mid-December)
     - Spring: 1st Half (early January – early March), 2nd Half (mid-March – early May)
     - Academic Calendar and Catalog list these as "Second 8-Week Session."
     - Add/Drop, refund, and grading policies are identical to full-semester courses.

2. Course Delivery
   - Credit Hour & Workload:
     - 3-credit course = 15 weeks × 3 hours = 45 contact hours
     - 8-week equivalent = 6 hours per week + assignments/projects/discussions.
     - Courses may be on-campus, online, or hybrid, with student engagement tracked in the LMS.
     - Meets ABHE Standard 7 EE 9 for federal credit hour equivalency and SLO-based outcomes.

3. Student Support
   - Late Arrival Orientation: Conducted before the start of the 2nd Half Semester (covering visas, academic policies, library, LMS use).
   - Advising: First 8-week entrants are encouraged to take 1–2 courses (3–6 credits) instead of a full load to avoid overload.
   - Tutoring & ESL Support: Students are connected to ESL, Writing Lab, and tutoring resources.
   - Enrollment Status: F-1 students must maintain full-time status (12 credits). Half-Semester students may combine ESL/Bridge courses or carry over credits to the following semester to maintain compliance.

4. Administrative / Academic Policies
   - Catalog Statement :
     "CPU offers alternative academic patterns including First 8-Week and Second 8-Week sessions. Courses offered in compressed terms carry the same credit and academic rigor as full-semester courses, consistent with federal credit hour definitions and ABHE Standard 7."
   - Academic Calendar: Must always include both Full Semester and Half-Semester schedules.
   - Financial Aid / Scholarships: Enrollment status (Full-time/Part-time) is calculated consistently; Late Start students are assessed on a pro-rated basis.

5. Quality Assurance
   - SLO Alignment: 8-week courses have identical Student Learning Outcomes as 15-week equivalents.
   - Program Review: Modular, hybrid, and online courses are included in program review.
   - Assessment Evidence: 8-week syllabi, attendance/engagement logs, and assessment data.
   - Faculty Preparation: Faculty complete training in compressed/modular teaching methods.

Transfer and Articulation Agreements

California Prestige University (CPU) has entered into the following articulation agreement with New Jersey Institute of Technology (NJIT) *Effective: March 13, 2025*:
CPU has established an articulation agreement with New Jersey Institute of Technology (NJIT), through its Martin Tuchman School of Management (MTSM), to facilitate the transfer of credits earned in CPU's B.A. in Global Business Administration program into NJIT's B.S. in Financial Technology (FinTech) program.
Under this agreement:
- NJIT will accept a maximum of 89 transfer credits from CPU toward the 122 credits required for the FinTech B.S. degree.
- CPU students who successfully complete the designated three (3)-year curriculum with a minimum cumulative GPA of 2.5 and individual course grades of "C" or better may be eligible to complete the remaining 33 credits at NJIT within one (1) year.
- Detailed course equivalencies are available from the CPU Registrar's Office or upon request.

Currently, CPU has not entered into any articulation or transfer agreements with any college or university other than NJIT.
For more information about this articulation agreement, please contact the CPU Admissions Office.

Ability to Benefit

Applicants without a high school diploma or GED are not eligible for admission.

Language Proficiency

Korean proficiency
Since most instruction is conducted in Korean, proficiency is required. A diploma from a Korean-medium high school or university satisfies the requirement. Applicants without such credentials must complete a proficiency interview with the Chief Academic Officer.

English proficiency (TOEFL Score or English Skills)
English proficiency tests such as TOEFL are not required for admission. Some courses are taught bilingually (Korean/English).

Spiritual Standard

The goal of California Prestige University is to cultivate the spiritual life of each student and to prepare each student for Christian Service. It is required that the applicant (B.A.Th, M.Div, MAICS, Ph.D.C.S, D.ICS and D.Min.) must be a born- again believer, and the application procedure requires a written statement of personal testimony to that effect. It is usually advisable for a student to be baptized at least one year before applying for the graduate program at the California Prestige University.

Enrollment Confirmation and Participation Policy

CPU maintains enrollment records based solely on documented academic participation. All newly admitted students are required to confirm active enrollment within 28 days of the first day of the semester through documented participation in academic activities, including but not limited to coursework submission, attendance in scheduled classes, or communication with the Office of Academic Affairs.

Students who do not demonstrate academic participation within the designated period may be subject to administrative withdrawal for non-attendance following institutional outreach. Reinstatement options are available. For full procedural details, refer to the Student Handbook, Academic Policies section.

Readmission

Any student who fails to register for more than 12 months must apply for readmission before returning to California Prestige University. The student who applies for readmission must follow the admission procedures.

International Students

California Prestige University is authorized under federal law to enroll non- immigrant international students by the issuance of SEVIS I-20 Form as certification of eligibility for admission. International students must follow the following procedure:

- Download an application for their degree program.
- Send in an application and all required documents and financial payment.
- Be approved for their degree program.
- Receive an I-20.
- Receive an F-1 visa to attend as a non-immigrant international student.
- Arrive approximately within 30 days of when the semester begins.
  (It is mandatory that you make an appointment and visit the Chief Academic Officer and SEVIS officer)
- Receive counseling regarding their studies in the United States, and an updated I-20, indicating their registration and attendance.
- Update any information changes:
  New address

Spouse or children information new child
Legal employment needs
CPT, OPT, or OCE
Change of employment
Unemployment Marital status
Traveling in and out of the U.S.A.
Transferring out of CPU
Change of status

CPU is authorized by the U.S. Government to issue the I-20 form for visas from foreign countries. Once the international applicant is accepted, CPU will send various documents including the I-20 form. A new student is required to pay $250.00 for the I-20 initial processing fee before CPU processes the I-20, and a transfer student is required to pay $100.00 for the I-20 transfer processing fee.

International students must enroll as full-time students, meaning that an undergraduate student must take at least 12 units per semester and Master student 9 units, Ph.D.C.S./D.ICS/D.MIN/DCP student 8 units, and ELSP student 5 classes (20 hours per week).

Those who have an E Visa, R visa and H visa, and their spouses are allowed to study at CPU. Students studying under an E, R and H visa must carefully watch when their nonimmigrant visas expire and allow 3-4 months for a change of status application to process, and final decision rendered.

CPU will not assist students and their spouses who want to study and need to change their status to F-1. Students and spouses must utilize the services of an attorney to change their status. Students must recognize that the application of a change of status does not guarantee approval of the change of status. CPU is not responsible for SEVIS's final decision.
CPU reserves the right to suspend or terminate any student whose attendance, academic or financial standing, or personal behavior is not corrected and does not comply with established standards and regulations. Students who have been suspended or terminated can be reinstated only upon approval of the Chief Academic Officer or ELSP director and SEVIS Officer.
Please direct other questions relating to international students to the SEVIS officer.

Non-discriminatory Policy

CPU seeks a diverse student body. Everyone has equal opportunity and access to CPU's educational programs and activities. The school does not discriminate based on race, color, age, sex, physical condition, or national origin. Non-discriminatory policies apply to the admissions policy, educational programs, employment, and all other activities that CPU provides. CPU complies with the provisions of Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

Financial Information

Tuition and Fees

Tuition (per unit) for:

Bachelor	$290.00
M.Div.(inclusive of in Coaching & in Chaplaincy)	$343.00
M.Div. in Culturally Competent Pastoral Leadership	$475.00
Master of Business Administration	$475.00
MA in Marriage, Family Therapy	$450.00
Master's (other)	$320.00
Ph.D.	$600.00
Doctor of Psychology	$550.00
Doctoral (other)	$450.00
Certificate for English Speaking Pastoral Leadership	$475.00
Certificate of Chaplaincy	$343.00
ELSP	$440.00 /course

Fees

Application fee:	$100.00
Enrollment fee:	$100.00
Re-admission fee:	$100.00
Registration fee (every registration):	$100.00
Student portal service (every registration)	
Doctoral Program:	$56.00
Other Program	$74.00
Transfer Credit Evaluation fee	$50.00
S.T.R.F.(Student Tuition Recovery Fund)	$0.00 per $1,000 of institutional charges

(*The projected STRF assessment is subject to change in accordance with BPPE policy.)

Student activities fee: (on-campus B.A. & Master student)	$50.00 /year
Graduation fee (B.A. and Master):	$200.00
Graduation fee (Doctorate):	$500.00
Continuation fee for B.A. & Master	$500.00
Continuation for Doctorate(DICS, Ph.D. & DCP)	$250.00
D. Min. Capstone Project Extension fee	$1,000.00
D. Min. Dissertation evaluation fee	$800.00
Deferred payment plan fee:	up to $30.00
Late Registration fee:	up to $100.00
	$30.00 after registration
	$50.00 until 1st week of class
	$100.00 thereafter(2nd week)

Add/Drop a course fee(1st week of class): Free for the 1st change, $10.00 per request thereafter.

Missing registration penalty(per course):	$300.00
Degree program change fee	$200.00
Official transcript fee (per copy):	$10.00
Student I.D. Card (Optional)	$25.00
Athletics fee(if applicable)	$4,250/semester
ELSP test (scheduled test date):	$25.00
ELSP test (non-scheduled test date):	$100.00

Auditing fee (per unit)

<B.A. and Master courses> Non-students only:	amount per unit
Enrolled students & Alumni:	$100.00
<Doctorate course> Non-student only:	amount per unit
Enrolled students & Alumni	$200.00

ELSP does not provide audits.

Note: If cancellation is made through attendance at the first-class session or the seventh business day after enrollment, whichever is later, the institution will refund 100 percent of institutional charges paid, less only a reasonable deposit or application fee, if any, not to exceed $250, as permitted by law.

I-20 and SEVIS Fees

New I-20 processing fee:	$250.00

(Note: This is not I-901 fee paid to USCIS for student F-1 visa. This is our processing fee.)

Student transferring in:	$100.00
OPT, OCE processing fee:	$150.00
I-20 reissue fee:	$50.00
Student changing educational level (I-20 fee):	$100.00
Program extension fee:	$100.00
Student transferring out:	$0.00
Authorization to drop full-time:	$0.00

Note: The First mailing for I-20 is free.
Additional mailings- all overseas or interstate mails must be paid for by a student.
All applications mailed to the USCIS must be paid for by the students. Envelopes and labels will be provided for the student without charge.

Total charges by Program

(The payment of the STRF fee is determined according to BPPE policy.)

Course	Graduation Credit Requirements	Standard period of study	Full-time units	Total charges for the full-time attendance period (Spring and Fall semester)	The Estimated total charges for the Standard Period of Study (Spring and Fall semester & Summer intensive)
B. A. Th.	128	4 years	12units	$7,458	$39,708
B.A. Ed.	122	4 years	12units	$7,458	$37,968
B.A.F.C.	120	4 years	12units	$7,458	$37,388
B.A.G.B.A.	122	4 years	12units	$7,458	$37,968
B.A.G.B.A.(w/ athletics)	122	4 years	12units	$15,800	$63,200
B.A.S.W.	129	4 years	12units	$7,458	$39,998
M.Div. (incl. of in Coaching & Chaplaincy)	83	3 years	9units	$6,672	$30,535
M.Div. C.C.P.L.	74	3 years	9units	$9,048	$37,216
M.B.A.	42	2 years	9units	$9,048	$21,394
M.A.C.P.	48	2 years	9units	$6,258	$16,804
M.A.ICS	43	2 years	9units	$6,258	$15,204
M.A.P.C.	36	2 years	9units	$6,258	$12,964
M.A.M.F.T.	72	3 years	9units	$8,598	$34,416
D.Min. & D.I.C.S.	32	2 years	8units	$8,112	$16,844
Psy.D.	46	3 years	8units	$9,212	$27,304
Ph.D.C.S.	48	3 years	8units	$10,512	$30,804
Certificate of Chaplaincy	12	2 years	3units	$1,408	$4,636
Graduate Certificate of ESPI	18	1 year	9units	$8,998	$8,998(Sp. & Fall)
Graduate Certificate in Entrepreneurship of New Ventures	18	1 year	9units	$8,998	$8,998(Sp. & Fall)
ELSP	1,800 hrs	2 years		$7,222	$14,344

Payment Policy

Tuition is expected to be paid in full either at the time of registration or before the end of the first week of classes. Those students who are unable to pay the tuition may ask to be considered for the deferred payment plan.
A student is not considered registered and cannot continue to attend classes until he either has paid all educational costs or has been approved for the deferred payment plan.
If students don't pay whole or partial tuition by the end of the first week after school starts, they can't take a class.

Deferred Payment Plan

A student may elect an optional up to three (3) payments plan. Please note that a special handling fee of$10.00 per time will be required for this plan.
One-third of the tuition plus a special handling fee is due on the last day of registration. A second one-third payment is due during the fourth week. The final payment is due during the eighth week. When students want to use a deferred payment plan, they should pay by cash, check or wire transfer with any wire transfer fees.

Late charge fees:
$50.00 will be charged to the student who fails to make a payment after every scheduled payment due. Another$50.00 per month will be charged to the student who fails to make a payment after the final due date. For example, if a student made the first payment at the spring registration but failed to make the second payment at the fourth week and the third payment during the spring semester, the student paying for the fall registration will be responsible for$50.00 late fee for each missing payment during the spring semester, then$50.00 for each month they failed to make the final payment after the spring semester ended. Therefore, they could owe:$100.00 (March and April),$50.00 for each month (May, June, and July), and therefore owe:$250.00.

Cancellation, Drop, and Withdrawal Policy:

Student's Right to Cancel
The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. Thereafter, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in the current payment period in your program through the last day of attendance.
To cancel the enrollment agreement or withdraw from the institution, a written notice of cancellation, drop, or withdrawal must be submitted to the Office of the Registrar:
Main Office, 15605 Carmenita Rd., Santa Fe Springs, CA. 90670

Student Tuition Recovery Fund (STRF)

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

paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

Refund of Tuition

The student has a right to a refund of tuition. If cancellation is made through attendance at the first-class session or the seventh business day after enrollment, whichever is later, the institution will refund 100 percent of institutional charges paid, less only a reasonable

deposit or application fee, if any, not to exceed $250, as permitted by law. Any refunds will be made as soon as possible but no later than 45 days from the determination of withdrawal date. Students receiving Federal Financial Aid are subject to the return calculation first.
The date when the registrar receives the official Add/Drop form determines the date of withdrawal. Failure to attend class is not withdrawal. Refund schedule for dropping courses; Fall/Spring Semester

- 100% refund until attendance at the first-class session, or the seventh day after enrollment, whichever is later. The course is completely taken off the student's transcript, with no record of ever registering for the course.
- Thereafter, pro-rated refund if completed 60 percent or less of the scheduled hours. A student needs to acquire the signature of the Chief Academic Officer in order to withdraw from a course. When a student withdraws from a course, the student will receive a "W" on their transcript.

Summer Session or intensive class

- 100% refund before afternoon class on the first day. The course is completely taken off the student's transcript, with no record of ever registering for the course.
- Thereafter, pro-rated refund if completed 60 percent or less of the scheduled hours. A student needs to acquire the signature of the Chief Academic Officer to withdraw from a course. When a student withdraws from a course, the student will receive a "W" on their transcript.

(Example) if a student withdraws a course after 18 hours out of 45 hours (3 credits x 15 weeks) and its tuition is$960, the refund will be:$960-$960 x 18/45 credit hours=$576

When a student withdraws from CPU, he shall be deemed to have withdrawn when following occurs:

- The student notifies the Registrar of his intent to withdraw.
- CPU terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulation of the institution; and/or failure to meet financial obligations.
- The student has failed to attend all classes for three consecutive weeks and failed to inform the school that he is not withdrawing.
- The student fails to return from a leave of absence.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund more than the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student. If the student has received Federal Student Financial Aid funds, the student is entitled to a refund of monies not paid from Federal Student Financial Aid program funds.

Note: If cancellation is made through attendance at the first-class session or the seventh business day after enrollment, whichever is later, the institution will refund 100 percent of institutional charges paid, less only a reasonable deposit or application fee, if any, not to exceed $250, as permitted by law.

OSAR Statement

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

Scholarship

Every semester, California Prestige University awards scholarships to worthy, qualified students. The total scholarship amount cannot exceed the student's total amount of tuition. The recipients will receive the credit for the amount of the scholarship toward their tuition (Detailed information on scholarship aid is available at the main office, or from the External Vice President). CPU prioritizes equity and access, providing multi-layered financial support to ensure that all eligible students can persist in their studies. All applications, advising, and reviews comply with applicable laws, and personal information is protected.

(Note: Scholarship selection and award amounts may change based on budget/fund availability and the results of the review process.)

Scholarship Committee
The Scholarship Committee has the task of screening the awarding of scholarships. The External Vice President is the Chairperson for the scholarship committee. The External Vice President is responsible for the overall coordination and direction of the scholarship program.

The committee is composed of the following officials: the External Vice President, Chief Academic Officer, Director of Student Affairs, Director of Financial Aid, Director of Office Management, Campus Chaplain and the Directors of the Undergraduate.

All scholarships are selected and awarded each semester (Fall/Spring) based on the student's enrollment. Undergraduate students must be enrolled in at least 9 credits, and graduate students must be enrolled in at least 6 credits. Students must reapply each semester. All scholarships are provided as tuition credits rather than cash payments. Therefore, students in their final semester may not be eligible for a scholarship if there is no remaining tuition balance to which the scholarship can be applied. Academic scholarships based on academic performance are exempt from this restriction.

CPU offers scholarships for spouse /family members, pastors/missionaries, children of pastors/missionaries, and family members of faculty and staff (please refer to the tuition and fees guide). CPU also offers limited scholarships to students based on financial need. Students who qualify for more than one scholarship may not be able to receive all of them. The Scholarship Committee will determine which scholarships can be awarded according to the school's scholarship policy. Various types of scholarships are available for students (please see the Scholarship Chart for details https://cpu.edu/video-home/tuition-fee/scholarships).

Academic Achievement Scholarship:
- Open to BA and Master's students (BA: 12 credits, Master's: 9 credits).
- Must have a minimum GPA of 3.0 from the previous semester.

If a program has 15 or more full-time students, one eligible student will be selected by the Scholarship Committee to receive a $1,000 scholarship.

If a program has 20 or more full-time students, an additional eligible student will be selected by the Scholarship Committee to receive a $500 scholarship.

The Scholarship Committee will determine the recipients based on the applicable scholarship criteria and the school's scholarship policies.

If two or more students have the same academic standing, the following criteria will be used to determine the scholarship recipient.

1. Highest Cumulative GPA (from the previous semester)
2. Most credit-bearing courses completed in the previous semester
3. Highest overall percentage grade
4. Highest chapel attendance rate
5. Joint award (if all criteria remain tied)

Financial Need Scholarship: Students who have financial needs are invited to obtain an application from the school office. They are to complete the application and submit it to the director of student affairs. The Scholarship Committee will consider the applications for the following academic semester.

Designated Scholarship: A church or organization may choose a student to support, or they may provide a scholarship for a particular type of student which will be announced when available. Students should/may apply for a designated scholarship.

Ministry Scholarship: provides tuition discounts to support the educational endeavors of families and staff members within our community. This includes:

To be eligible for Ministry scholarship, all scholarship recipients must enroll in a minimum of 6 credits during the semester

- **Student Representative Scholarship:** Department representatives (B.A., M.Div., MACP, MAICS, MAPC) receive $300/semester
- **Support for family member of Full-Time Students:** 15% off tuition
- **Full-time Faculty & Staff (and Dependents):** 50% Off Tuition
- **Tuition for missionaries and their spouses :**30% off tuition (enrolled in 6 or more units)
- **Tuition for pastors and their spouses:** 15% off tuition
- **Tuition for dependent of missionaries and pastors:** 15% off tuition (under 21 years old)
- **New Student Recommendation Scholarship:** $200 scholarship per course will be awarded to the student who makes the referral, for up to three courses, provided that the referred student successfully completes the semester in which they enroll.
  The referring student will receive the scholarship as a tuition credit for the following semester.
- **Founders Scholarship:** Selected by the Scholarship Committee among currently enrolled theology-related students (B.A.Th., M.Div., MAICS)

New Student Scholarship: Students entering or transferring into the Undergraduate Programs and taking three or more classes will receive a scholarship equivalent to one class (available only to students who are not receiving any other Grant benefits.).

Financial Aid (TITLE IV)

Federal Student Aid (FSA) is available for eligible students. We are committed to helping students apply and receive FSA based on their eligibility.

CPU offers the Federal Pell Grant, Federal Supplemental Education Opportunities Grant (FSEOG), Federal Work Study (FWS), and Federal student loan program.

Federal Pell Grant is a form of need-based federal financial aid that typically does not have to be repaid, which makes it highly desirable. It is awarded by the U.S. Department of Education to help eligible low-income students pay for college costs, including tuition, fees, room and board, and other educational expenses.

Federal Supplemental Education Opportunities Grant (FSEOG) program provides need-based grants to help low-income undergraduate students. The students with "exceptional need" (those with the lowest Expected Family Contributions, or EFCs) have priority.

Federal Work Study (FWS) provides part-time jobs for students with financial need, allowing them to earn money to help pay education expenses.

The Federal student loan program is the William D. Ford Federal Direct Loan (Direct Loan) Program. Under this program, the U.S. Department of Education is your lender.

Students may borrow up to the amount of the student's cost of attendance less other expected financial assistance (not to exceed annual loan limits).

Funds received from either of the loan programs are subject to repayment from the student. Before a loan document is submitted to the USDE, students must be fully aware of the financial responsibilities under these loan programs, the rights that the student has under the individual loan program conditions, and the consequences of failing to meet the repayment obligations.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

- Direct Subsidized Loans (Interest earned while in school and during grace period is covered by the USDE) are loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career school.
- Direct Unsubsidized Loans (Interest earned while in school and during grace period may be delayed until the repayment period and will be added to the loan balance) are loans made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need.
- Direct PLUS Loans are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Eligibility is not based on financial need, but a credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify.

STUDENTS ARE ENCOURAGED TO KEEP THEIR LOAN DEBT AS LOW AS POSSIBLE. THESE LOANS ARE AGGRESSIVELY COLLECTED BY THE USDE AND ITS CONTRACTORS. INTEREST LIABILITY ON LATE PAYMENTS IS VERY EXPENSIVE. LACK OF PAYMENT IS A VERY DAMAGING TO UNITS HISTORY AND FUTURE BORROWING POWER.

Eligibility Requirements

You must:

- demonstrate financial need.
- be a U.S. citizen or an eligible noncitizen.
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- Your registration status with Selective Service no longer affects your eligibility to receive federal student aid. For general information about registering, call Selective Service toll-free at 1-888-655-1825 or visit sss.gov
- be enrolled or accepted for enrollment as a regular student in an eligible degree or **certificate** program.
- maintain satisfactory academic progress and attendance
- provide consent and approval to have your federal tax information transferred directly into your 2026–27 Free Application for Federal Student Aid (FAFSA®) form, if you're applying for aid for July 1, 2026, to June 30, 2027
- On the FAFSA form, a contributor refers to anyone (you, your spouse, your biological or adoptive parent, or your parent's spouse) who's required to provide information on the FAFSA form. If a required contributor doesn't provide consent and approval to have their federal tax information transferred into your FAFSA form, you won't be eligible for federal student aid—even if they manually enter tax information into the FAFSA form.
- sign the certification statement on the ***Free Application for Federal Student Aid (FAFSA)*** stating that
- you are not in default on a federal student loan and do not owe money on a federal student grant and
- you will use federal student aid only for educational purposes; and
- show you're qualified to obtain a college or career school education by
- having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate.
- completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or

To apply for Title IV aid, a student must submit a Free Application for Federal Student Financial Aid (FAFSA). This is required for all students who wish to receive FSA. Through an established formula a student's need is calculated based on an analysis of household and financial information from the FAFSA.

Federal Deadline

FAFSA applications must be received by June 30 in the year for which the application is intended for. The earlier you file, the more grant money you are likely to receive. You should start applying as soon as the FAFSA for that year opens.

Applying for Financial Aid
Financial aid is funding that will help you and your family meet college expenses such as tuition, fees, books, supplies, etc. The basic sources of aid are grants, scholarships, and employment.
You and your parents (if you are dependent) are still considered the primary source of funding for these costs. Financial aid is intended to fill the gaps where you and your parents might fall short in paying for your education.

Follow these three steps to apply for financial aid:

1. Submit the FAFSA.
- All students who wish to be considered for federal and state financial aid must complete a FAFSA (Free Application for Federal Student Aid). The FAFSA or Renewal FAFSA should be completed https://studentaid.gov.
- Students whose FAFSAs are received by the priority filing date are given first consideration for some federal financial aid programs that have limited funds.
- CPU's school code for the FAFSA is 041228.
- Retain the printout of your confirmation page after submitting your FAFSA online. This is your proof that you applied. Save to your computer a copy of the FAFSA submitted online or retain a copy of the paper FAFSA or Renewal FAFSA for your file.

2. Check your email.
- Within approximately two weeks after submitting your FAFSA online you should receive a SAR (Student Aid Report) indicating that your FAFSA has been processed and sent to the institutions you designated. Check the SAR for accuracy, and make sure that CPU is listed as the school you plan to attend.

3. Submit all requested documents.
- Upon receipt of your electronic FAFSA data from the federal processing center, we will mail you a letter requesting documents needed to complete your file. SUBMIT all requested documentation promptly. You may be asked to submit copies of tax transcripts or other documentation to complete your financial aid application. Respond promptly to these requests (and any follow-up requests) to assure timely processing of your application. Please check your e-mail often to see if there is any other correspondence from the Financial Aid Office. The Financial Aid Office uses the PRIMARY email address registered with Admissions.
- To stay compliant with federal regulations, the financial aid office must determine if your high school credential is valid. You must also submit all previously attended college transcripts to be a fully admitted student, whether or not you plan on transferring any of the credits to your new degree/diploma at CPU.
- Once documentation is received by the financial aid office, it takes approximately 2-3 weeks to process. Please plan accordingly.
- The Financial Aid office is available to assist students with the application.

Award Notifications: Financial aid award packages are e-mailed to those students whose files are complete by the priority date.

Award conditions and responsibilities: Be sure to read the emails for conditions attached to your award. Every student must keep minimum requirements for attendance and grades (above GPA 2.0).

Financial aid disbursement: Financial aid is determined by the Financial Aid Office and disbursed by the CPU Business Office. Financial Aid funds are first applied to a student's institutional charges, including tuition and applicable fees. If the total amount of financial aid

exceeds these charges, any remaining balance will be issued to the student by direct deposit. For students residing outside the U.S.A., funds will be issued by international wire transfer.
If neither option is available, a check may be issued. All checks are valid for 6 months from the date of issuance. If not cashed within that period, the check becomes stale and the funds will be returned to the original funding agency, such as FSA or Cal Grant, in accordance with regulations. If you have any questions, please visit the campus office or call at 562-926-1023 (ext. 302) or e-mail fsa@cpu.edu

Reapplying for Financial Aid

You must apply for federal student aid for every school year that you attend.

To reapply, you should submit a Free Application for Federal Student Aid (FAFSA). If you submitted a FAFSA previous year and you are eligible to complete a Renewal FAFSA, you may choose to have most of the questions pre-filled with the information you provided. Simply updating the information for the new school year on a Renewal FAFSA may be faster. However, the Renewal FAFSA is available solely for your convenience. If you prefer to start fresh with a new FAFSA, you are free to do so.

To reapply, click Login on the home page to log in to FAFSA on the Web, and then click FAFSA Renewal

- Please note the amount of Federal Pell Grant funds ***you may receive over your lifetime is limited by federal law to be the equivalent of six years of Pell Grant funding***. Since the maximum amount of Pell Grant funding that a student can receive each year is equal to 100%, the six-year equivalent is 600%.
- Percent used: To determine how much of the maximum six years (600%) of Pell Grant you have used each year, the U.S. Department of Education (ED) compares the actual amount you received for the award year with your scheduled award amount for that award year. Of course, if you receive the full amount of your scheduled award, you will have used 100%. It's possible that you might not receive your entire scheduled award for an award year. There are several reasons for this, the most common of which are that you are not enrolled for the full year or that you are not enrolled full-time, or both.
- If you did not receive the full amount of your scheduled award, we calculate the percentage of the scheduled award that you did receive. For example, if your scheduled award for an award year is$5,000, but because you were enrolled for only one semester you received only$2,500, you would have received 50% of the scheduled award for that award year. Or if you received only$3,750 for the award year because you were enrolled three-quarter-time and not full-time, you would have received 75% for that year.

The following site provides more guidance when filing applications https://studentaid.gov

Financial Aid Application Guidance
The Financial Aid Office at CPU is here to assist students with completing their financial aid package. Our hours for drop-in are:
Monday – Friday 9am-5pm (hours are subject to change.)

Starting with the 2024-2025 school year, students and families will see a different measure of how their financial aid eligibility is calculated.

The Student Aid Index (SAI) is a new formula that takes into account some new factors:
- Removes the number of family members in college from the calculation

- Allows a negative SAI which increases likelihood of more Federal/State funding
- Overhauls the criteria for Federal Pell Grant eligibility so that more students may qualify for it

*Beginning with the 2024-2025 school year, students completing the Free Application for Federal Student Aid (FAFSA) form will no longer be directed to the IRS to get tax records for income verification.

*You won't be able to access the FAFSA® form without a StudentAid.gov account.

*Beginning with the 2024–25 FAFSA® form, each of your contributors (if you have any) will be able to create a StudentAid.gov account even if they don't have an SSN.

*Anyone who provides information on your FAFSA® form will be considered a contributor.

*Being identified as a contributor on the FAFSA® form won't make your family member responsible for paying for your education costs.

*You must provide consent and approval to be eligible for federal student aid.

*The formula used to determine your financial aid eligibility is changing.

*The Student Aid Report is now the FAFSA Submission Summary.

If your financial situation has changed due to unemployment or death of a family member, please contact the Financial Aid office for instructions.

Students often ask why they are required to provide parent information if the student lives on his/her own. Federal regulations require students to provide parent information unless they meet any of the following criteria.

- They are at least 24 years of age
- They have children whom they financially support more than 50%
- They are a member of the Military or Veteran
- They are married
- They are documented homeless
- They were a Ward of the Court, Foster Child, in a Legal Guardianship or Legally Emancipated Minor before the age of 18
- They are an orphan

If you have a special situation that may justify a dependency override, please schedule an appointment with the Director of Financial Aid, Sunny Kim.
Tel.number : 562-926-1023 (ext.302), fsa@CPU.edu

Professional Judgement Policy & Procedures
The Free Application for Federal Student Aid (FAFSA) does not provide families with a place to explain special circumstances affecting their ability to pay for the student's education. To remedy this, Congress, through The Higher Education Act (HEA) of 1992, delegated to school's financial aid administrators to make professional judgment decisions when there are special or unusual family or student circumstances that may call for adjustments in determining a student's eligibility for financial aid. Circumstances requiring professional judgment will be analyzed on a case-by-case basis and will be documented.

Professional judgment refers to the authority of a school's financial aid administrator to adjust the data elements on the FAFSA.

The Director for Financial Aid may exercise professional judgment and change elements in the federal need analysis to account for circumstances that he/she feels have not been adequately considered in the original FAFSA. The Director for Financial Aid has the final authority in making professional judgment decisions. There is no appeal. By law, neither the school's president nor the U.S. Department of Education can override the financial aid administrator's decision. (Higher Education Act of 1965, Sections 479A and 480(d) (7).

The FAFSA Simplification ACT distinguishes between different categories of professional judgement by amending section 479A of the HEA.

- Special Circumstances
- Unusual Circumstances

A student may have both a special circumstance and an unusual circumstance. Financial aid administrators (FAAs) may make adjustments that are appropriate to each student's situation with appropriate documentation.

Circumstances that may warrant a professional judgment decision include, but are not limited to the following:

- Parent's death or divorce for dependent students; death of or divorce from spouse of independent students.
- Significant loss of income/loss of employment
- Loss of untaxed income/benefits (e.g. disability, child support, or other benefits)
- Excessive medical expenses (not covered by insurance)
- One-time taxable income used for life changing event (e.g. IRA, pension distribution)
- Other special circumstances not listed

Circumstances that are NOT considered extenuating include, but are not limited to:

- Standard living expenses (e.g. utilities, credit card payments, children's allowances, etc.)
- Mortgage payments
- Car payments
- Credit card or other personal debts
- Vacation expenses
- All other discretionary expenses

Requesting a Professional Judgment Review:

Student should submit the signed Professional Judgement form, along with all supporting documents establishing the special circumstances for which an adjustment is sought, to Financial Aid.

After receiving a professional judgment request, the Financial Aid Office will first examine the request to determine whether the requested adjustment, if granted, will impact a student's financial aid package before going through the formal professional judgment decision process.

Verification

Verification is the confirmation through documentation that the information provided on a student's Free Application for Federal Student Aid (FAFSA) is correct. The federal government requires colleges and universities to verify or confirm the data reported by students and their parent(s) on the FAFSA. Federal regulations 34 C.F.R Part 668, subpart E, dated March 14, 1986 April 29, 1994, November 29, 1994 – executing legislation 20 U.S.C. 1094 governing the Title IV programs require schools to be sure of certain applicant-reported data. The verification process ensures that eligible students receive all the financial aid to which they are entitled and prevents

ineligible students from receiving financial aid to which they are not entitled. The school requires that these policies are made available to all applicants for financial aid, as well as prospective students upon request.
This procedure is part of the Admissions process. To follow the regulation and achieve consistency governing this process, the following verification policies apply to all applicants for
Title IV programs. Under the regulations, the school may not disburse PELL grants until completion of verification.

California Prestige University shall verify 100% of those students selected by the CPS system for verification.

Verification Exclusions
A selected application may be exempt from some or all of the verification requirements due to certain unusual circumstances. Except in the case of the student's death, however, none of these verification exclusions excuses the school from the requirement to resolve conflicting information.

1. Incarceration. A selected application does not have to be verified if the student is in jail or prison at the time of verification.
2. Recent immigrant. A selected application does not have to be verified if the student is an immigrant who arrived in the United States in a certain year.
3. Spouse unavailable. A school isn't required to verify spouse information (or to obtain the appropriate signature for verification purposes) if any of the following conditions apply:

- The spouse is deceased or mentally or physically incapacitated.
- The spouse is residing in a country other than the United States and cannot be contacted by normal means.
- The spouse can't be located because his or her address is unknown, and the student cannot obtain it.

Applicant verified by another school
If the student completed verification for the current award year at another school before transferring, all the following documents must be provided by letter from that school in order to document a student's eligibility for verification exclusion. The letter must include:

- a statement that the student's application data have been verified,
- the transaction number of the verified application, and
- if relevant, the reasons why the school was not required to recalculate the student's EFC (for example, the application errors may have been within the allowable tolerance).

Required Verification Documents: Examine the data items listed in 34 C.F.R 668.56. Different data items apply to different applicants depending upon student dependency status and the Title IV programs used. Data items include:

- household size
- number enrolled in college
- adjusted gross income (AGI)
- U.S. income tax paid, and
- certain untaxed income and benefits

Time Period for Providing Documentation
It is a federal regulation that our institution receives the required verification documents no later than 90 days after their last date of enrollment for the award year. Financial aid cannot be awarded after a term for which you are enrolled has ended.

If the student cannot provide all required documentation, the school cannot complete the verification process. The school must then advise applicants that they are not eligible for financial aid funds.

Applicant Responsibilities
To be eligible to receive Title IV funds, we require applicants to provide requested information during the time-period(s) specified in these policies.

If a student's FAFSA is selected for verification after already receiving an award and the student fails to complete the verification, financial aid will be retracted, and the student will be billed.

The Financial Aid Office will compare all required documents to your information from the FAFSA. If necessary, corrections will be made. If corrections to a student's FAFSA result in a change in the amount of financial aid that was initially awarded, our office will generate a revised financial aid award.

Applicants must certify that the following items are correct as listed on the original application; or, if not correct, must update the information as of the date verification:

- Number of family members in the household
- Number of family members in the household enrolled as full-time or part-time students at postsecondary institutions
- Change in dependency status
- Federal PELL Grant applicants whose dependency status changes during the Award Year must file a correction application.
- This process does not apply if the change occurs due to marriage.
- Campus-based applicants whose dependency status changes during the Award Year must have their FC re-calculated. This process does not apply if the change occurs due to marriage.
- The applicant must repay any extra award amount, or any award discovered during verification for which he/she was not eligible.

Referral Procedure
The school shall forward it to the Secretary of Education for referral on fraud cases.
Disbursement Information

All Grant funds will be posted to your account for use against tuition and book charges. All awards are based on your continued progress in your program of study. Aid will be suspended for lack of satisfactory academic progress.

After you are notified by email that you have an estimated award offer, you must access your Campus Ivy account and accept or decline each financial aid award item with your e-signature.

If you do not accept any aid, funds will not be disbursed unless aid is accepted. If aid is not accepted within 30 days of the offer, your award may be canceled.

WARNING: *YOU MUST ATTEND ALL OF YOUR CLASSES TO BE ELIGIBLE FOR FUNDS FROM FEDERAL GRANTS! YOU MUST DROP YOUR CLASSES PRIOR TO THE FIRST DAY OF CLASS IF YOU CHOOSE NOT TO ATTEND OR YOU WILL BE RESPONSIBLE FOR PAYING TUITION.*

Tuition for Bachelor Program is$290.00 per credit hour for 2025-2026. To estimate the balance left for books, supplies, transportation, please subtract your expected tuition cost from your total award per semester.

Pell grants are broken down into 4 categories based on your enrollment per semester. *Some students enrolled in less than 12 credit hours may be ineligible for the Pell Grant.

Less than half time (1-5 hours) 25%
Half time (6-8 hours) 50%
Three quarter time (9-11 hours) 75%
Full time (12+ hours) 100%

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID STUDENTS

One of the requirements of eligibility for Federal Student Financial Aid is a student must maintain Satisfactory Academic Progress (SAP) and be in good academic standing. At the end of each semester, CPU will measure the student's performance according to the Satisfactory Academic Progress Policy. All attempted coursework is included in calculations involving Satisfactory Academic Progress for financial aid eligibility. Those who fail to make satisfactory progress will be given one semester of financial aid warning for Federal Student Financial Aid.

1. Financial aid warning
CPU will notify students in writing for failing to make satisfactory academic progress and place the students on financial aid warning at the end of each semester. Warning status lasts only one semester, during which the student may continue to receive Federal Student Financial Aid. Students who fail to make satisfactory progress after the warning period lose their aid eligibility unless they successfully appeal and are placed on probation.

2. Financial Aid Appeal
When a student loses Federal Student Financial Aid eligibility because he failed to make satisfactory progress, he may appeal that result on the basis of, his injury or illness, the death of a relative or other special circumstance. His appeal must explain why he failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation.
SAP appeals must be submitted by the first Friday of classes of each semester.
Per Federal financial aid regulations, appeals are not automatically accepted and may be denied based on failure to maintain Satisfactory Academic Progress standards set forth at the CPU.
SAP appeals will be reviewed by the Academic Committee and will be notified by e-mail if the appeal is accepted or denied.
Up to three appeals may be accepted.
If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.

3. Financial Aid Probation
If based on the appeal CPU determines that the student should be able to meet the SAP standards by the end of subsequent semester, students will be placed on financial aid satisfactory progress probation.
Students are eligible for financial aid while on probation and this probation status lasts only one semester.
If SAP probationary requirements are not met within the probation term, the student will again become ineligible for financial aid and may need to file another SAP appeal.

If based on the appeal CPU determines that the student will require more than one semester to meet progress standards, CPU may place him on probation and develop an academic plan for him. CPU will review the student's progress at the end of each semester as is required of a student on probation status, to determine if the student is meeting the requirements of the academic plan. If

the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.

4. Regaining Eligibility

Students who are not meeting SAP requirements for GPA or pace may regain eligibility on their own without submitting an appeal by attending and achieving overall SAP requirements without the assistance of federal financial aid. Students who are not meeting SAP requirements are checked each semester and are made eligible for federal aid if they are now meeting overall SAP requirements.

The same process applies to students who have submitted a SAP appeal that has been denied, they can attend without the use of federal financial aid. Students who have been denied a SAP appeal can re-appeal after one semester without federal aid. These students are monitored each semester and are made eligible for federal aid if they are now meeting overall SAP requirements.

Federal Title IV Refunds Policy

When a student who receives Federal Student Aid funds withdraws from the CPU prior to completing 60% of a payment period (Fall and Spring Semesters), the student - after the return calculation - may be required to return a portion of the received Aid within 45 days of their withdrawal. For students who are required to return Title IV aid in addition to the portion of aid the school is required to return, there is a 50% protection allowance on unearned Title IV student grants only. Loans would need to be repaid in full.

A return is only required of those students who withdraw from the school or who cease to be enrolled. A student who reduced his/her course load is considered a reduction and not a withdrawal. A return calculation is not required for such students.

The required calculation determines a student's earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the enrollment period.

If the withdrawal date is after the 60% point in the payment period or period of enrollment, a student is considered to have earned 100% of the Title IV funds he or she was scheduled to receive during the period. For such a student there are no unearned funds. CPU will still complete a return calculation to determine whether the student is eligible for a post-withdrawal disbursement.

CPU must determine the student's withdrawal date. The withdrawal date is defined as:

1. The date the student began the withdrawal process or officially notified CPU of his/her intent to withdraw; or
2. The last date of attendance at an academically related activity by a student who does not notify CPU.

Based on the date of the withdrawal, the Financial Aid Office will determine the actual date of the student's withdrawal and, using the Return of Title IV form provided by the Department of Education, they will calculate the amount, if any, the student must return. The student will then be notified by mail of the amount the Federal Student Financial Aid stated that they must return. In some cases, both the school and the student may be required to return unused or unearned portions of Federal Aid to the Federal Title IV program.

Overpayments and Over-awards

There are times when a student's award package exceeds the student's need. There may also be circumstances that change a student's award package after the aid has been awarded that result in overpayment. For example, a student may receive a scholarship or grant from an outside source or organization, or the student may want to extend his or her work-study employment. In case of overpayments or over-awards, the CPU financial aid office will adjust other Federal Student Financial Aid in the package.

Pell Grants are never adjusted to consider other forms of aid. Therefore, the adjustments will be made to the Stafford Loans and/or Campus-Based programs.

Students who owe funds due to overpayment or over-award will be required to make payment of those funds within 30 days of receiving a written notice from the Financial Aid office.

Students can send in the overpayment or over-award to the CPU and the payment will be forwarded to the U.S. Department of Education. If a student is unable to pay their overpayment in full, they can set up a repayment plan with the U.S. Department of Education. Before doing this, they must contact the CPU Financial Aid Office. They will need to make sure the school has referred their situation to the U.S. Department of Education before any repayment plan can be set up.

If the student whose overpayment case has been accepted by the Department of Education wishes to establish a repayment schedule, the student should contact Borrower Services by calling 1-800-621-3115 or write to:

U.S. Department of Education
Borrower Services – Default Resolution
P.O. Box 5609
Greenville, Texas 75403

For examples of the Return of Title IV Funds calculations or questions regarding the overpayment policy, please contact the Financial Aid Office.

Financial Aid Director: Sunny Kim (email: fsa@CPU.edu, tel: 562-926-1023 ext. 302)

* Related Links:
Free Application for Federal Student Aid (FAFSA) : https://www.studentaid.gov
US Department of Education: http://www.ed.gov.

Transcript Release Policy
CPU provides an official transcript to all current and former students upon request, regardless of any outstanding financial obligations. CPU shall not refuse to provide a transcript, condition the provision of a transcript on the payment of a debt, charge a higher fee, or use transcript issuance as a tool for debt collection, in accordance with CA Civil Code § 1788.93. A standard transcript fee may be charged solely for the cost of providing the transcript

Cal Grant Policy

The Cal Grant is a California-specific financial aid allocation that does not need to be paid back. Cal Grant applicants must apply for the FAFSA or CADAA by the deadline and meet all eligibility, financial, and minimum GPA requirements of either program.

Only a resident of California is eligible for a Cal Grant Award. In general, one year of residence as of the residency determination date, with the intent to make California the permanent state of residence, is required to meet state residency requirements, with the exception of those students eligible under California Education Code (CEC 68130.5), This notable exception to establishing California residency is found in the provisions of Assembly Bill 540 (AB 540).

Depending on the Cal Grant you receive, the money can be used to pay for tuition, fees, books, supplies, housing, food and even transportation costs to and from classes. You must submit your FAFSA or California Dream Application AND your verified Cal Grant GPA by March 2nd.

Eligibility for Cal Grant:
- Meet the California residency requirements.
- Meet U.S. Selective Service requirements
- Be a U.S. citizen, eligible noncitizen or be exempt from nonresident tuition.
- Maintain satisfactory academic progress as defined by the school. (3.0 GPA for Cal Grant A 2.0 GPA for Cal Grant B)
- Attend an eligible California college or university.
- Not have completed a prior baccalaureate degree.
- Be enrolled at least half time.
- Not be in default on any federal or state education loan or owe a grant refund.
- Submit a completed FAFSA or CAL ISIR (for DREAM applicants) and a verified Cal Grant GPA by deadline.
- Have family income and assets below the established ceilings.

Understanding my Cal Grant: Please check the link.
https://www.csac.ca.gov/sites/main/files/file-attachments/understanding_my_cal_grant_-_updated_11.21.17.pdf

Cal Grant Comparison Chart: Please check the link.
https://www.csac.ca.gov/post/cal-grant-program-comparison-chart

Cal Grant Application:
The deadline to apply is March 2nd.

Procedure:
- Complete either the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA)
- Submit a GPA to the California Student Aid Commission by March 2nd.
- Create a WebGrants Students Account.
- Transfer students should complete the G6 Form and submit to the CSAC.
- You should receive your notification for renewal by mid-July from the Commission. If you are a renewal Cal Grant student and you have not heard from the Commission by August 1, please contact CSAC.

Payments & Disbursements:
CPU applies student's Cal Grant Tuition/Fee awards directly to Tuition/Fee charges on the student billing account based on their disbursement schedules.

If the school determines that a student is not eligible, they have the authority to withdraw the award.
Note: To receive a Cal Grant payment, you must be attending at least half-time, provide all necessary documentation to the school, and maintain Satisfactory Academic Progress as reported by the school.

A student who is denied a Cal Grant their first year may be eligible for the Cal Grant in subsequent years but must file a FAFSA and submit a Cal Grant GPA Verification Form by the March 2nd deadline.

Students are required to submit their financial aid applications *on an annual basis*. Priority considered for financial aid funds administered by the Financial Aid Officer shall be given to students who submit all required documentation by the assigned deadline. Students must also pass verification, if required.

As a Cal Grant recipient, you may receive up to the equivalent of *four years of full-time grant payments*.
The duration of your eligibility will be based on your education level at the time you receive your first Cal Grant payment. Your eligibility will be reduced by each term that you receive payment.
CPU determines education level (EL) at the time of initial payment based on the number of units completed. The EL is based on all accepted transfer units at the institution and an established institutional policy.
Grade 1: 0 – 30 semester units or the equivalent
Grade 2: 31- 60 semester units or the equivalent
Grade 3: 61 -93 semester units or the equivalent
Grade 4: 94 or more semester units or the equivalent

Refunds Policy
When a student who receives Federal Student Aid funds withdraws from the CPU prior to completing 60% of a payment period (Fall and Spring Semesters), the student – after the return calculation – may be required to return a portion of the received Aid within 45 days of the student withdrawing.
A return is only required of those students who withdraw from the school/who cease to be enrolled. A student who reduced his/her course load is considered a reduction and not a withdrawal. A return calculation is not required for such students.
The required calculation determines a students earned, and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the enrollment period.
If the withdrawal date is after the 60% point in the payment period or period of enrollment, a student is considered to have earned 100% of the Title IV funds he or she was scheduled to receive during the period. For such a student there are no unearned funds. CPU will still complete a return calculation to determine whether the student is eligible for a post-withdrawal disbursement.

CPU must determine the student's withdrawal date. The withdrawal date is defined as:

- The date the student began the withdrawal process or officially notified CPU of his/her intent to withdraw; or the last date of attendance at an academically related activity by a student who does not notify CPU.

Based on the date of the withdrawal, the Financial Aid Office will determine the actual date of the student's withdrawal and, using the Return of Title IV form provided by the Department of Education, they will calculate the amount, if any, the student must return. The student will then be notified by mail of the amount the Federal Student Financial Aid stated that they must return. In some cases, both the school and the student may be required to return unused or unearned portions of Federal Aid to the Federal Title IV program.

Satisfactory Academic Progress (SAP)
The Satisfactory Academic Progress Policy ("SAP") is composed of Qualitative Standard and Quantitative Standard.

Qualitative Standard
Students have to maintain a good academic standing. CPU requires undergraduate students and ELSP students to maintain a 2.0 GPA in all courses attempted at CPU and a 2.0 cumulative GPA. Graduate students are required to maintain a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA. Repeated courses which the student previously passed are not counted toward satisfactory academic progress requirements.

Quantitative Standard
There are two components in quantitative standard.
(a) Acceptable Passing Rate and (b) Unit and Time Limit to complete an education program.

(a) Acceptable Passing Rate: Excluding transfer units, an overall ratio of units earned at CPU to units attempted is calculated. Withdrawn and incomplete units are attempted with zero units earned. Students must complete 67% of units attempted.
(b) Unit and Time Limit: To complete the program, no more than 150% of the number of units required can be attempted. For determination of satisfactory academic progress, all attempted units at CPU are counted. For transfer students, only transferred units that apply to the degree program are counted.

SAP for Undergraduate Students
Full time undergraduate status is defined as enrollment in a minimum of 12 credits per semester (or 24 credits per academic year). To maintain Satisfactory Academic Progress, undergraduate students must successfully complete required coursework and maintain a minimum cumulative grade point average (GPA) of 2.0 in all courses attempted at CPU. A student placed on Academic Probation who does not successfully return to good academic standing after three consecutive semesters of probation may be subject to dismissal from the institution.

The maximum timeframe for completion of an undergraduate program is 6 years, or 12 semesters which represents 150% of the standard four-year program length.

Additional Cal Grant Information:
Website: https://www.csac.ca.gov/ Student Website for Cal Grant Status
https:// mygrantinfo.csac.ca.gov/logon.asp or
Phone 1-800-735-2929 (TTY) 1-800-735-2922 (Voice)

Canada State Student Loan

Students who are permanent residents or citizens of Canada are eligible to apply for student loans from the provincial government. CPU is authorized by the provincial government of Canada to carry out this process and can assist eligible students with their provincial loan applications. For inquiries, please contact the person in charge below.
Sunny Kim : fsa@cpu.edu 562-926-1023 (ext.302)

Veteran Benefits

CPU is proud to offer financial support to students who are U.S. military veterans. Additionally, CPU is a participant of the Department of Defense's Tuition Assistance (TA) program for Active military service members, as outlined in the Veterans Benefits and Transition Act of 2018 (Section 103).

GI bill® is a registered trademark of the U.S. department of veteran's affairs (VA). more information about education benefits offered by VA is available at the official U.S. government web site at http://www.benefits.va.gov/gibill.

To apply for Veteran's Administration (VA) benefits under the GI Bill®, students should contact the Veteran's Administration (VA) directly at 1-888-442-455. Student can also apply for benefits by visiting https://www.benefits.va.gov/BENEFITS/Applying.asp

The Veteran's Administration determines eligibility and benefit amount.

If eligibility is granted, students will receive a Certificate of Eligibility (COE). After students have applied for admission, they will need to provide COE to the School Certifying Official (SCO) at the CPU.

Once students have been accepted to the school and registered for classes the SCO will certify enrollment with the VA. Certification automatically takes place 30 days prior to the start of classes. If a student does not wish to use your benefits, he/she notifies the SCO in writing prior to the certification. The VA will not pay any benefits until enrollment is certified by the CPU.

It is recommended that in addition to applying for VA Benefits that students complete the FAFSA (Free Application for Federal Student Aid) by visiting www.studentaid.gov. FAFSA could cover any expenses not covered by the VA.

Progress Policy

Academic Progress will be measured at the end of each semester for all students receiving Veterans benefits. If, at the end of any given semester, the student's cumulative GPA falls below 2.0 for B.Th. and 2.5 for M.Div., the students will be placed on probation for a maximum of two semesters. If, by the end of the probation period, the student's cumulative GPA is not raised to above 2.0 for B.Th. and 2.5 for M.Div., the Veterans Administration will be notified, and benefits will be interrupted. Academic Progress records are maintained by the school and will be furnished to the student upon request.

If the SCO/director determines that the conditions which caused the interruption to have been rectified, the student will be eligible to receive benefits from that point forward.

COMPLIANCE WITH 38 U.S.C. § 3679(e)

CPU permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

CPU will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.
(NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill® benefits.)

To qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class.

- Provide a written request to be certified.
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Steps to get started:
- Apply to California Prestige University
- Determine your chapter.
- Apply online for your GI Bill Benefits.
- Apply online for financial aid by submitting the FAFSA application. (B.Th. student only)
- Counseling with an Chief Academic Officer
- Register for Classes
- Meet the SCO and notify, and turn in request for certification: you must do this every semester to be paid
- Bring in LETTER OF ELIGIBILITY (as soon as you receive it): This is the letter the VA will send you by mail once you have been approved for your GI Bill. If you change schools, you will receive a new one once the VA approves any changes.

Student Responsibility

Applications for Benefits:
VA students can submit applications online at http://www.ebenefits.va.gov/ebenefits/vonapp. Or they can call 1-888-442-4551 and ask that an application be mailed to them. All VA students must file an application when they first start school.

- New student: A student who haven't received VA benefits before must file an original application (Veterans VA Form 22-1990: dependents VA Form 22-5490): ToE students VA-Form 22-1990e)
- Continuing student: A student who has received VA benefits before must file a Request for Change of Program or Place of Training (Veterans and ToE students VA Form 22-1995: dependents VA Form 22-5495). Students applying for Chapter 33 in lieu of (or relinquishing) another benefit should complete a VA Form 22-1990.
- Change of Address and Direct Deposit

Address and direct deposit information must be kept current.

Monthly Verification Procedure
Currently, CH 30 and CH 1606-1607 recipients must verify attendance monthly by Web Automated Verification of Enrollment (WAVE) or by interactive Voice Response (IVR). The preferred verification method is WAVE, which includes features not in IVR. Click on the link to the WAVE Program and follow the instructions provided. The earliest students can verify their enrollment is the last calendar day of each month. WAVE allows students to verify their enrollment on the internet.

WAVE is on the Education Service website at https://www.gibill.va.gov/wave/index.do. Students may:
- that enrollment has not changed
- Report a change in enrollment
- Change mailing address
- Initiate or change direct deposit information
- View the enrollment period and monthly benefit amount
- View the remaining entitlement
- Sign up for a monthly email reminder

Continuation of VA Benefits

The sooner you submit your request for certification to the school, the less likely you are to have a break in your monthly payments. However, California Prestige University cannot guarantee when you will be paid. Multiple schedule changes will cause a delay in processing your certification.

The Certification Process

NON-REQUIRED COURSES
The Veterans Administration will pay only for courses listed on your Student Educational Program Plan. These approved courses must meet the minimum requirements for transfer or graduation established by CPU.
REPEAT COURSES
The VA will not pay for repeated courses which were successfully completed. Letter grades of "A","B" or "C" are approved for payment of required courses. Students who repeat a course for the purpose of obtaining Academic Repeats will not be paid.

Veterans with Disabilities
CPU is committed to the provision of support services and/or educational accommodations to qualified students with disabilities.

Contact Information
If you have any questions or comments, please send an email to: fsa@CPU.edu OR drop into Room 302. Make your appointment to see the certifying official before your registration time if you want your benefits to be distributed in a timely manner.

Office hours: Office hours are subject to change. Monday – Friday, 9:00am - 5:00pm School Certifying Official: Sunny Kim 562-926-1023 (ext.302), fsa@CPU.edu

Consumer Information (Your Right to Know)

CPU is approved to operate by the Bureau, and that such approval means compliance with state standards as set forth in the California Education Code and Title 5, California Code of Regulations. And CPU is accredited by ABHE, and ATS. A complete and detailed listing of the college's degree programs, and completion requirements can be found in the catalog. Full- time faculty members with their degree qualifications are listed by program area in the catalog. Contact information for school faculty is on the CPU's Website. (www.cpu.edu)

FERPA

FERPA is the Family Educational Rights and Privacy Act of 1974, a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. One purpose of FERPA is to protect the privacy of information concerning individual students by placing restrictions on the disclosure of information contained in an individual student's educational record. FERPA provides students with certain rights with respect to their educational records. This means that access to your information is limited to yourself and authorized individuals.

The Office of Financial Aid is responsible for reviewing and updating information regarding FERPA. The Director of Financial Aid, Sunny Kim, updated this information in April 2020. Students can obtain the information at the campus office.

In compliance with FERPA, CPU releases no personally identifiable information (PII) of students without the express written consent of the student. Exceptions to this practice are information defined as "Directory Information," including student's name; dates of attendance; enrollment status and curriculum; academic honors; and degrees, diplomas or certificates awarded. Student addresses and phone numbers are released per request to the U.S. Military. Students who wish to block this "Directory Information" may do so by writing a request to the CPU Office during the first two weeks of initial enrollment. CPU discloses educational records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. §99.32 of FERPA regulations requires the institution to record all disclosure except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student. Eligible students have a right to inspect and review the record of disclosures. The institution may disclose PII from the education records without obtaining prior written consent of the student.

Notification of Rights under FERPA for Postsecondary Institutions

FERPA affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.)

These rights include:

1. The right to inspect and review the student's education records within 45 days of requesting access. A student should submit a written request identifying the record they wish to inspect to the registrar, head of the academic department, or other appropriate official. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request an amendment of the student's education records for information that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the school discloses PII from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
   The school discloses education records without a student's prior written consent under the FERPA exception to school officials with legitimate educational interests. A school official is a person employed by CPU in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by CPU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education 400 Maryland Avenue,
   SW Washington, DC 20202 -4605
   Phone: 202-260-3887
   Website: www.ed.gov/offices/OM/fpco

CPU may disclose personally identifiable information without student consent to the following parties:

- School officials with legitimate educational interests
- U.S. Comptroller General, U.S. Attorney General, U.S. Department of Education

- State and local officials
- Authorized organizations conducting educational research
- Accrediting agencies
- Alleged victim of a crime
- Parent of a Dependent Student as defined by the IRS
- Parent of a student under 21 regarding the violation of a law regarding alcohol or drug abuse

How Does FERPA Impact Financial Aid?
FERPA prohibits the Office of Financial Aid from sharing information about a student's application with anyone other than the student. Even if the student is considered independent and provided information from their parents, CPU cannot share this information with them without prior consent from the student.

How Can I Authorize Individuals to Inquire About My Financial Aid?
You can authorize individuals by signing a release form. Completion of the form indicates that you consent to the staff in the Office of Financial Aid at CPU reviewing and discussing any information contained in your educational records related to or impacting your ability to receive financial aid with the authorized individual.

Campus Security Act Disclosure Statement– Clergy Act

The following definitions apply to the geographical locations of incidents disclosed in the crime statistics tables contained in this report:

On-Campus: Any building or property owned or controlled by the University within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the University's educational purposes, and any building or property that is within or reasonably contiguous to the property described above in this definition, that is owned by the University but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Public Property: All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Non-Campus: Any building or property owned or controlled by a student organization that is officially recognized by the University; or any building or property owned or controlled by the University that is used in direct support of, or in relation to, the University's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the University.

The Campus Security Act (Public Law 102-26) 34 C.F.R. Section 668.46 (c)(1) requires postsecondary institutions to disclose the number of instances in which certain specific types of crimes have occurred in any building or on any property owned or controlled by this institution which is used for activities related to the educational purpose of the institution and/or any building or property owned or controlled by student organizations recognized by this institution. In compliance with that law, the following reflects this institution's crime statistics for the period between 01/01/2023 and 12/31/2024. CPU prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

This report provides statistics for the previous years concerning reported crimes that occurred on public property within the campus, on campus, and in a non-campus building located at 13353 Alondra Blvd.

Santa Fe Springs, CA 90670. This report also includes institutional policies concerning campus security, such as policies regarding sexual assault, and alcohol and other drugs.

PLEASE NOTE THAT THIS INSTITUTION DOES NOT HAVE ON CAMPUS HOUSING, or CAMPUS POLICE AND THAT THERE NOT POLICE RECORDS THAT PERTAIN DIRECTLY TO THE PROPERTY USED BY THE INSTITUTION, THEREFORE THE STATISTICS BELOW REPORT ONLY THOSE INCIDENTS REPORTED TO THE INSTITUTIONAL ADMINISTRATION AND/OR TO THE LOCAL POLICE.: Report Date July 1, 2026.

Occurrences REPORTED within the 2025 Calendar Years
Crimes Reported 2024,2025

Crimes Reported	2024	2025	Location: C=Campus N=NonCampus P=Public Area	
* Criminal Offenses				
(i) Criminal homicide:	0	0		
A) Murder and non-negligent manslaughter	0	0		
B) Manslaughter by Negligence	0	0		
C) Sexual Assault:	0	0		
a) Forcible sex offenses	0	0		
b) Non-forcible sex offenses	0	0		
D) Robbery	0	0		
E) Aggravated assault	0	0		
F) Burglary	0	0		
G) Motor Vehicle Theft	0	0		
H) Arson	0	0		
* Arrest and Referrals for Disciplinary Action				
(i) Liquor law violations	0	0		
A) Arrests for liquor law violations, Drugs law violations and illegal weapons law violations.	0	0		
B) Persons not included in (i) A) who were referred to campus disciplinary	0	0		
(ii) Carrying and possessing weapons	0	0		
(iii) drug abuse violations	0	0		
* Hate Crimes				
(i) Larceny-theft (attempted Larcenies included)	0	0		
(ii) Simple Assault	0	0		
(iii) Intimidation	0	0		
(iv) Destruction, Damage, or Vandalism of Property that were motivated by bias	0	0		
(v) 8 categories of bias: Race, Religion, Sexual Orientation, Gender, Gender Identity, Ethnicity, National Origin, and Disability	0	0		
* VAWA Offenses				
(i) Dating Violence	0	0		
(ii) Domestic Violence and stalking	0	0		

*Crimes reported under any of the categories listed in this section that show evidence of prejudice based on race, religion, sexual orientation, ethnicity or disability as prescribed by the Hate Crimes Statistics Act. Sunny Kim of CPU (Director of Financial Aid) is responsible for submitting the crime statistics to the Department via annual data collection.

Publication and Notice of Availability
California Prestige University publishes its Annual Security Report on its website under the "Security Report" sub-heading at http://www.CPU.edu/admission/financial information. Paper copies of this report including the crime log are available by contacting the Office at 562.926.1023 (ext.302).

Safety Policies

CPU is committed to providing a safe and secure environment for all members of the campus community.
Our safety policies are as follows:

Access to Facilities
After an incident with theft which occurred on March 16, 2016, CPU made a security gate with a password system, and keeps changing their own password regularly.
This security gate is the only entrance to the school, without a password, no one can enter the school, and before /after school hours, students cannot enter school without an extra code number.
During non-business hours access to all College facilities is by special code. Emergencies may necessitate changes or alterations to any posted schedules.
All rooms and equipment are subject to the key control procedure.

1. CPU does not employ campus security personnel but encourages both its employees and Students to immediately report suspected criminal activity or other emergencies to the nearest available institutional official and/or in the event of emergency to directly contact local law enforcement or other emergency response agencies by dialing 911.
   The institution provides the following website to obtain information concerning the crime statistics of the city of Santa Fe Springs. https://www.neighborhoodscout.com CA › Santa Fe Springs

2. (i) All students and employees are required to report any crime or emergency to their institutional officials promptly. Students and employees should refer to the following person when reporting or seeking help on a criminal incident or emergency situation regarding Campus Security.
   C.O.O.: Steve Hong
   Address: 15605 Carmenita Rd. Santa Fe Springs, CA 90670
   Contact Number: stevehong@CPU.edu 562.926.1023 (ext.304)
   Students receive information about emergency response and evacuation procedures during their first orientation meetings.
   (ii) Preparation for the Annual Disclosure of Crime Statistics report is obtained by the institution's office who contacts the correct police department District for statistics and the institution's Daily Incident Log, and then records those statistics.
   (iii) If a student or employee wishes to report a crime on a voluntary or confidential basis, the institutional official will be prepared to record and report the crime, but not the name of the informant. The student or employee may, to maintain confidentiality, submit the information in writing to his/her institutional official without signature. If the student wishes not to maintain confidentiality, the student will contact his/her teacher or school official who in turn will contact the nearest supervisor to report criminal actions or emergencies to the appropriate agency by calling (911).

3. Only students, employees and other parties doing business with this institution should be institutional property. Visitors must identify their purpose of visit at the entrance, the person to be visited and register their time in and out of the building. All rear access doors leading to

the campus are closed and locked during school hours. When the school closes for the night, the school's official or supervisor will inspect each floor to see that it is empty and then set the alarms and lock down the campus. Other individuals present on institutional property at any time without the express permission of the appropriate institutional official(s) shall be viewed as trespassing and may as such be subject to a fine and/or arrest. In addition, students and employees present on institutional property during periods of non-operation without the express permission of the appropriate institutional official(s) shall also be viewed as trespassing and may also be subject to a fine and/or arrest.

4. Current policies concerning campus law enforcement are as follows:
   (i) CPU's officials have no powers of arrest other than the Citizens Arrest Law and are required in the event of a crime or emergency to call the correct agency or dial (911) for the police and emergency services. The Citizens Arrest Law will be invoked only as a last resort, and after all other possibilities have been explored.
   (ii) Employees shall contact their immediate or nearest ranking supervisor to report any criminal action or emergency to the appropriate agency by calling (911). If possible, in the interim, the security guard(s) and or institutional official shall attempt to non-violently deal with the crime or emergency with the appropriate agency on campus. Individual discretion must be used, as undue risk should not be taken.
   (iii) The institution currently has no procedures for encouraging or facilitating pastoral or professional counseling (mental health or otherwise), other than the student or employee is encouraged to seek such aid.

5. Though CPU does not offer regularly scheduled crime awareness or prevention programs, students are encouraged to exercise proper care in seeing to their personal safety and the safety of others. The following is a description of policies, rules and programs designed to inform students and employees about the prevention of crimes on campus.

   Safety Tips

- Stay alert and be aware of your surroundings. Know what is typical and what is not.
- Report all crimes and suspicious activity to the Police immediately.
- Avoid walking alone after dark.
- Most crimes on campus are thefts of unattended property. Do not leave purses, backpacks, books, etc. unattended, even for a minute.
- Never leave valuables visible from outside your vehicle. Lock all property including books, purses and backpacks in your trunk or take them with you.
- Lock your office door if working after hours.
- Let others know where you are going, especially if you might be there alone.
- If you are uncomfortable, go to where there are other people.
- Headphones can eliminate your ability to be aware of your surroundings.
- Move confidently at a steady pace and make eye contact with people.
- Keep keys in hand when moving to a vehicle.
- Keep windows and doors locked.
- Check the interior of a vehicle before getting in.
- Go to the nearest open business or police station if you are being followed.

6. The institution does not offer regularly scheduled crime awareness or prevention programs other than orientation where all the institution's policies and regulations are properly disclosed to prospective students.

7. This institution does not permit the sale, possession, or consumption of alcoholic beverages on school property and adheres to and enforces all state underage-drinking laws.

8. The institution does not permit the possession, use or sale of illegal drugs by its employees and students and adheres to and enforces all state and Federal drug laws. The violation of these policies by students or employees may result in expulsion, termination and/or arrest.

9. It is the policy of this institution to have any sexual assaults (criminal offenses) on campus to be reported immediately to the institution's official, who will report it to (911) emergency and police units. The institution during the orientation of given to newly admitted students emphasize the prevention of sexual crimes by insisting students to work, study and walk outside of the premises in as much as possible, accompanied by other students or in view of other persons, generally, avoiding as much as possible to be alone by themselves at any time. During the daily functioning of the school operations, staff and administrators focus on observing that students are not in any circumstance by themselves.
   (i) A person who was victimized will be encouraged to seek counseling at a rape crisis center and to maintain all physical evidence until such a time when that person can be properly transported to a hospital or rape crisis center for proper treatment.
   (ii) A victim of a sexual crime has the option of reporting this crime to the institutional authorities or to report it directly to (911) and search for professional assistance from the emergency agencies. If requested, the institutional personnel will be prepared to request assistance by calling 911).
   (iii)The institution does not have accessibility to professional counseling, mental health or otherwise, students and employees are encouraged to seek such professional assistance at the nearest hospital or health care services.
   (iv)The institution will offer the victim of a sexual crime any available options to change the academic schedule as much as possible to the benefit of the victimized person.
   (v) The institutional disciplinary actions in reference to an alleged sex offense are as follows:
   (A) The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding: and
   (B) Both the accuser and the accused must be informed of the outcome of any institutional proceeding brought alleging a sex offense.
   (vi) This institution has zero tolerance of violation of this policy. Once the offense is confirmed, institutional disciplinary action against students or employees may result in expulsion from school, or termination of employment and in accordance to local laws, to an arrest of the offender by the authorities.

10. The institution provides the following website to obtain information concerning the registration of sex offender's arrest.
    http://www.city-data.com
    If you would like information concerning registered sex offenders in California, check the Megan's law web site at http://www.meganslaw.ca.gov .
    You can search the database by a sex offender's specific name, or geographically by entering the ZIP Code, or city/county to obtain information on registrants residing in a specific area.

11. Revised Crime Classification: Burglary vs. Larceny: An incident must meet three conditions to be classified as a Burglary.
    There must be evidence of unlawful entry (trespass). Both forcible entry and unlawful entry – no forces are counted. Unlawful entry must occur within a structure, which is defined as having four walls, a roof, and a door.
    The unlawful entry into a structure must show evidence that the entry was made in order to commit a felony or theft. If the intent was not to commit a felony or theft, or if the intent cannot be determined, the proper classification is Larceny.

Timely Warning:

If a situation arises, either on or off campus, that in the judgment of the campus officials constitutes an ongoing or continuing threat, a campus wide "Timely Warning" will be issued. The warning may be issued using any or all of the following: flyers posted at entrances to all buildings, emergency messaging system and campus wide email. Timely Warnings consist of a description of the incident, location that it occurred and description of the suspect/s. Once all the relative information is received these notices will typically be posted within 24 hours.

Anyone with information regarding the Timely Warning should contact the campus office and/or local police, 911.

CPU may, in appropriate circumstances, include personally identifiable information in a timely warning. Although personally identifiable information is generally protected from disclosure under FERPA, such information may be released in an emergency.

Students and faculty/staff are encouraged to report to the school office any suspicious activity. Please note that any emergency that requires immediate attention should not wait to report to the school's officer but rather should contact the appropriate agency by calling (911). The institution does not maintain any special relationship with State and local police and does not have an agreement with those police agencies (such as written memoranda of understanding) to investigate alleged crimes.

Emergency Response and Evacuation Procedures
All members of the CPU are notified on an annual basis that they are required to notify the Office of any incident on campus that involves a significant emergency or dangerous situation that may involve an immediate or ongoing threat to the health and safety of students and employees on campus. The CPU office has the responsibility of responding to, and summoning the necessary resources, to mitigate, investigate, and document any situation that may cause a significant emergency or dangerous situation.

In addition, the President of CPU has a responsibility to respond to such incidents to determine if the situation does in fact, pose a threat to the school. If so, federal law requires that the institution immediately notify the campus community or the appropriate segments of the community that may be affected by the situation. In the event of an emergency, Campus Officials would notify the proper authorities through 911 giving as much information known at the time while requesting their assistance.

In the event of a serious incident that poses an immediate threat to members of the school, the CPU has various systems in place for communicating information quickly. Some or all of these methods of communication may be activated in the event of an immediate threat to the campus community. These methods of communication include network emails and emergency text messages that can be sent to a phone by KakaoTalk system. The CPU will post updates during a critical incident on the website at www.CPU.edu.

Students learn the locations of the emergency exits in the buildings and are provided guidance about the direction when exiting building evacuation during the orientation.

Daily Crime and Fire Log
This log records by the date the crime was reported, any crime or fire that occurred on campus or within the property of the CPU. All incidents shall be recorded in the Incident Log at the institutional official's station. The report must be entered in the log within two (2) business days after it is reported to the school's official, unless that fi is prohibited by law or would endanger the confidentiality of the victim.

Incident Log is available during business hours at the office upon request of CPU students, employees, and members of the public. The Daily Crime and Fire log reflects the nature, date, time and general location of each crime or fire that was reported and the disposition, if known, and the name of the person who took the report. The log records the most recent 60-day period and is available at the Office. The office may withhold information from the crime and fire log if the release of such information would jeopardize the safety of an individual or investigation.

However, the crime or incident must be disclosed once the adverse effects are no longer likely. The Office of CPU prepares the Campus Crime and Fire Log.

Weapons
Firearms, knives, explosives, or other dangerous objects, including but not limited to any facsimile firearm, knife, or explosive, are prohibited on all campus grounds, except as authorized by law. Students found in possession of prohibited weapons may face any disciplinary action up to and including expulsion from CPU. Employees found in possession of prohibited weapons may face any disciplinary action up to and including termination. Visitors found in possession of prohibited weapons will be required to leave property or event and may be prohibited from entering property or attending future events. Anyone who sees or otherwise becomes aware of a violation of this policy is required to contact the Office or Police.

Alcohol and Drug Prohibitions
The unlawful manufacture, distribution, dispensing, possession, or use of alcohol or any controlled substance is prohibited on campus property, during field trips, activities, or workshops, and in any facility.

In accordance with the Drug-Free Workplace Act of 1988 (P.L. 100-690), the Drug-Free Schools and Communities Act of 1989 (P.L. 101-226) and 34 Code of Federal Regulation Part 85, Subpart F, this institution is committed to maintaining a drug-free workplace and a drug- free school. Information concerning drug and alcohol abuse education programs is provided at the orientation and is distributed annually to students and staff. (Institutions are advised to make available to students and staff members information on an agency that provides counseling and help on drug and alcohol abuse education).

The individual counseling with Pastor John Lee (Director of Student Affairs) is available upon the student's request.

The following statements on illegal drugs and alcohol are designed to address the CPU's concern about substance use and abuse, and to ensure CPU's compliance with the Drug Free Schools and Communities Act.

Substance abuse is harmful to student's health. The effects of using illegal drugs include, but are not limited to anxiety, depression, insomnia, hallucinations, hyperactivity, loss of appetite, convulsions, coma, and possible death. Alcohol consumption can also result in changes in behavior, including impaired judgment and coordination, aggressiveness, depression, and memory loss. Repeated use of alcohol can lead to dependence and damage to vital organs. The CPU will make available its counseling resources to help students involved with substance abuse.

Southern California Drug and Alcohol Programs, Inc. (SCADP)
11500 Paramount Blvd. Downey, CA 90241
(562) 923-4545

Criminal penalties for the illicit use of controlled substances vary with the type of drug. Penalties may range from fines or suspended sentences and parole to a minimum of ten years imprisonment

for first offenders. Penalties for the manufacture and distribution of drugs, or possession of a large quantity of drugs, are more severe. CPU cannot and will not protect students from arrest or prosecution if they illegally use, possess, or sell alcohol or drugs.

Sexual Harassment
It is the policy of California Prestige University to maintain the University environment as a Christian community that provides a place for spiritual growth, work, and study, free of all forms of sexual intimidation and exploitation. All students, staff, and faculty should be aware that California Prestige University is prepared to take action to prevent such intimidation and exploitation and those individuals who engage in such behavior are subject to discipline.

Sexual harassment can vary with circumstances, but, generally, it is defined as unwelcome or offensive sexual advances, requests for sexual favors, unwanted or uninvited verbal suggestions or comments of a sexual nature, or objectionable physical contact. None of these reflect a Christian attitude or commitment, and all adversely affect the working or learning environment. Coercive behavior, including suggestions that academic or employment reprisals or rewards will follow the refusal or granting of sexual favors, or conduct that unreasonably interferes with an individual's work or study performance or creates an intimidating, hostile, or offensive work/study environment, constitutes a violation of CPU's spiritual and/or educational standards, objectives, and goals; such misconduct will not be tolerated.

Under the direction of the appropriate administrator, CPU will fully and effectively investigate any such report and will take whatever corrective action is deemed necessary, including disciplining, or discharging any individual who is found to have violated this prohibition against harassment. The reporting student, staff, or faculty will be informed of the action taken. CPU officials will also take action to protect the reporting student, staff, or faculty, to prevent further harassment or retaliation and, as appropriate, to redress any harm done.

It is the policy of California Prestige University not to tolerate sexual harassment, and appropriate disciplinary action will be taken whenever such harassment is demonstrated. Individuals engaging in such conduct contrary to CPU policy may be personally liable in any claim brought against them.

A student, staff or employee who feels that he or she has been sexually harassed may meet with a person officially designated to receive reports of discrimination, and they will work for resolution in such situations. In addition, it is advisable that the student, staff, or employee contact the City of Santa Fe Springs Police Department to report the form of sexual harassment:

Police Services Center
11576 Telegraph Rd. Santa Fe Springs, CA 90670-9928
(562) 409-1850 http://www.cityofwhittier.org/depts/police/default.asp

Domestic Violence, Dating Violence, Sexual Assault and Stalking
CPU prohibits the offenses of domestic violence, dating violence, sexual assault and stalking (as defined by the Clery Act) and reaffirms its commitment to maintaining a campus environment that emphasizes the dignity and worth of all members of the university community. Toward that end, CPU issues this statement of policy to inform the campus community of our programs to address domestic violence, dating violence, sexual assault and stalking as well as the procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking, which will be followed regardless of whether the incident occurs on or off campus when it is reported to a school official.

Federal Clery Act Definitions of Domestic Violence, Dating Violence, Sexual Assault and Stalking
The Clery Act defines the crimes of domestic violence, dating violence, sexual assault and stalking as follows:

Domestic Violence
A Felony or misdemeanor crime of violence committed—

- By a current or former spouse or intimate partner of the victim
- By a person with whom the victim shares a child in common
- By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner.
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

For the purposes of complying with the requirements of this section and §668.41, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

Dating Violence
Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

1. The existence of such a relationship shall be based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the people involved in the relationship.
2. For the purposes of this definition— A) Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. B) Dating violence does not include acts covered under the definition of domestic violence.
3. For the purposes of complying with the requirements of this section and §668.41, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

Sexual Assault
An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting (UCR) program. Per the National Incident-Based Reporting System User Manual from the FBI UCR Program, a sex offense is "any sexual act directed against another person, without the consent of the victim, including instances where the victim if incapable of giving consent."

- Rape is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- Fondling is defined as the touching of the private parts of another person for the purposes of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
- Incest is defined as sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- Statutory Rape is defined as sexual intercourse with a person who is under the statutory age of consent.

Stalking
The state of California defines stalking as follows: Any person who willfully, maliciously, and repeatedly follows or willfully and maliciously harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family is guilty of the crime of stalking.

1. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to—A) Fear for the person's safety or the safety of others; or B) Suffer substantial emotional distress.
2. For the purposes of this definition— A) Course of conduct means two or more acts, including, but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property. B) Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim. C) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
3. For the purposes of complying with the requirements of this section and section 668.41, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

Consent
The State of California has adopted an affirmative consent standard in the determination of whether consent was given by both parties to sexual activity. "Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the people involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

In addition, in the evaluation of complaints in any disciplinary process:

1. It shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:
   I. The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
   II. The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.
2. It shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:
   I. The complainant was asleep or unconscious.
   II. The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
   III. The complainant was unable to communicate due to mental or physical condition.

Hate Crimes
For purposes of this report, hate crimes include any of the crimes listed in the table on the first page, any other crime involving bodily injury, and any crime of larceny-theft, simple assault, intimidation, and destruction/damage/vandalism of property, reported to the Campus office, a

local law enforcement agency, that manifests evidence that the victim was selected because of the perpetrator's bias. Categories of bias are race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, and disability.
There were no reported Hate Crimes on the Campus.

Voter Registration
Students and employees may register to vote by downloading the online voter registration form at https://www.eac.gov/voters/national-mail-voter-registration-form and then mailing it to the pre-printed address on the form. You may also register to vote whenever you apply for or renew your driver's licenses or state-issued ID card. For more information, please visit the California Secretary of State website at: www.sos.ca.gov/elections/elections_vr.htm.

Voter registration online forms for CA residents can be found at http://registertovote.ca.gov. If you have already registered to vote, you do not need to re-register unless you change your name, home address, or mailing address, or if you want to change or select a political party.

Vaccination
CPU does not provide vaccination and asks all students to acquire the information of nearby medical centers. If students need to get vaccinations, they may go to:

Walgreens
14885 Telegraph Rd, La Mirada, CA 90638, (562) 777-3405

Walmart Supercenter #2948
13310 Telegraph Rd, Santa Fe Springs, CA 90670, (562) 946-6343

Rite Aid #5505
12319 South Norwalk Boulevard, Norwalk, CA 90650, (562) 863-3688

Disability
CPU is committed to providing equal educational opportunities and full participation for students with disabilities. No qualified student will be excluded from participation in any program or be subject to any form of discrimination based on disability.
CPU provides reasonable accommodation to students with disabilities in order to reduce or eliminate any disadvantages that may exist due to said disability by providing all the necessary arrangements on the 1st floor.

Constitution Day
Constitution Day (or Citizenship Day) is an American federal observance that recognizes the adoption of the United States Constitution and those who have become U.S. citizens. It is normally observed on September 17, the day in 1787 that delegates to the Constitutional Convention signed the document in Philadelphia.
The educational institutions receiving Federal funding are required to hold an educational program pertaining to the United States Constitution on September 17 of each year.
CPU presents special programs to celebrate Constitution Day.

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Academic Information

Orientation

New students, (including transfer students), must attend an 2-hour orientation on a designated day before each semester. During orientation, students will be informed about California Prestige University's school life, faculty, curriculum, degree program and library information. An orientation workbook is provided. ELSP placement testing is usually scheduled for new students on this day following the orientation.

Registration Procedure

Registration for continuing students opens four weeks before a new semester. Within the preceding two months, current students receive the schedule of classes and registration information by website. They are to compare the new class schedules with their Student Progress Worksheets. After deciding the courses in which to enroll, and during the one-week registration period, a student is to meet with the Chief Academic Officer or respective program director or SEVIS officer for academic counseling and their required signature.

Students registering after the registration period will be charged a$30.00 late registration fee. If the student registers in the first week of class a$50.00 late registration fee will be charged ($100 for the second week of class).

After one week, students may not add new classes but can withdraw and get a pro-rated refund of the class. International new students who are delayed in their arrival or any student who may be delayed in enrolling/registration will not be allowed after the end of the third week of the semester to register and may be subject to termination of their F-1 status.

Registration for new or transferring students occurs on the new student orientation day (see above). New students are under the same registration requirements as all students.

IMPORTANT: A student must receive a signature from the Chief Academic Officer regarding course schedule and the Registrar regarding financial issues on their registration form to be officially registered.

Class Eligibility

Before enrolling in any course, the student is responsible for ensuring that all prerequisite courses or requirements have been fulfilled. Please consult the student progress worksheet and the course curriculum.

Adding/Dropping of Courses

A student may add or drop courses by filing a properly completed "Change of Course Form" in the Registrar's office. A$10 fee will be applied for each transaction.

Academic Advising

The Chief Academic Officer and program directors are available for academic advising and should be consulted prior to each semester for academic advising, and for the required signature for registration.

Unit of Credit

The unit of credit is the semester hour, in accordance with federal and accrediting standards. One credit hour consists of 50 minutes of direct instruction plus a 10-minute break each week for 15 weeks, with an expectation of at least two hours of out-of-class student work per class session. A three-credit course consists of 150 minutes of instruction plus 30 minutes of break time per week.

Independent Study

An Independent Study is available for students who are completing their final semester or the semester immediately preceding the final semester. There is an additional fee of $300 for this option, unless the course is unavailable due to curriculum changes made by the institution. This policy applies to all programs except the Ph.D. and D.ICS programs.

Grading System

The following criteria are used in assigning letter grades:

- "A" designates outstanding work, superior achievements of course objectives.
- "B" designates good work, commendable achievement of course objectives.
- "C" designates acceptable work, satisfactory achievement of course objectives.
- "D" designates minimal work, marginal of course objectives.
- "F" designates failure, unacceptable work.

When test or similar tasks are administered on the scoring scale from 0 to 100, the letter grades correspond in the following manner to the scores given:

- A: 95-100 4.0 grade points per semester hour.
- A-: 90-94 3.7 grade points
- B+: 86-89 3.3 grade points
- B: 84-85 3.0 grade points
- B-: 80-83 2.7 grade points
- C+: 76-79 2.3 grade points
- C: 74-75 2.0 grade points
- C-: 70-73 1.7 grade points
- D+: 66-69 1.3 grade points
- D 64-65 1.0 grade points
- D-: 60-63 0.7 grade points
- F: 59 or less 0.0 grade point per semester hour
- P: Passing
- NP: Non Passing
- W: Withdrawal
- AU: Audit
- I: Incomplete (Doctoral program Only)

Acceptable passing rate: P, NP, AU, W count as units attempted with Zero unit earned. It is important to note that CPU has the following grading policy:

Attendance Policy

CPU emphasizes the need for all students to attend classes on a regular and consistent basis. All students are expected to maintain in all courses a satisfactory attendance requirement which is 75% of all class meetings. Absences in more than 25% of class meetings will result in a failing grade for the course. This means each student is allowed a maximum of three absences per course per semester and fourth absence will result in a grade of "F."

Regarding punctuality, being tardy for more than fifteen minutes three times will be equivalent to one absence. An attendance Warning Letter will be sent out to students from the Chief Academic Officer's Office after two absences. As for the details of the attendance policy, students are expected to read and follow the attendance policy stated in the syllabus for each course by the instructor and the school catalog.

Leave of Absence Policy

Should your circumstances be such that a leave of absence is needed, please submit a written request for a leave of absence to the Office of the Registrar. In case of illness, the student needs to include the physician's statement. The request for a leave of absence may be granted for up to 1 year. The period of the leave of absence will not count toward the maximum period granted for the completion of a degree. The student must submit a written notice of intention to resume studies before returning to CPU. A request for a leave of absence longer than one year may be granted only under an exigent circumstance, it does not involve additional charges.

International Students: Written requests for leave of absence are considered at the discretion of the school administration and a decision will be based upon SEVIS laws for the request of leave of absence: Two options will be exercised by school administration:

1. Drop below full-time authorization (exception to the full course of study requirement)
2. Termination

Please note that a reduced course load for an F-1 student on an I-20 for ELSP must consist of at least "half the clock hours required for a full course of study." Therefore, the period that a student engaged in language studies can be placed on reduced course load for:

- Academic difficulties
- Illness/medical condition
- Initial difficulty with English language
- Initial difficulty with reading requirements
- Unfamiliarity with American teaching methods Improper course level

Reduced course load for completion of the course of study is limited to one term at the end of the course of study and only if additional courses are required to satisfy the requirements for completion.

For Federal Student Financial Aid purposes, the leave of absence, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period beginning on the first day of the student's initial leave of absence and must be approved by the Chief Academic Officer and by the Financial Aid Officer. Students who received Federal Student Financial Aid loans and who fail to return to CPU from an approved leave of absence will be considered as withdrawn and will be reported to the lending institutions by CPU. Consequently, loan deferment and repayment schedule may be affected. The student's withdrawal date and the beginning of the student's grace period for loan repayment is the last day of academic attendance as determined

by CPU from attendance records. CPU may be required to refund unearned funds to the Federal Student Financial Aid Programs when a student withdraws from CPU. Non- compliance with Federal regulations regarding leave of absence can affect a student's eligibility for future Federal Student Financial Aid and loan payment deferment.

Grading Grievance Procedure

1. If a dispute involving a final grade occurs, the student and the faculty member should try to resolve their differences through a private conference. If the faculty agrees to revise the grade, he or she needs to inform the Chief Academic Officer and the Registrar of the decision with supporting documents.
2. If the efforts to resolve the dispute fail, the student may initiate a grievance by submitting a written appeal to the Chief Academic Officer. The Chief Academic Officer shall within seven (7) working days of receiving the appeal and making the necessary investigation, shall render a decision and communicate the following to the student:
   A summary of the investigative report.
   A written notice setting forth the decision regarding the student's grade.

Student Records

The school's student recordkeeping policy will require that all student records must remain onsite for five (5) years, and transcripts kept permanently. The academic and financial records shall be maintained in separate files.

The student record file cabinet is fireproof, lockable, and to be maintained in a secure administrative office at the school. In addition, as an extra measure for security and safekeeping of records, all academic and financial records will be electronically scanned and/or photocopied and stored at an offsite location. This will ensure that, should one copy be destroyed, a back-up copy exists.

Only the authorized staff will have access to the student records, and the privacy of these records is considered to be of paramount importance.

In addition to permanently retaining student transcripts, the institution shall maintain for a period of 5 years the pertinent student records from the date of completion or withdrawal.

The student records to be kept include:

- A copy of the signed and dated enrollment agreement
- A copy of the students' grades.
- A record of the courses attempted, whether completed. A copy of all documents signed by the student.
- A copy of all complaints received from the students.
- A record of any refund made, the date made, and the check number, as applicable; the refund record will show how the calculation for the refund was made.

Field Work

California Prestige University students are required to participate in supervised field work as follows: 3 credits during three years for Master of Divinity (M.Div.) students; 1 credit during two years for Master of Arts in Intercultural Studies (MAICS) students; field work through capstone

projects and practice-oriented courses for Master of Counseling Psychology (MACP) students; 2 credits during four years for Bachelor of Arts in Theology (BATh) students; 3 credits for Bachelor of Arts in Family Counseling (BAFC) students; and 2 credits for Bachelor of Arts in Education (BAEd) students.

Bachelor students may begin field work after completing one year of study following admission. For transfer students: F-1 students who have completed one year at a U.S. bachelor-level institution, and all other students who have transferred at least 25% of the required credits, may begin field work immediately after admission.

Student Ministry and Fieldwork is also designed for giving the student curricular practical training (CPT) in their field of study. Thus, students can register as required for 0.25 units, or 0.50 units a semester and begin doing CPT part-time. Students are encouraged to take part in CPT as an important area of their educational development and learning. In addition, this allows the student to work legally within the USCIS laws and SEVIS guidelines and apply for a social security number. Under the leadership of the Internal Vice President, students will plan their ministry assignments and receive feedback on how to develop and grow. For more information, please see the Student Ministry Handbook, or the Chief Academic Officer. International students must contact or see the SEVIS Officer for further information. Personal Tax report related obligations belong to students.

Full-time Study and Time Limitation

The program of study leading to the completion of the ELSP is designated to be completed in 2 years, Certificate of Chaplaincy in the B.A. in 4 years, the M.Div. in 3 years, the M.A. in 2 years of full-time study respectively. Especially for the F-1 international students, the maximum period granted for the student to complete their ELSP is 3 years, for the B.A. student 6 years, for the M.Div. & M.A.M.F.T. student 4.5 years, for the other MA student 3 years, for Ph.D.C.S. student 5 years and for the other doctor program students 4 years approximately.

The administration strongly urges the international students at matriculation to maintain their full-time "active" status, according to SEVIS laws and regulations. Although the permission from Chief Academic Officer and the SEVIS Officer may and must be granted (following SEVIS laws and guidelines) to international students who are under such circumstances as ill-health, academic problems, students should not expect to pursue any substantial portion of the curriculum by part-time study.

Bible Test

California Prestige University administers a comprehensive Bible test to M.Div. students who are ready to graduate. By passing the test, the student has completed the obligation to demonstrate a working knowledge of biblical content for graduation. It is highly recommended that the students take the examination in the early part of their studies to complete this requirement.
This exam is given 3 times a year. (Feb., Apr. & Sep. subject to change) Students can take the Bible test as often as they want to. <u>If the student does not pass until the last semester the student intends to graduate, the student will be allowed only one more semester to complete this requirement</u>. If the student fails again, the student is considered not making academic progress and not fulfilling the program requirement. The student will be given a certificate instead of a diploma. Candidates must pass the test with a score of seventy (70) percent or above to complete degree programs.

Petitioning for Graduation

Students who wish to graduate at the end of the coming academic year must submit an "Application for Degree" to the main office when they register for the last semester to complete their degree.

- Deadline for Submission: The "Application for Degree" must be submitted during the registration period for the final semester in which the student plans to complete their degree requirements.
- Verification Process: After submission, the main office will review the application to verify that all academic requirements, including coursework, credits, and any other necessary criteria, are on track for completion by the end of the semester.
- Failure to Submit: Failure to submit the "Application for Degree" by the specified deadline may result in a delay in the graduation process. Students who miss this deadline may be required to defer their graduation to a later date.
- Appeal Process: If a student's application is not approved, they may appeal the decision by submitting additional documentation or clarification to the academic board within 10 business days of the notification.
- Notification of Approval: Upon approval of the application by graduation review meeting, the student will receive confirmation from the main office, which will include information on further steps to be taken, such as attending the graduation ceremony and settling any outstanding fees.
- Fee Payment: Any graduation-related fees must be paid in full before the submission of the "Application for Degree." The application will not be processed if there are outstanding financial obligations.

Catalog Rights and Curriculum Changes

New and continuing students are governed by the degree and program requirements in effect for the catalog year of their initial matriculation. The University reserves the right to revise curricula, degree requirements, and course offerings as necessary to maintain academic quality and accreditation compliance. Credits earned under a prior curriculum shall remain applicable toward degree completion to the extent consistent with revised program requirements. Discontinued courses may be replaced by approved equivalent or replacement courses, upon recommendation of the Program Director and approval of the Chief Academic Officer. Students who are readmitted after an interruption in enrollment shall be subject to the catalog requirements in effect at the time of readmission, unless an exception is approved by the Chief Academic Officer. Students are responsible for consulting with their Program Director regarding the effect of curriculum changes on their degree plan.

Academic Freedom Policies

CPU recognizes that within the field of education, academic freedom is a highly held right. In that regard, CPU will do everything possible to ensure that faculty members are given the freedom to represent views, theories, research results, and opinions in the normal process of teaching their assigned courses. However, CPU also recognizes that academic freedom must be weighed in response to the responsibilities of Christian faith and practice. The principles of developing Christian community, the responsibility of leadership by faculty members as role models to the students, and the ethics of Christian faith also provide the boundaries within which faculty members are given to exercise their academic freedom.

Faculty members, who hold differing and potentially contentious theological views, may be asked to step down from their faculty positions. When this happens, CPU will still hold the resigning faculty member in highest regard, realizing that the human perspective on theological truth is never complete and clear. CPU has adopted the statement of Academic Freedom as developed by the Association of Theological Schools, a recognized accrediting association by the U.S. Department of Education, as its standard concerning faculty academic freedom.

The statement reads as follows:

1. The Christian faith directs all thought and life toward God who is the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.
2. The freedom of the Christian always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or ignore basic obligations.
3. Christian freedom exists within the confession of Christian faith. A theological school may acknowledge specific confessional adherence as laid down in its own charter and constitution. A concept of freedom appropriate to a theological school will respect this confessional loyalty, both in the institution and with their individual members. At the same time, no confessional standard obviates the requirement for responsible liberty of conscience in the Christian community and the practice of the highest ideal of academic freedom.
4. While freedom must ultimately be realized through the spirit and loyalties of humanity, it must take form and be protected through concrete standards of institutional practice. Every statement of such standards moves somewhat in the sphere of law and regulation. We recognized that the effectiveness of stated principles depends finally upon the dedication within the Christian theological school to a genuine concern for liberty of mind and spirit in theological teaching.

Satisfactory Academic Progress Policy

The Satisfactory Academic Progress Policy ("SAP") is composed of Qualitative Standard and Quantitative Standard.

Qualitative Standard

Students must maintain a good academic standing. CPU requires undergraduate students and ELSP students to maintain a 2.0 GPA in all courses attempted at CPU and a 2.0 cumulative GPA. Master students are required to maintain a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA. Doctorate students are required to maintain a 3.0 GPA in all courses attempted at CPU and a 3.0 cumulative GPA. Repeated courses which the student previously passed are not counted toward satisfactory academic progress requirements.

Quantitative Standard

There are two components in quantitative standard: (a) Acceptable Passing Rate and (b) Unit and Time Limit to complete an education program.

(a) Acceptable Passing Rate: Excluding transfer units, an overall ratio of units earned at CPU to units attempted is calculated. Withdrawn and incomplete units are attempted with zero units earned. Students must complete 67% of units attempted.

(b) Unit and Time Limit: To complete the program, no more than 150% of the number of units required can be attempted. For determination of satisfactory academic progress, all attempted units at CPU are counted. For transfer students, only transferred units that apply to the degree program are counted.

- CPU does not apply "Incomplete" in Grading for undergraduate and graduate courses.
- Students can change their Majors if the application is approved by the Director and an Chief Academic Officer after the student submits the application.
- Repeated courses are only allowed if a student fails the class or does not reach the minimum required to pass the portfolio classes, but it affects the qualitative and quantitative components of SAP.
- The "W" grade will remain in the transcript but will not affect the student's GPA.

SAP for full time ELSP Students

A full-time status of ELSP students is obtained by completing minimum 5 classes (20 hours per week) per semester or 15 classes per academic year. A full-time ELSP is also required to complete the requirements of 30 classes and take 5 classes each semester while maintaining a 2.0 GPA in all courses attempted at CPU and a 2.0 cumulative GPA.

A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.

The maximum period granted for the completion is 3 years, 9 semesters (150% of the published length of two years)

SAP for Certificate of Professional Chaplaincy Students

To earn the Chaplaincy Certificate, a student must complete four classes each semester, taking one class per academic semester in sequence. The student is required to maintain at least a 2.5 GPA in all courses attempted at CPU, as well as a 2.5 overall cumulative GPA. A student on Academic Probation must remove themselves from probation within three consecutive semesters; failure to do so will result in a recommendation for dismissal from the institution.

SAP for Graduate Certificate of English-Speaking Pastoral Internship Students

To earn the Graduate Certificate in English-Speaking Pastoral Internship (ESPI), a student must complete six courses, as outlined in the program curriculum. Instruction is shared with the Master of Divinity (M.Div.) program, and all academic requirements are equivalent to those of the M.Div. Students are required to maintain at least a 2.5 GPA in all courses attempted at CPU, as well as a 2.5 overall cumulative GPA**.** A student placed on Academic Probation must return to good standing within three consecutive semesters. Failure to do so will result in a recommendation for dismissal from the institution.

Upon the successful completion of all required courses with the minimum GPA, the student will be awarded the Graduate Certificate in English-Speaking Pastoral Internship (ESPI).

SAP for Bachelor of Arts in Theology

A full-time status of undergraduate students is obtained by completing a minimum of 12 credits per semester or 24 credits per academic year. A full-time undergraduate student is also required to complete the requirements of 128 credits while maintaining a 2.0 GPA in all courses attempted at CPU and a 2.0 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for the completion is 6 years, 12 semesters (150% of the published length of four years)

SAP for Bachelor of Arts in Global Business Administration

A full-time status of undergraduate students is obtained by completing minimum 12 credits per semester or 24 credits per academic year. A full-time undergraduate student is also required to complete the requirements of 122 credits while maintaining a 2.0 GPA in all courses attempted at CPU and a 2.0 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for the completion is 6 years, 12 semesters (150% of the published length of four years)

SAP for Bachelor of Arts in Social Work

A full-time status of undergraduate students is obtained by completing a minimum 12 credits per semester or 24 credits per academic year. A full-time undergraduate student is also required to complete the requirements of 129 credits while maintaining a 2.0 GPA in all courses attempted at CPU and a 2.0 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for the completion is 6 years, 12 semesters (150% of the published length of four years)

SAP for Bachelor of Arts in Family Counseling

A full-time status of undergraduate students is obtained by completing a minimum 12 credits per semester or 24 credits per academic year. A full-time undergraduate student is also required to complete the requirements of 120 credits while maintaining a 2.0 GPA in all courses attempted at CPU and a 2.0 cumulative GPA.

A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for the completion is 6 years, 12 semesters (150% of the published length of four years)

SAP for Bachelor of Arts in Education

A full-time status of undergraduate students is obtained by completing minimum 12 credits per semester or 24 credits per academic year. A full-time undergraduate student is also required to complete the requirements of 122 credits while maintaining a 2.0 GPA in all courses attempted at CPU and a 2.0 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for the completion is 6 years, 12 semesters (150% of the published length of four years)

SAP for Master of Divinity

A full-time status of graduate students is obtained by completing a minimum of 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 83 credits while maintaining a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 4.5 years (9 semesters). (150% of the published length of three years)

SAP for M.Div. in Culturally Competent Pastoral Leadership

A full-time status of graduate students is obtained by completing a minimum of 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 74 credits while maintaining a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 4 years (8 semesters). (150% of the published length of three years)

SAP for Master of Divinity in Professional Chaplaincy

A full-time status of graduate students is obtained by completing a minimum of 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 83 credits while maintaining a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 4.5 years (9 semesters). (150% of the published length of three years)

SAP for Master of Divinity in Professional Coaching

A full-time status of graduate students is obtained by completing a minimum of 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 83 credits while maintaining a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA. A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 4.5 years (9 semesters). (150% of the published length of three years)

SAP for Master of Arts in Counseling Psychology

A full-time status of graduate students is obtained by completing a minimum of 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 48 credits while maintaining a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 3 years (6 semesters). (150% of the published length of two years)

SAP for Master of Arts in Marriage and Family Therapy

A full-time status of graduate students is obtained by completing a minimum of 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 72 credits while maintaining a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 4 1/2 years (9 semesters). (150% of the published length of two years)

SAP for Master of Arts in Intercultural Studies

A full-time status of graduate students is obtained by completing a minimum of 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 43 credits while maintaining a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 3 years (6 semesters). (150% of the published length of two years)

SAP for Master of Arts in Professional Coaching

A full-time status of graduate students is obtained by completing a minimum of 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 36 credits while maintaining a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 3 years (6 semesters). (150% of the published length of two years)

SAP for Master of Business Administration

A full-time status of graduate students is obtained by completing a minimum of 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 42 credits while maintaining a 2.5 GPA in all courses attempted at CPU and a 2.5 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 2 years (4 semesters). (150% of the published length of two years)

SAP for Doctor of intercultural Studies

A full-time status of doctoral students is obtained by completing a minimum of 8 credits per semester or 16 credits per academic year. A full-time graduate student is also required to complete the requirements of 32 credits while maintaining a 3.0 GPA in all courses attempted at CPU and a 3.0 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 3 years.

SAP for Ph.D.C.S. in Contextual Studies

A full-time status of doctoral students is obtained by completing a minimum of 8 credits per semester or 16 credits per academic year. A full-time graduate student is also required to complete the requirements of 48 credits while maintaining a 3.0 GPA in all courses attempted at CPU and a 3.0 cumulative GPA.
A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution.
The maximum period granted for completion is 5 years.

SAP for Doctor of Psychology

A full-time status of graduate students is obtained by completing minimum 8 credits per semester or 16 credits per academic year. A full-time graduate student is also required to complete the requirements of 48 credits while maintaining a 3.0 GPA in all courses attempted at CPU and a 3.0 cumulative GPA. A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution. The maximum period granted for completion is 5 years.

SAP for Doctor of Ministry

A full-time status of graduate students is obtained by completing minimum 8 credits per semester or 16 credits per academic year. A full-time graduate student is also required to complete the requirements of 32 credits while maintaining a 3.0 GPA in all courses attempted at CPU and a 3.0 cumulative GPA. A student on Academic Probation who does not successfully remove himself/herself from Academic Probation at the end of three consecutive semesters of Academic Probation will be recommended for dismissal from the institution. The maximum period granted for completion is 5 years.

SAP for Federal Student Financial Aid Students

One of the requirements of eligibility for Federal Student Financial Aid is a student must maintain Satisfactory Academic Progress (SAP) and be in good academic standing. At the end of each semester, CPU will measure the student's performance according to Satisfactory Academic Progress Policy.
All attempted coursework is included in calculations involving Satisfactory Academic Progress for financial aid eligibility.

Those who fail to make satisfactory progress will be given one semester of financial aid warning for Federal Student Financial Aid.

1. Financial aid warning

CPU will notify students in writing for failing to make satisfactory academic progress and place the students on financial aid warning at the end of each semester. Warning status lasts only one semester, during which the student may continue to receive Federal Student Financial Aid. Students who fail to make satisfactory progress after the warning period lose their aid eligibility unless they successfully appeal and are placed on probation.

2. Financial Aid Appeal

When a student loses Federal Student Financial Aid eligibility because he failed to make satisfactory progress, he may appeal that result on the basis of; his injury or illness, the death of a relative or other special circumstance. His appeal must explain why he failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation.

SAP appeals must be submitted by the first Friday of classes of each semester.

Per Federal financial aid regulations, appeals are not automatically accepted and may be denied based on failure to maintain Satisfactory Academic Progress standards set forth at the CPU. SAP appeals will be reviewed by Academic Committee and will be notified by e-mail if appeal is accepted or denied.

Up to three appeals may be accepted.

If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.

3. Financial aid probation

If based on the appeal CPU determines that the student should be able to meet the SAP standards by the end of subsequent semester, students will be placed on financial aid satisfactory progress probation.

Students are eligible for financial aid while on probation and this probation status lasts only one semester.

If SAP probationary requirements are not met within the probation term, the student will again become ineligible for financial aid and may need to file another SAP appeal.

If based on the appeal CPU determines that the student will require more than one semester to meet progress standards, CPU may place him on probation and develop an academic plan for him. CPU will review the student's progress at the end of each semester as is required of a student on probation status, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.

4. Regaining Eligibility

Students who are not meeting SAP requirements for GPA or pace may regain eligibility on their own without submitting an appeal by attending and achieving overall SAP requirements without the assistance of federal financial aid. Students who are not meeting SAP requirements are checked each semester and are made eligible for federal aid if they are now meeting overall SAP requirements.

The same process applies to students who have submitted an SAP appeal that has been denied, they can attend without the use of federal financial aid. Students who have been denied a SAP appeal can re-appeal after one semester without federal aid. These students are monitored each semester and are made eligible for federal aid if they are now meeting overall SAP requirements.

Academic Standing

At the end of each semester, a student's progress will be monitored. When there is evidence of lack of satisfactory academic progress toward meeting graduation requirements, the Academic Committee may place students on academic warning or probation or disqualify them from attendance at the university.

Academic Warning

When students fail to earn the required minimum GPA for a semester, they are given an academic warning at the end of the semester. When students on academic warning do not achieve academic progress consecutively for the semester, they are placed on academic probation. Students on academic probation who do not meet the minimum requirements will be academically dismissed from the institution. Accordingly, when students fail to meet the GPA requirements consecutively for three semesters, they will be dismissed.

Academic Probation / Dismissal

When a student fails to make satisfactory academic progress after the academic warning period, he may appeal that result on the basis of his injury or illness, the death of a relative or other special circumstance. His appeal must explain why he failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation. If based on the appeal CPU determines that the student should be able to meet the satisfactory academic progress standards by the end of subsequent semester, CPU may place him on probation without an academic plan. This probation status lasts only one semester. If based on the appeal CPU determines that the student will require more than one semester to meet progress standards, CPU may place him on probation and develop an academic plan for him. According to the requirements specified in the plan, CPU will review the student's progress at the end of each semester as is required of a student on probation status, to determine if the student is meeting the requirements of the academic plan.

A student failing to meet the minimum standards by the end of probation period may be dismissed from CPU. Also, those students who do not complete the degree program requirements within the maximum period granted will be dismissed from CPU upon the decision of the Academic Committee and will be terminated as a F-1 student from the SEVIS/I- 20 system. See Full-time Study and Time Limitation for maximum periods granted.

Academic Integrity Commitment

The maintenance of academic integrity and quality education is the responsibility of each student at CPU. Cheating or plagiarism in connection with an academic program is an offense for which a student may be expelled, suspended, or given a less-severe disciplinary action. Academic dishonesty is a serious offense which diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. Academic dishonesty includes:

1. Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
    1) Students completing any examination should assume that external assistance (e.g., Books, notes, calculators, conversations with others) is prohibited unless specifically authorized by the instructor.

   2) Students may not allow others to conduct research or prepare any work for them without advance authorization from the instructor.
   3) Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.
2. Fabrication: Intentional falsification or invention of any information or citation in an academic exercise.
3. Facilitation of academic dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
4. Plagiarism: Intentionally or knowingly representing the works, ideas, or work of another as one's own in any academic exercise. If plagiarism is discovered for the first time, students will receive a grade of F for the work. However, upon second violation, students will be expelled from CPU.

Programs

English Language Studies Program (ELSP)

Mission Statement and Purposes

ELSP in California Prestige University is a place that offers diverse educational and cultural classes and seeks to serve the community within a cooperative and nurturing environment. ESL Program exists to identify and accentuate the strength and personhood of each individual through its classes and activities. Through an interactive and diverse approach to teaching in listening, speaking, reading, and writing in all academic areas we respond to the educational goal of each student. This sense of connection develops English language proficiency.

The objectives for ELSP

The objectives of the ELSP are to develop both basic interpersonal communication skills and cognitive academic language proficiency, to develop proficiency in the language domains of listening, speaking, reading, and writing, to develop competence in intercultural interactions, and to encourage participation in the advanced education curriculum and in extracurricular activities in our school.

ELSP Method of Instruction

CPU ELSP provides varied classes focused on development of general English language skills. These classes usually address English language skills development in the context of topics or functions of daily life, such as going to the doctor's office, shopping, or visiting a museum. Giving students the opportunity to interact with the teacher and with each other, planning instruction around tasks that promote field trips, outdoor activities, and teaching language forms in the context of meaningful learning activities are applications of second language research to the classroom environment.

CPU ELSP employs several different approaches to language acquisition and ELSP techniques that match the diverse needs, motivations, and goals of the learners and provide opportunities for interaction, problem solving, and task-based learning where learners can use English. CPU ELSP teachers use technology both as an instructional tool such as integrating multimedia packages and PowerPoint presentations into instruction and as instructional content itself for example learning word processing programs, using the Web to access information, and using English through email communications, watching document films, movies and dramas. ELSP teachers use technology to expand or individualize learning inside and outside the classroom in accordance with learners' language proficiency, preferences, and needs and to potentially reach learners for individualized activity stations and self-access learning labs.

Admission Requirements (General)

Those admitted to the ELSP are required to:

- Be 18 years of age or over.
- Have a high school certificate of graduation, or a GED.
- Have the endorsement of the ELSP faculty committee (consisting of the Director of ELSP and core group of teachers)

Admission for International Students

California Prestige University (CPU) is authorized under federal law to enroll non-immigrant international students by the issuance of SEVIS I-20 form as certification of eligibility for admission. International students must:

- Be 18 years of age or over.
- Have a high school certificate of graduation, or a GED (approved by the Korean Ministry of Education, or the appropriate governmental educational agency from the student's origin).
- Have the endorsement of the ELSP faculty committee (consisting of the Director of ELSP and core group of teachers)
- Download an application for ELSP.
- Send in an application and all required documents and financial payment.
- Be approved for ELSP.
- Receive an I-20.
- Receive an F-1 visa to attend as a non-immigrant international student.
- Arrive approximately within 30 days of when the semester begins.
- Make an appointment and visit the PDSO/DSO for counseling regarding their non-immigrant F-1 visa status.

Please note that international persons having an E, R and H visa, and their spouses are allowed to study ELSP at CPU. Students who are studying under an E, R and H visa must carefully watch when their nonimmigrant visas expire and allow (4) months for a change of status application to be processed, and final decision rendered.

CPU will not assist students and their spouses who want to study and need to change their status to F-1. Students and spouses must utilize the services of an attorney to change their status. Students must recognize that the application of a change of status does not guarantee approval of the change of status. CPU is not responsible for SEVIS's final decision.

CPU will accept transfer students from another college who are "terminated" F-1 status on an individual basis after careful review of the situation by the ELSP director and PDSO/DSO. A reinstatement will be required by the "terminated" status student and the time duration for this process can be 3-4 months. Those interested in a reinstatement must utilize the services of an attorney. The student will be allowed to enroll and take classes while the reinstatement request is processed. If the reinstatement is denied, the student will no longer be able to continue their studying at CPU. Only one reinstatement petition is permitted per student.

Transfer Students

Transfer students from another English language learning center / or some English language learning must:

- Complete the English Placement Exam and begin enrolling in courses at the level selected by the ELSP faculty committee.
- Complete at least (1) one semester of full-time ELSP coursework at CPU.
- Complete their remaining ELSP coursework with a GPA of (C or 2.0) or higher. Have the endorsement of the ELSP faculty committee.

Graduation requirements

To graduate, a student must have a minimum grade average of 70% (C-) or better, maintain an 80% attendance ratio, fulfill all other requirements stated in this catalog, and be in good financial standing with the school.

Placement Exam

All students are required to take a CPU English Placement Test (PEPT), and according to their results, they will be placed in courses at their level of proficiency in English. The placement exam is given (two-three weeks prior) to beginning of the semester and on new student orientation day. Please schedule your arrival early enough for you to participate in the PEPT. The placement test cost is$25.00 per person on the placement test date. If you miss that date, the placement test cost is$100.00 per person.
The placement exam consists of three (3) parts:

1. Standardized test (assessing listening, grammar, vocabulary and reading level)
2. Oral interview (assessing speaking and comprehension level)
3. Writing test (assessing writing and grammar level)

The results of the placement test are reviewed by a committee of teachers and the Director of the ELSP to ensure that the student/audit student is placed at the appropriate level. The placement test usually takes 2.5 hours to complete.

When are ELSP Classes offered?

The ELSP courses are offered during the fall, spring, and summer:

- Fall semester (September through December) - 15 weeks
- Spring semester (January through May) - 15 weeks
- Summer semester (May through August) - 15 weeks

ELSP Academics

Curriculum ELSP is organized at six achievement levels:

Level 1: Beginning Level (20 hours/week; 300 hours/semester)
Level 2: High Beginning-Low Intermediate (20 hours/week; 300 hours/semester)
Level 3: Low Intermediate-Intermediate (20 hours/week; 300 hours/semester)
Level 4: Intermediate-High Intermediate (20 hours/week; 300 hours semester)
Level 5: High Intermediate-Low Advanced (20 hours/week; 300 hours/semester) Level 6: Low Advanced-Advanced/ TOEFL prep (20 hours/week; 300 hours/semester)
Total hours per class per week: 4 hours/week Total hours per week: 20 hours
Total hours per semester: 300 hours (Fall, spring and summer)
Total hours per program: 1,800 hours

Credit for existing degree programs at California Prestige University

Please keep in mind that if a student intends to apply for a program of study at California Prestige University (CPU), they must fulfill the requirements of that program (B.A., M.Div.) to be accepted into that program. Finishing the ELSP does not fulfill any of the requirements and does not assume acceptance into that program.
ELSP graduates who desire to begin B.A. or M.Div. and MAICS program studies at CPU may elect and receive up to 12 credits towards the B.A. degree and up to 3 credits towards the M.Div. and MAICS degree. If the student elects to do so it comes with the understanding that these credits

take the place of all the elective options and that the student will not be allowed to take any additional English courses for credit. Any additional English courses taken by the student will only count as extra or additional units not towards the degrees. The student will be encouraged to register/take the core courses only that fulfill the degree requirements.

ELSP Course Descriptions

Level 1: Proficiency if Minimal (Beginning)

LA 100(4 hours) A Listening / Pronunciation 1
For non-native speakers with minimal proficiency in the English language. Focus is on understanding spoken English, producing the sounds of the English language, and carrying on a simple conversation with a native speaker.

RB 100 B (4 hours) Reading 1
Practice in using a monolingual English dictionary, reading, and following written directions, scanning and skimming, recognizing the main idea, using context clues to arrive at the meaning of unknown words and making inferences.

GC 100 C (4 hours) Grammar / Oral 1
Oral and written practice of grammatical structures at the beginning level.

SD 100 D (4 hours) Speaking 1
Students participate in simulations concerning topics that help with getting along in the United States in an academic setting.

WF 100 F (4 hours) Writing 1
Practice in using a monolingual English dictionary. Sentence and paragraph development is emphasized.

Level 2: Proficiency is Elementary (Upper Beginning to Lower Intermediate)

LA 101 A (4 hours) Listening / Pronunciation 2
Understanding and following instructions, listening strategies, and taking notes from simulated academic lectures. Specific pronunciation problems are addressed.

RB 101 B (4 hours) Reading 2
Continued strengthening and practice using a monolingual English dictionary, reading, and reading skills. Summarizing, recognizing facts, inferences, conclusions, deductions, and paraphrasing are introduced.

GC 101 C (4 hours) Grammar Oral 2
Review of structures in ELSP 100 C and contrast of tenses are emphasized.

SD 101 D (4 hours) Speaking 2
For non-native speakers desiring to adjust to life in the United States. Topics are like ELSP 100 D Speaking 1, but with a broader range of communication skills added.

WF 101 F (4 hours) Writing 2
Continued practice using a monolingual English dictionary, and skills covered in ELSP 100 F Writing 1. Developing writing strategies and writing detailed paragraphs and compositions: description, comparison / contrast, and cause / effect.

Level 3: Proficiency is Intermediate (Intermediate to Upper Intermediate)

LA 102 A (4 hours) Academic Listening 3
Practice in understanding, following, and taking notes on authentic academic lectures.

RB 102 B (4 hours) Reading 3
Continued practice of the skills taught in ELSP 101 B Reading 2. Readings are more authentic and require more sustained reading.

GC 102 C (4 hours) Grammar / Oral 3
Review of all grammar structures in oral and written form.

SD 102 D (4 hours) Effective Communication
For non-native speakers desiring to improve their academic communication skills. Activities are designed to teach class discussion, group discussion and presentation skills.

WF 102 F (4 hours) Writing 3
Continued practice of ELSP 101F Writing 2 with the addition of paraphrasing, quoting, proper formatting, proper citation, avoiding plagiarism, and compositional development.

Level 4: Proficiency is Advanced (Advanced and Academic in Nature)

WF 103(4 hours) Essay & Academic Writing
Studies in essay organization and development and critical analysis and reading.

WW 104(4 hours) Writing Workshop
Individualized instruction in essay organization and coherence with special attention to persistent errors.

SD 105(4 hours) Oral/Communication Workshop
Emphasis on listening skills, pronunciation, conversational strategies, oral presentations, peer review/critique, and formal readings/messages.

TF 106(4 hours) TOEFL (Academic ELSP Only)
A course that prepares students to take the TOEFL exam. A practice exam will be given at the end of term, and additional help for the student to register for the TOEFL.

Everyday English Program

GC 200(4 hours) English Grammar through Biography / Novel
Review of the parts of speech. Introduction to the elements of writing, sentence structure, and punctuation, and content-based learning of grammar. Study is tailored to individualized learning needs.

RB 200(4 hours) Reading through Biography /Novel
Students read a variety of texts. Work on reading comprehension, vocabulary building, idioms, and contextual clues are experienced. Students pose questions about the readings. Thematic discussions enliven understanding of texts.

SD 200(4 hours) Speech through Watching News
Students read newspaper articles, engage in conversation regarding contemporary life; and write summaries of news stories. Listening exercises to improve listening capabilities are provided.

GC201(4 hours) Pronunciation through Watching News
Review of Standard American English is given. Discussion of philosophy of language is included. Content-based exercises in which the students engage in speaking opportunities are offered.

SD201(4 hours) Speech and Discussion through Watching News
Students engage in conversation and discussion-based language learning.

CN200(4 hours) Conversation through Watching Drama
Students watch films or television programs. Review expressions within the script. Engage in cultural conversations regarding the productions.

BE200(4 hours) Business English
Individualized program for practical use of Business English in executive settings.

PE200(4 hours) Educational English
Individualized program teaching qualitative research approaches.

EM100(4 hours) Learning English Grammar with quotes from the Christian Bible.
This class provides English grammar and writing instruction using the Christian Bible. This class provides instruction with meaningful examples for lifelong learning. These quotes are taken from the Bible and used to express various English grammar topics.

EM200(4 hours) Learning English through Biblical Literature
This class focuses on a Bible passage rich with idiomatic expressions or literary devices. At the same time this class provides a specific theme (e.g. temptation, love) to stimulate meaningful discussion among students.

EM210(4hours) English Dictation using the Bible
This class provides writing practice in English. Students write or type what they hear. Listen as many times as necessary and check answers. This class helps student's spelling, listening and understanding skills.

Certificate of Professional Chaplaincy

Program Goal

The Certificate of Professional Chaplaincy program prepares students to qualify for a unique and demanding ministry. Those who are called and gifted by God can become Board Certified Chaplains or Certified Clinical Chaplains, serving as professionally competent and compassionate spiritual caregivers in healthcare facilities

Program Learning Outcomes (PLOs)

Upon successful completion of the Certificate of Professional Chaplaincy program, students will demonstrate the following program learning outcomes:

1. **Ministerial and Public Leadership**
   Demonstrate a comprehension of and the capability to incorporate biblical leadership principles and theological insights with essential professional abilities crucial for successful ministry and leadership in the public sphere. This includes skills in administration, homiletics, education, pastoral care, evangelism, discipleship, and liturgy.

2. **Chaplaincy Competency**
   1) Orientation to the healthcare system as a student function as a professional pastoral/spiritual caregiver in a healthcare facility.
   2) Become effective in assessing and meeting the spiritual and emotional needs of patients/residents, family, and staff.
   3) Develop communication skills in the area of interpersonal relationships.
   4) Be prepared to competently and compassionately respond to the varied crises faced by patients/residents, families and staff.
   5) Understand and respond to medical ethical issues.
   6) Become a model of professional competence and high ethical standards as a pastoral/ spiritual caregiver.

3. **Personal & Spiritual Formation**
   1) Deepen one's knowledge of and love for God, self, and others
   2) Understand the dynamic process of spiritual transformation into Christlikeness
   3) Cultivate a deeper intimacy with Christ in personal life through development and practice of spiritual disciplines (formational habits)
   4) Exhibit an increasing degree of the fruit of the Spirit, that is, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Admission Requirement

Those admitted to the Certificate of Professional Chaplaincy are required to have:

- M.Div. or its equivalent
- A 2.5 grade point average for all previous studies

Completion Requirement

- Completion of 12 credit units with a 3.0 grade average
- Taking the classes in sequence, one at a time
- To obtain chaplaincy certificate, one must complete a one-year internship and pass an interview

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods. Students who have completed this course in countries other than the United States must come to the U.S. to take the final class, PT572 Clinical Pastoral Education 4, and must also complete their internship in the U.S. to acquire the American certification.

Required Credit Unit for Graduation

Core Course: 12 units
One year Internship
Total 12 units

Core Courses: Professional Chaplaincy Course (12 units)

PT561 Clinical Pastoral Education 1 - Introduction to chaplaincy covers the biblical foundation for pastoral care, the spiritual formation of the Chaplain, hospital visitation dos and don'ts, active listening skills, the Chaplain's role and identity, terminal issues, grief issues, and how to handle basic emergency situations.

PT562 Clinical Pastoral Education 2 - This class looks at the professional and personal life of a healthcare Chaplain, spiritual assessment and charting, cross cultural ministry, ministry to staff, being a team player, ministry to surgical patients, general biblical principles on suffering and healing, and an overview of spiritual warfare.

PT571 Clinical Pastoral Education 3 – This class covers the history of chaplaincy, healthcare policies and procedures, crisis counseling guidelines, medical ethics, family dynamics, responding to objections, funerals, and prayer in world religions.

PT572 Clinical Pastoral Education 4 - In this final class, the focus will be on mental health ministry, social issues related to healthcare, ministry to the elderly, oncology ministry, professional boundaries, avoiding compassion fatigue, and establishing the Chaplain's office.

Graduate Certificate of English- Speaking Pastoral- Internship (ESPI)

Program Goal

The Graduate Certificate of English-Speaking Pastoral-Internship (ESPI) program offers a six-course program designed to provide intensive training and field-based preparation for pastoral interns serving in English-speaking ministries.

Program Learning Outcomes (PLOs)

Upon successful completion of the Graduate Certificate of ESPI program, students will demonstrate the following program learning outcomes:

Upon graduation, the student will

1. **Religious Heritage**
   1) Demonstrate an introductory graduate-level understanding of the Bible and an ability to interpret and communicate the Bible accurately
   2) Comprehend historical theology and its significance for the contemporary situation

2. **Personal & Spiritual Formation**
   1) Deepen one's knowledge of the love for God, self, and others
   2) Understand the dynamic process of spiritual transformation into Christlikeness

3. **Cultural Context**
   1) Develop a Christian worldview and apply biblical principles to individuals, communities, and the world, in view of diverse religious traditions of the world and particularities of different cultures.
   2) Develop the ability to critically evaluate insights drawn from Korean culture and American culture and current spiritual challenges in the world from a biblical perspective, integrate with theology, and apply to their life and ministry.

4. **Ministerial and Public Leadership**
   1) Demonstrate an understanding of and ability to integrate biblical principles of leadership and theological knowledge with professional skills vital for effective ministerial and public leadership, such as administration, preaching, teaching, counseling, evangelizing, discipling, and worship.
   2) Grasp the challenges and solutions for a healthy church dynamic and relationship in the Korean church between Korean speaking immigrants (1st Gen) and Korean- American English-speaking members (1.5-3rd Gen)

Admission Requirement

Those admitted to the Graduate Certificate of ESPI are required to have:

- B.S., B.A. degree or its equivalent.
- A 2.5 grade point average for all previous studies

Completion Requirement

- Completion of 18 credit units with a 3.0 grade average
- The Graduate Certificate in English-Speaking Pastoral Internship (ESPI) requires students to meet the same academic standards as the Master of Divinity (M.Div.) program. If students fail

to receive the required grade in REQUIRED courses, they must re-take the course and achieve the required passing grade in order to complete the program.

- Upon the successful completion of all required courses, students will be awarded the Graduate Certificate in English-Speaking Pastoral Internship (ESPI).

- All courses completed in the ESPI program are fully transferable as credits toward the Master of Divinity (M.Div.) program. Students who complete the ESPI Certificate may continue their studies in the M.Div. program with the 18 credit units applied toward degree requirements.

Method of Instruction

The Graduate Certificate of English-Speaking Pastoral Internship (ESPI) shares the same instructional format and courses offered in the Master of Divinity (M.Div.) program. Instruction is delivered through a blended format, which includes on-site, lecture-based classes, online virtual live sessions, and recorded lectures via traditional online platforms.

Qualified faculty provide a course outline that specifies the sequence of instruction and the expected learning outcomes. The sequence of instruction includes a list and brief description of each topic in the order presented, along with a summary of the lessons devoted to each topic. Faculty are also required to devote appropriate time to evaluating student learning progress and the quality of course work submitted by students.

Required Credit Unit for Graduation

Core Course: 18 units
Total 18 units

- BS500 Introduction of Biblical Studies 3 units
- ST501 Systematic Theology I or CH510 Church History for Today 3 units
- PT501 Preaching 3 units
- PT500 Introduction of Christian Counseling 3 units
- PT505 Introduction of Christian Education 3 units
- PT559 Korean American Culture and Ministry 3 units

Total: 18 units

Graduate Certificate of ESPI Course Curriculum

BS500 (3 units/English) Introduction to Biblical Studies
This course provides an introduction to the field of biblical studies, covering the nature, history, and interpretation of the Old and New Testaments. Students will explore key themes, literary forms, and theological concepts within the Bible, while learning the foundational methods of exegesis and hermeneutics. Emphasis is placed on developing skills for critical and faithful study of Scripture for ministry and academic purposes.

ST501(3 units/English) Systematic Theology I
Doctrine of God, Bibliology, Doctrine of Man & Christology. A systematic study of Biblical teachings concerning the person and the work of God, the authority of the Bible, humanity's relationship to God, and the person and work of Christ.

CH510 (3 units/English) Church History for Today

Survey of Church History is a basic introduction to the history of the Christian church from its founding at Pentecost to the present day.

PT501 (3 units/English) Preaching
A basic course in the fundamentals of preaching and the development of the sermon. Methods of gathering sermon material, sermon preparation, and writing are studied.

PT500 (3 units/English) Introduction of Christian counseling
Students will learn the basics of Christian counseling, focusing on integrating spiritual principles with practical counseling techniques. The course covers foundational theories and approaches to counseling within a Christian framework.

PT505 (3 units/English) Introduction of Christian Education
This course covers the principles and methods of Christian education. It provides an overview of how to teach and lead educational programs in a church setting, highlighting the development of faith-based curricula and teaching strategies.

PT559 (3 units/English) Korean American Culture and Ministry
This course examines the unique cultural, historical, and social dynamics of Korean American communities and their impact on church life and ministry. Students will study the development of Korean American congregations, generational challenges, and intercultural ministry issues. Special focus is given to preparing students for effective pastoral leadership and ministry within English-speaking contexts of Korean American churches.

Bachelor of Arts in Theology

Program Description

For students who give the Bible priority in their lives, California Prestige University offers an undergraduate Biblical major leading to a bachelor's degree. The Bachelor of Arts in Theology is designed to bring students to a sound working knowledge of the Word of God, so that they may share those life-transforming principles in a variety of contexts.
General education provides learning experiences to enhance and complement the academic majors and provide for the student an integrated Christian worldview. A general education supplies an understanding and awareness of broad areas of language, history, philosophy, communication, science, and human development. These are the essential complements to Biblical studies in shaping godly attitudes and behavior in our contemporary world.

Program Learning Goals

The following competencies are assigned to the B.A.Th. program in order to achieve institutional goals:

- The students use appropriate speaking, hearing, and writing skills in English for employment or for graduate studies;
- The students gain general understanding of American culture, history, politics, and society and Korean American immigrant context;
- The students are able to identify important theological themes and their significance for the church and society;
- The students develop spiritual discipline and demonstrate servant leadership;
- The students have hand-on experience in various fields;
- The students analyze ideas and evaluate them critically.

Admission Requirement

Those admitted to the Bachelor of Arts in Theology are required to have:

- A high school diploma or its equivalent (GED);

Degree Requirement

B.A.Th. candidates must:

- Earn 128 credit units with a 2.0 grade average by completing the course requirements and;
- Finish 2 credit units of student ministry for graduation during 6 semesters (3 years except the first year);
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December;
- Submit a report of student ministry form which is written by students, every month;

Field Education

The Field Education program is an integral part of the theological curriculum practical training by which students under supervision work at a variety of assignments at a local church, according to their particular ministerial goals and interests.

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods.
Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Required Credit Unit for Graduation

Core	**98** units
General Studies	30 units
Biblical Theology	36 units
Professional Education	32 units
Electives	**30** units

(Students may choose 10 electives out of these courses. These courses are subject to change)

Total:	**128** units

Policy for determining grade level

Grade 1: 0 - 30 semester units or the equivalent
Grade 2: 31- 60 semester units or the equivalent
Grade 3: 61 -93 semester units or the equivalent
Grade 4: 94 or more semester units or the equivalent

Undergraduate (B.A.Th.) Course Curriculum

Core Course: Biblical Theology (36 units)

OT101(3 units) Introduction to the Old Testament
An introductory course selecting aspects of the Old Testament; overview of the paradigmatic eras of the Old Testament history and the integrated framework of its theology.

OT211(3 units) The Pentateuch
An in-depth study of the first five books of the Old Testament; a study of Israel's traditions about its emergence as a people under God's initiative; the prehistory, the patriarchs, exodus from Egypt; the wilderness, Sinai, and the Law.

OT212(3 units) Prophets
The content and literary qualities of the major prophets such as Isaiah, Jeremiah, Ezekiel and Daniel in light of their historical backgrounds and their developing theology.

OT213(3 units) Wisdom Literature
An expositional study of the books of Job, Proverbs, and Ecclesiastes, with attention to the nature of wisdom literature and to the content, structure, and relevance of the books.

NT100(3 units) Introduction to the New Testament
A study of important theological concepts in the New Testament in relation to the socio- historical background of the time

NT116(3 units) General Epistles
A study of the non-Pauline epistles with attention given to their historical settings, literary forms, and theology of Christian faith

NT211(3 units) Synoptic Gospels
A study of the Jesus tradition and interpretation in the first three Gospels; contents of Jesus' message, His understanding of His own life and mission, and His teachings portrayed in these books

NT215(3 units) Pauline Epistles
An examination of Paul's theological and missiological messages with special emphasis on Christology, salvation, ethics, discipleship, evangelism, eschatology and leading exegetical issues.

TH201(3 units) Systematic Theology I
A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible and humanity's relationship to God

TH202(3 units) Systematic Theology II
A systematic study of Biblical teachings concerning the person and work of Christ and Salvation

TH302(3 units) Hermeneutics
The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning as it deals with the question of how we accurately read and interpret the Bible and correctly apply it to the contemporary world.

TH211(3 units) Christian Ethics
A course designed to build basic spiritual discipline for Christian living, ministry, and the development of a Christ-like character.

Core Course: General Studies (30 units)

GE103(3 units) Logic, General Research & Writing
An introductory study of logical reasoning, research methods and research paper writing. This includes use of library and online resources, and proper citation. This study also includes instructions in how to gather notes, prepare an outline and compose a term paper.

GE211(3 units) Introduction to Western Philosophy
Illustration of the nature and scope of Western philosophy through an examination of some of its traditional areas of concern, such as ethics, theory of knowledge, social and political philosophy of religion, aesthetics, and metaphysics.

GE111(3 units) Introduction to Asian Philosophy
Survey of East Asian philosophy with stress upon the epistemology of Asian people, from Ancient to World View and Modern.

GH146(3 units) History of World Civilizations
A survey of the history of Western Civilization from earliest times to the present, with emphasis on important people, trends, and relation to the Church

GS141(3 units) Introduction to Sociology in an Immigrant Context
An introduction to sociological concepts with emphasis on group life, culture, socialization, generational conflict in immigrant communities, and differences in ministry needs for first-and-second generation immigrants.

GS231(3 units) Human Development
An introduction to the cognitive, social, emotional, and moral characteristics of each stage of development as well as how this affects developmental needs and abilities of various age groups.

GS271(3 units) Cultural Anthropology
A study of the basic principles of cultural anthropology. The course provides a basis for understanding and appreciating other people and their cultures so that students can adjust readily and work effectively in an ever-increasing multicultural world.

GS410(3 units) U.S. History & Politics
This course focuses on the United States' founding principles, beliefs, and an overview of U.S. history from the colonial to modern period. Students will study the structure, functions, and powers of government at the national, state, and local levels. The roles of political parties, lobbies and interest groups are included.

GM101(3 units) Introduction to World Music
This course provides an introduction to the music of selected cultures and contemporary intercultural communities. Drawing on topics and issues in ethnomusicology, it focuses on musical practices, beliefs, and techniques. It is intended to develop listening skills, broaden musical horizons, as well as to enable a deeper understanding of the way music functions in relation to social groups and individual lives.

GE300(3 units) Humanities and Culture Studies
This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presentation of each of the themes per group.

Core Course: Professional Education (32 units)

GS292(3 units) Leadership and Public Speaking
A survey of leadership theory, including the history of leadership and contributions from various disciplines, including Sociology, Anthropology, and Management Theory. The course explores Biblical perspectives on leadership, including such topics as styles, spiritual gifts, modeling, emergence patterns, and church structures. In addition, students will study and practice the art and science of public address. Students will learn the skills needed to speak intelligibly, forcefully, and persuasively to an audience.

GH444(3 units) Church History
A chronological survey of the Christian Church that gives special emphasis to theological development and change. This study explores the major periods and figures in the growth of the Korean church also.

TH307(3 units) Christian Apologetics
Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course will survey several of the major problems and criticisms of the Christian church: its history, life and faith. It will also review the intellectual and faithful responses that Christians have provided to them.

CO200(3 units) Cross-cultural Communication
This course presents a theoretical and practical approach to the study of intercultural communication. The course focuses on the many elements and processes involved in the sending and receiving of messages within intercultural contexts. The aim of the course is to increase your sensitivity to and understanding of intercultural differences and similarities so that this awareness can lead to more effective communication. The course covers basic concepts, principles,

and practical skills for improving communication between persons from different ethnic, racial, religious, and cultural backgrounds.

MI260(3 units) Comparative Religions
A survey of the religious systems presents in the world and an analysis of how to conduct outreach among their members. Missionary considerations to be discussed include information on what resources are available, what organizations are involved in ministering to each group, what strategies seem effective and what theological interests or problems tend to be important to each group.

PT308(3 units) Inner Healing
This course introduces the theory and practice of inner healing used in the context of counseling. It will explore the biblical foundations of counseling and teach inner healing techniques aided by the work of the Holy Spirit.

MI150(3 units) Introduction to Evangelism and Missiology
A consideration of what evangelism is from the NT texts. The course includes theological perspectives such as divine sovereignty and human response; motivations and hindrances to evangelism; the role of evangelists and of the local church in evangelistic ministry; communication of the gospel in various ways in different contexts. The course also introduces students to the nature, perspective, history, methodologies, theories and issues of missiology as a discipline.

PT360(3 units) Introduction to Pastoral Ministry
A study of the application of theology to the pastoral setting, including the development of Christian community in the local church, development of spirituality in the local setting, and the relationship of the pastor to the church's ministry.
PT370(3 units) Christian Worship
A study of the history, theology, and practice of Christian worship. The course will include studies of the Christian year, elements and orders of worship, the sacraments, funerals, weddings, and other occasional services.

ED201(3 units/Korean) Christian Education
A study of Christian education as a discipline that critically adapts methods and concepts from theology, humanities, behavioral sciences, and education. A study of a variety of theoretical approaches and positions.

Field Work/Student Ministry
FWB 01~06(total 2 units) Field Work/Student Ministry

These courses are an integral part of the theological curriculum by which students under supervision work at a variety of assignments at a local church, according to their ministerial goals and interest.

Electives (30 units) (*These courses are subject to change.)

GA110(3 units) Introduction to Art History
This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present in world civilizations. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time.

GE102(3 units) Ministerial and Theological English 1
An introductory study of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean American churches.

GE105(3 units) American Culture, Customs and Etiquette
This course will examine the history, traditions, motivations, context, and ongoing cultivation of American culture. We will also explore expressions of culture through art, media, and social activity. Discussion of culture will be approached through the lens of a Christian worldview. Theories of intercultural communication will also be covered.

GS273(3 units) Theology and Culture
This course will explore various theological and religious meanings that are carried in popular culture, and specifically in phenomena that are not ordinarily thought of as religious. Through reading several "theologians of culture," we will examine contemporary novels, films, music, television, and tourism with the intent of developing ways to discern transcendent longings, anxieties, and visions of good and evil that operate below the surface of our common cultural life in the U.S.

GE202(3 units) Ministerial and Theological English 2
The second level is a series of studies of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean American churches.

GS105(3 units) Personal Finance
This course provides both background information and analytical skills for making good personal financial decisions. You will learn how to choose your personal financial goals, devise strategies for attaining them, and implement those strategies. You will also learn about protecting your wealth as you accumulate it, how to use employer benefits wisely, and how to manage your money and credit.

GE101(3 units) Creative Writing
This course focuses on writing in two genres: poetry and fiction. The purpose of this class is to encourage students to cultivate the habits, attitudes, and flexibility of a writer for personal enjoyment as well as for publication.

GA210(3 units) Introduction to Photography
This course will teach you the basics of photography with emphasis on camera functions, composition, digital capture and editing. We will also cover and discuss a variety of photographic styles and practices as they pertain to both the history of the medium and our own visual literacy.

OT205(3 units) History of Israel
An understanding of the history and religion of Israel.

PT201(3 units) Homiletics
A basic course in the fundamentals of preaching and the development of the sermon. Methods of gathering sermon material, sermon preparation, and writing are studied.

GE403(3 units) Advanced Research & Writing
An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article or thesis.
Prerequisite: GE103 Logic, General Research, and Writing

GS133(3 units) Family Psychology
Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service

GE311(3 units) Introduction to World Literature

A survey of world literature with special attention to the themes such as God, man, nature, relationship, joy, tragedy, death, and eternal life, which can be found in the Bible

CS100(3 units) Church Administration and Information Technology
This course helps students acquire the basic administrative skills for the church and other non-profit organizations and the knowledge of information technology to facilitate the administrative work.

GN100(3 units) Introduction to Natural Science
An introductory science course for integrating several science disciplines: biology, earth science, geology, physics, chemistry, and cosmology. Focuses on concepts related to current issues to develop an understanding of how science influences our lives. Examines how scientists formulate and address questions about life, matter, and the nature of the universe.

Bachelor of Arts in Global Business Administration

Program Description

The Bachelor of Arts in Global Business Administration degree will equip men and women to live Christ-centered life and will help make them better business minded persons. This program will accomplish this by integrating biblical studies, theology, and global business administration skills. This program is designed for men and women who are seeking for a Christ-centered program in the full range of biblical, theology, and global business administration necessary for a complete understanding of the modern global organization. In every course, the scripture and theology are integrated with business topics, so that those who graduate from this program are ready to engage the global business world with a solid biblical and theological foundation.

Program Learning Goals

Our program learning outcomes are in four areas:
1. Business Administration
2. Ministry Studies
3. Intercultural Studies
4. and the Integration of Theology, Business Administration, and Intercultural Studies. Here are the details:

<u>In the area of Business Administration, students will be able to:</u>
1. Identify and explain the four functions of management (Planning, Leading, Organizing, and Controlling) and the fundamental concepts of management and organizational behavior and marketing.
2. Produce a professional business plan including the
   1) executive summary
   2) overview of the industry, company, products and services
   3) marketing research and analysis
   4) economics of the business
   5) marketing plan
   6) manufacturing and operation plan
   7) management plan
   8) critical risk, problems, and assumptions
   9) financial plan
3. Start, manage or lead a business (or working in a supervisory position)

<u>In the area of Intercultural Studies, students will be able to:</u>
1. Articulate an understanding of the theological basis of missions
2. Show evidence a grasp of missiological knowledge:
3. Embrace responsibility to participate in the Great Commission

<u>In the area of Integration of Theology, Business Administration, and Inter- Cultural Studies, students will be able to:</u>
1. Be innovative ambassadors for Christ with the business acumen necessary to succeed in restrictive or creative access areas with a Christ-centered business platform.
2. Demonstrate an understanding of the theology and practice of bi-vocational ministry
3. Demonstrate an understanding of the theology, theory, and practice of business as mission

These objectives are in addition to our institutional objectives which address Biblical Studies, Theology, Pastoral Studies and General Studies.

Admission Requirement

Those admitted to the Bachelor of Global Business Administration are required to have:
A high school diploma or its equivalent (GED);

Degree Requirement

BAGBA candidate's must:

- Earn 122 credit units with a 2.0 grade average by completing the course requirements
- Finish 2 credit units of business practicum for graduation during 4 semesters (3 years except the first year);
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December;
- Submit a report of student ministry form which is written by students, every month;

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods.
Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students

Required Credit Unit for Graduation

Core courses:	**95** units
Biblical and Theological Studies Core	30 units
Business Administration Core	35 units
General Studies	30 units
Electives:	**27** units
(Students may choose 9 electives out of these courses. These courses are subject to change)	
Total:	**122** units

Policy for determining grade level

Grade 1: 0 - 30 semester units or the equivalent
Grade 2: 31- 60 semester units or the equivalent
Grade 3: 61 -93 semester units or the equivalent
Grade 4: 94 or more semester units or the equivalent

Undergraduate (BAGBA) Course Curriculum

Core Course: Biblical Theological Studies (30 units)

OT101(3 units) Introduction to the Old Testament
An introductory course selecting aspects of the Old Testament; overview of the paradigmatic eras of the Old Testament history and the integrated framework of its theology

OT211(3 units) The Pentateuch
An in-depth study of the first five books of the Old Testament; a study of Israel's traditions about its emergence as a people under God's initiative; the pre-history, the patriarchs, exodus from Egypt; the wilderness, Sinai, and the Law.

NT100(3 units) Introduction to the New Testament
A study of important theological concepts in the New Testament in relation to the socio- historical background of the time.

NT215(3 units) Pauline Epistles
An examination of Paul's theological and missiological messages with special emphasis on Christology, salvation, ethics, discipleship, evangelism, eschatology and leading exegetical issues.

NT211(3 units) Synoptic Gospels
A study of the Jesus tradition and interpretation in the first three Gospels; contents of Jesus' message, His understanding of His own life and mission, and His teachings portrayed in these books

TH201(3 units) Systematic Theology I
A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible and humanity's relationship to God

TH202(3 units) Systematic Theology II
A systematic study of Biblical teachings concerning the person and work of Christ and Salvation

TH302(3 units) Hermeneutics
The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning as it deals with the question of how we accurately read and interpret the Bible and correctly apply it to the contemporary world.

MI150(3 units) Introduction to Evangelism and Missiology
A consideration of what evangelism is from the NT texts. The course includes theological perspectives such as divine sovereignty and human response; motivations and hindrances to evangelism; the role of evangelists and of the local church in evangelistic ministry; communication of the gospel in various ways in different contexts. The course also introduces students to the nature, perspective, history, methodologies, theories and issues of missiology as a discipline.

TH211(3 units) Christian Ethics
A course designed to build basic spiritual discipline for Christian living, ministry, and the development of a Christ-like character.

Core Course: General Studies (30 units)

GE103(3 units) Logic, Research & Writing
An introductory study of logical reasoning, research methods and research paper writing. This includes use of library and online resources, and proper citation. This study also includes instructions in how to gather notes, prepare an outline and compose a term paper.

ED201(3 units) Christian Education
A study of Christian education as a discipline that critically adapts methods and concepts from theology, humanities, behavioral sciences, and education. A study of a variety of theoretical approaches and positions.

CO200(3 units) Cross-cultural Communication
This course presents a theoretical and practical approach to the study of intercultural communication. The course focuses on the many elements and processes involved in the sending and receiving of messages within intercultural contexts. The aim of the course is to increase your

sensitivity to and understanding of intercultural differences and similarities so that this awareness can lead to more effective communication. The course covers basic concepts, principles, and practical skills for improving communication between persons from different ethnic, racial, religious, and cultural backgrounds.

GE232(3 units) Introduction to Psychology
Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service.

GS292(3 units) Leadership and Public Speaking
A survey of leadership theory, including the history of leadership and contributions from various disciplines, including Sociology, Anthropology, and Management Theory. The course explores Biblical perspectives on leadership, including such topics as styles, spiritual gifts, modeling, emergence patterns, and church structures. In addition, students will study and practice the art and science of public address. Students will learn the skills needed to speak intelligibly, forcefully, and persuasively to an audience.

GH146(3 units) History of World Civilizations
A survey of the history of Western Civilization from earliest times to the present, with emphasis on important people, trends, and relation to the Church

GS141(3 units) Introduction to Sociology in an immigrant society
An introduction to sociological concepts with emphasis on group life, culture, socialization, generational conflict in immigrant communities, and differences in ministry needs for first-and-second generation immigrants.

GE300(3 units) Humanities and Culture Studies
This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presentation of each of the themes per group.

TH313(3 units) Christian Spirituality
This course, Christian Spirituality covers the definition of Christian spirituality, as well as the history of Christian spirituality, diverse types of Christian spirituality throughout history, and specific spiritual discipline methods. This course also provides a variety of opportunities for students to put Christian faith into reality in their daily lives. This course will eventually lead to a life that resembles Jesus' life, and it will be through such a life that God will use the students to live as a missionary to the world.

GS271(3 units) Cultural Anthropology
A study of the basic principles of cultural anthropology. The course provides a basis for understanding and appreciating other people and their cultures so that students can adjust readily and work effectively in an ever-increasing multicultural world.

Business Administration (35 units)

BA105(3 units) Accounting I
Introduction to the financial accounting concepts and techniques essential for all business majors and those seeking to learn the language of business; analyzing and recording transactions; preparation of financial statements; valuation and allocation procedures.

BA125(3 units) Management
Presents a conceptual overview of the principle of management. The functions of planning, organizing, leading and controlling are analyzed. The leader's perspective on creating competitive advantage in a global environment is related to the topic of diversity, ethics and social responsibility, human resources, corporate culture and organizational structure.

BA210(3 units) Business Law
Introduction to the legal and regulatory environment of business including a survey of legal systems, tort, contracts, employment and labor law, business organization, administrative law and regulatory process.

BA250(3 units) Business Information Systems
Introduction to information systems, their design, implementation and contribution to business planning, decision-making and control. The impact of information systems on the personal and spiritual lives of individuals as well as their impact on broader society will be covered. The introduction of relevant business software applications will be presented.

BA310(3 units) Global Business
Global business is the study of how businesses operate and compete in the global marketplace. This class encompasses the economic, political, and social factors that shape global markets, as well as the strategies and tactics that businesses use to succeed in these markets.

BA330(3 units) Finance
Introduction to the examination and evaluation of financial decision making in the corporate environment valuing future cash flows, characterizing risk and return and evaluating options available to firms to finance their operation for fund growth opportunities. Students will learn how to analyze financial data to provide information to management on how to improve the financial performance of their firm.

BA350(3 units) Marketing
Introduction to the basic elements of modern marketing including the study of the marketing environment framework, target market, market segmentation, marketing ethics, and the marketing mixed variables of product, promotion, price, public relations, and place/distribution.

BA370 International trade
International trade explores the different aspects of international trade, including the theory of comparative advantage, the effects of trade on economic growth, and the role of international organizations in promoting trade.

BA441(3 units) Human Resources
This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers of choice are considered.

BA444(3 units) Economics
Introduction to supply and demand analysis, fiscal and monetary policy, money and banking, international trade and balance of payments. Introduction to consumer theory, the conduct of

firms under competitive and monopolistic conditions, the causes and consequences of various market outcomes, and the role of government in regulating economic behavior.

MI333(3 units) Business as Mission for Creative Access
A study of how tentmaking missionaries would be sent to restrictive access areas with a creative business platform. Various options and thorough systems will be handled and presented regarding the various business platforms.

BA401 Business Practicum (2 units)

Electives (27 units) * These courses are subject to change.

GA110(3 units) Introduction to Art History
This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present in world civilizations. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time.

GE102(3 units) Ministerial and Theological English 1
An introductory study of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean American churches.

GE105(3 units) American Culture, Customs and Etiquette
This course will examine the history, traditions, motivations, context, and ongoing cultivation of American culture. We will also explore expressions of culture through art, media, and social activity. Discussion of culture will be approached through the lens of a Christian worldview. Theories of intercultural communication will also be covered.

GS273(3 units) Theology and Culture
This course will explore various theological and religious meanings that are carried in popular culture, and specifically in phenomena that are not ordinarily thought of as religious. Through reading several "theologians of culture," we will examine contemporary novels, films, music, television, and tourism with the intent of developing ways to discern transcendent longings, anxieties, and visions of good and evil that operate below the surface of our common cultural life in the U.S.

GE202(3 units) Ministerial and Theological English 2
The second level of a series of studies of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean American churches.

GS105(3 units) Personal Finance
This course provides both background information and analytical skills for making good personal financial decisions. You will learn how to choose your personal financial goals, devise strategies for attaining them, and implement those strategies. You will also learn about protecting your wealth as you accumulate it, how to use employer benefits wisely, and how to manage your money and credit.

GE101(3 units) Creative Writing
This course focuses on writing in two genres: poetry and fiction. The purpose of this class is to encourage students to cultivate the habits, attitudes, and flexibility of a writer for personal enjoyment as well as for publication.

GA210(3 units) Introduction to Photography

This course will teach you the basics of photography with emphasis on camera functions, composition, digital capture, and editing. We will also cover and discuss a variety of photographic styles and practices as they pertain to both the history of the medium and our own visual literacy.

OT205(3 units) History of Israel
An understanding of the history and religion of Israel.

GE403(3 units) Advanced Research & Writing
An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article, or thesis.
Prerequisite: GE103 Logic, General Research, and Writing

GS133(3 units) Family Psychology
Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service

GE311(3 units) Introduction to World Literature
A survey of world literature with special attention to the themes such as God, man, nature, relationship, joy, tragedy, death, and eternal life, which can be found in the Bible

CS100(3 units) Church Administration and Information Technology
This course helps students acquire the basic administrative skills for the church and other non-profit organizations and the knowledge of information technology to facilitate the administrative work.

GN105 (3 units) Biology
This course introduces fundamental principles of biology, including cell structure and function, genetics, evolution, ecology, and the diversity of living organisms. Students will develop an understanding of biological processes and their applications to human life, health, and the environment.

GN110 (3 units) Chemistry
This course introduces the fundamental principles of chemistry, including atomic structure, chemical bonding, chemical reactions, stoichiometry, and properties of matter. Students will develop basic problem-solving skills and explore the applications of chemistry to everyday life, health, and the natural sciences.

GN115 (3 units) Physics
This course introduces fundamental principles of physics, including motion, forces, energy, momentum, waves, electricity, and basic concepts of modern physics. Students will apply mathematical and conceptual reasoning to understand physical phenomena and their applications in science, technology, and everyday life.

MA101 (3 units) Calculus I
This course introduces the fundamental concepts of differential calculus, including limits, continuity, derivatives, and applications of differentiation. Students will develop analytical and problem-solving skills through the study of rates of change, optimization, curve analysis, and related mathematical applications.

MA102 (3 units) Calculus II
This course continues the study of calculus with emphasis on integration, techniques of integration, sequences, series, and applications of integral calculus. Students will apply calculus concepts to solve problems involving areas, volumes, accumulated change, and mathematical modeling.

MA111 (3 units) Statistics
This course introduces fundamental concepts and methods of statistics, including descriptive statistics, probability, sampling, probability distributions, confidence intervals, and hypothesis testing. Students will learn to organize, analyze, interpret, and communicate quantitative data for informed decision-making.

PT235 (3 units) Computer Science
This course introduces fundamental concepts of computer science, including computational thinking, algorithms, programming, data representation, and computer systems. Students will develop basic problem-solving and programming skills while exploring the applications and social implications of computing technologies.

PT250 (3 units) Introduction to Art
This course introduces students to the fundamental concepts, forms, and practices of visual art through the study of major artistic media, techniques, styles, and traditions. Students will develop visual literacy and an appreciation of art by examining works within their historical, cultural, and social contexts.

BA130 (3 units) Introduction to Sports & Wellness Business
This course introduces the fundamental principles and practices of business within the sports, fitness, and wellness industries. Students will examine management, marketing, finance, operations, and emerging business trends related to sports and wellness organizations.

BA132 (3 units) Introduction to Healthcare Management
This course introduces the basic principles of management and administration within healthcare organizations and systems. Students will examine healthcare operations, organizational structures, leadership, finance, ethics, regulation, and contemporary challenges affecting healthcare management.

BA140 (3 units) Introduction to Kinesiological Marketing
This course introduces marketing principles and strategies as applied to kinesiology-related fields, including fitness, sports, recreation, and wellness services. Students will examine consumer behavior, market research, branding, promotion, digital marketing, and the development of marketing strategies for kinesiology-based organizations and services.

BA440 (3 units) Kinesiological Sponsorship
This course examines sponsorship strategies and practices within sports, fitness, wellness, and other kinesiology-related organizations. Students will learn to identify potential sponsors, develop sponsorship proposals, evaluate sponsorship value, manage sponsor relationships, and assess the effectiveness of sponsorship programs.

ENG105 (3 units) Research and Composition
This course develops college-level academic writing and research skills through the study of rhetorical strategies, critical reading, argumentation, and the research process. Students will learn to locate and evaluate credible sources, integrate evidence, use appropriate citation methods, and produce well-organized research-based compositions.

ENG106 (3 units) Introduction to Literature
This course introduces students to the critical reading and analysis of major literary genres, including fiction, poetry, drama, and literary nonfiction. Students will examine literary elements, themes, historical contexts, and diverse cultural perspectives while developing skills in interpretation and written analysis.

BIO124 (3 units) Nutrition
This course introduces the fundamental principles of human nutrition, including nutrients, digestion, metabolism, energy balance, and nutritional requirements throughout the life cycle. Students will examine the relationship between diet, health, physical activity, and disease prevention while developing skills for evaluating nutrition information and dietary choices.

SPA131 (3 units) Functional Elementary Spanish I
This course introduces basic Spanish vocabulary, grammar, pronunciation, and sentence structures with emphasis on practical communication in everyday situations. Students will develop beginning-level listening, speaking, reading, and writing skills while gaining an introduction to Spanish-speaking cultures.

SPA132 (3 units) Spanish II
This course continues the development of elementary Spanish language skills through expanded vocabulary, grammar, conversation, reading, and writing. Students will strengthen their ability to communicate in everyday situations while developing greater understanding of the cultures and communities of the Spanish-speaking world.

Bachelor of Arts in Social Work

Program Description

For students who have a passion to help change people's lives and impact the community with the love of God, California Prestige University offers an undergraduate Social Work major leading to a bachelor's degree. The Bachelor of Social Work is designed to prepare students to empower individuals, families, and communities they way Jesus did in the bible.
General education provides learning experiences to enhance and complement the academic majors and provide for the student an integrated Christian worldview. A general education supplies an understanding and awareness of broad areas of language, history, philosophy, communication, science, and human development. These are the essential complements to Social Work studies in shaping godly attitudes and behavior in our contemporary world.

Program Learning Goals

The following competencies are assigned to the BASW program in order to achieve institutional goals:

1. Students will understand the decision-making process with biblical and theological basis with respect to their social work career.
2. Students will be able to communicate social work theories and practices with biblical, theological, and cultural understanding.
3. Students will be able to use innovation to integrate social work practices along with biblical, theological, and cultural perspectives so that they may succeed in culturally diverse situations with vulnerable individuals, families, and communities in a wide variety of practice areas.
4. Students will demonstrate the ability to examine a particular social work setting and apply biblical, theological, and cultural concepts to improve and flourish in a variety of contexts.

More specifically, the program learning outcome will focus on two areas:

1. Social work
2. Integration of biblical theology and social work. In the area of Social Work, students will be able to:
    1) Demonstrate ethical and professional behavior.
    2) Engage diversity and difference in practice.
    3) Advance human rights and social, economic, and environmental justice.
    4) Engage in research-informed practice and practice informed research.
    5) Apply knowledge of human behavior and the social environment.
    6) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
    7) Assess individuals, families, groups, organizations, and communities.
    8) Intervene with individuals, families, groups, organizations, and communities.
    9) Evaluate practice with individuals, families, groups, organizations, and communities.

In the area of integration of Biblical Theology and Social Work, students will be able to:

1) Integrate spiritual and religious beliefs in social work practices
2) Demonstrate an understanding of the theology and practice of bi-vocational ministry.
3) Demonstrate an understanding of theology, theory and practice of social work as a mission.

Admission Requirement

Those admitted to the Bachelor of Social Work are required to have:

- A high school diploma or its equivalent (GED);

Degree Requirement

BASW candidate's must:

- Earn 129 credit units with a 2.0 grade average by completing the course requirements

Field Practicum

The Field Practicum is an integral part of the social work curriculum practical training by which students under supervision work at a variety of assignments at a local church or organization, according to their goals and interests.

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods.
Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Required Credit Unit for Graduation

Core courses:	**120** units
Social Work Core	51 units
Christian Core	30 units
General Studies	31 units
Field Practicum	8 units
Electives:	**9** units

(Students may choose 3 electives out of these courses. These courses are subject to change)

Total:	**129** units

Policy for determining grade level

Grade 1: 0 - 30 semester units or the equivalent
Grade 2: 31- 60 semester units or the equivalent
Grade 3: 61 -93 semester units or the equivalent
Grade 4: 94 or more semester units or the equivalent

Undergraduate (BASW) Course Curriculum

Core Course: Social Work Core (51 units)

SW101(3 units) The Field of Social Work
An introductory course introducing the field of social work. What is social work? Qualities of a social worker, and the areas of social work.

SW105(3 units) Generalist Social Work Practice
This course focuses on theories, principles, and models underlying generic social work practice. Methods and interventions with poor, vulnerable, and oppressed populations in a multicultural context.

SW110(3 units) Human Behavior in the Social Environment I
This course is part one of the two-part human behavior courses. This course will examine individual and family development in the context of social work practice. Individual and family behavior and its effects on biological, psychological, cognitive, social, and spiritual development.

SW112(3 units) Human Behavior in the Social Environment II
This course is part two of the two-part human behavior courses. This course will highlight the interrelationships among social institutions and social structure. This course will also help students to view the realistic lives of individuals, families, groups, and community organizations.

SW205(3 units) Working with Individual and Families
This course will focus on social work practice with individuals and families in a diverse setting. The course will also highlight interventions when working with individuals or families in a multicultural context.

SW210(3 units) Working with Groups
This course will focus on social work practice with groups in a diverse setting. The course will also highlight interventions when working with groups in a multicultural context.

SW220(3 units) Working with Communities and Organizations
This course will focus on social work practice with communities and organizations in a diverse setting. The course will also highlight interventions when working with communities and organizations in a multicultural context.

SW230(3 units) Social Work Research Methods
This course will focus on helping students to appreciate the research part of social work. This course will teach students to evaluate the services and interventions used for individuals, groups, families, organizations, and communities.

SW250(3 units) Elementary Statistics
This course is a basic course in statistics and measurements. This course will help students learn the methods of collecting data in social work research.

SW310(3 units) Child Welfare
This course is focused on preparing students to work with careers in public child welfare. This course will teach the different issues affecting the welfare of children.

SW335(3 units) Aging: Issues and Perspective
This course is focused on preparing students for careers to work with the elderly. This course will specially teach on the topics and concerns with the elderly and aging.

SW350(3 units) Healthcare and the Helping Profession
This course will focus on the area of medical social work and how social workers can make an impact in healthcare. This course will specially teach on the roles of a social worker in the medical field.

SW 370(3 units) Social Welfare Policy and Social Services
This course will focus on the history of social welfare as well as policy practice. This course will teach us about the different policies in social work and skills in advocacy.

SW400(3 units) Culturally Competent Social Work Practice
This class is designed to prepare students to become culturally competent social workers. This class teaches culturally differences issues and approaches in social work practice.

SW420(3 units) Diversity and Intersectionality in Social Work
This course is designed to teach students the importance of diversity and intersectionality in social work practice. This course will educate students on how we can be aware of issues of diversity and intersectionality as Christian social workers.

SW450(3 units) Community Organization
This course is designed to help students practice social work through advocacy organizations. This course will educate students on the role of advocacy in social work as well as how to organize advocacy groups.

SW480(3 units) Interviewing Skills in Social Work Practice
Students will participate in practice-based learning in order to improve their interviewing abilities and understanding of the procedures involved in conducting human services interviews,

Core Course: Christian Core (30 units)

NT100(3 units) Introduction to the New Testament
A study of important theological concepts in the New Testament in relation to the socio- historical background of the time

NT211(3 units) Synoptic Gospels
A study of the Jesus tradition and interpretation in the first three Gospels; contents of Jesus' message, His understanding of His own life and mission, and His teachings portrayed in these books.

NT213(3 units) Pauline Epistles
An examination of Paul's theological and missiological messages with special emphasis on Christology, salvation, ethics, discipleship, evangelism, eschatology, and leading exegetical issues.

OT101(3 units) Introduction to the Old Testament
An introductory course selecting aspects of the Old Testament; overview of the paradigmatic eras of the Old Testament history and the integrated framework of its theology

OT211(3 units/Korean) The Pentateuch
An in-depth study of the first five books of the Old Testament; a study of Israel's traditions about its emergence as a people under God's initiative; the prehistory, the patriarchs, exodus from Egypt; the wilderness, Sinai, and the Law.

TH201(3 units) Systematic Theology I
A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible and humanity's relationship to God.

TH202(3 units) Systematic Theology II
A systematic study of Biblical teachings concerning the person and work of Christ and Salvation

TH211(3 units) Christian Ethics
A course designed to build basic spiritual discipline for Christian living, ministry, and the development of a Christ-like character.

TH302(3 units) Hermeneutics
The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning as it deals with the question of how we accurately read and interpret the Bible and correctly apply it to the contemporary world.

TH307(3 units/Korean) Christian Apologetics
Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course will survey several of the major problems and criticisms of the

Christian church: its history, life and faith. It will also review the intellectual and faithful responses that Christians have provided to them.

Core Course: Field Practicum (8 units)

SW374(4 units) Social Work Integrated Field Practicum and Seminar I (4 units)
This course is part one of the two-part field practicum course. The field experience is designed to provide the opportunity to apply and develop generalist social work practice through a program of guided field experience in a social service agency setting. The student's practice is supervised by an experienced Agency Supervisor.

SW378(4 units) Social Work Integrated Field Practicum and Seminar II (4 units)
This course is part two of the two-part field practicum course. The field experience is designed to provide the opportunity to apply and develop generalist social work practice through a program of guided field experience in a social service agency setting. The student's practice is supervised by an experienced Agency Supervisor.

General Studies (31 units)

GE103(3 units) Logic, General Research & Writing
An introductory study of logical reasoning, research methods and research paper writing. This includes use of library and online resources, and proper citation. This study also includes instructions in how to gather notes, prepare an outline and compose a term paper.

GE222(3 units) Globalization & Postmodernism

GE232(3 units) Introduction to Psychology
Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service

GS141(3 units) Introduction to Sociology in an Immigrant Context
An introduction to sociological concepts with emphasis on group life, culture, socialization, generational conflict in immigrant communities, and differences in ministry needs for first-and-second generation immigrants.

GS410(3 units) U.S. History & Politics
This course focuses on the United States' founding principles, beliefs, and an overview of U.S. history from the colonial to modern period. Students will study the structure, functions, and powers of government at the national, state, and local levels. The roles of political parties, lobbies and interest groups are included.

GS450(4 units) Introduction to Biology w/ labs GE300(3 units) Humanities and Culture Studies
This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presentation of each of the themes per group.

PT295(3 units) Christian Spirituality

This course introduces the theory and practice of Christian spirituality used in the context of counseling. It will explore the biblical foundations of counseling and teach inner healing techniques aided by the work of the Holy Spirit.

MI260(3 units) Comparative Religions
A survey of the religious systems presents in the world and an analysis of how to conduct outreach among their members. Missionary considerations to be discussed include information on what resources are available, what organizations are involved in ministering to each group, what strategies seem effective and what theological interests or problems tend to be important to each group.

GH444(3 units) Church History
A chronological survey of the Christian Church that gives special emphasis to theological development and change. This study explores the major periods and figures in the growth of the Korean church also.

Electives (9 units)

SW474(3 units) School Social Work
This course introduces the field of school social work. This course focuses on the role of a social worker in the field of education.

SW476(3 units) Military Social Work
This course introduces the field of military social work. This course focuses on the role of a social worker in working currently active military soldiers or veterans.

SW484(3 units) International Social Work
This course introduces the field of social work across the globe. This course focuses on the practice of social around the world.

SW488(3 units) Social Work and Church
This course introduces church social workers. This course focuses on the role of social workers in the church.

Bachelor of Arts in Family Counseling

Program Description

For students who give the Bible priority in their lives, California Prestige University offers an undergraduate Biblical major leading to a bachelor's degree. The Bachelor of Arts in Family Counseling is designed to bring students to a sound working knowledge of the Word of God, so that they may share those life-transforming principles in a variety of contexts.

General education provides learning experiences to enhance and complement the academic majors and provide for the student an integrated Christian worldview. A general education supplies an understanding and awareness of broad areas of language, history, philosophy, communication, science, and human development. These are the essential complements to Biblical studies in shaping godly attitudes and behavior in our contemporary world.

Program Learning Goals

The following competencies are assigned to the B.A.F.C. program in order to achieve institutional goals:

- The students use appropriate speaking, hearing, and writing skills in English for employment or for graduate studies;
- The students gain general understanding of American culture, history, politics, and society and Korean American immigrant context;
- The students are able to identify important theological themes and their significance for the family, church and society;
- The students develop spiritual discipline and demonstrate servant leadership;
- The students have hand-on experience in various fields;
- The students demonstrate Christian counseling skills for healing, reconciliation and transformation of individuals and congregations.

Admission Requirement

Those admitted to the Bachelor of Arts in Family Counseling are required to have:

- A high school diploma or its equivalent (GED);

Degree Requirement

B.A.F.C. candidate' must:

- Earn 120 credit units with a 2.0 grade average by completing the course requirements and;
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December.

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods.
Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Required Credit Unit for Graduation

Core courses:	**96** units
Biblical Theological	30 units
General Studies	30 units
Professional Education	36 units
Electives:	**24** units

(Students may choose 8 electives out of these courses. These courses are subject to change)

Total:	**120** units

Policy for determining grade level

Grade 1: 0 - 30 semester units or the equivalent
Grade 2: 31- 60 semester units or the equivalent
Grade 3: 61 -93 semester units or the equivalent
Grade 4: 94 or more semester units or the equivalent

Undergraduate (B.A.F.C.) Course Curriculum

Core Course: Biblical Theology (30 units)

OT101(3 units) Introduction to the Old Testament
An introductory course selecting aspects of the Old Testament; overview of the paradigmatic eras of the Old Testament history and the integrated framework of its theology

OT211(3 units) The Pentateuch
An in-depth study of the first five books of the Old Testament; a study of Israel's traditions about its emergence as a people under God's initiative; the prehistory, the patriarchs, exodus from Egypt; the wilderness, Sinai, and the Law.

NT100(3 units) Introduction to the New Testament
A study of important theological concepts in the New Testament in relation to the socio- historical background of the time

NT211(3 units) Synoptic Gospels
A study of the Jesus tradition and interpretation in the first three Gospels; contents of Jesus' message, His understanding of His own life and mission, and His teachings portrayed in these books

NT215(3 units) Pauline Epistles
An examination of Paul's theological and missiological messages with special emphasis on Christology, salvation, ethics, discipleship, evangelism, eschatology and leading exegetical issues.

MI150(3 units) Introduction to Evangelism and Missiology
A consideration of what evangelism is from the NT texts. The course includes theological perspectives such as divine sovereignty and human response; motivations and hindrances to evangelism; the role of evangelists and of the local church in evangelistic ministry; communication of the gospel in various ways in different contexts. The course also introduces students to the nature, perspective, history, methodologies, theories and issues of missiology as a discipline.

TH201(3 units) Systematic Theology I
A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible and humanity's relationship to God

TH202(3 units) Systematic Theology II
A systematic study of Biblical teachings concerning the person and work of Christ and Salvation

TH211(3 units) Christian Ethics
A course designed to build basic spiritual discipline for Christian living, ministry, and the development of a Christ-like character.

TH302(3 units) Hermeneutics
The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning as it deals with the question of how we accurately read and interpret the Bible and correctly apply it to the contemporary world.

Core Course: General Studies (30 units)

CO200(3 units) Cross-cultural Communication
This course presents a theoretical and practical approach to the study of intercultural communication. The course focuses on the many elements and processes involved in the sending and receiving of messages within intercultural contexts. The aim of the course is to increase your sensitivity to and understanding of intercultural differences and similarities so that this awareness can lead to more effective communication. The course covers basic concepts, principles, and practical skills for improving communication between persons from different ethnic, racial, religious, and cultural backgrounds.

ED201(3 units) Christian Education
A study of Christian education as a discipline that critically adapts methods and concepts from theology, humanities, behavioral sciences, and education. A study of a variety of theoretical approaches and positions.

GE103(3 units) Logic, General Research & Writing
An introductory study of logical reasoning, research methods and research paper writing. This includes use of library and online resources, and proper citation. This study also includes instructions in how to gather notes, prepare an outline and compose a term paper.

GE211(3 units) Introduction to Western Philosophy or GE111(3 units) Introduction to Asian Philosophy Illustration of the nature and scope of Western philosophy through an examination of some of its traditional areas of concern, such as ethics, theory of knowledge, social and political philosophy of religion, aesthetics, and metaphysics. Survey of East Asian philosophy with stress upon the epistemology of Asian people, from Ancient to World View and Modern.

GE232(3 units) Introduction to Psychology
Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service.

GS292(3 units) Leadership and Public Speaking
A survey of leadership theory, including the history of leadership and contributions from various disciplines, including Sociology, Anthropology, and Management Theory. The course explores Biblical perspectives on leadership, including such topics as styles, spiritual gifts, modeling, emergence patterns, and church structures. In addition, students will study and practice the art and science of public address. Students will learn the skills needed to speak intelligibly, forcefully, and persuasively to an audience.

GS141(3 units) Introduction to Sociology in an Immigrant Context
An introduction to sociological concepts with emphasis on group life, culture, socialization, generational conflict in immigrant communities, and differences in ministry needs for first-and-second generation immigrants.

GS271(3 units) Cultural Anthropology
A study of the basic principles of cultural anthropology. The course provides a basis for understanding and appreciating other people and their cultures so that students can adjust readily and work effectively in an ever-increasing multicultural world.

GS410(3 units) U.S. History & Politics
This course focuses on the United States' founding principles, beliefs, and an overview of U.S. history from the colonial to modern period. Students will study the structure, functions, and powers of government at the national, state, and local levels. The roles of political parties, lobbies and interest groups are included.

TH313(3 units) Christian Spirituality
This course, Christian Spirituality covers the definition of Christian spirituality, as well as the history of Christian spirituality, diverse types of Christian spirituality throughout history, and specific spiritual discipline methods. This course also provides a variety of opportunities for students to put Christian faith into reality in their daily lives. This course will eventually lead to a life that resembles Jesus' life, and it will be through such a life that God will use the students to live as a missionary to the world.

Core Course: Professional Education (36 units)

FC101(3 units) Understanding of Family Therapy
A survey of Family Therapy theory, including the history of Therapy and contributions from various disciplines, including Sociology, Anthropology, and Management Theory. The course explores Biblical perspectives on family therapy, including such topics as styles, spiritual gifts, modeling, emergence patterns, and church structures. In addition, students will study and practice family counseling skills.

FC200(3 units) Traits of Christian Counselors
Christian counselors have a deep understanding of the Bible, are able to apply biblical principles to counseling, are be compassionate and non-judgmental, have strong communication and listening skills, and are be able to build trust with their clients. This class explores the professional counseling skills that are combined with a deep understanding of Christian teachings, emphasizing empathy, compassion, and spiritual guidance.

FC220(3 units) Human sexuality
This course explores the anatomy and physiology of sexual reproduction, the development of gender identity and sexual orientation, the psychology of love and intimacy, and the social and cultural factors that influence sexuality.

FC251(3 units) Psychodynamics
This course explores the theories of Sigmund Freud, Carl Jung, and other psychodynamic thinkers and the relationship between early experience and personality development.

FC301(3 units) Family Crisis Counseling
A study of the application of theology to the pastoral setting, including the development of Christian community in the family crisis, development of spirituality in the local setting, and the relationship of the family member to the church.

FC310(3 units) Parenting

Basic principles of parenting such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service.

FC330(3 units) Children and Youth Ministry
This course explores the development of children and youth, the role of the church in their lives, and the principles of effective ministry. Also, it develops the skills necessary to plan, implement, and evaluate children and youth programs.

FC350(3 units) Abnormal psychology
Abnormal psychology teaches psychopathological phenomena and its related areas that many people may confront today both in society and in the family. This class teaches the various types of abnormal-psychological symptoms and the treatments.

FC370(3 units) Media addiction and counseling
This course explores the different types of media addiction, the signs and symptoms of addiction, and the treatment options available. Also, it develops the skills necessary to counsel individuals and families struggling with media addiction.

FC401(3 units) Family counseling practicum
Students practice counseling skills and all the activities that a regularly employed professional counselor would be expected to engage in in a supervised setting. The practicum/internship is supervised by a faculty member.

FC410(3 units) Psychotherapy methods
This course explores the theoretical foundations of each Psychotherapy approach, the techniques used, and the evidence for their effectiveness. It develops the skills necessary to apply these methods in their own work as counselors or therapists.

GS231(3 units) Human Development
An introduction to the cognitive, social, emotional, and moral characteristics of each stage of development as well as how this affects developmental needs and abilities of various age groups.

Electives (24 units) (*These courses are subject to change.)
GA110(3 units) Introduction to Art History
This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present in world civilizations. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time.

GE102(3 units) Ministerial and Theological English 1
An introductory study of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean American churches.

GE105(3 units) American Culture, Customs and Etiquette
This course will examine the history, traditions, motivations, context, and ongoing cultivation of American culture. We will also explore expressions of culture through art, media, and social activity. Discussion of culture will be approached through the lens of a Christian worldview. Theories of intercultural communication will also be covered.

GS273(3 units) Theology and Culture
This course will explore various theological and religious meanings that are carried in popular culture, and specifically in phenomena that are not ordinarily thought of as religious. Through reading several "theologians of culture," we will examine contemporary novels, films, music, television, and tourism with the intent of developing ways to discern transcendent longings, anxieties, and visions of good and evil that operate below the surface of our common cultural life in the U.S.

GE202(3 units) Ministerial and Theological English 2
The second level is a series of studies of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean American churches.

GS105(3 units) Personal Finance
This course provides both background information and analytical skills for making good personal financial decisions. You will learn how to choose your personal financial goals, devise strategies for attaining them, and implement those strategies. You will also learn about protecting your wealth as you accumulate it, how to use employer benefits wisely, and how to manage your money and credit.

GM101(3 units) Introduction to World Music
This course introduces the music of selected cultures and contemporary intercultural communities. Drawing on topics and issues in ethnomusicology, it focusses on musical practices, beliefs, and techniques. It is intended to develop listening skills, broaden musical horizons, as well as to enable a deeper understanding of the way music functions in relation to social groups and individual lives.

GE101(3 units) Creative Writing
This course focuses on writing in two genres: poetry and fiction. The purpose of this class is to encourage students to cultivate the habits, attitudes, and flexibility of a writer for personal enjoyment as well as for publication.

GA210(3 units) Introduction to Photography
This course will teach you the basics of photography with emphasis on camera functions, composition, digital capture and editing. We will also cover and discuss a variety of photographic styles and practices as they pertain to both the history of the medium and our own visual literacy.

OT205(3 units) History of Israel
An understanding of the history and religion of Israel.

PT201(3 units) Homiletics
A basic course in the fundamentals of preaching and the development of the sermon. Methods of gathering sermon material, sermon preparation, and writing are studied.

GE403(3 units) Advanced Research & Writing
An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article or thesis.
Prerequisite: GE103 Logic, General Research, and Writing

GS133(3 units) Family Psychology
Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service

GE311(3 units) Introduction to World Literature
A survey of world literature with special attention to the themes such as God, man, nature, relationship, joy, tragedy, death, and eternal life, which can be found in the Bible

CS100(3 units) Church Administration and Information Technology
This course helps students acquire the basic administrative skills for the church and other non-profit organizations and the knowledge of information technology to facilitate the administrative work.

GN100(3 units) Introduction to Natural Science
An introductory science course for integrating several science disciplines: biology, earth science, geology, physics, chemistry, and cosmology. Focuses on concepts related to current issues to

develop an understanding of how science influences our lives. Examines how scientists formulate and address questions about life, matter, and the nature of the universe.

Bachelor of Arts in Education

Program Description

The Bachelor of Arts in Education degree will equip men and women to live Christ-centered lives and will help make them to counsel and educate people of all ages in the educational fields. This program will accomplish this through the integration of biblical studies, theology, and education core studies. This program is for men and women who are looking for a Christ-centered education curriculum that covers the full spectrum of biblical, theological, and educational topics required for a thorough understanding of the education fields. Every course integrates scripture and theology with education themes, ensuring that students are prepared to enter the profession of education with a strong biblical and theological basis.

The Bachelor of Arts in Education (BAEd) will also prepare students to be competent, generalist, and professional education practitioners with Christ-centered perspectives. This program will incorporate biblical studies, theology, and education studies in learning and practice for students to become education professionals in their missional living. The program upholds values of advancing God's work, social justice, and diversity. The program will provide teaching in Christian-centered lives, educational knowledge, values, and skills in order to impact the lives of diverse individuals, families, groups, institutions, and communities.

Program Learning Goals

The following competencies are assigned to the B.A.Ed. program in order to achieve institutional goals:

- Students will understand the decision making process with biblical and theological basis with respect to their education career.
- Students will be able to communicate through educational theories and practice in the fields of education based on biblical, theological, and cultural understanding.
- Students will be able to utilize biblical, theological, and cultural perspectives to practice and implement educational methods and theories relevant to various age groups in order to improve and develop the education environment.
- Students will investigate a range of educational context, including public, private, and homeschooling, and will demonstrate their ability to develop and thrive in these environments by applying biblical, theological, and cultural concepts.

Admission Requirement

Those admitted to the Bachelor of Arts in Education are required to have:

- A high school diploma or its equivalent (GED);

Degree Requirement

B.A.Ed. candidate' must:

- Earn 122 credit units with a 2.0 grade average by completing the course requirements and;
- Finish 2 credit units of education practicum for graduation during 6 semesters (3 years except the first year);
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December;
- Submit a report of student ministry form which is written by students, every month;

Education Practicum

The education practicum program is an integral part of the theological curriculum practical training by which students under supervision work at a variety of assignments at a local church, according to their particular ministerial goals and interests.

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods. Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Required Credit Unit for Graduation

Core courses:	**92** units
Biblical Theological	30 units
General Studies	30 units
Professional Education	32 units
Electives:	**30** units
(Students may choose 8 electives out of these courses. These courses are subject to change)	
Total:	**122** units

Policy for determining grade level

Grade 1: 0 - 30 semester units or the equivalent
Grade 2: 31- 60 semester units or the equivalent
Grade 3: 61 -93 semester units or the equivalent
Grade 4: 94 or more semester units or the equivalent

Undergraduate (B.A.Ed.) Course Curriculum

Core Course: Biblical Theology (30 units)

MI150(3 units) Introduction to Evangelism and Missiology
A consideration of what evangelism is from the NT texts. The course includes theological perspectives such as divine sovereignty and human response; motivations and hindrances to evangelism; the role of evangelists and of the local church in evangelistic ministry; communication of the gospel in various ways in different contexts. The course also introduces students to the nature, perspective, history, methodologies, theories and issues of missiology as a discipline.

OT101(3 units) Introduction to the Old Testament
An introductory course selecting aspects of the Old Testament; overview of the paradigmatic eras of the Old Testament history and the integrated framework of its theology

OT211(3 units) The Pentateuch
An in-depth study of the first five books of the Old Testament; a study of Israel's traditions about its emergence as a people under God's initiative; the prehistory, the patriarchs, exodus from Egypt; the wilderness, Sinai, and the Law.

NT100(3 units) Introduction to the New Testament
A study of important theological concepts in the New Testament in relation to the socio- historical background of the time

NT211(3 units) Synoptic Gospels
A study of the Jesus tradition and interpretation in the first three Gospels; contents of Jesus' message, His understanding of His own life and mission, and His teachings portrayed in these books

NT215(3 units) Pauline Epistles
An examination of Paul's theological and missiological messages with special emphasis on Christology, salvation, ethics, discipleship, evangelism, eschatology and leading exegetical issues.

TH201(3 units) Systematic Theology I
A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible and humanity's relationship to God

TH202(3 units) Systematic Theology II
A systematic study of Biblical teachings concerning the person and work of Christ and Salvation

TH211(3 units) Christian Ethics
A course designed to build basic spiritual discipline for Christian living, ministry, and the development of a Christ-like character.

TH302(3 units) Hermeneutics
The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning as it deals with the question of how we accurately read and interpret the Bible and correctly apply it to the contemporary world.

Core Course: General Studies (30 units)

CO200(3 units) Cross-cultural Communication
This course presents a theoretical and practical approach to the study of intercultural communication. The course focuses on the many elements and processes involved in the sending and receiving of messages within intercultural contexts. The aim of the course is to increase your sensitivity to and understanding of intercultural differences and similarities so that this awareness can lead to more effective communication. The course covers basic concepts, principles, and practical skills for improving communication between persons from different ethnic, racial, religious, and cultural backgrounds.

GE211(3 units) Introduction to Western Philosophy or GE111(3 units) Introduction to Asian Philosophy Illustration of the nature and scope of Western philosophy through an examination of some of its traditional areas of concern, such as ethics, theory of knowledge, social and political philosophy of religion, aesthetics, and metaphysics. Survey of East Asian philosophy with stress upon the epistemology of Asian people, from Ancient to World View and Modern.

GE103(3 units) Logic, General Research & Writing
An introductory study of logical reasoning, research methods and research paper writing. This includes use of library and online resources, and proper citation. This study also includes instructions in how to gather notes, prepare an outline and compose a term paper.

GE232(3 units) Introduction to Psychology

Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service

GH146(3 units) History of World Civilizations
A survey of the history of Western Civilization from earliest times to the present, with emphasis on important people, trends, and relation to the Church

GS141(3 units) Introduction to Sociology in an Immigrant Context
An introduction to sociological concepts with emphasis on group life, culture, socialization, generational conflict in immigrant communities, and differences in ministry needs for first-and-second generation immigrants.

GS271(3 units) Cultural Anthropology
A study of the basic principles of cultural anthropology. The course provides a basis for understanding and appreciating other people and their cultures so that students can adjust readily and work effectively in an ever-increasing multicultural world.

GS410(3 units) U.S. History and Politics
This course focuses on the United States' founding principles, beliefs, and an overview of U.S. history from the colonial to modern period. Students will study the structure, functions, and powers of government at the national, state, and local levels. The roles of political parties, lobbies and interest groups are included.

GS292(3 units) Leadership and Public Speaking
A survey of leadership theory, including the history of leadership and contributions from various disciplines, including Sociology, Anthropology, and Management Theory. The course explores Biblical perspectives on leadership, including such topics as styles, spiritual gifts, modeling, emergence patterns, and church structures. In addition, students will study and practice the art and science of public address. Students will learn the skills needed to speak intelligibly, forcefully, and persuasively to an audience.

TH313(3 units) Christian Spirituality
This course, Christian Spirituality covers the definition of Christian spirituality, as well as the history of Christian spirituality, diverse types of Christian spirituality throughout history, and specific spiritual discipline methods. This course also provides a variety of opportunities for students to put Christian faith into reality in their daily lives. This course will eventually lead to a life that resembles Jesus' life, and it will be through such a life that God will use the students to live as a missionary to the world.

Core Course: Professional Education (32 units)

ED103(3 units) Introduction to Education
Fundamental pedagogical ideas and theories, the ability to connect theory and practice, and a mindset for understanding and problem-solving in the educational area.

ED105(3 units) Sociology of Education
Recognize and analyze educational phenomena using sociological theory as a guide, including socialization, education, and social class, educational opportunity equality, school organization, industrialization, specialization, curriculum, education and politics, education and economy, educational sociology's theoretical direction, and educational sociology's development direction.

ED110(3 units) Philosophy and History of Education

Philosophical and historical foundations of education, particularly in relation to Korean and American educational history and philosophy

ED120(3 units) Education Administration
Exploring the evolution of educational administration at educational settings, including the roles and responsibilities of administrative works and the practice of educational administrative organizations.

ED201(3 units) Christian Education
A study of Christian education as a discipline that critically adapts methods and concepts from theology, humanities, behavioral sciences, and education. A study of a variety of theoretical approaches and positions.

ED210(3 units) Theories of Teaching and Learning
Various teaching/learning theories, with a focus on how these theories can be used in education settings.

ED242(3 units) Introduction to Social Psychology
Investigate of Aspects of human behavior in social connections to promote efficiency and build its application capacity.

ED310(3 units) Curriculum and Evaluation
Curriculum theory and educational evaluation methodologies, with a particular emphasis on educational issues.

ED330(3 units) Teacher Education
History of the teaching profession, teachers' work, and social position and rights.

ED401(2 units) Education Practicum
Practice the teaching-learning theory at a variety of educational settings.

GS231 (3 Units) Human Development
An introduction to the cognitive, social, emotional, and moral characteristics of each stage of development as well as how this affects developmental needs and abilities of various age groups.

Electives (30 units) (*These courses are subject to change.)

GA110(3 units) Introduction to Art History
This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present in world civilizations. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time.

GE105(3 units) American Culture, Customs and Etiquette
This course will examine the history, traditions, motivations, context, and ongoing cultivation of American culture. We will also explore expressions of culture through art, media, and social activity. Discussion of culture will be approached through the lens of a Christian worldview. Theories of intercultural communication will also be covered.

GS273(3 units) Theology and Culture
This course will explore various theological and religious meanings that are carried in popular culture, and specifically in phenomena that are not ordinarily thought of as religious. Through reading several "theologians of culture," we will examine contemporary novels, films, music, television, and tourism with the intent of developing ways to discern transcendent longings,

anxieties, and visions of good and evil that operate below the surface of our common cultural life in the U.S.

GS105(3 units) Personal Finance
This course provides both background information and analytical skills for making good personal financial decisions. You will learn how to choose your personal financial goals, devise strategies for attaining them, and implement those strategies. You will also learn

about protecting your wealth as you accumulate it, how to use employer benefits wisely, and how to manage your money and credit.

GM101(3 units) Introduction to World Music
This course introduces the music of selected cultures and contemporary intercultural communities. Drawing on topics and issues in ethnomusicology, it focusses on musical practices, beliefs, and techniques. It is intended to develop listening skills, broaden musical horizons, as well as to enable a deeper understanding of the way music functions in relation to social groups and individual lives.

GE101(3 units) Creative Writing
This course focuses on writing in two genres: poetry and fiction. The purpose of this class is to encourage students to cultivate the habits, attitudes, and flexibility of a writer for personal enjoyment as well as for publication.

GA210(3 units) Introduction to Photography
This course will teach you the basics of photography with emphasis on camera functions, composition, digital capture and editing. We will also cover and discuss a variety of photographic styles and practices as they pertain to both the history of the medium and our own visual literacy.

OT205(3 units) History of Israel
An understanding of the history and religion of Israel.

PT201(3 units) Homiletics
A basic course in the fundamentals of preaching and the development of the sermon. Methods of gathering sermon material, sermon preparation, and writing are studied.

GE403(3 units) Advanced Research & Writing
An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article or thesis. Prerequisite: GE103 Logic, General Research, and Writing

GS133(3 units) Family Psychology
Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service

GE311(3 units) Introduction to World Literature
A survey of world literature with special attention to the themes such as God, man, nature, relationship, joy, tragedy, death, and eternal life, which can be found in the Bible

CS100(3 units) Church Administration and Information Technology
This course helps students acquire the basic administrative skills for the church and other non- profit organizations and the knowledge of information technology to facilitate the administrative work.

GN100(3 units) Introduction to Natural Science

An introductory science course for integrating several science disciplines: biology, earth science, geology, physics, chemistry, and cosmology. Focuses on concepts related to current issues to develop an understanding of how science influences our lives. Examines how scientists formulate and address questions about life, matter, and the nature of the universe.

Master of Divinity

Program Goal

The Master of Divinity program primarily prepares pastors for the parent denomination, KPCA, and secondarily trains leaders for the diverse ministries both in the narrow context of the KPCA, and the wider context of the global kingdom of God.

Program Learning Outcomes (PLOs)

Upon graduation, the student will

1. **Religious Heritage**
   1) Demonstrate an introductory graduate-level understanding of the Bible and an ability to interpret and communicate the Bible accurately
   2) Articulate the theological views of KPCA in a larger Reformed theological milieu
   3) Comprehend historical theology and its significance for the contemporary situation
2. **Personal & Spiritual Formation**
   1) Deepen one's knowledge of and love for God, self, and others
   2) Understand the dynamic process of spiritual transformation into Christlikeness
   3) Cultivate a deeper intimacy with Christ in personal life through development and practice of spiritual disciplines (formational habits)
   4) Exhibit an increasing degree of the fruit of the Spirit, that is, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.
3. **Cultural Context**
   1) Develop a Christian worldview and apply biblical principles to individuals, communities, and the world, in view of diverse religious traditions of the world and particularities of different cultures.
   2) Develop the ability to critically evaluate insights drawn from the humanities, natural sciences, social sciences, and the arts from a biblical perspective, integrate with theology, and apply to their life and ministry.
   3) Write graduate level research papers effectively.
4. **Ministerial and Public Leadership**
   Demonstrate an understanding of and ability to integrate biblical principles of leadership and theological knowledge with professional skills vital for effective ministerial and public leadership, such as administration, preaching, teaching, counseling, evangelizing, discipling, and worship.

Admission Requirement

Those admitted to the Master of Divinity are required to have:

- B.A. degree or its equivalent.
- A 2.5 grade point average for all previous studies.

Degree Requirement

- Completion of 83 credit units with a 2.5 grade point average by completing the course requirements and;
- Finish 2 credit units of student ministry during 6 semesters;
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December;
- Optional completion of a thesis (6 credit units)

- Pass the Bible Examination with a score over 70/100 (no credit unit).
- Portfolio requirements for M.Div. students starting 2018 Fall: Starting with incoming freshmen from 2018 fall semester, all M.Div. students must satisfy the portfolio requirements in order to graduate. The portfolio will need to contain the result of the Bible test, Scripture Reading, and key assignment(s) from each of the following ten core courses:
  BS501 Biblical Interpretation: Today and Life
  ST501 Systematic Theology for the church I or ST502 Systematic Theology for the church II
  CH510 Church History for Today
  PT515 KPCA Confession & Polity
  PT602 Contemporary Worship and Preaching
  PT510 Spiritual Formation
  MI500 Christian Missiology
  ST504 Christian Ethics
  GE503 Academic Research Writing.

  Students must receive the course overall grade of B- (80%) or higher and key assignment(s) grade of B- (80%) or higher.
  For spiritual formation, students are required to take Christian Spiritual Health Profile at the time of registration and graduation.
  If the students fail to receive the required grade in portfolio courses, then they have two options:
  1) Complete an extra project required by the instructor or
  2) Re-take the course online and receive the required grade.
  Students who want to receive transferred credits should bring the final reports (projects) to the Chief Academic Officer and get them reviewed by each professor in order to be approved.

Thesis

The thesis for the Master of Divinity degree must reflect scholarship and thorough knowledge of the subject and will be written in accordance with the school's guidelines. For those who elect to do a thesis as a Master of Divinity degree candidate, a review committee is set up to provide guidance, instruction, and evaluation for the dissertation. The primary functions of the committee include:

- Approve the choice of thesis subject;
- Provide instructions and guidance as a student begins to work;
- Examine and approve the rough draft presented; and
- Read and agree upon the evaluation of the thesis.
  Only six months following the completion of coursework is allowed for completion of a thesis.

Timeline of the thesis writing is as following:

- During the registration period: register for a thesis (GS699)
- One week before the semester begins: assignment of a supervisor.
- 15th of February or September: submission of the thesis proposal
- 25th of April or November: submission of the penultimate draft
- 5th of May or December: submission of the final draft to the school
- Within one week of the submission: examination of the thesis by the committee
- Within one week of the examination: submission of the final copy of the thesis

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods.
Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Field Education

Field Education is a required, supervised practicum providing students with progressive, hands-on ministry experience under the guidance of qualified ministry supervisors, integrating theological learning with the practice of ministry. The sequence comprises three courses — Field Education I, II, and III (1 credit hour each; 3 credit hours total) — structured to develop ministry competency in progressive stages: Local Church Ministry (I), Mission and Evangelism (II), and Specialized Ministry (III).

Required Credit Unit for Graduation

Theological Studies	27 units
Practical Theology	23 units
Field Education	3 units
Graduate Integrative Course	15 units
Graduated Elective Courses	15 units
Total:	**83** units

Master of Divinity Course Curriculum

There are four prerequisites as follows:

- Preaching: Theory and Practice (PT501) for Contemporary Worship and Preaching (PT602)
- OT520 Old Testament and Today 1 or OT521 and NT510 New Testament and Life 1, or 2 for BS501 Biblical Interpretation: Today and Life
- Completion of at least 30 credit units for PT510 Spiritual Formation
- FE002 Field Education II: Mission and Evangelism for FE003 Field Education III: Specialized Ministry

Theological Studies 27 units

OT520 Old Testament and Today I (3 units)
This course introduces critical literary and theological issues in the Pentateuch and Former Prophets. Students examine the foundational narratives and laws of Israel not only as ancient texts but as living witnesses to God's covenant faithfulness across time. By engaging the world of the text alongside the questions of today's ministry context, students are equipped to read Scripture as a resource for understanding identity, calling, and community in the present era.

OT521 Old Testament and Today II (3 units)
This course introduces critical literary and theological issues in the Latter Prophets and Writings. The voices of Israel's prophets and poets are explored as urgent addresses to their own generation — and as enduring calls to justice, lament, hope, and transformation in every era. Students connect the prophetic and wisdom traditions to contemporary church life and ministry, discerning how these ancient words continue to speak into today's world and community.

NT510 New Testament and Life I (3 units)
A survey of major theological motifs in the Gospels and the Book of Acts, including the message and ministry of Jesus as recorded in the four Gospels and the proclamation of the Kerygma and formation of the early church. Students engage these texts as foundational witnesses to Christian life and community, exploring how the person and mission of Jesus and the Spirit-driven expansion of the church continue to shape discipleship, congregational life, and ministry practice today.

NT520 New Testament and Life II (3 units)
This course introduces the New Testament Epistles and the Book of Revelation, with particular attention to the distinctive historical context and theological content of each work. Students trace the apostolic teaching as it addressed real communities facing real challenges, and bring that same theological engagement to bear on the questions of contemporary church and ministry. Special attention is given to how Paul's letters, the General Epistles, and Revelation speak across generational and cultural contexts.

BS501 Biblical Interpretation: Today and Life (3 units)
The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning and how we accurately read and apply Scripture to the contemporary world. Students develop the hermeneutical skills necessary to bridge the ancient word with lived experience — connecting Scripture to today's congregations, communities, and ministry contexts across generations.

ST501 Systematic Theology for the Church I (3 units)
A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible, humanity's relationship to God, and the person and work of Christ (Doctrine of God, Bibliology, Doctrine of Man & Christology). This course grounds theological reflection in the life and mission of the church, equipping students to articulate core Christian doctrines in ways that are faithful to Scripture, responsive to the questions of the present era, and meaningful for the diverse communities they serve.

ST502 Systematic Theology for the Church II (3 units)
A systematic study of Biblical teachings concerning salvation, the Church, the person and work of the Holy Spirit, and last things (Soteriology, Ecclesiology, Pneumatology & Eschatology). Building on the foundations of Systematic Theology I, this course explores the doctrines most immediately connected to the life of the gathered community. Students are equipped to think theologically about the nature of the church, the work of the Spirit, and the hope of the coming kingdom in ways that speak to today's church and tomorrow's world.

CH510 Church History for Today (3 units)
A survey of the history of the Christian church from its founding at Pentecost to the present day. This course approaches history not as a record of the past alone, but as a living resource for today's church. By tracing the movements, renewals, conflicts, and reforms that have shaped Christianity across the centuries, students gain perspective on the present moment and are equipped to lead congregations with a sense of historical rootedness and missional awareness.

CH540 Korean Church History for Tomorrow (3 units)
A survey of Korean church history and character, examining Christianity in light of the cultural and historical background of Korea, including localization, contextualization, and modern church growth. Particular attention is given to the story of the Korean immigrant church in North America — its formation, struggles, and ongoing mission across generations. Students are invited

to learn from the past in order to lead the next generation with wisdom, vision, and a deep sense of calling.

CH541 History of Chinese Church & Immigrant Church (For Chinese program; Substituted for CH540)
Survey of Chinese church history and character; Christianity in the light of the cultural and historical context of China; localization and contextualization of Christianity; the development of the modern Chinese church and its future direction.

Required Courses: Practical Theology (23 Units)

PT501 Contemporary Preaching: Theory and Practice (3 units)
A course that exposes the student to techniques of the modern preaching, and a variety of approaches within the various patterns applicable to today's church. Development of sermons on assigned passages. Students preach with evaluation by instructor and class.

PT602 Contemporary Worship and Preaching (3 units)
A foundational course in preaching and liturgical studies, with emphasis on the relationship between proclamation and the life of worship. Through the study of liturgy, music, prayer, and the sacraments alongside sermon preparation, construction, and delivery, students will experience how preaching is liturgically embodied within the context of contemporary worship. Prerequisite: PT501.

PT515 KPCA Confession & Polity (3 units)
This course will explore the confessional beliefs of KPCA and the role of church polity in the governance of a congregation and the ordering of its worship. Drawing upon supplemental readings and the documents in the current Book of Order, participants will have an opportunity to ground themselves in the knowledge of historical confessions and theory and practice of the polity of this denomination in preparation for both their ordination examinations and for service within the governing bodies of the church.

PT516 Reformed Confession and Church Polity (For Chinese program; Substituted for PT515)
This course will explore the major confessional beliefs of the Reformed tradition and the theological foundations and practices of Reformed church polity. Drawing upon historical Reformed confessions and selected writings on church order and governance, participants will examine the historical development and contemporary application of Reformed principles of church polity. The course will equip students with a foundational understanding of Reformed confession and church governance for ministry and service within the church.

PT625 Intergenerational Education in the modern Church (3 units) <New>
This course examines the theory and practice of Christian education across generations in the modern church. Students explore the linguistic, cultural, and theological dynamics that shape intergenerational relationships within diverse ministry contexts — including immigrant congregations, multicultural churches, and multigenerational faith communities. Emphasis is placed on understanding the social and ecclesial factors that create generational gaps, and on designing educational models that foster shared faith, mutual understanding, and a cohesive congregational identity across generations.

PT507 Sacred Callings and Ministry Ethics (3 units) <New>
This course explores the theological foundations of ministerial callings and the ethical responsibilities that shape ministry practice. Students will reflect on their identity as ministers, examining issues such as professional boundaries, congregational trust, conflicts of interest, and the moral character required for healthy ministry. Drawing on biblical, theological, and case-

based approaches, students will be equipped to navigate the ethical complexities of pastoral leadership with integrity and accountability.

PT510 Spiritual Formation (3 units)
The course seeks to understand the dynamic process of transformation into Christlikeness. It is designed to help students re-examine their image of God, to gain a deeper understanding of their inner self, and to explore and experience various spiritual disciplines that foster continuous growth and maturity into increasing Christlikeness. Special emphasis will be given to the role of the brain, mind, heart, body, social context, and soul in the spiritual formation process. Prerequisite: Completion of at least 30 credit units.

PT522 Leadership Formation for Ministry I (1 unit) <New>
The first of a two-course sequence in ministerial leadership formation. Each student is paired in a one-on-one mentoring relationship with an ordained minister from the denomination, through which they examine the theological foundations of servant leadership, reflect on their own vocational calling, and cultivate the character and spiritual disciplines essential to ministry. Through regular personal meetings with their mentor, students gain firsthand insight into pastoral leadership, assess their own strengths and growth areas, and build a foundation for lifelong ministerial formation.

PT532 Leadership Formation for Ministry II (1 unit) <New>
The second course in the ministerial leadership formation sequence, moving from one-on-one mentoring to a cohort-based learning community. A group of five to seven students meets together with an ordained minister from the denomination, engaging shared ministry questions through guided discussion, peer reflection, and collaborative discernment. This group format develops competencies in team leadership, conflict navigation, intergenerational ministry, and visionary communication — equipping students to lead not only as individuals but as members of a ministry community.

GE503 Academic Research Writing (3 units)
An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article or thesis.

Field Education (3 Units, 1 unit each 3 semesters)

FE001 Field Education I: Local Church Ministry (1 credit hour)
Supervised ministry experience at a local church, introducing students to foundational aspects of congregational life and pastoral practice under the guidance of a qualified ministry supervisor.

FE002 Field Education II: Mission and Evangelism (1 credit hour)
Supervised ministry experience extending into mission and evangelistic contexts, building on Field Education I to deepen students' competency in outreach and cross-cultural or evangelistic ministry.

FE003 Field Education III: Specialized Ministry (1 credit hour)
Supervised ministry experience in a specialized or targeted ministry setting, enabling students to apply and refine ministry skills in an area aligned with their vocational calling. *Prerequisite: Field Education II.*

Graduate Core Courses (15 Units)

GE500 Christian Humanities (3 units)
This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presentation of each of the themes per group.

ST504 Christian Ethics (3 units)
This course introduces students to contemporary ethical issues for Christians. It explores how responses to moral problems and integrity shape the Christian community. It provides a foundation for further studies in Christian ethics and for congregational and institutional responses to social and moral concerns.

MI500 Christian Missiology (3 units)
This course introduces students to the theological foundations and global scope of Christian mission. Drawing from biblical narratives and the historic development of world Christianity, students examine the missio Dei as the framework for understanding the church's calling in the world. The course addresses cultural, contextual, and strategic dimensions of mission, equipping students to engage diverse communities with theological integrity and missional purpose.

PY511 Premarital and Marital Counseling (3 units)
This course explores therapeutic approaches for couples at different stages of their relationships, with a focus on both premarital and marital counseling. The course covers topics such as communication skills, conflict resolution, intimacy, and relationship-building strategies. Students will learn techniques to help couples strengthen their relationships, address challenges, and prepare for or sustain a healthy marriage.

PY543 Community Mental Health (3 units)
This course examines the principles and practices of mental health services within community settings. The course covers topics such as community-based interventions, mental health promotion, and the role of social support networks. Students will learn about strategies for improving access to mental health care, collaborating with community organizations including local churches and missional organizations, and addressing mental health needs at the community level.

Elective (Students can choose 15 units of elective courses. *Elective courses are subject to change.)

BH610(3 units/Korean) Basic Hebrew Reading
Practice of reading Hebrew prose and acquisition of the basic Hebrew vocabulary

BG610(3 units/Korean) Basic Greek Reading
Practice of reading New Testament passages and acquisition of the basic Greek vocabulary

OT610(3 units/Korean) Genesis
Introduction to the book and a study of its message in its Ancient Near Eastern Context. It also explores its contribution to Jewish and Christian theology.

OT660(3 units/Korean) Isaiah

Exegesis of the book of Isaiah with attention given to its critical issues, historical backgrounds, form, and theology.

OT670(3 units/Korean) Psalms
A study of the Hebrew poetry of the Old Testament, including exegesis of selected Psalms and expounding messianic poems.

OT680(3 units/Korean) Deuteronomy
Introduction to the book and a study of its message, including the exegesis of selected passages.

NT502 (3 units/Korean) Sermon on the Mount
A study of the Sermon of Jesus on the Mount with various perspectives using biblical texts.

NT690(3 units/Korean) Acts
A study of the emergence of the early Christian church as recounted in the Acts of the Apostles; attention is given to the historical context of the work, the literary techniques of the author, and the abiding theological lessons for Christian faith and practice today.

NT620(3 units/Korean) Corinthians
A study of the problems of the Corinthian church, with related concerns in the modern congregation.

NT690(3 units/Korean) Romans
A study of various interpretations of Paul's letter to Romans. Focuses will be on the historical, literary, cultural, religious, and theological settings, in and for which Paul writes. Selected texts will be thoroughly investigated for scholarly exegesis and practical application to contemporary pastoral settings.

BS503 (3 units/Korean) The Bible and Political Theology
This course explores the intersection of the Bible and political theology, examining how Scripture informs Christian engagement with political life, governance, and social structures. Students will study biblical perspectives on authority, justice, power, and community, and how these themes have shaped theological reflection throughout church history. Attention will be given to the development of political theology in diverse contexts, with particular focus on contemporary issues such as democracy, human rights, public witness, and the role of the church in society. The course equips students to critically evaluate the relationship between faith and politics and to develop a biblically grounded approach to ministry in the public sphere.

BS610 Biblical Narrative & Homiletical Imagination (3 units) <New>
This course trains students to weave the grand narrative of Scripture into a coherent, unified story for proclamation — moving beyond isolated texts to engage the Bible's overarching theological arc. Students develop the homiletical imagination needed to preach from within the full biblical story, connecting ancient narrative to contemporary congregational life in ways that are theologically faithful and compellingly human.

OT630 The Self in Wisdom Literature (3 units) <New>
A comparative study of the concept of selfhood as it emerges in Proverbs, Ecclesiastes, and Job, set in dialogue with questions raised by modern philosophy. Students examine how Israel's wisdom tradition addresses the formation of identity, meaning, and moral agency, and explore how these ancient reflections offer a distinctly theological vision of the self in conversation with contemporary struggles for authenticity and purpose.

NT640 Pauline Theology Reconstructed for Today (3 units) <New>

A close reading of Paul's letters with attention to Christian identity and ethics in contemporary society. Students engage current Pauline scholarship alongside the primary texts, exploring how Paul's vision of life in Christ addresses the challenges of pluralism, individualism, and community in today's world — and what it means to be the people of God in the present era.

CH620(3 units/Korean) History of Christianity in Asia
A study of the form and development process of the Asian church within China, Japan and India, their faith, theology, worship, and life. Special attention will be given to the relationship between the Asian church and the Korean church in the ecumenical era today.

CH670(3 units/Korean) History of World Missions
The course seeks to explore church history from a missiological perspective. Special attention is given to the full global context of the expansion of the Church, including such diverse movements as the Chinese house church movement, the African Indigenous Church movement, the explosive growth of Pentecostalism in Latin America, church planting and "churchless" Christians in India; mega-churches and mission sending initiatives from South Korea, and challenges and initiatives peculiar to Japan, including the non- church movement.

CH680(3 units/Korean) Theology of Roman Catholic Church
A study of the theology of the Roman Catholic church. A research of Augustine's historical context including the philosophical and religious factors which shaped his early response to Christianity and a study of the life and work of Thomas Aquinas in the context of theological challenges.

CH684(3 units/Korean) American Church History
A study of the rise of the American church including its foundations in Europe towards the end of the Reformation and its development in conjunction with the foundation of the American colonies up through the present church scene in America.

CH630 The Apostles' Creed for Today (3 units) <New>
A theological and pastoral study of the Apostles' Creed as a foundational statement of Christian faith. Students explore the historical formation of the Creed and its doctrinal content, and reinterpret each article in language and concepts accessible to today's believers and seekers. The course bridges the tradition of the early church with the questions and spiritual needs of contemporary congregations.

ST521(3 units/Korean) Theology of Calvin
This course examines and discusses some of the major issues of Calvin's Theology and important topics of the reformed theology related to Calvin.

ST670(3 units/Korean) Ecological Theology
A study of theology in ecological issues; relations of humans and nature concerning social and industrial worlds will be studied from theological perspectives.

ST690(3 units/Korean) Theology of Bonhoeffer
The purpose of this course is to introduce the life and thought of one of the 20th century's most influential theologians, namely, Dietrich Bonhoeffer. During the course students will be exposed first-hand to most of Bonhoeffer's major writings. Developments in his thought will be traced and related to the events in his life. The relevance of Bonhoeffer's theology for the life and work of the ministry today will be stressed.

ST620 Postmodern Philosophy and Christian Apologetics (3 units) <New>
This course examines key postmodern thinkers — including Foucault, Derrida, and others — and explores how Christian truth may be articulated and defended within contemporary philosophical

discourse. Students develop the intellectual tools to engage critically with postmodern critiques of truth, authority, and meaning, while constructing a coherent and contextually sensitive Christian witness for the present age.

ST650 Theological Anthropology and Contemporary Intellectual Thought (3 units) <New>
This course explores the theological understanding of the human person in critical dialogue with contemporary intellectual thought — including modern philosophy, cultural theory, and secular humanism. Students examine how these currents have shaped modern understandings of identity, meaning, and human flourishing, and develop a robust Christian vision of the human person that speaks honestly to the questions and longings of the present generation.

PH630(3 units/Korean) Christian Apologetics
Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course will survey several of the major problems and criticisms of the Christian church: its history, life and faith. It will also review the intellectual and faithful responses that Christians have provided to them.

PT630(3 units/Korean) Mission in the Islamic Cultural Area
The course surveys the beginning and expansion of Islam, its doctrinal and spiritual perspectives, and the Muslim tradition and culture. It also examines the history of Christian mission in the Muslim world for a better strategic planning for outreach.

PT615 Extemporaneous Speech and Communication in Ministry (3 units) <New>
This course develops the skill of extemporaneous preaching and public communication — the ability to speak with logical clarity and personal presence without dependence on a manuscript. Students practice structuring ideas for maximum impact, reading the audience, and connecting deeply with listeners through reasoned, embodied speech. Emphasis is placed on the integration of theological content, communicative skill, and relational authenticity in ministry contexts.

PT640 Conflict Management and Reconciliation in Ministry (3 units) <New>
An examination of the psychological and structural dynamics of conflict within ministry settings, with particular attention to intergenerational and interpersonal tensions in immigrant church contexts. Students learn frameworks for healthy intervention, mediation, and reconciliation, and develop the pastoral leadership skills needed to transform conflict into opportunities for community growth and renewed trust.

PT660 Data-Informed Ministry Strategy and Digital Media (3 units) <New>
This course equips students to engage the digital landscape as a tool for ministry discernment and outreach. Students learn to interpret online data, digital metrics, and media trends in order to understand the spiritual needs and cultural realities of contemporary people. Emphasis is placed on developing contextually responsive ministry strategies that meet people where they are — online and in community.

MI684 Theology of Mission
A study of world missions in the biblical and theological relation with historical, cultural, and strategic dimensions of world missions.

ED501(3 units/Korean) Introduction of Christian Education
An exploration of theological perspectives in religious education. Particular attention will be given to critical issues as they have emerged in pastoral education, and to the theological, philosophical and psychological dimensions of these.

GS699(6 units/Korean) Thesis (If elected)

Research and writing of a thesis under supervision of a faculty member. Approval of thesis topic required. Candidates to graduate with a M.Div. degree can choose to write a thesis or take (2) advanced level (600 series or higher) graduate classes within their program of study and receive a (B) grade or higher.

Master of Divinity in Culturally Competent Pastoral Leadership (English M.Div.)

Program Goal

The Master of Divinity program will train and educate future leaders of the church to become a missionary first and focus on being a pastor second. Our program will be intentional on understanding the culture you are trying to minister to first. After learning about the culture, it is then you can effectively pastor or lead the sheep. Currently our program is focused on the Korean and Korean American culture.

Program Learning Outcomes (PLOs)

Upon graduation, the student will

1. **Religious Heritage**
   1) Demonstrate an introductory graduate-level understanding of the Bible and an ability to interpret and communicate the Bible accurately
   2) Comprehend historical theology and its significance for the contemporary situation

2. **Personal & Spiritual Formation**
   1) Deepen one's knowledge of the love for God, self, and others
   2) Understand the dynamic process of spiritual transformation into Christlikeness
   3) Cultivate a deeper intimacy with Christ in personal life through development and practice of spiritual disciplines (formational habits)
   4) Exhibit an increasing degree of the fruit of the Spirit, that is, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

3. **Cultural Context**
   1) Develop a Christian worldview and apply biblical principles to individuals, communities, and the world, in view of diverse religious traditions of the world and particularities of different cultures.
   2) Develop the ability to critically evaluate insights drawn from Korean culture and American culture and current spiritual challenges in the world from a biblical perspective, integrate with theology, and apply to their life and ministry.
   3) Write graduate level research papers effectively.

4. **Ministerial and Public Leadership**
   1) Demonstrate an understanding of and ability to integrate biblical principles of leadership and theological knowledge with professional skills vital for effective ministerial and public leadership, such as administration, preaching, teaching, counseling, evangelizing, discipling, and worship.
   2) Grasp the challenges and solutions for a healthy church dynamic and relationship in the Korean church between Korean speaking immigrants (1st Gen) and Korean- American English-speaking members (1.5-3rd Gen)

Admission Requirement

Those admitted to the Master of Divinity are required to have:

- B.S., B.A. degree or its equivalent.
- A 2.5 grade point average for all previous studies.

Degree Requirement

Completion of 74 credit units with a 2.5 grade point average by completing the course requirements.
If the students fail to receive the required grade in REQUIRED courses, then they have to Re-take the course online or in person and receive the required passing grade.
Students who want to receive transferred credits should bring the final reports (projects) to the Chief Academic Officer and get them reviewed by each professor in order to be approved. We will also require the Course Syllabus from their school to see the assignment and lecture topics.

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods.
Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Field Education

The Field Education program is an integral part of the theological curriculum practical training by which students under supervision work at a variety of assignments at a local church, according to their ministerial goals and interests.

Cohort Dinner with Pastor or Professor for graduating students

After completion of at least 60 units, each student has the opportunity to enjoy a dinner with a pastor from various churches in Southern CA or a professor from the school. There will be sign-ups for students to register. It will be based on a first come, first serve basis. Depending on the schedule of the pastor or professor, the dinner opportunities will be made available to these students in their final year. This dinner is an opportunity for students who are about to graduate to get to know an experienced pastor and ask questions and seek wisdom.

Required Credit Unit for Graduation

Theological Studies	27 units
Practical Theology	30 units
Field Education	2 units
Electives	15 units
Total:	**74** units

Master of Divinity Course Curriculum

Required Courses: Theological Studies (27 Units)

OT520 Old Testament and Today I (3 units)
This course introduces critical literary and theological issues in the Pentateuch and Former Prophets. Students examine the foundational narratives and laws of Israel not only as ancient texts but as living witnesses to God's covenant faithfulness across time. By engaging the world of the text alongside the questions of today's ministry context, students are equipped to read Scripture as a resource for understanding identity, calling, and community in the present era.

OT521 Old Testament and Today II (3 units)

This course introduces critical literary and theological issues in the Latter Prophets and Writings. The voices of Israel's prophets and poets are explored as urgent addresses to their own generation — and as enduring calls to justice, lament, hope, and transformation in every era. Students connect the prophetic and wisdom traditions to contemporary church life and ministry, discerning how these ancient words continue to speak into today's world and community.

NT510 New Testament and Life I (3 units)
A survey of major theological motifs in the Gospels and the Book of Acts, including the message and ministry of Jesus as recorded in the four Gospels and the proclamation of the Kerygma and formation of the early church. Students engage these texts as foundational witnesses to Christian life and community, exploring how the person and mission of Jesus and the Spirit-driven expansion of the church continue to shape discipleship, congregational life, and ministry practice today.

NT520 New Testament and Life II (3 units)
This course introduces the New Testament Epistles and the Book of Revelation, with particular attention to the distinctive historical context and theological content of each work. Students trace the apostolic teaching as it addressed real communities facing real challenges, and bring that same theological engagement to bear on the questions of contemporary church and ministry. Special attention is given to how Paul's letters, the General Epistles, and Revelation speak across generational and cultural contexts.

ST501 Systematic Theology for the Church I (3 units)
A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible, humanity's relationship to God, and the person and work of Christ (Doctrine of God, Bibliology, Doctrine of Man & Christology). This course grounds theological reflection in the life and mission of the church, equipping students to articulate core Christian doctrines in ways that are faithful to Scripture, responsive to the questions of the present era, and meaningful for the diverse communities they serve.

ST502 Systematic Theology for the Church II (3 units)
A systematic study of Biblical teachings concerning salvation, the Church, the person and work of the Holy Spirit, and last things (Soteriology, Ecclesiology, Pneumatology & Eschatology). Building on the foundations of Systematic Theology I, this course explores the doctrines most immediately connected to the life of the gathered community. Students are equipped to think theologically about the nature of the church, the work of the Spirit, and the hope of the coming kingdom in ways that speak to today's church and tomorrow's world.

ST504 Christian Ethics (3 units)
This course introduces students to contemporary ethical issues for Christians. It explores how responses to moral problems and integrity shape the Christian community. It provides a foundation for further studies in Christian ethics and for congregational and institutional responses to social and moral concerns.

CH510 Church History for Today (3 units)
A survey of the history of the Christian church from its founding at Pentecost to the present day. This course approaches history not as a record of the past alone, but as a living resource for today's church. By tracing the movements, renewals, conflicts, and reforms that have shaped Christianity across the centuries, students gain perspective on the present moment and are equipped to lead congregations with a sense of historical rootedness and missional awareness.

CH540 Korean Church History for Tomorrow (3 units)

A survey of Korean church history and character, examining Christianity in light of the cultural and historical background of Korea, including localization, contextualization, and modern church growth. Particular attention is given to the story of the Korean immigrant church in North America — its formation, struggles, and ongoing mission across generations. Students are invited to learn from the past in order to lead the next generation with wisdom, vision, and a deep sense of calling.

Required Courses: Practical Theology (30 Units)

PT501 Contemporary Preaching: Theory and Practice (3 units)
A course that exposes the student to techniques of the modern preaching, and a variety of approaches within the various patterns applicable to today's church. Development of sermons on assigned passages. Students preach with evaluation by instructor and class.

PT602 Contemporary Worship and Preaching (3 units)
A foundational course in preaching and liturgical studies, with emphasis on the relationship between proclamation and the life of worship. Through the study of liturgy, music, prayer, and the sacraments alongside sermon preparation, construction, and delivery, students will experience how preaching is liturgically embodied within the context of contemporary worship. Prerequisite: PT501.

PT618 (3 units/English) Introduction of Christian Liturgy and Worship
This course introduces students to the patterns and practices of Christian worship. It explores the historical development and theological significance of liturgy, with practical insights into conducting worship services.

PT500 (3 units/English) Introduction of Christian counseling
Students will learn the basics of Christian counseling, focusing on integrating spiritual principles with practical counseling techniques. The course covers foundational theories and approaches to counseling within a Christian framework.

ED501(3 units/English) Introduction of Christian Education
An exploration of theological perspectives in religious education. Particular attention will be given to critical issues as they have emerged in pastoral education, and to the theological, philosophical and psychological dimensions of these.

GE500 Christian Humanities (3 units)
This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presentation of each of the themes per group.

PT527 (3 units/English) Practice and Transformation of Prayer
This course offers an overview of how prayer can change personal beliefs and community practices. Students will learn different ways to pray and see how prayer affects people's lives.

PT531 (3 units/English) Crisis Ministry and Pastoral Care
In this course, students will learn how to support and care for people during difficult times. The focus will be on understanding what people go through during a crisis and how to help them cope.

PT560 (3 units/English) KM/EM Ministry Context

A study of various challenges and issues in the Korean Church Between 1st Gen Korean speaking and 2nd Gen-Korean American English-speaking leaders and members.

PT565 (3 units/English) Cross-cultural Ministry of KM/EM Korean church
Students will learn strategies for effective ministry across different cultures within the Korean church setting, emphasizing the relationship between Korean-speaking and English-speaking congregations. The course will address cross-cultural communication, leadership, and community building within KM and EM.

Field Education

FWI 01/02 Field Study of Ministry I & II (2 units)
These courses are an integral part of the theological curriculum by which students under supervision work at a variety of assignments at a local church, according to their particular ministerial goals and interest.

Elective (Student can choose 15 units of elective courses. *Elective courses are subject to change.)

BH610(3 units/Korean) Basic Hebrew Reading
Practice of reading Hebrew prose and acquisition of the basic Hebrew vocabulary

BG610(3 units/Korean) Basic Greek Reading
Practice of reading New Testament passages and acquisition of the basic Greek vocabulary

OT610(3 units/Korean) Genesis
Introduction to the book and a study of its message in its Ancient Near Eastern Context. It also explores its contribution to Jewish and Christian theology.

OT660(3 units/Korean) Isaiah
Exegesis of the book of Isaiah with attention given to its critical issues, historical backgrounds, form, and theology.

OT670(3 units/Korean) Psalms
A study of the Hebrew poetry of the Old Testament, including exegesis of selected Psalms and expounding messianic poems.

OT680(3 units/Korean) Deuteronomy
Introduction to the book and a study of its message, including the exegesis of selected passages.

NT502(3 units/Korean) Sermon on the Mount
A study of the Sermon of Jesus on the Mount with various perspectives using biblical texts.

NT690(3 units/Korean) Acts
A study of the emergence of the early Christian church as recounted in the Acts of the Apostles; attention is given to the historical context of the work, the literary techniques of the author, and the abiding theological lessons for Christian faith and practice today.

NT620(3 units/Korean) Corinthians
A study of the problems of the Corinthian church, with related concerns in the modern congregation.

NT690(3 units/Korean) Romans

A study of various interpretations of Paul's letter to Romans. Focuses will be on the historical, literary, cultural, religious, and theological settings, in and for which Paul writes. Selected texts will be thoroughly investigated for scholarly exegesis and practical application to contemporary pastoral settings.

BS610 Biblical Narrative & Homiletical Imagination (3 units) <New>
This course trains students to weave the grand narrative of Scripture into a coherent, unified story for proclamation — moving beyond isolated texts to engage the Bible's overarching theological arc. Students develop the homiletical imagination needed to preach from within the full biblical story, connecting ancient narrative to contemporary congregational life in ways that are theologically faithful and compellingly human.

OT630 The Self in Wisdom Literature (3 units) <New>
A comparative study of the concept of selfhood as it emerges in Proverbs, Ecclesiastes, and Job, set in dialogue with questions raised by modern philosophy. Students examine how Israel's wisdom tradition addresses the formation of identity, meaning, and moral agency, and explore how these ancient reflections offer a distinctly theological vision of the self in conversation with contemporary struggles for authenticity and purpose.

NT640 Pauline Theology Reconstructed for Today (3 units) <New>
A close reading of Paul's letters with attention to Christian identity and ethics in contemporary society. Students engage current Pauline scholarship alongside the primary texts, exploring how Paul's vision of life in Christ addresses the challenges of pluralism, individualism, and community in today's world — and what it means to be the people of God in the present era.

CH620(3 units/Korean) History of Christianity in Asia
A study of the form and development process of the Asian church within China, Japan and India, their faith, theology, worship, and life. Special attention will be given to the relationship between the Asian church and the Korean church in the ecumenical era today.

CH670(3 units/Korean) History of World Missions
The course seeks to explore church history from a missiological perspective. Special attention is given to the full global context of the expansion of the Church, including such diverse movements as the Chinese house church movement, the African Indigenous Church movement, the explosive growth of Pentecostalism in Latin America, church planting and "churchless" Christians in India; mega-churches and mission sending initiatives from South Korea, and challenges and initiatives peculiar to Japan, including the non- church movement.

CH680(3 units/Korean) Theology of Roman Catholic Church
A study of the theology of the Roman Catholic church. A research of Augustine's historical context including the philosophical and religious factors which shaped his early response to Christianity and a study of the life and work of Thomas Aquinas in the context of theological challenges.

CH684(3 units/Korean) American Church History
A study of the rise of the American church including its foundations in Europe towards the end of the Reformation and its development in conjunction with the foundation of the American colonies up through the present church scene in America.

CH630 The Apostles' Creed for Today (3 units) <New>
A theological and pastoral study of the Apostles' Creed as a foundational statement of Christian faith. Students explore the historical formation of the Creed and its doctrinal content, and reinterpret each article in language and concepts accessible to today's believers and seekers. The

course bridges the tradition of the early church with the questions and spiritual needs of contemporary congregations.

ST521(3 units/Korean) Theology of Calvin
This course examines and discusses some of the major issues of Calvin's Theology and important topics of the reformed theology related to Calvin.

ST670(3 units/Korean) Ecological Theology
A study of theology in ecological issues; relations of humans and nature concerning social and industrial worlds will be studied from theological perspectives.

ST690(3 units/Korean) Theology of Bonhoeffer
The purpose of this course is to introduce the life and thought of one of the 20th century's most influential theologians, namely, Dietrich Bonhoeffer. During the course students will be exposed first-hand to most of Bonhoeffer's major writings. Developments in his thought will be traced and related to the events in his life. The relevance of Bonhoeffer's theology for the life and work of the ministry today will be stressed.

PT510 Spiritual Formation (3 units)
The course seeks to understand the dynamic process of transformation into Christlikeness. It is designed to help students re-examine their image of God, to gain a deeper understanding of their inner self, and to explore and experience various spiritual disciplines that foster continuous growth and maturity into increasing Christlikeness. Special emphasis will be given to the role of the brain, mind, heart, body, social context, and soul in the spiritual formation process. Prerequisite: Completion of at least 30 credit units.

PT515 KPCA Confession & Polity (3 units)
This course will explore the confessional beliefs of KPCA and the role of church polity in the governance of a congregation and the ordering of its worship. Drawing upon supplemental readings and the documents in the current Book of Order, participants will have an opportunity to ground themselves in the knowledge of historical confessions and theory and practice of the polity of this denomination in preparation for both their ordination examinations and for service within the governing bodies of the church.

PT581 Spirituality of Korean Church Context
An exploration of the spiritual traditions, devotional practices, and theological sensibilities that have shaped Korean church life, examined in dialogue with the broader Christian spiritual tradition. Students engage the distinctive features of Korean Christian spirituality — including prayer movements, revival heritage, and communal piety — and consider their relevance for ministry across generational and cultural contexts.

PT559 Korean American Culture and Ministry
A study of the cultural, generational, and identity dynamics within Korean American church communities, with attention to the distinct experiences of immigrant (1st generation), 1.5, and 2nd-generation members. The course develops ministry approaches that bridge generational and cultural differences, equipping students to serve Korean American congregations with cultural sensitivity and pastoral wisdom.

PT590 Bilingual and Bicultural Advancement in KM/EM Korean Church Context
An examination of the bilingual and bicultural dynamics between the Korean Ministry (KM) and English Ministry (EM) within Korean immigrant churches, focusing on strategies for language transition, cross-ministry collaboration, and leadership development. Students explore models

for strengthening the connection between generations and ministries, preparing for pastoral leadership in bilingual, bicultural church settings.

Master of Divinity in Professional Chaplaincy

Program Description

Master of Divinity in Professional Chaplaincy curriculum prepares qualified persons for unique and demanding ministry who are called and gifted by God to become Board Certified Chaplains or Certified Clinical Chaplains, who then will serve as professionally competent and compassionate spiritual caregivers in a healthcare facility.

Program Learning Goals (PLOs)

Upon graduation, the student will

1. **Religious Heritage**
   Demonstrate an introductory graduate-level understanding of the Bible and an ability to interpret and communicate the Bible accurately
   1) Articulate the theological views of KPCA in a larger Reformed theological milieu
   2) Comprehend historical theology and its significance for the contemporary situation

2. **Personal & Spiritual Formation**
   Deepen one's knowledge of and love for God, self, and others
   1) Understand the dynamic process of spiritual transformation into Christlikeness
   2) Cultivate a deeper intimacy with Christ in personal life through development and practice of spiritual disciplines (formational habits)
   3) Exhibit an increasing degree of the fruit of the Spirit, that is, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

3. **Cultural Context**
   1) Develop a Christian worldview and apply biblical principles to individuals, communities, and the world, in view of diverse religious traditions of the world and particularities of different cultures.
   2) Develop the ability to critically evaluate insights drawn from the humanities, natural sciences, social sciences, and the arts from a biblical perspective, integrate with theology, and apply to their life and ministry.
   3) Write graduate level research papers effectively.

4. **Ministerial and Public Leadership**
   Demonstrate an understanding of and ability to integrate biblical principles of leadership and theological knowledge with professional skills vital for effective ministerial and public leadership, such as administration, preaching, teaching, counseling, evangelizing, discipling, and worship.

5. **Chaplaincy Competency**
   1) Orientation to the healthcare system as a student function as a professional pastoral/spiritual caregiver in a healthcare facility.
   2) Become effective in assessing and meeting the spiritual and emotional needs of patients/residents, family, and staff.
   3) Develop communication skills in the area of interpersonal relationships.
   4) Be prepared to competently and compassionately respond to the varied crises faced by patients/residents, families and staff.
   5) Understand and respond to medical ethical issues.
   6) Become a model of professional competence and high ethical standards as a pastoral/spiritual caregiver.

Admission Requirement

Those admitted to the Master of Divinity in Professional Chaplaincy are required to have:

- B.A. Degree of equivalent.
- A 2.5 grade point average for all previous studies;
- The endorsement of the Faculty Committee.

Degree Requirement

- Completion of 83 credit units with a 2.5 grade average by completing the course requirements and;
- Finish 2 credit units of student ministry (field work) during 6 semesters;
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December;
- Pass the Bible Examination with a score over 70/100 (no credit unit).
- Complete all required chapels.
- Portfolio requirements for M.Div. students starting 2018 Fall:

Starting from the 2018 fall semester, all M.Div. students must satisfy the portfolio requirements to graduate. The portfolio will need to contain the result of the Bible test, Scripture Reading, and a final project from each of the following ten core courses:

Portfolio requirements for M.Div. students starting 2018 Fall: Starting with incoming freshmen from 2018 fall semester, all M.Div. students must satisfy the portfolio requirements in order to graduate. The portfolio will need to contain the result of the Bible test, Scripture Reading, and key assignment(s) from each of the following ten core courses:
BS501 Biblical Interpretation: Today and Life
ST501 Systematic Theology for the church I or ST502 Systematic Theology for the church II
CH510 Church History for Today
PT515 KPCA Confession & Polity
PT602 Contemporary Worship and Preaching
PT510 Spiritual Formation
MI500 Christian Missiology
ST504 Christian Ethics
GE503 Academic Research Writing.

Students must receive the course overall grade of B- (80%) or higher and key assignment(s) grade of B- (80%) or higher.
For spiritual formation, students are required to take Christian Spiritual Health Profile at the time of registration and graduation.
If the students fail to receive the required grade in portfolio courses, then they have two options:

1. Complete an extra project required by the instructor or
2. Re-take the course online and receive the required grade.

Students who want to receive transferred credits should bring the final reports (projects) to the Chief Academic Officer and get them reviewed by each professor in order to be approved.

Thesis

The thesis must reflect scholarship and thorough knowledge of the subject and will be written in accordance with the school's guidelines. For every degree candidate, a review committee is set up to provide guidance, instruction, and evaluation for the dissertation. The primary functions of the committee include:

- Approve the choice of thesis subject;
- Provide instructions and guidance as a student begins to work;
- Examine and approve the rough draft presented, and,
- Read and agree upon the evaluation of the thesis.

Only six months following the completion of coursework is allowed for completion of a thesis. Timeline of the thesis writing is as following:

- During the registration period: register for a thesis (GS699)
- One week before the semester begins: assignment of a supervisor.
- 15th of February or September: submission of the thesis proposal
- 25th of April or November: submission of the penultimate draft
- 5th of May or December: submission of the final draft to the school
- Within one week of the submission: examination of the thesis by the committee
- Within one week of the examination: submission of the final copy of the thesis

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods.

Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Field Education

Field Education is a required, supervised practicum providing students with progressive, hands-on ministry experience under the guidance of qualified ministry supervisors, integrating theological learning with the practice of ministry. The sequence comprises three courses — Field Education I, II, and III (1 credit hour each; 3 credit hours total) — structured to develop ministry competency in progressive stages: Local Church Ministry (I), Mission and Evangelism (II), and Specialized Ministry (III).

Required Credit Units for Graduation

Theological Studies	27 units
Practical Theology	23 units
Field Education	3 units
Graduate Integrative Course	15 units
Professional Chaplaincy Concentration	12 units
Electives	3 units
Total:	**83 units**

Master of Divinity Course Curriculum

There are four prerequisites as follows:

- Preaching: Theology and Practice (PT501) for Contemporary Worship and Preaching (PT602)
- OT520 Old Testament and Today 1 or OT521 and NT510 New Testament and Life 1, or 2 for BS501 Biblical Interpretation: Today and Life

Theological Studies 27 units

OT520 Old Testament and Today I (3 units)
This course introduces critical literary and theological issues in the Pentateuch and Former Prophets. Students examine the foundational narratives and laws of Israel not only as ancient texts but as living witnesses to God's covenant faithfulness across time. By engaging the world of the text alongside the questions of today's ministry context, students are equipped to read Scripture as a resource for understanding identity, calling, and community in the present era.

OT521 Old Testament and Today II (3 units)
This course introduces critical literary and theological issues in the Latter Prophets and Writings. The voices of Israel's prophets and poets are explored as urgent addresses to their own generation — and as enduring calls to justice, lament, hope, and transformation in every era. Students connect the prophetic and wisdom traditions to contemporary church life and ministry, discerning how these ancient words continue to speak into today's world and community.

NT510 New Testament and Life I (3 units)
A survey of major theological motifs in the Gospels and the Book of Acts, including the message and ministry of Jesus as recorded in the four Gospels and the proclamation of the Kerygma and formation of the early church. Students engage these texts as foundational witnesses to Christian life and community, exploring how the person and mission of Jesus and the Spirit-driven expansion of the church continue to shape discipleship, congregational life, and ministry practice today.

NT520 New Testament and Life II (3 units)
This course introduces the New Testament Epistles and the Book of Revelation, with particular attention to the distinctive historical context and theological content of each work. Students trace the apostolic teaching as it addressed real communities facing real challenges, and bring that same theological engagement to bear on the questions of contemporary church and ministry. Special attention is given to how Paul's letters, the General Epistles, and Revelation speak across generational and cultural contexts.

BS501 Biblical Interpretation: Today and Life (3 units)
The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning and how we accurately read and apply Scripture to the contemporary world. Students develop the hermeneutical skills necessary to bridge the ancient word with lived experience — connecting Scripture to today's congregations, communities, and ministry contexts across generations.

ST501 Systematic Theology for the Church I (3 units)
A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible, humanity's relationship to God, and the person and work of Christ (Doctrine of God, Bibliology, Doctrine of Man & Christology). This course grounds theological reflection in the life and mission of the church, equipping students to articulate core Christian doctrines in ways that

are faithful to Scripture, responsive to the questions of the present era, and meaningful for the diverse communities they serve.

ST502 Systematic Theology for the Church II (3 units)
A systematic study of Biblical teachings concerning salvation, the Church, the person and work of the Holy Spirit, and last things (Soteriology, Ecclesiology, Pneumatology & Eschatology). Building on the foundations of Systematic Theology I, this course explores the doctrines most immediately connected to the life of the gathered community. Students are equipped to think theologically about the nature of the church, the work of the Spirit, and the hope of the coming kingdom in ways that speak to today's church and tomorrow's world.

CH510 Church History for Today (3 units)
A survey of the history of the Christian church from its founding at Pentecost to the present day. This course approaches history not as a record of the past alone, but as a living resource for today's church. By tracing the movements, renewals, conflicts, and reforms that have shaped Christianity across the centuries, students gain perspective on the present moment and are equipped to lead congregations with a sense of historical rootedness and missional awareness.

CH540 Korean Church History for Tomorrow (3 units)
A survey of Korean church history and character, examining Christianity in light of the cultural and historical background of Korea, including localization, contextualization, and modern church growth. Particular attention is given to the story of the Korean immigrant church in North America — its formation, struggles, and ongoing mission across generations. Students are invited to learn from the past in order to lead the next generation with wisdom, vision, and a deep sense of calling.

Required Courses: Practical Theology (23 Units)

PT501 Contemporary Preaching: Theory and Practice (3 units)
A course that exposes the student to techniques of the modern preaching, and a variety of approaches within the various patterns applicable to today's church. Development of sermons on assigned passages. Students preach with evaluation by instructor and class.

PT602 Contemporary Worship and Preaching (3 units)
A foundational course in preaching and liturgical studies, with emphasis on the relationship between proclamation and the life of worship. Through the study of liturgy, music, prayer, and the sacraments alongside sermon preparation, construction, and delivery, students will experience how preaching is liturgically embodied within the context of contemporary worship. Prerequisite: PT501.

PT515 KPCA Confession & Polity (3 units)
This course will explore the confessional beliefs of KPCA and the role of church polity in the governance of a congregation and the ordering of its worship. Drawing upon supplemental readings and the documents in the current Book of Order, participants will have an opportunity to ground themselves in the knowledge of historical confessions and theory and practice of the polity of this denomination in preparation for both their ordination examinations and for service within the governing bodies of the church.

PT625 Intergenerational Education in the modern Church (3 units) <New>
This course examines the theory and practice of Christian education across generations in the modern church. Students explore the linguistic, cultural, and theological dynamics that shape intergenerational relationships within diverse ministry contexts — including immigrant congregations, multicultural churches, and multigenerational faith communities. Emphasis is placed on understanding the social and ecclesial factors that create generational gaps, and on

designing educational models that foster shared faith, mutual understanding, and a cohesive congregational identity across generations.

PT507 Sacred Callings and Ministry Ethics (3 units) <New>
This course explores the theological foundations of ministerial callings and the ethical responsibilities that shape ministry practice. Students will reflect on their identity as ministers, examining issues such as professional boundaries, congregational trust, conflicts of interest, and the moral character required for healthy ministry. Drawing on biblical, theological, and case-based approaches, students will be equipped to navigate the ethical complexities of pastoral leadership with integrity and accountability.

PT510 Spiritual Formation (3 units)
The course seeks to understand the dynamic process of transformation into Christlikeness. It is designed to help students re-examine their image of God, to gain a deeper understanding of their inner self, and to explore and experience various spiritual disciplines that foster continuous growth and maturity into increasing Christlikeness. Special emphasis will be given to the role of the brain, mind, heart, body, social context, and soul in the spiritual formation process. Prerequisite: Completion of at least 30 credit units.

PT522 Leadership Formation for Ministry I (1 unit) <New>
The first of a two-course sequence in ministerial leadership formation. Each student is paired in a one-on-one mentoring relationship with an ordained minister from the denomination, through which they examine the theological foundations of servant leadership, reflect on their own vocational calling, and cultivate the character and spiritual disciplines essential to ministry. Through regular personal meetings with their mentor, students gain firsthand insight into pastoral leadership, assess their own strengths and growth areas, and build a foundation for lifelong ministerial formation.

PT532 Leadership Formation for Ministry II (1 unit) <New>
The second course in the ministerial leadership formation sequence, moving from one-on-one mentoring to a cohort-based learning community. A group of five to seven students meets together with an ordained minister from the denomination, engaging shared ministry questions through guided discussion, peer reflection, and collaborative discernment. This group format develops competencies in team leadership, conflict navigation, intergenerational ministry, and visionary communication — equipping students to lead not only as individuals but as members of a ministry community.

GE503 Academic Research Writing (3 units)
An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article or thesis.
Core Course: Field Education (2 units)

Field Education (3 Units, 1 unit each 3 semesters)

FE001 Field Education I: Local Church Ministry (1 credit hour)
Supervised ministry experience at a local church, introducing students to foundational aspects of congregational life and pastoral practice under the guidance of a qualified ministry supervisor.

FE002 Field Education II: Mission and Evangelism (1 credit hour)
Supervised ministry experience extending into mission and evangelistic contexts, building on

Field Education I to deepen students' competency in outreach and cross-cultural or evangelistic ministry.

FE003 Field Education III: Specialized Ministry (1 credit hour)
Supervised ministry experience in a specialized or targeted ministry setting, enabling students to apply and refine ministry skills in an area aligned with their vocational calling. *Prerequisite: Field Education II.*

Graduate Integrative Courses (30 Units)

Graduate Core Course (15 Units)

GE500 Christian Humanities (3 units)
This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presentation of each of the themes per group.

ST504 Christian Ethics (3 units)
This course introduces students to contemporary ethical issues for Christians. It explores how responses to moral problems and integrity shape the Christian community. It provides a foundation for further studies in Christian ethics and for congregational and institutional responses to social and moral concerns.

MI500 Christian Missiology (3 units)
This course introduces students to the theological foundations and global scope of Christian mission. Drawing from biblical narratives and the historic development of world Christianity, students examine the missio Dei as the framework for understanding the church's calling in the world. The course addresses cultural, contextual, and strategic dimensions of mission, equipping students to engage diverse communities with theological integrity and missional purpose.

PY511 Premarital and Marital Counseling (3 units)
This course explores therapeutic approaches for couples at different stages of their relationships, with a focus on both premarital and marital counseling. The course covers topics such as communication skills, conflict resolution, intimacy, and relationship-building strategies. Students will learn techniques to help couples strengthen their relationships, address challenges, and prepare for or sustain a healthy marriage.

PY543 Community Mental Health (3 units)
This course examines the principles and practices of mental health services within community settings. The course covers topics such as community-based interventions, mental health promotion, and the role of social support networks. Students will learn about strategies for improving access to mental health care, collaborating with community organizations including local churches and missional organizations, and addressing mental health needs at the community level.

Core Courses: Professional Chaplaincy Course (12 units)

PT561 Clinical Pastoral Education 1 - Introduction to chaplaincy covers the biblical foundation for pastoral care, the spiritual formation of the Chaplain, hospital visitation dos and don’ts, active

listening skills, the Chaplain's role and identity, terminal issues, grief issues, and how to handle basic emergency situations.

PT562 Clinical Pastoral Education 2 - This class looks at the professional and personal life of a healthcare Chaplain, spiritual assessment and charting, cross cultural ministry, ministry to staff, being a team player, ministry to surgical patients, general biblical principles on suffering and healing, and an overview of spiritual warfare.

PT571 Clinical Pastoral Education 3 – This class covers the history of chaplaincy, healthcare policies and procedures, crisis counseling guidelines, medical ethics, family dynamics, responding to objections, funerals, and prayer in world religions.

PT572 Clinical Pastoral Education 4 - In this final class, the focus will be on mental health ministry, social issues related to healthcare, ministry to the elderly, oncology ministry, professional boundaries, avoiding compassion fatigue, and establishing the Chaplain's office.

Graduate Elective Courses (Students select 3 units of elective courses from the M.Div. Program's approved elective course list.)

Master of Divinity in Professional Coaching

Program Description

Our program combines pastoral studies with professional coaching to develop pastor-coach that can lead in diverse areas of ministry. You will be able to home in on your Christian-coaching skills by studying practical theology and other related topics. It will enhance your professionalism and enable you to become a more effective leader in your ministry.

Program Learning Outcomes (PLOs)

Upon successful completion of the Doctor of Ministry program, students will demonstrate the following program learning outcomes:

1. Religious inheritance: Demonstrate a deep understanding of biblical literature, its historical and cultural contexts, and its theological themes.
2. Formation of Spirituality: Develop and maintain personal spiritual disciplines that mirror the essence and teachings of Christ.
3. Cultural Environment: Critically assess and interpret human cultural expressions using a biblical ethical framework and apply this in pastoral and leadership contexts.
4. Professional Coaching training: Employ a comprehensive set of strategies for managing conflicts and guiding diverse groups within religious and broader community settings.

Admission Requirement

- Degree of equivalent.
- 2.5 grade point average for all previous studies;
- The endorsement of the Faculty Committee.

Degree Requirement

- Master of Divinity (M.Div.) students are required to earn a total of 83 units to qualify for graduation
- This includes the completion of all mandatory courses in conjunction with the selection of Electives
- Prerequisite courses must be completed in subsequent courses

Starting from the 2018 fall semester, all M.Div. students must satisfy the portfolio requirements to graduate. The portfolio will need to contain the result of the Bible test, Scripture Reading, and a final project from each of the following ten core courses:

Portfolio requirements for M.Div. students starting 2018 Fall: Starting with incoming freshmen from 2018 fall semester, all M.Div. students must satisfy the portfolio requirements in order to graduate. The portfolio will need to contain the result of the Bible test, Scripture Reading, and key assignment(s) from each of the following ten core courses:
BS501 Biblical Interpretation: Today and Life
ST501 Systematic Theology for the church I or ST502 Systematic Theology for the church II
CH510 Church History for Today
PT515 KPCA Confession & Polity
PT602 Contemporary Worship and Preaching
PT510 Spiritual Formation
MI500 Christian Missiology
ST504 Christian Ethics

GE503 Academic Research Writing.

Students must receive the course overall grade of B- (80%) or higher and key assignment(s) grade of B- (80%) or higher.
For spiritual formation, students are required to take Christian Spiritual Health Profile at the time of registration and graduation.
If the students fail to receive the required grade in portfolio courses, then they have two options:
1. Complete an extra project required by the instructor or
2. Re-take the course online and receive the required grade.

Students who want to receive transferred credits should bring the final reports (projects) to the Chief Academic Officer and get them reviewed by each professor in order to be approved.

Required Credit Unit for Graduation

Theological Studies	27 units
Practical Theology	23 units
Field Education	3 units
Graduate Integrative Course	15 units
Coaching Courses	12 units
Elective course	3 units
Total	**83** units

Master of Divinity in Professional Coaching Course Curriculum

There are four prerequisites as follows:

- Preaching: Theology and Practice (PT501) for Contemporary Worship and Preaching (PT602)
- OT520 Old Testament and Today 1 or OT521 and NT510 New Testament and Life 1, or 2 for BS501 Biblical Interpretation: Today and Life

Theological Studies 27 units

OT520 Old Testament and Today I (3 units)
This course introduces critical literary and theological issues in the Pentateuch and Former Prophets. Students examine the foundational narratives and laws of Israel not only as ancient texts but as living witnesses to God's covenant faithfulness across time. By engaging the world of the text alongside the questions of today's ministry context, students are equipped to read Scripture as a resource for understanding identity, calling, and community in the present era.

OT521 Old Testament and Today II (3 units)
This course introduces critical literary and theological issues in the Latter Prophets and Writings. The voices of Israel's prophets and poets are explored as urgent addresses to their own generation — and as enduring calls to justice, lament, hope, and transformation in every era. Students connect the prophetic and wisdom traditions to contemporary church life and ministry, discerning how these ancient words continue to speak into today's world and community.

NT510 New Testament and Life I (3 units)
A survey of major theological motifs in the Gospels and the Book of Acts, including the message and ministry of Jesus as recorded in the four Gospels and the proclamation of the Kerygma and formation of the early church. Students engage these texts as foundational witnesses to Christian life and community, exploring how the person and mission of Jesus and the Spirit-driven

expansion of the church continue to shape discipleship, congregational life, and ministry practice today.

NT520 New Testament and Life II (3 units)
This course introduces the New Testament Epistles and the Book of Revelation, with particular attention to the distinctive historical context and theological content of each work. Students trace the apostolic teaching as it addressed real communities facing real challenges, and bring that same theological engagement to bear on the questions of contemporary church and ministry. Special attention is given to how Paul's letters, the General Epistles, and Revelation speak across generational and cultural contexts.

BS501 Biblical Interpretation: Today and Life (3 units)
The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning and how we accurately read and apply Scripture to the contemporary world. Students develop the hermeneutical skills necessary to bridge the ancient word with lived experience — connecting Scripture to today's congregations, communities, and ministry contexts across generations.

ST501 Systematic Theology for the Church I (3 units)
A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible, humanity's relationship to God, and the person and work of Christ (Doctrine of God, Bibliology, Doctrine of Man & Christology). This course grounds theological reflection in the life and mission of the church, equipping students to articulate core Christian doctrines in ways that are faithful to Scripture, responsive to the questions of the present era, and meaningful for the diverse communities they serve.

ST502 Systematic Theology for the Church II (3 units)
A systematic study of Biblical teachings concerning salvation, the Church, the person and work of the Holy Spirit, and last things (Soteriology, Ecclesiology, Pneumatology & Eschatology). Building on the foundations of Systematic Theology I, this course explores the doctrines most immediately connected to the life of the gathered community. Students are equipped to think theologically about the nature of the church, the work of the Spirit, and the hope of the coming kingdom in ways that speak to today's church and tomorrow's world.

CH510 Church History for Today (3 units)
A survey of the history of the Christian church from its founding at Pentecost to the present day. This course approaches history not as a record of the past alone, but as a living resource for today's church. By tracing the movements, renewals, conflicts, and reforms that have shaped Christianity across the centuries, students gain perspective on the present moment and are equipped to lead congregations with a sense of historical rootedness and missional awareness.

CH540 Korean Church History for Tomorrow (3 units)
A survey of Korean church history and character, examining Christianity in light of the cultural and historical background of Korea, including localization, contextualization, and modern church growth. Particular attention is given to the story of the Korean immigrant church in North America — its formation, struggles, and ongoing mission across generations. Students are invited to learn from the past in order to lead the next generation with wisdom, vision, and a deep sense of calling.

Required Courses: Practical Theology (23 Units)

PT501 Contemporary Preaching: Theory and Practice (3 units)

A course that exposes the student to techniques of the modern preaching, and a variety of approaches within the various patterns applicable to today's church. Development of sermons on assigned passages. Students preach with evaluation by instructor and class.

PT602 Contemporary Worship and Preaching (3 units)
A foundational course in preaching and liturgical studies, with emphasis on the relationship between proclamation and the life of worship. Through the study of liturgy, music, prayer, and the sacraments alongside sermon preparation, construction, and delivery, students will experience how preaching is liturgically embodied within the context of contemporary worship. Prerequisite: PT501.

PT515 KPCA Confession & Polity (3 units)
This course will explore the confessional beliefs of KPCA and the role of church polity in the governance of a congregation and the ordering of its worship. Drawing upon supplemental readings and the documents in the current Book of Order, participants will have an opportunity to ground themselves in the knowledge of historical confessions and theory and practice of the polity of this denomination in preparation for both their ordination examinations and for service within the governing bodies of the church.

PT625 Intergenerational Education in the modern Church (3 units) <New>
This course examines the theory and practice of Christian education across generations in the modern church. Students explore the linguistic, cultural, and theological dynamics that shape intergenerational relationships within diverse ministry contexts — including immigrant congregations, multicultural churches, and multigenerational faith communities. Emphasis is placed on understanding the social and ecclesial factors that create generational gaps, and on designing educational models that foster shared faith, mutual understanding, and a cohesive congregational identity across generations.

PT507 Sacred Callings and Ministry Ethics (3 units) <New>
This course explores the theological foundations of ministerial callings and the ethical responsibilities that shape ministry practice. Students will reflect on their identity as ministers, examining issues such as professional boundaries, congregational trust, conflicts of interest, and the moral character required for healthy ministry. Drawing on biblical, theological, and case-based approaches, students will be equipped to navigate the ethical complexities of pastoral leadership with integrity and accountability.

PT510 Spiritual Formation (3 units)
The course seeks to understand the dynamic process of transformation into Christlikeness. It is designed to help students re-examine their image of God, to gain a deeper understanding of their inner self, and to explore and experience various spiritual disciplines that foster continuous growth and maturity into increasing Christlikeness. Special emphasis will be given to the role of the brain, mind, heart, body, social context, and soul in the spiritual formation process. Prerequisite: Completion of at least 30 credit units.

PT522 Leadership Formation for Ministry I (1 unit) <New>
The first of a two-course sequence in ministerial leadership formation. Each student is paired in a one-on-one mentoring relationship with an ordained minister from the denomination, through which they examine the theological foundations of servant leadership, reflect on their own vocational calling, and cultivate the character and spiritual disciplines essential to ministry. Through regular personal meetings with their mentor, students gain firsthand insight into pastoral leadership, assess their own strengths and growth areas, and build a foundation for lifelong ministerial formation.

PT532 Leadership Formation for Ministry II (1 unit) <New>
The second course in the ministerial leadership formation sequence, moving from one-on-one mentoring to a cohort-based learning community. A group of five to seven students meets together with an ordained minister from the denomination, engaging shared ministry questions through guided discussion, peer reflection, and collaborative discernment. This group format develops competencies in team leadership, conflict navigation, intergenerational ministry, and visionary communication — equipping students to lead not only as individuals but as members of a ministry community.

GE503 Academic Research Writing (3 units)
An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article or thesis.
Core Course: Field Education (2 units)

Field Education (3 Units, 1 unit each 3 semesters)

FE001 Field Education I: Local Church Ministry (1 credit hour)
Supervised ministry experience at a local church, introducing students to foundational aspects of congregational life and pastoral practice under the guidance of a qualified ministry supervisor.

FE002 Field Education II: Mission and Evangelism (1 credit hour)
Supervised ministry experience extending into mission and evangelistic contexts, building on Field Education I to deepen students' competency in outreach and cross-cultural or evangelistic ministry.

FE003 Field Education III: Specialized Ministry (1 credit hour)
Supervised ministry experience in a specialized or targeted ministry setting, enabling students to apply and refine ministry skills in an area aligned with their vocational calling. *Prerequisite: Field Education II.*

Graduate Integrative Courses (30 Units)
Graduate Core Course (15 Units)

GE500 Christian Humanities (3 units)
This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presentation of each of the themes per group.

ST504 Christian Ethics (3 units)
This course introduces students to contemporary ethical issues for Christians. It explores how responses to moral problems and integrity shape the Christian community. It provides a foundation for further studies in Christian ethics and for congregational and institutional responses to social and moral concerns.

MI500 Christian Missiology (3 units)
This course introduces students to the theological foundations and global scope of Christian mission. Drawing from biblical narratives and the historic development of world Christianity,

students examine the missio Dei as the framework for understanding the church's calling in the world. The course addresses cultural, contextual, and strategic dimensions of mission, equipping students to engage diverse communities with theological integrity and missional purpose.

PY511 Premarital and Marital Counseling (3 units)
This course explores therapeutic approaches for couples at different stages of their relationships, with a focus on both premarital and marital counseling. The course covers topics such as communication skills, conflict resolution, intimacy, and relationship-building strategies. Students will learn techniques to help couples strengthen their relationships, address challenges, and prepare for or sustain a healthy marriage.

PY543 Community Mental Health (3 units)
This course examines the principles and practices of mental health services within community settings. The course covers topics such as community-based interventions, mental health promotion, and the role of social support networks. Students will learn about strategies for improving access to mental health care, collaborating with community organizations including local churches and missional organizations, and addressing mental health needs at the community level.

Professional Coaching Courses (12 units)

Choose one course as a core course: 3 units

PC517 Christian Life Coaching (3 units/Korean)
Christian Life Coaching subject helps people living their lives find their personal potential by setting goals and motivating them to achieve them, improving the quality of their lives, discovering their passions and purpose in life, and helping them break free from limitations and obstacles.

PC512 Coaching and Leadership (3 units/Korean)
Based on trust-based structured communication, this is a subject that studies strength-centered new leadership that improves the ability of organizational members, solves problems, achieves goals, develops capabilities, and motivates them.

PC500 Introduction to Coaching (3 units/Korean)
This course is designed to learn about the basic definition and history of coaching, the components and processes of coaching, the range of coaching effects, and the overall theoretical system of coaching related to the coaching model.

Choose three courses from the list of Coaching Electives: 9 units (3 classes)

PC 530 Coaching Psychology (3 units/Korean)
Coaching psychology is a specialized field that helps individuals and organizations develop by combining principles and methods of coaching and psychology. In particular, after acquiring psychological theories, you could measure performance, provide feedback for improvement, and establish effective strategies in order to induce effective behavioral changes. In short, it is a subject to study various psychological methods and application cases for you to utilize them for coaching.

PC 540 Coaching & Language Studies (3 units/Korean)
As a subject that studies the relationship between the brain and language that can be effectively applied in the field of life and ministry, through various techniques of Christian NLP, how the words of the Bible are involved in our brain and how to apply them to real life and ministry. It is a subject in which research is being conducted.

PC 545 Biblical Coaching (3 units/Korean)
The biblical coaching research course is a course that studies biblical leadership through coaching as well as an approach to coaching from a biblical perspective. To this end, not only coaching academic research based on the Christian worldview but also in-depth research will be conducted centering on Jesus' coaching ministry to nurture effective leaders required in the ministry field.

PC 560 Coaching Competency Seminar (3 units/Korean)
It is a course to improve the overall competency of the knowledge, skills, values, and attitudes necessary for coaches to successfully perform their role, and consists of individual coaching practice, practices through institutions, and competency-enhancing seminars, which are conducted over 3 semesters. It is a coach-making process.

PC 570 Group Mentor Coaching (3 units/Korean)
It means to receive coaching skills and wisdom in the relationship between a coach and a peer through an outstanding senior coach in the field of coaching. In particular, through group mentor coaching, not only individuals but also all members of the group will be able to experience the effectiveness of coaching and improve their coaching capabilities.

PC 580 Coaching Supervision (3 units/Korean)
Supervision for life coaches and Christian coaches is systematically well organized so that they can continuously build their coach capabilities based on specific feedback and detailed guidance through 1:1 coaching with a professional coach who will act as a mentor to grow you as an excellent coach.

PC 565 Coaching Ministry (3 units/Korean)
This course is designed to build professional spiritual leaders. Through individualized goals based on the biblical worldview, in-depth research and excellent practical examples of ministry are conducted so that we can restore the image of God and build the church, the body of Christ, to realize the kingdom of God on earth.

PC 575 Group Coaching & Facilitation (3 units/Korean)
It is a process of setting up experts who will be in charge of facilitation and support by promoting team goals efficiently by participating in group activities from a neutral position. Also, it will help those coaches who work for group coaching focused on finding solutions to problems for performance improvement and effective operation of the group and planning for new changes.

PC 600 Psychological Assessment Seminar (3 units/Korean)
The psychological evaluation seminar identifies and treats individual psychological difficulties and related problems that occur in the actual coaching field by identifying individual personality, interpersonal characteristics, and potential through overall comprehensive psychological testing tools used in clinical settings. This course is composed of content that can develop a basic understanding of psychological tests and the ability to apply them to various cases so that students can decide how to deal with them and how to deal with them.

Elective (Students select 3 units of elective courses from the M.Div. Program's approved elective course list.)

Master of Arts in Counseling Psychology

Program Goal

The Master of Arts in Counseling Psychology program provides a master's level in counseling education for students who wish to prepare for counseling ministries in Korean churches, Korean American churches, and mission fields. This program will meet the demand among KPCA congregations for properly equipped, Korean-speaking, Christian counselors who can provide spiritual help to individuals and families in a church and Christian institutional setting to help them cope with cultural transition and psychological adaptation.

This program is not intended to prepare a student for employment as a licensed professional counselor.

Program Learning Outcomes (PLOs)

Upon graduation, the student will

1. Articulate knowledge of major theories of Christian counseling and psychology
2. Demonstrate the ability to integrate Christian doctrine with psychology and counseling skills for Christian counseling for Koreans, Koreans immigrants, and native people in the mission field.
3. Demonstrate cross-cultural understanding and communication for ministry to people students serve in a variety of settings.
4. Demonstrate Christian counseling skills of healing, reconciliation and transformation of individuals and congregations.

Admission Requirement

Those admitted to the Master Arts in Counseling Psychology are required to have:

- B.A. degree or its equivalent;
- A 2.5 grade point average of 4.0 scale for all previous studies.
- Prerequisite: GE Introduction to Psychology.

If a student did not complete this course during their Bachelor's degree, they must take it at our institution within one year of admission.

Degree Requirement

- Completion of 48 units with a 2.5 grade average including the PY 670 Capstone Project.
- Students must receive the course overall grade of B- (80%) or higher and final project grade of B- (80%) or higher. For spiritual formation, students are required to take a Spiritual Health Profile at the time of registration and graduation.
- If the students fail to receive the required grade in Capstone Project courses, then they can continue to re-take the PY 670 Capstone Project course in the following term to complete the project.

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods. Qualified faculty will provide the following: a course outline that includes sequence 176 of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic

presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Practicum

If a student chooses to complete a practicum as their PY 670 Capstone Project, they can gain experience under supervision at the Santa Fe Springs Counseling Center and various local counseling services.

Required Credit Unit for Graduation

Graduate Core Courses	9 units
Core Courses	24 units
Elective Courses	12 units
Capstone Project	3 units
Total:	**48** units

Core Courses (24 units)

PY 500 (3 units): Counseling Theories and Practices
This course introduces key counseling theories and their practical applications. Students will explore approaches like psychodynamic, cognitive-behavioral, and humanistic, learning how to apply them in real-world therapeutic settings. Emphasis is on integrating theory with practice to meet diverse client needs.

PY 530 (3 units): Cross-Cultural Psychology
This course explores the diverse ways in which culture influences human behavior, cognition, and emotion. This course provides a critical examination of psychological principles through a cross-cultural lens, emphasizing the impact of cultural context on psychological processes and practices.

PY 540 (3 units): Human Growth and Development
This course provides a comprehensive overview of the psychological, emotional, and physiological changes that occur throughout the human lifespan. This course examines developmental theories and stages from infancy through late adulthood, focusing on how various factors influence growth and development at each life stage.

PY 630 (3 units): Theories of Marriage and Family Therapy
This course is an in-depth exploration of the major theoretical models in the field of marriage and family therapy. The course provides students with a comprehensive understanding of how different theories, such as Bowenian, Structural, Strategic, and others, explain and address the complex dynamics within families and couples. Emphasis is placed on the application of these theories to real-world therapeutic practices, helping students develop the skills necessary to assess and intervene in family systems effectively.

PY 633 (3 units): Law, Ethics, and Professional Issues in Counseling
This course examines the legal and ethical standards in counseling practice. Students learn about confidentiality, informed consent, professional boundaries, and legal responsibilities, preparing them to navigate ethical dilemmas and uphold professional standards.

PY 640 (3 units): Crisis and Suicide Risk Intervention
This course focuses on the assessment and intervention strategies for individuals in crisis, with a particular emphasis on suicide prevention. The course covers techniques for identifying risk

factors, conducting risk assessments, and implementing appropriate interventions in high-stakes situations. Students will gain practical skills to respond effectively to crises, ensuring client safety and providing support during critical moments.

CP 650 (3 units): Integration of Theology and Psychology
This course is to be designed to foster the integration of the academic area of Theology and Psychology by exploring the interplay between Christian faith and mental health and providing students with the tools to understand and address issues and questions in the world through a comprehensive approach.

PY 660 (3 units): Alcohol and Substance Use Disorder
This course focuses on the assessment, diagnosis, and treatment of alcohol and substance use disorders. The course explores the psychological, biological, and social factors contributing to addiction, as well as evidence-based approaches for intervention and recovery. Students will gain practical skills in working with individuals struggling with addiction, including strategies for prevention, counseling, and relapse prevention.

Capstone Project (3 units)

PY 670 (3 units): Capstone Project
In the Master of Arts in Counseling Psychology program, capstone projects are crafted to integrate students' learning and showcase their readiness for professional practice. This course is available during the final two semesters before graduation. (See the MACP Capstone Project Guideline Book)

Examples of capstone project requirements include:

1. **Journal Article for Publication**
   Students can conduct original research or a detailed case study and write a journal article intended for publication in a peer-reviewed academic journal. This involves formulating a research question, conducting a literature review, collecting and analyzing data, and discussing the findings.

2. **Counseling Manual Book**
   Students can develop a comprehensive manual that serves as a practical guide for counseling professionals. This manual might cover specific therapeutic techniques, interventions for particular populations, or best practices in counseling.

3. **Literature Review**
   Students can conduct an extensive literature review on a specific topic within counseling psychology. This involves critically analyzing existing research, identifying gaps in the literature, and discussing implications for future research and practice.

4. **Counseling Practicum**
   Students can engage in a hands-on counseling practicum, where they provide counseling services under supervision. This project includes documenting their experiences, reflecting on their practice, and demonstrating their growth and competency as a counselor.
   If there are any other projects that students want to undertake, which they believe would benefit their work, ministry, or job opportunities, they are encouraged to discuss their ideas with the Chief Academic Offcer/Director for approval. This flexibility allows students to tailor their capstone experience to their specific career goals and interests.

Elective Courses (12 units)

PY 511 (3 units): Premarital and Marital Counseling
This course explores therapeutic approaches for couples at different stages of their relationships, with a focus on both premarital and marital counseling. The course covers topics such as communication skills, conflict resolution, intimacy, and relationship-building strategies. Students will learn techniques to help couples strengthen their relationships, address challenges, and prepare for or sustain a healthy marriage.

PY 543 (3 units): Community Mental Health
This course examines the principles and practices of mental health services within community settings. The course covers topics such as community-based interventions, mental health promotion, and the role of social support networks. Students will learn about strategies for improving access to mental health care, collaborating with community organizations including local churches and missional organizations, and addressing mental health needs at the community level.

PY 570 (3 units): Child, Spousal, & Partner Abuse
This course addresses the assessment, intervention, and prevention of abuse in various relationships, including child, spousal, and partner abuse. The course explores the dynamics of abusive relationships, legal and ethical considerations, and trauma-informed approaches to support and recovery. Students will gain skills in identifying abuse, providing appropriate interventions, and collaborating with other professionals to ensure safety and support for victims.

PY 620 (3 units): Dependent Adult and Elder Care
This course is a comprehensive course designed for students pursuing advanced studies in psychology, social work, and related fields. This course explores the multifaceted aspects of care for dependent adults and elderly individuals, focusing on both theoretical and practical approaches to addressing their physical, emotional, and psychological needs.

PY 621 (3 units): Group Dynamics & Counseling
This course explores the principles and processes of group therapy and counseling. The course examines group formation, roles, leadership, communication patterns, and decision-making within a therapeutic context. Students will learn how to facilitate and manage group counseling sessions, understanding the unique dynamics that influence group behavior and therapeutic outcomes.

CP 644 (3 units): Children and Adolescent Counseling
This course covers therapeutic approaches and techniques tailored for working with children and adolescents. The course explores developmental considerations, common psychological issues, and effective counseling strategies specific to younger populations. Students will learn to assess and address the emotional, behavioral, and social challenges faced by children and teens, equipping them to provide age-appropriate interventions in counseling settings.

Graduate Core Course (9 Units)

GE500 Christian Humanities (3 units)
This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presentation of each of the themes per group.

ST504 Christian Ethics (3 units)
This course introduces students to contemporary ethical issues for Christians. It explores how responses to moral problems and integrity shape the Christian community. It provides a foundation for further studies in Christian ethics and for congregational and institutional responses to social and moral concerns.

MI500 Christian Missiology (3 units)
This course introduces students to the theological foundations and global scope of Christian mission. Drawing from biblical narratives and the historic development of world Christianity, students examine the missio Dei as the framework for understanding the church's calling in the world. The course addresses cultural, contextual, and strategic dimensions of mission, equipping students to engage diverse communities with theological integrity and missional purpose.

Master of Arts in Marriage and Family Therapy

Program Status (Currently Not Enrolling Students)

The Master of Arts in Marriage and Family Therapy (MAMFT) program has been approved by California Prestige University but is not currently accepting or enrolling students. The University anticipates launching the program in Fall 2027, subject to institutional readiness and all applicable regulatory and academic requirements.

The program information provided in this Handbook is for informational and planning purposes only and describes the anticipated curriculum, academic requirements, and program structure. Program details, including the curriculum, course offerings, admission requirements, practicum requirements, and anticipated launch date, are subject to change prior to the official opening of the program.

Prospective students should consult the University's current official publications or contact the University for the most up-to-date information regarding program availability and admissions.

Program Goal

Master of Arts in Marriage and Family Therapy program equip students to work as sensitive therapists in both the public and private sectors. Students will show that they can deal with a variety of issues, such as pressures in relationships, dysfunction in families, and behavioral issues in individuals, couples, and families. Students will be qualified to apply for marriage and family therapist licenses in California after completing the program (LMFT).

Program Learning Outcomes (PLOs)

Upon graduation, the student will

1. Demonstrate fundamental understanding of a variety of research-based systemic and relational theories and therapeutic approaches.
2. Integrate their theoretical and practical training in order to become certified marital and family therapists.
3. Connect the theoretical and academic world to the working world as qualified therapists who can work with individuals, couples, families, and children.
4. Demonstrate competency in systems/relational practice According to MFT professional standards.

Anticipated Admission Requirements

Those admitted to the Master Arts in Counseling Psychology are required to have:

- B.A. degree or its equivalent;
- A 2.5 grade point average of 4.0 scale for all previous studies.
- Prerequisite class: Introduction to Psychology. If a student did not take this class, he or she needs to take the class at school.

Anticipated Degree Requirement

- Completion of 72 credit units (including 9 credit units of practicum) with a 2.5 grade average by completing the course requirements and.
- Finish 9 credit units of practicum before graduation.
- Students must receive the course overall grade of B- (80%) or higher and final project grade of B- (80%) or higher. For spiritual formation, students are required to take a Spiritual Health Profile at the time of registration and graduation.

- If the students fail to receive the required grade in portfolio courses, then they have two options:

1. Complete an extra project required by the instructor or
2. Re-take the course online and receive the required grade.

Students who want to receive transferred credits should bring the final reports (projects) to the Chief Academic Officer and get them reviewed by each professor in order to be approved.

Method of Instruction

The method of instruction is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods. Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Practicum Requirements

The practicum courses are an integral part of the theological and psychological curriculum practical training by which students under supervision work at the Santa Fe Springs Christian Counseling Center and a variety of local churches.

Required Credit Unit for Graduation

Biblical Theology:	3 units
Systematic Theology:	3 units
Spiritual Formation:	3 units
Research Methodology:	3 units
Psychological Study:	51 units
Practicum:	9 units
Total:	**72** units

Master of Arts in Marriage and Family Therapy
Anticipated/Proposed Required Courses

CP500 Counseling Theories and Practices
This course presents an overview of counseling from a Christian perspective, introducing key terms, theories, and concepts. It provides basic Christian counseling models that are applicable to a wide range of issues typically encountered in Korean immigrant churches. The course also includes ethical and legal issues related specifically to Christian counseling.

CP501 Understanding Psychopathology and Diagnosis
This course provides a basic understanding of DSM V and basic strategies for assessing clients' symptoms.

CP531 Cross-Cultural Psychology
This course provides a broad understanding of issues in a diverse multicultural society and focuses on acculturation issues Korean immigrants experience in diverse immigration settings. This course examines various issues in the acculturation of Korean immigrants.

CP540 Advanced Developmental Psychology

CP551 Practicum I
Students practice counseling skills and all the activities that a regularly employed professional counselor would be expected to engage in in a supervised setting. The practicum/internship is supervised by a faculty member. Documentation of 100 hours, which includes 30 hours for providing counseling, is submitted to the faculty member for verification.
*Prerequisites: Practicum I; a minimum 3.0 GPA.

CP552 Practicum II
Students practice counseling skills and all the activities that a regularly employed professional counselor would be expected to engage in in a supervised setting. The practicum/internship is supervised by a faculty member. Documentation of 100 hours, which includes 30 hours for providing counseling, is submitted to the faculty member for verification.
*Prerequisites: Practicum I; a minimum 3.0 GPA.

CP553 Practicum III
Students practice counseling skills and all the activities that a regularly employed professional counselor would be expected to engage in in a supervised setting. The practicum/internship is supervised by a faculty member. Documentation of 100 hours, which includes 30 hours for providing counseling, is submitted to the faculty member for verification.
*Prerequisites: Practicum II; a minimum 3.0 GPA.

CP620 Aging and Longterm Care
This course provides an understanding of the nature of aging and the elderly. Theories and strategies for facilitating optimum care of Korean elderly immigrants are addressed and issues of ageism are explored.

CP621 Group Counseling
This course helps students to observe and analyze the group dynamics and the process of group counseling by learning the theory of group counseling and actually practicing the role of group leaders and group members. Also, this course will give the students the environment to recognize the importance of relationships, and the opportunity to gain insight into themselves, especially in pastoral situations, in order to cope with the dynamics of the group. Through the experience of group counseling, students will grow their ability to contain pastoral relationships and group leaders.

CP630 Marriage and Family Therapy
This course provides a broad understanding of the structure and dynamics of the family, which may include assessment of family issues and methods of familial intervention and counseling. This course focuses on issues in Korean immigrant families.

CP634 Legal and Ethical Issues in Counseling
This course aims to raise the ethical awareness of counselors and provide professional and effective counseling by studying and discussing the legal and ethical issues that may arise in various counseling fields. As a result of this course, students will be able to provide the best counseling services to Koreans, Korean immigrants, and locals in the mission field.

CP640 Grief and Trauma Counseling
This course provides an understanding of the grief process and basic counseling strategies for people undergoing grief.

CP641 Foundational Counseling Skills
This course is designed to prepare MAMFT master program students with micro skills, competencies and concepts that will enable students to start counseling. Students will be aware

of their self-influence as a counselor and will build a clinical language that delivers the therapeutic language applicable to the various theoretical models faced in the counseling process.

CP644 Child and Adolescent Counseling
This course is to prepare Christian counselors in implementing knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmental, ethical, and technical issues to meet the needs of counseling children and adolescents. We are also developing an awareness of the impact we have as Christian counselors who are serving the next generation and local community.

CP650 Introduction to Integration of Theology and Psychology
CP660 Understanding Addiction and Treatment
Child Abuse & Domestic Violence Human Sexuality Premarital and Marital Therapy Psychological testing & assessment Psychopharmacology Research Methodology

Required Elective Courses

Introduction to Bible Study
This course introduces the Old Testament and the New Testament.

Introduction to Systematic Theology
This course introduces a systematic study of Biblical teachings concerning the person and the work of God, the authority of the Bible, humanity's relationship to God, the person and work of Christ, the Church, and the person and work of the Holy Spirit and last things.

PT 510 Spiritual Formation
Spiritual formation into Christlikeness, ultimately, is by grace of God and not by human effort. What role, then, do we play in the process? This course seeks to understand the dynamic process of transformation into Christlikeness. It is designed to help students re-examine their image of God, to gain a deeper understanding of their inner self, and to explore and experience various spiritual disciplines that foster continuous growth and maturity into increasing Christlikeness. Special emphasis will be given to the role of the brain, mind, heart, body, social context, and soul in the spiritual formation process. Because transformative teaching/healing flows out of teachers/counselors who are continually being transformed, promoting the continual maturity in the pastor-teachers/counselors is the primary goal of this course.

Master of Arts in Intercultural Studies

Program Goal

The MAICS program is designed to equip students to advance God's global mission wherever God places them—local church, workplace, mission field, or other cross-cultural or multicultural settings. The program achieves this by training students to think missiologically about the world and people of diverse cultures, to understand their cultures, and to build transformative relationships in specific contexts. This program also academically prepares students for service as missionaries and for work in any type of cross-cultural or multicultural settings—such as teachers, counselors, physicians, artists, musicians, athletes, businesspeople, lawyers, engineers, entertainers, or anyone desiring to live a missional living in a specific context. Students can also customize their degree to their needs and interests through elective courses. The program may also serve as preparation for a doctoral study in related areas.

Program Learning Outcomes (PLOs)

Upon graduation, the student will

1. Articulate a theological understanding of the global mission of God and demonstrate its importance to the church.
2. Describe how the dynamic nature of the Gospel can be contextualized and communicated in words and deeds in contexts of cultural diversity to bring transformation.
3. Demonstrate specialized knowledge focused on the discipline of intercultural studies and the Christian mission.
4. Integrate biblical, theological, historical, and social-scientific disciplines for missional living and working in global contexts.
5. Demonstrate the research skills and writing ability to create a graduate level research paper. Additional Program Outcomes

Admission Requirement

Those admitted to the Master Arts in Intercultural Studies are required to have:

- B.A. degree or its equivalent.
- A 2.5 grade point average of 4.0 scale for all previous studies.

Degree Requirement

- Completion of 43 credit units with a 2.5 grade average by completing the course requirements and.
- field work 1 unit - after 2020 fall semester

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods.

Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Required Credit Unit for Graduation

The MAICS curriculum consists of 43 semester credits of coursework.
Total: 43 units

Master of Arts in Intercultural Studies Curriculum
List of courses for this degree program:

Graduate Core Courses (9 units)

GE500 Christian Humanities
This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presentation of each of the themes per group.

ST504 Christian Ethics
This course introduces students to contemporary ethical issues for Christians. It explores how responses to moral problems and integrity shape the Christian community. It provides a foundation for further studies in Christian ethics and for congregational/institutional responses to social and moral concerns.

PY511 Premarital and Marital Counseling OR PY543 Community Mental Health

Core: Intercultural Foundational Studies Core (25 units)
MI500 Introduction to Missiology
A study of world missions in the biblical and theological relation with historical, cultural, and strategic dimensions of world missions.

MI520 History of the World Christian Movement
This course concentrates on how Christianity became a global religion in less than 2,000 years with the biblical foundation, the historical framework, and human participation.

MI574 Cultural Anthropology for Christian Mission
This course studies how people think and behave (behavioral science) which is the tool to understand other cultures. It aims to understand the diversity of cultures and people and to broaden the perspective on the complexity of global society.

MI610 Diaspora Church Planting
This course explores biblical, theological, historical, and practical foundations for church planting among diaspora communities. Students will examine migration, globalization, ethnic communities, multicultural ministry, and contextual church planting strategies while developing practical approaches for establishing and multiplying healthy churches among diaspora populations.

MI640 Mission and World Religion
This course provides a clear introduction to the major world religions, examining their religious traditions of the world considering their history, worldview, practices, places, philosophies, and ideals. These include the religions of the Primitive religions, Zoroastrianism, Islam, Hinduism, Buddhism, Cheondoism, Shintoism, Confucianism, and Daoism. In additions, identifying these

major religions of the world, this course challenges students to familiarize themselves and to communicate each other in the diversity of religiosity

MI655 Missional Biblical Hermeneutics
This course introduces students to reading and interpreting Scripture through the lens of God's redemptive mission. Students will examine the missional themes that unify the biblical narrative and develop interpretive skills that connect biblical theology with contextualized ministry, intercultural engagement, and participation in the mission of God.

MI680 Intercultural Communication
This course provides an understanding of the operational factors, ambient circumstances, and involved process of communication in intercultural situations and how that affects biblical ministry in those contexts.

PT580 Transformative Global Leadership
This course explores the nature of Christian leadership development in the transformative, global, and changing environmental. It also highlights an integration of spiritual leadership, global perspective, identity and how God shapes a leader deeply over a lifetime for unique purposes.

Intercultural Studies Mission Field Work – 1 credit MW001 – Fieldwork I (0.5units) & MW002 – Fieldwork II (0.5units)

Intercultural Practical Studies Electives – 9 credits (Choose four of the following classes) Students can customize the degree to their needs and interests by choosing electives from the MAICS program or any master level programs at CPU with an advisor's approval. Other courses may be added to this list when announced.

MI660 Cross-cultural Ministries & Mission
MI550 Global Church Planting & Multiplication Strategies
MI540 Business, NGO, and Tent-making in Missions Context
PT630 Muslim Evangelism among Islamic Contexts
PT530 Christian and Muslim Dialogue
MI520 Transformative Teaching in Global Context

Master of Arts in Professional Coaching

Program Goal

The Master's Program in Professional Coaching is a program that aims to develop professional coaches with various coaching skills to deal with the many problems people face in life. In particular, the goal is to educate students so that they can not only secure professionalism as a coach by acquiring various coaching skills, but also demonstrate leadership in the organization to which they work.

Program Learning Outcomes (PLOs)

The school expects students to achieve three things through this master's program.

1. We expect students to acquire excellent communication skills that lead to the formation of good relationships with people. Through this, above all else, you will enjoy the satisfaction and freedom of your life.
2. We expect students to develop character and leadership through communication and relationship formation. Communication is not just dealt with at the level of technology, but also at the level of the Bible and Christian spirituality in terms of faith, and wounds in the heart and character in terms of psychology.
3. Leadership with a mature character is crucial to the development and success of the organization in an organization when working in a leadership position. Self- confidence through excellent communication and the formation of smooth relationships will be displayed as a great ability to handle and influence people in the organization.

Admission Requirement

Those admitted to the Master Arts in Intercultural Studies are required to have:

- B.A. degree or its equivalent;
- A 2.5 grade point average of 4.0 scale for all previous studies.

Degree Requirement

- Completion of 36 credit units with a 2.5 grade average by completing the course requirements and;

Method of Instruction

The method of instructions is Zoom instruction, which is online virtual live classes, and recorded lectures via traditional online methods.

Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Required Credit Unit for Graduation

The M.A.P.C curriculum consists of 36 semester credits of coursework.
Total: 36 unit

Professional Education (24 units)
PC 500 Introduction to Coaching (3units)
PC 562 Coaching Leadership (3 units)
PC 517 Christian Life Coaching (3units)
PC 520 Coaching Psychology (3 units)
PC 540 Coaching and Language Studies (3 units)
PC 545 Biblical Coaching (3 units)
PC 560 Coaching Competency Seminar (3 units)
PC 565 Coaching Ministry (3 units)

Elective Course (12 units)
PC 580 Coaching Supervision (3 units)
PC 570 Group Mentor Coaching (3 units)
PC 575 Group Coaching Facilitation (3 units)
PC 600 Psychological Assessment Seminar (3 units)

Practical Training Certificate

Acquisition of Coaching Certification through Inter-Institutional Connection Total units to graduate – 36 units

PC 500 Introduction to Coaching
This course is designed to learn about the basic definition and history of coaching, the components and processes of coaching, the range of coaching effects, and the overall theoretical system of coaching related to the coaching model.

PC 512 Coaching Leadership
Based on trust-based structured communication, this is a subject that studies strength-centered new leadership that improves the ability of organizational members, solves problems, achieves goals, develops capabilities, and motivates them.

PC 517 Christian Life Coaching
Christian Life Coaching subject helps people living their lives find their personal potential by setting goals and motivating them to achieve them, improving the quality of their lives, discovering their passions and purpose in life, and helping them break free from limitations and obstacles.

PC 520 Coaching Psychology
Coaching psychology is a specialized field that helps individuals and organizations develop by combining the principles and methods of coaching and psychology. In particular, after acquiring psychological theories, you could measure performance, provide feedback for improvement, and establish effective strategies in order to induce effective behavioral changes. In short, it is a subject to study various psychological methods and application cases for you to utilize them for coaching.

PC 540 Coaching & Language Studies
As a subject that studies the relationship between the brain and language that can be effectively applied in the field of life and ministry, through various techniques of Christian NLP, how the words of the Bible are involved in our brain and how to apply them to real life and ministry. It is a subject in which research is being conducted.

PC 545 Biblical Coaching
The biblical coaching research course is a course that studies biblical leadership through coaching as well as an approach to coaching from a biblical perspective. To this end, not only coaching

academic research based on the Christian worldview but also in-depth research will be conducted centering on Jesus' coaching ministry to nurture effective leaders required in the ministry field.

PC 560 Coaching Competency Seminar
It is a course to improve the overall competency of the knowledge, skills, values, and attitudes necessary for coaches to successfully perform their role, and consists of individual coaching practice, practices through institutions, and competency-enhancing seminars, which are conducted over 3 semesters. It is a coach-making process.

PC 570 Group Mentor Coaching
It means to receive coaching skills and wisdom in the relationship between a coach and a peer through an outstanding senior coach in the field of coaching. In particular, through group mentor coaching, not only individuals but also all members of the group will be able to experience the effectiveness of coaching and improve their coaching capabilities.

PC 580 Coaching Supervision
Supervision for life coaches and Christian coaches is systematically well organized so that they can continuously build their coach capabilities based on specific feedback and detailed guidance through 1:1 coaching with a professional coach who will act as a mentor to grow you as an excellent coach.

PC 565 Coaching Ministry
This course is designed to build professional spiritual leaders. Through individualized goals based on the biblical worldview, in-depth research and excellent practical examples of ministry are conducted so that we can restore the image of God and build the church, the body of Christ, to realize the kingdom of God on earth.

PC 575 Group Coaching & Facilitation
It is a process of setting up experts who will be in charge of facilitation and support by promoting team goals efficiently by participating in group activities from a neutral position. Also, it will help those coaches who work for group coaching focused on finding solutions to problems for performance improvement and effective operation of the group and planning for new changes.

PC 600 Psychological Assessment Seminar
The psychological evaluation seminar identifies and treats individual psychological difficulties and related problems that occur in the actual coaching field by identifying individual personality, interpersonal characteristics, and potential through overall comprehensive psychological testing tools used in clinical settings. This course is composed of content that can develop a basic understanding of psychological tests and the ability to apply them to various cases so that students can decide how to deal with them and how to deal with them.

Master of Business Administration

The Master of Business Administration at our California Prestige University is a two-year program that is designed to introduce students to various disciplines of business such as accounting, human resources, marketing, management, strategy, etc. Our MBA program is designed to help those develop their communication and oral skills so that they will be able to apply their skills in real-world situations. MBA is usually interdisciplinary because it requires the student to use their knowledge from fields other than business such as psychology and sociology. Therefore, students who are willing to pursue their studies in MBA will require motivation and time commitment for successful course completion. The course of study provides a balanced approach to the art and science of management and informs the individual how to manage through giving information. The employment opportunities for the graduates of this program include accountants, company managers, and finance analysts, and insurance specialists.

Students enrolled in the Master's degree program shall be required to study at least one academic year or 25% of the credit hours at the CPU.

Program Objectives

Inculcate ethical values and good character in business.

1. Articulate the nature of domestic/global economics and markets.
2. Effectively communicate and work in team environments.
3. Articulate administration and management principles, strategies, and methods.
4. Demonstrate knowledge and skills of accounting and finance.
5. Understand and apply leadership theories and skills in business organizations.

Program Learning Outcomes (PLOs)

Learning skill and other competencies to be acquired by students.

1. Obtain an ability for critically reasoning and solving problems.
2. Effectively use skills to communicate to a business audience.
3. Possess the methods of achieving organizational decisions in socially responsible manner.
4. Articulate and effectively use management/leadership principles, strategies, and methods.
5. Demonstrate and use skills of accounting and finance.

Graduates of Master of Business Administration degree program could prepare the Job Classification as followings using the United States Department of Labor's Standard Occupational Classification codes:

- 11-1000 Top Executives
- 11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
- 11-3000 Operations Specialties Managers
- 11-9000 Other Management Occupations
- 13-1000 Business Operations Specialists
- 13-2000 Financial Specialists

Admission Requirement

Those admitted to the Master of Business Administration are required to have:

- degree or its equivalent.
- A 2.5 grade point average for all previous studies.

Degree Requirements

The MBA is a breadth degree which is an asynchronous online program and includes:
Successfully complete 42 credit hours (units) of the Following coursework with a minimum cumulative Grade point average of 2.5 on a 4.0 scale:

- Complete 36 credit hours (units) of coursework for those entering with a bachelor's degree in business administration.
- Students entering the program with a bachelor's degree from another discipline will be required to take the First Year MBA Core courses and complete a total of 42 credit hours (units) of coursework.
- Successfully complete capstone.

Candidates are expected to have acquired basic math skills and working knowledge of computers. Students who have not had a course in basic math skills or computer concepts involving database management and spreadsheet software must either demonstrate to faculty that they have the requisite proficiency in these areas or b) take the necessary courses. Students must own or have access to a computer. Those without a Business Administration academic background will be required to complete pre-requisite courses.
Candidates must have a 2.5 cumulative GPA to be eligible for the graduate program, or in special circumstances, may be accepted with approval from the Faculty Advisor and Chief Academic Officer. Students are expected to maintain a 2.5 GPA to complete the program. In addition, each degree program requires completion of the graduate core plus either.

a) graduate research class and thesis, or
b) graduate research class and successful passage of a comprehensive exam.

Method of Instruction

The method of instructions is blended instruction, which is both on site, lecture based as well as online virtual live classes, and recorded lectures via traditional online methods.

Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Time Limit

The Master of Business Administration program must be completed within four years from the date of admission.

Notice to Prospective Degree Program Students

This institution is a fully accredited institution by ABHE to offer degree programs.

Required Credit Unit for Graduation

Pre-requisite graduate core	9 units
Graduate Core	18 units
Electives	9 units
Capstone	6 units
TOTAL	**42 units**

Master of Business Administration Course Curriculum

Pre-requisite Graduate Core: (9 units)

Course No.	Course Title	Units/Hours
BM 501	Graduate Management Theory & Practice	3 units
BA 501	Graduate Marketing	3 units
BA 530	Graduate Business Statistics	3 units

Course Description

BM 501 Graduate Management Theory & Practice (3 Units)
Covers various management approaches, including recent, emerging, and anticipated developments. Focuses critical attention on relevant theory, research, and practice; facilitates the development of analytical and research skills to encourage further contributions to the field; and identifies important and current employee issues for application of existing and future management knowledge. Prerequisite: Graduate Standing.

BA 501 Graduate Marketing (3 units)
Covers issues in marketing policy, develops management knowledge and skills to address them, and identifies recent and anticipated environmental developments which relate to marketing. Prerequisite: Graduate Standing.

BA 530 Graduate Business Statistics (3 units)
Emphasizes analyzing data, interpreting the output, and utilizing skills to effectively apply statistical techniques to the design and evaluation of research regarding business practice. Included are the knowledge and skills to select statistical procedures appropriate to a research task and design, and the performance of accurate calculations in applying them. Covers concepts and techniques regarding problems, case studies, data analysis and the interpretation of computer output via Minitab and excel.

- A First Look at Statistics and Data Collection & Data Presentation Using Descriptive Graphs
- Data Summaries using Descriptive Measures & Probability Concepts
- Discrete Probability Distributions
- Continuous Probability Distributions
- Statistical Inference and Sampling
- Hypothesis Testing for the Mean and Variance of a Population
- Inference Procedures for Two Populations
- Analysis of Variance (ANOVA)
- Quality Improvement
- Applications of the Chi-Square Statistic
- Correlation and Simple Linear Regression
- Quantitative Business Forecasting
- Nonparametric Statistic

Graduate Core: (18 units)

Required of All MBA Students

Course No.	Course Title	Units/Hours
BA 550	Graduate Principles and Procedures of Financial Accounting	3 units

BA 551	Graduate Economic Analysis	3 units
BA 554	Graduate Financial Theory & Policy	3 units
BM 520	Graduate Production & Management System Analysis & Development	3 units
BM 580	Graduate Strategic Planning & Management	3 units
BM 570	Graduate Computers & Management Information Systems	3 units

Course Description

BA 550 Graduate Principles and Procedures of Financial Accounting (3 units)
Detailed examination of standard financial accounting, including major financial statements, double-entry accounting method, accrual and cash accounting, and specific analysis of assets, liabilities, and owner's equity accounts.

BA 551 Advanced Economic Analysis (3 units)
This course develops an overview of economics theory for analyzing managerial operations. This course will analyze customer behavior, demand functions and elasticity of demand, demand estimation, elementary techniques and multiple regression analyses, forecasting, measurement of production functions, costs, and profit. This course will further examine planning and control, pricing-output-and non-price competition in different market structures, the economic role of government, and capital budgeting-financial policy. Finally, this course provides the necessary statistical tools to empirically analyze a business/industry for optimal managerial decision making.

BA 554 Graduate Financial Theory & Policy (3 Units)
Directs critical attention to financial theory, focuses on its direct application to business analysis and management, and covers a wide range of financial concepts.

BM 520 Graduate Production & Management Systems Analysis & Development (3 Units)
This course identifies key production problems, including planning, scheduling, layout, and control; applies the system approach to their resolution; and includes recent developments, such as decision analysis and large-scale modelling.

BM 580 Graduate Strategic Planning & Management (3 Units)
Introduction to methods for maximizing competitiveness in the industrial and macroscopic environment. Focuses on the importance of key issues reflected in and effective methods for corporate goal formulation, internal and external analysis, business and corporate level strategy, and supportive organizational structures, processes, and systems. Includes case analysis. Assignments include analysis, evaluation, and if needed, modification or design of strategy for existing company, deliverable as a term project as well as consultant report to client.

BM 570 Graduate Computers & Management Information Systems (3 units)
An introduction to the study and practice of information systems management. The objective is to facilitate students' understanding of the structure, development, and management of information systems that can support a wide range of organizational functions at various levels with a view to developing a capability to analyze and/or to design an information system to satisfy business needs. Component parts of the information system are studied, together with the interactions between such components.

The discussion assumes logical reasoning to be the core of conceptualization. Thus, much of the material covered appears to be a re-statement of common-sense logic, which in fact it is. You will

frequently observe formalized statements of natural reasoning in the context of computer operations and information systems structure and application.

Electives: select from the following: (9 units)

Select (9 units from the following):

Course No.	Course Title	Units/Hours
BA 590	Managing Organizational Change	3 units
BA 592	Negotiation Skills	3 units
BA 594	Managing International Human Resources	3 units
BM 540	Legal, Political and Ethical Dimensions of Business	3 units
BM 560	Managerial Communication	3 units

BA 590 Managing Organizational Change (3 units)
This course addresses concepts and techniques required to successfully implement change across an organization. Coursework focuses on identifying an organization's vision as well as opportunities that can align the vision with the organization's structures, processes, culture, and orientation to the environment. Also addressed are opportunities for, and problems in, managing human dynamics in organizations, including intervention techniques, models, principles, and values that indicate how to take charge of planned change efforts to achieve success.

BA 592 Negotiation Skills (3 units)
This course introduces general business negotiation techniques, strategies, and tactics. Strategies focus on approaches to negotiation situations; tactics focus on moves affected during negotiations. In addition to developing and enhancing students' negotiating proficiency, the course emphasizes processes and methods of conflict resolution. Topics include preparing for negotiations; distributive and integrative bargaining; resolution of impasse; ethics; the roles of power, personality, and dispute resolution processes; and communication processes. Students use developed skills in the classroom, electronically and through telephonic negotiation situations.

BA 594 Managing International Human Resources (3 units)
This course examines strategy and tactics that make up the global human resources management field. The course provides a broad overview of how global human resources functions differ from those of domestic human resources, helps students develop an understanding of how global human resources strategy is crafted and shows how such strategy is put into effect. Emphasis is placed on staffing, compensation, training, performance management, labor relations, communication, and regulatory compliance within the global business environment.

BM 540 Legal, Political and Ethical Dimensions of Business (3 units)
This course introduces students to the legal, political, and regulatory controls that define, promote and limit business practice opportunities. Fundamental interactions of law, politics, ethics, and corporate social responsibility are emphasized. Topics include business and the legal system; foundations of business ethics; the constitution and business; regulatory and administrative agencies; regulation of private business conduct; the employer-employee relationship; formation and performance of contracts; ownership and control of business; antitrust, trade practices and consumer protection; land use and environmental protection; and the legal environment of international business`

BM 560 Managerial Communication (3 units)
Managerial Communication emphasizes communication competencies that help ensure business success. Students learn how to write effective, persuasive, and negative messages; conduct

business research, analyze information, and write a business proposal or report; deliver an effective oral presentation with visual aids; and create corporate training materials. Also addressed are group dynamics, intercultural communication, media relations and ethics.

Master's Capstone 6 units

Course No.	Course Title	Units/Hours
BM 599	Master's Capstone	6 units

Course Description

BM 599 Master's Capstone (6 units)
In this culminating course experience, MBA candidates integrate concepts and skills developed in previous coursework. Students research and develop a new business opportunity which requires synthesis of communications, analysis, marketing, operations, finance, human resources, and leadership principles. Options for developing the business opportunity may include a case study, business plan, simulation, or an approved project for an existing company.

Doctor of Intercultural Studies

Program Goal

The Doctor of Intercultural Studies is an advanced professional degree, designed to equip diaspora Christian leaders and mission workers for increased skills and effectiveness while serving in pluralistic and multiethnic contexts. This in-service program is designed for ministers who are already involved in cross-cultural work.

Program Learning Outcomes (PLOs)

Upon successful completion of the program, the student will be able

1. To develop a comprehensive knowledge of the disciplines of contextual studies to apply their training to their cross-cultural ministry context.
   (2. PC 732 Contextual Methodology: Contextualization from Pauline Perspectives) (3. PC 750 Anthropological Methodology: Ethno-theology) (4. PE 750 Theological Methodology: Theologizing in Global Contexts)
2. To develop a competence to apply original research and writings that advance theological understanding for the sake of church, mission, and society.
   (PR 750 Research Design) (4. PE 750 Theological Methodology: Theologizing in Global Contexts) (3. PC 750 Anthropological Methodology: Ethno-theology) (PI Tutorial 3)
3. To apply a breadth of knowledge of contextually appropriate and theologically sound missiology to their current ministry contexts. (1. PT 750 Missionary Ecclesiology) (3. PC 750 Anthropological Methodology: Ethno-theology)
   (4. PE 750 Theological Methodology: Theologizing in Global Contexts) (PI 710 Tutorial 1)
4. To enable the student to apply contextual studies in its dimensions of teaching, and contextual ministries.
   (6. PR 750 Research Design)
   (4. PE 750 Theological Methodology: Theologizing in Global Contexts)
   (3. PC 750 Anthropological Methodology: Ethno-theology) (PI 720 Tutorial 2)

Admission Requirement

Those admitted to the Master Arts in Intercultural Studies are required to have:

- Master of Divinity Degree with 5 Intercultural Studies courses or;
- Master of Arts in Intercultural Studies or,
- Master's Degree (with any other major) with 5 Intercultural Studies courses
- A formal application
- A minimum of 3.4 cumulative grade point average for master level degree.
- A minimum of 5 years of cross-cultural ministry (5 years after having been commissioned, spouse included) or pastoral experience (5 years after having been ordained or as wife of an ordained pastor). The admissions committee will decide if the candidate is qualified in other areas but has not fulfilled five years of ministry after having been commissioned or ordained.
- a 15-20-page academic writing sample
- a 250-300 word Proposed Research Interest Statement

Degree Requirement

Total credits for this degree program: **32** units

The full-time load for the D.ICS is designed to be 8 units per semester, which comprises 2 classes of 4 units each. This will translate to 3 semesters for 24 units of classes. An additional 8 units of dissertation writing will be required for the D.ICS program. The full-time load for the dissertation writing is designed to be 4 units per semester, which translates to 2 semesters for the dissertation writing. Therefore, the total minimum amount of time required to complete this degree is 5 semesters which equals to 2.5 years.

Doctor in Intercultural Studies program facilitates an orderly progression of studies toward its goals within a specified length of time. The students will be carefully evaluated after a year of study in the form of an advisor's evaluation to advise those who do not show sufficient signs of promise.

The advisor's evaluation will be based upon the grade that the student received during the first year of course work. The student must take 3 required courses out of 4 classes in the first year and the minimum grade for the required courses will be B+.

Method of Instruction

1. The method of instruction will consist of both direct in class and on-line lectures.
2. Experienced world class faculty members will provide the lectures based on the following:

- A course outline that includes sequence of instruction and specific learning outcomes.
- The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic.
- Students will be required to discuss, and present critical themes presented in class which will enhance the in-depth research capabilities for each student.
- Each course will require a written research thesis devoted to the topic during the class lectures.
- In-depth critical review of published literatures presented in class
- Faculty members are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by the students that will ultimately lead to final dissertation in the area of their desired research.

Core Courses (3 out of 6 courses, 12 units)

1. PT 750 Missionary Ecclesiology.
   The purpose of this course is to develop a missionary ecclesiology in the light of missiology. Missionary leaders need to revisit its ecclesiology on the historical self-understanding of the church (drawing from both the Apostle's Creed and the marks of the Church), as well as developments in globalism and ecumenicism. The church should restate its self-understanding in terms of being a missionary people. This course advocates a closer identification between the local congregation and the universal church to redefine ecclesiology. Local Congregations the world over will gain new life and vitality only as they understand the missiological purpose for which they alone exist, the unique culture, people and needs of their context, and the missionary action through which they alone will discover their own nature as God's people in the world.

2. PC 732 Contextual Methodology: Contextualization from Pauline Perspectives
   The purpose of this contextual methodology is to study the Apostle Paul's mission theology and methodology. The value of this comprehensive survey lies in part in its grounding in careful expository studies of Paul's ministry as revealed in Acts and in the corpus of the Pauline

epistles. This Pauline study illustrates the abiding relevance of Paul's first-century insights for missionary thought and practice in the twentieth century. It covers theology (the sources and nature of Paul's theology and his theological assumptions for mission), conversion (Paul's conversion in Acts; conversion as reality, experience, and process; and conversion and the real world), the convert's new life (what its spiritual basis is and how to live it) the church (its oneness, diversity, and contextuality; its leadership, worship, discipline, and finance), and the missionary (his or her credentials and ministry). It is dynamic, evangelical, pastoral, contextual and holistic.

3. PC 750 Anthropological Methodology: Ethno-theology
   The purpose of this anthropological methodology course is to study dynamic Biblical theologizing in Cross-Cultural Perspective(ethno-theology). Employing Charles Kraft's anthropological methodology, the development of 'biblically grounded theological models' that will enable us to be more effective in communicating the Christian message in a multicultural world. This study process will create a kind of 'paradigm shift' or radically altered view of cross-cultural theologizing in the mind of the student. The course deals with the concept of 'dynamic equivalence' and applies it to the areas of translation, preaching, theologizing and church planting.

4. PE 750 Theological Methodology: Theologizing in Global Contexts
   The purpose of this theological methodology course is to know God in Global Contexts. The theology of mission is both globally significant and locally articulated. Knowing God in context involves knowing the one God who created one world, in grace offered one covenant in many forms, sent one Son, and is in our midst through the One Holy Spirit who created one Church. Yet, in the midst of unity, there is a wonderful, miraculous, and unexplored diversity whereby the knowing of God in context seeks to develop the full richness of God's revelation in the midst of human cultures. The scope, fullness, and depth of God's mission is so large that no one Christian tradition seems to be able to encompass all of its aspects. At the same time, in the theology of mission we are well aware of the danger of error, heresy, and lack of clear thinking whereby non-biblical agendas too often creep into our theology of mission. The basic presupposition of this course is that the theology of mission should not be constructed as a justification for a predetermined course of action. Rather, mission practice should be influenced by our theology of mission. At the same time, theology of mission will not be appropriate missiological reflection unless it is carried out in context, in the midst of missiological praxis, and with the full participation of both theoreticians and practitioners of mission, in the context of the world church.

5. PH 750 Historical Methodology: Theologizing in World Christian Civilizations
   The purpose of this historical methodology course is to provide a chronological overview of the historical and cultural aspects of the global development of the biblical faith and the Christian movement, with special attention to the biblical foundations for addressing the roots of human problems around the world. An overview is given of the past and present with focus on understanding factors that enabled the biblical faith to become a global phenomenon. The positive and negative impact of the Christian movement on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith.

6. PE 760 Instructional Design.
   The purpose of this course is to develop an instructional design for mission perspectives program for the church and missionary leaders. Through this course, missionary learners will learn the advanced concepts of missiology, focusing on Ralph Winter's Mission Perspectives program. Missionary leaders will be able to develop their own instructional design appropriate for each church, seminary, or missionary organization.

Research Design (4 units)

PR 750 Research Design

The purpose of this course is to develop a dissertation proposal and methodology. This course aims to help learners develop the knowledge and competencies needed to write a doctoral dissertation. Through this course, learners will learn the basic structure of dissertation, how to select the topic, precedent research, research purpose, thesis, and research methodologies. Through this process, learners will develop the ability to write a dissertation and make a proposal for the dissertation.

Research Areas

Biblical Theology of Mission (or)
Missionary Ecclesiology
Intercultural Communication
Mission in Pluralistic Context
Mission from Old Testament Perspectives
Mission from New Testament Perspectives
Holy Spirit Movement in the Church
The Theory and Practice of Cross-Cultural Church Planting
Contextual Evangelism and Discipleship
Mentoring and Coaching in Contextualization
Member Care in the 21st Century
Diaspora Immigrant Church
Diaspora Historiography
Development of Asian Theology
Spiritual Powers in Mission
Understanding the Islamic Movement and Religion:
Worldview & Worldview Change
Leadership Development in the Bible
Pastoral Missiology
The Restoration of Israel and World Mission
Life-Long Development of Leaders

Dissertation (16 units)

Proposal (0 unit)
PI 710 Thesis 1 (4 units)
PI 720 Thesis 2 (4 units)
PR 775 Doctoral Seminar (0 unit)
PR 795 Dissertation (8 units)
Total units: 32

Doctor of Philosophy in Contextual Studies

Program Goal

The Doctor of Philosophy in Contextual Studies equips students to produce research and writing, at the highest academic competence, in Christian mission and ministry contexts. Students will deepen their understanding of cultural diversity, contextual realities, and sociocultural change. Students integrate theology, missiology and social sciences, thereby offering their original scholarly research to be a meaningful contribution to the global Christian community. Consequently, students are equipped for the vocations of teaching and research at the university and seminary level.

Program Learning Outcomes (PLOs)

Upon graduation, the student will be able to:

1. To develop a comprehensive knowledge of the disciplines of contextual studies.
   (2. PC 832 Contextual Methodology: Contextualization from Pauline Perspectives) (3. PC 810 Christianity in Culture: Ethno-theology) (4. PE 850 Theological Methodology: Theologizing in Global Contexts)
2. To develop a competence to engage in original research and writing that advance theological understanding for the sake of church, mission, and society.
   (PR 850 Research Design) (4. PE 850 Theological Methodology: Theologizing in Global Contexts) (3. PC 810 Christianity in Culture: Ethno-theology) (PI Tutorial 3)
3. To develop a breadth of knowledge of contextually appropriate and theologically sound missiology. theological and religious studies and in other academic disciplines (1. PT 850 Missionary Ecclesiology) (3. PC 810 Christianity in Culture: Ethno-theology) (4. PE 850 Theological Methodology: Theologizing in Global Contexts) (PI 810 Tutorial 1)
4. To enable the student to develop contextual studies scholarship in its dimensions of teaching and research. (6. PR 850 Research Design) (4. PE 850 Theological Methodology: Theologizing in Global Contexts) (3. PC 850 Anthropological Methodology: Ethno-theology) (PI 820 Tutorial 2)

Admission Requirements

Those admitted to the doctoral programs are required to have admitted to the Master Arts in Intercultural Studies are required to have:

- Master of Divinity Degree with 5 Intercultural Studies courses or;
- Master of Arts in Intercultural Studies.
- Master of Arts in Intercultural Studies or,
- Master′s Degree (with any other major) with 5 Intercultural Studies courses
- A formal application
- A statement of the applicant's Christian faith, vocational objectives and reasons for seeking admission to CPU
- Two letters of recommendation from the applicant's pastor and a professor on a form supplied by California Prestige University
- A minimum of 3.4 cumulative grade point average(out of 4.0) for master level degree.
- A minimum of 5 years of cross-cultural ministry (5 years after having been commissioned, spouse included) or pastoral experience (5 years after having been ordained or as wife of an

ordained pastor). The admissions committee will decide if the candidate is qualified in other areas but has not fulfilled five years of ministry after having been commissioned or ordained.

- a 15-20-page academic writing sample
- a 250-300 word Proposed Research Interest Statement
- Two book reports (2 pages)
- Book lists related to Mission (Author, title, publisher, year) - 1-2 pages
- ID Copy

THE "INCOMPLETE" GRADE FOR DOCTORAL PROGRAMS
The grade "I" may be assigned when a student's work is of non-failing quality but is incomplete due to problems beyond the student's control. An "I" grade may be changed upon completion of the work agreed upon with the instructor. The work must be completed no later than the last day of finals week in the following semester.

Outstanding Incomplete grades are lapsed to a failing grade at the end of the subsequent semester. Students have until the end of finals week to complete any remaining work in cases when the instructor grants that time to the student for completion of the work.

The "I" grade shall be disregarded in determining a student's grade point average.

PROCEDURES FOR STUDENTS
You must request and receive instructor approval for an Incomplete.
You should complete your portion of the request form, including the reason you are requesting the Incomplete which must be for good cause, such as illness. The instructor has the option to approve or disapprove the request and should state on the form how and when the "I" is to be completed. If approved, the instructor will keep a copy of this request and give a copy to you.
You must complete the work to remove the grade Incomplete on or before the date agreed upon with the instructor. That date must be before the end of finals week of the following semester.
Failure to complete this work within the time limit will result in a permanent failing grade.

PROCEDURES FOR INSTRUCTORS
If you agree to assign this student an Incomplete, please complete the APPROVAL portion of this form, keep a copy for yourself, give a copy to the student, and submit an "I" grade for the student using the Grades application.
Once the student has completed the work, submit the final grade using the Grades application.

Degree Requirement

Total credits for this degree program: 48 units

The Ph.D.C.S. in Contextual Studies program facilitates an orderly progression of studies toward its goals within a specified length of time. The students will be carefully evaluated after a year of study in the form of an advisor's evaluation to advise those who do not show sufficient signs of promise.

The advisor's evaluation will be based upon the grade that the student received during the first year of course work. The student must take 3 required courses out of 4 classes in the first year and the minimum grade for the required courses must be B+.

The candidacy examination will be offered for those who completed all the coursework and want to proceed to the dissertation phase of the program. The candidacy examination will include examination for major core courses and evaluation of dissertation writing ability.

Method of Instruction

Students will receive blended instruction as both on-site lectures as well as online virtual live classes and recorded lectures via traditional online methods.

Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcomes. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculty members are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Doctor of Philosophy in Contextual Studies Curriculum

The curriculum of the Ph.D. in Contextual Studies consists of 7 required core classes and 3 tutorials, a comprehensive exam and a dissertation (48 units total). The courses are designed to meet the specific research interests of the student under the guidance of their faculty mentor and guidance committee.

Core Courses (7 courses, 28 units)

1. PT 800 Biblical Theology of Mission (or) PT 850 Missionary Ecclesiology
   The purpose of this course is to develop a missionary ecclesiology in the light of missiology. Missionary leaders need to revisit its ecclesiology on the historical self-understanding of the church (drawing from both the Apostle's Creed and the marks of the Church), as well as developments in globalism and ecumenicism. The church should restate its self-understanding in terms of being a missionary people. This course advocates a closer identification between the local congregation and the universal church to redefine ecclesiology. Local Congregations the world over will gain new life and vitality only as they understand the missiological purpose for which they alone exist, the unique culture, people and needs of their context, and the missionary action through which they alone will discover their own nature as God's people in the world.

2. PC 830 Contextual Theology (or) PC 832 Contextual Methodology: Contextualization from Pauline Perspectives
   The purpose of this contextual methodology is to study the Apostle Paul's mission theology and methodology. The value of this comprehensive survey lies in part in its grounding in careful expository studies of Paul's ministry as revealed in Acts and in the corpus of the Pauline epistles. This Pauline study illustrates the abiding relevance of Paul's first-century insights for missionary thought and practice in the twentieth century. It covers theology (the sources and nature of Paul's theology and his theological assumptions for mission), conversion (Paul's conversion in Acts; conversion as reality, experience, and process; and conversion and the real world), the convert's new life (what its spiritual basis is and how to live it) the church (its oneness, diversity, and contextuality; its leadership, worship, discipline, and finance), and the missionary (his or her credentials and ministry). It is dynamic, evangelical, pastoral, contextual and holistic.

3. PC 811 Cultural Anthropology for Christian Witness (or) PC 850 Anthropological Methodology: Ethno-theology
   The purpose of this anthropological methodology course is to study dynamic Biblical theologizing in Cross-Cultural Perspective(ethno-theology). Employing Charles Kraft's anthropological methodology, the development of 'biblically grounded theological models'

that will enable us to be more effective in communicating the Christian message in a multicultural world. This study process will create a kind of 'paradigm shift' or radically altered view of cross-cultural theologizing in the mind of the student. The course deals with the concept of 'dynamic equivalence' and applies it to the areas of translation, preaching, theologizing and church planting.

4. PE 800 Spiritual Formation of Missionaries in Global Contexts (or) PE 850 Theological Methodology: Theologizing in Global Contexts
   The purpose of this theological methodology course is to know God in Global Contexts. The theology of mission is both globally significant and locally articulated. Knowing God in context involves knowing the one God who created one world, in grace offered one covenant in many forms, sent one Son, and is in our midst through the One Holy Spirit who created one Church. Yet, in the midst of unity, there is a wonderful, miraculous, and unexplored diversity whereby the knowing of God in context seeks to develop the full richness of God's revelation in the midst of human cultures. The scope, fullness, and depth of God's mission is so large that no one Christian tradition seems to be able to encompass all of its aspects. At the same time, in the theology of mission we are well aware of the danger of error, heresy, and lack of clear thinking whereby non-biblical agendas too often creep into our theology of mission. The basic presupposition of this course is that the theology of mission should not be constructed as a justification for a pre-determined course of action. Rather, mission practice should be influenced by our theology of mission. At the same time, theology of mission will not be appropriate missiological reflection unless it is carried out in context, in the midst of missiological praxis, and with the full participation of both theoreticians and practitioners of mission, in the context of the world church.

5. PH 810 Mission History (or) PH 850 Historical Methodology: Theologizing in World Christian Civilizations
   The purpose of this historical methodology course is to provide a chronological overview of the historical and cultural aspects of the global development of the biblical faith and the Christian movement, with special attention to the biblical foundations for addressing the roots of human problems around the world. An overview is given of the past and present with focus on understanding factors that enabled the biblical faith to become a global phenomenon. The positive and negative impact of the Christian movement on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith.

6. PR 850 Research Design
   The purpose of this course is to develop an instructional design for mission perspectives program for the church and missionary leaders. Through this course, missionary learners will learn the advanced concepts of missiology, focusing on Ralph Winter's Mission Perspectives program. Missionary leaders will be able to develop their own instructional design appropriate for each church, seminary, or missionary organization.

7. PE 860 Instructional Design
   The purpose of this course is to develop an instructional design for mission perspectives program for the church and missionary leaders. Through this course, missionary learners will learn the advanced concepts of missiology, focusing on Ralph Winter's Mission Perspectives program. Missionary leaders will be able to develop their own instructional design appropriate for each church, seminary, or missionary organization.

Supportive courses for tutorials (3 courses, 0 unit)

PC 820 Intercultural Communication
PC 810 Mission in Pluralistic Context
PT 801 Mission from Old Testament Perspectives

PT 802 Mission from New Testament Perspectives
PH 813 Holy Spirit Movement in the Church
PC 833 The Theory and Practice of Cross-Cultural Church Planting
PC 834 Contextual Evangelism and Discipleship
PL 862 Mentoring and Coaching in Contextualization
PL 864 Member Care in the 21st Century
PP 800 Diaspora Immigrant Church
PC 835 Development of Asian Theology
PC 836 Spiritual Power in Mission
PC 837 Understanding the Islamic Movement and Religion:
PC 838 Worldview & Worldview Change
PL 821 Leadership Development in the Bible
PT 830 Pastoral Missiology
PJ 820 The Restoration of Israel and World Mission
PL 863 Life Span Development of Leaders
Notes: When necessary elective courses can be substituted with required courses with prior approval of PHDCS Director

Comprehensive Examination (0 unit)

Dissertation (20 Units)
Proposal (0 unit)
PI 801 Thesis 1 (4 units)
PI 802 Thesis 2 (4 units)
PI 803 Thesis 3 (4 units)
PR 885 Doctoral Seminar (0 unit)
PR895 Dissertation (8 units)

Total units: 48

Doctor of Psychology

Program Goal

The Doctor of Psychology (Psy.D.) program prepares students for advanced scholarship and the thoughtful application of psychological knowledge in pastoral care, spiritual care, ministry, and other appropriate non-licensure settings. Grounded in the University's Christian mission, the program integrates psychological theory, research, and ethical reflection with practical theology and spiritual formation. Students develop advanced capacities for understanding human development, evaluating psychological assessment and intervention approaches, responding to cultural diversity, and conducting independent doctoral research.

Licensure Disclosure: This program does not lead to licensure to practice as a psychologist in the State of California. Completion of the Psy.D. degree does not confer a psychologist license or authorize the independent practice of psychology. Coursework in assessment, diagnosis, counseling, and professional practice must be understood within this non-licensure scope.

Program Learning Outcomes (PLOs)

Upon completion of the program, graduates will be able to:

1. Critically integrate psychological theories and research with practical theology, biblical perspectives, and Christian traditions to develop a coherent framework for caring practices.
2. Analyze human development, personality, psychological functioning, and relational concerns through theoretically informed and culturally responsive perspectives.
3. Evaluate psychological assessment methods and counseling interventions using research evidence, psychometric principles, and appropriate professional boundaries.
4. Apply ethical reasoning and relevant legal principles to complex issues in research, pastoral care, spiritual care, and other appropriate professional contexts, recognizing limits of competence and the need for referral.
5. Demonstrate reflective, culturally responsive approaches to spiritual care and integrative helping relationships while respecting individual differences, beliefs, and autonomy.
6. Design, conduct, and communicate independent doctoral research that demonstrates methodological rigor, ethical responsibility, and a meaningful contribution to psychology and integrative caring practices.

Admission Requirement

Applicants to the Doctor of Psychology (Psy.D.) program must have:

1. A master's degree in psychology, counseling, or a closely related field from an accredited or officially recognized institution.

2. A minimum graduate grade point average of 3.0 on a 4.0 scale, or its equivalent.

3. Foundational coursework in psychology and research methods. Additional prerequisite coursework may be required.

Applicants must submit official transcripts and a brief statement of academic and professional goals. An admissions interview may be required.

Degree Requirement

1. Complete 48 credit units: 33 units of required core courses, 9 units of approved electives, and 6 units of dissertation coursework.
2. Maintain a minimum cumulative grade point average of 3.0.
3. Pass DPS 815 Comprehensive Examination and the Oral Examination, each graded Pass/No Pass (P/NP) and carrying no academic units.
4. Complete DPS 850 Dissertation I and DPS 855 Dissertation II, including an acceptable doctoral dissertation.Method of Instruction

The method of instruction includes interactive discussions, expert-led lectures, and regular assignments to reinforce learning. Dissertation planning is integrated from the beginning, ensuring a focused and practical academic progression.

Required Credit Unit for Graduation

Core Course:	33 units
Elective course:	9 units
Dissertation:	6 units
Total:	**48** units

All credit-bearing courses carry 3 units each. Students select three courses from the approved elective list. DPS 810 Colloquium for Dissertation Proposal is included in the 33-unit core requirement; the separate 6-unit dissertation requirement consists of DPS 850 and DPS 855. Examination milestones do not add to the 48-unit total.

Core Courses

Complete all 11 core courses (33 units).

DPS 700 Practical Theology & Integrative Approach for Caring Practices. 3 units

Examines the theological foundations of integrative caring practices through critical engagement with Scripture, Christian traditions, and contemporary psychological scholarship. Students evaluate models that connect counseling, spiritual direction, and other helping approaches, attending to their assumptions, tensions, and ethical implications. Case-based inquiry supports the development of a coherent, context-sensitive framework for care.

DPS 705 Theoretical Foundations: Psychological Theories and Spiritual Counseling. 3 units

Provides advanced comparative study of psychodynamic, cognitive-behavioral, person-centered, Gestalt, Adlerian, solution-focused, and acceptance and commitment approaches. Students critically examine theoretical assumptions, research support, and implications for understanding psychological distress and change. Emphasis is placed on reasoned case conceptualization and the responsible integration of psychological theory with pastoral and spiritual counseling.

DPS 710 Counseling Techniques and Interventions. 3 units

Examines advanced counseling processes and intervention strategies through scholarly analysis, simulated helping interactions, and case-based exercises. Students develop theoretically informed approaches to engagement, conceptualization, intervention planning, and evaluation of outcomes. Attention is given to cultural responsiveness, ethical boundaries, reflective use of self, and referral when needs exceed the practitioner's competence or authorized role.

DPS 715 Psychological Assessment. 3 units

Examines the conceptual, psychometric, and ethical foundations of psychological assessment, including reliability, validity, standardization, and cultural fairness. Students

critically evaluate assessment instruments, interview and observational methods, and the integration of multiple sources of information. Emphasis is placed on evidence-based interpretation, clear communication of findings, and recognition of limits on test use, professional competence, and scope of practice.

DPS 735 Multicultural and Ethnic Diversity in Psychology. 3 units

Critically examines the influence of culture, ethnicity, race, migration, social location, and intersecting identities on psychological development, research, and helping relationships. Students evaluate the cultural assumptions of psychological theories and consider the effects of discrimination, inequity, and acculturative stress. Scholarly inquiry and reflective analysis support culturally responsive conceptualization and ethical engagement with diverse communities.

DPS 750 Spirituality and Psychology. 3 units

Explores the relationship between spiritual experience and psychological functioning through historical, theoretical, and empirical perspectives. Topics include Jungian, transpersonal, and contemporary approaches to self-understanding, meaning, religious experience, and spiritual development. Students critically assess how psychological scholarship can illuminate spirituality while recognizing the distinct contributions and limitations of psychological and theological explanations.

DPS 771 Human Growth & Development. 3 units

Provides advanced study of human development across the lifespan, integrating biological, cognitive, emotional, social, and spiritual dimensions. Students critically compare developmental theories and research concerning attachment, identity, relationships, aging, resilience, and contextual influences. Emphasis is placed on developmental variation, cultural context, and the application of lifespan perspectives to research and integrative caring practices.

DPS 776 Ethics, Law & Professional Practice. 3 units

Examines ethical principles, legal responsibilities, and professional standards relevant to psychological scholarship and helping roles. Topics include informed consent, confidentiality, boundaries, documentation, mandated reporting, cultural responsibility, research ethics, and the distinction between licensed practice and non-licensed services. Students analyze complex dilemmas and formulate defensible responses that recognize competence, role limitations, consultation, and referral obligations.

DPS 800 Research Methodology and Data Analysis. 3 units

Develops advanced understanding of quantitative, qualitative, and mixed-methods research designs used in psychology and related fields. Students evaluate research questions, sampling strategies, measurement, data collection, and appropriate analytic methods. Emphasis is placed on methodological fit, critical interpretation of findings, research ethics, and the construction of a rigorous and feasible doctoral research plan.

DPS 805 Psychology Research and Dissertation Writing. 3 units

Prepares students to develop sustained doctoral scholarship through critical literature review, theoretical synthesis, and disciplined academic writing. Students refine research problems, articulate questions, evaluate gaps in existing knowledge, and align conceptual frameworks with methodological choices. Emphasis is placed on coherent scholarly argument, accurate attribution, transparent reporting, and the organization and revision of dissertation chapters.

DPS 810 Colloquium for Dissertation Proposal. 3 units

Guides students in developing and presenting a defensible dissertation proposal, including the research problem, literature review, conceptual framework, methodology, and ethical considerations. Faculty and peer critique help students refine the significance, feasibility, and coherence of their proposed studies. The colloquium emphasizes scholarly dialogue and clear justification of research decisions in preparation for dissertation work.

Electives

Select three of the following five courses (9 units).

DPS 720 Cultural Diversity in Counseling and Spiritual Coaching. 3 units

Examines culturally responsive approaches to counseling and spiritual coaching through comparative scholarship and applied case analysis. Students consider how language, migration, religious traditions, family expectations, and social context shape helping relationships and experiences of change. Emphasis is placed on cultural humility, adaptation of helping approaches, and ethical differentiation among counseling, coaching, and spiritual care roles.

DPS 755 Advanced Spiritual Direction. 3 units

Investigates the relationship between divine grace, personal response, and the psychological dynamics of spiritual growth within Christian traditions. Students critically examine discernment, spiritual experience, relational processes, and the responsibilities of the spiritual director. Reflective exercises and case analysis cultivate sensitivity to spiritual development, cultural context, boundaries, and circumstances requiring psychological consultation or referral.

DPS 725 Mental Health Diagnosis and Assessment. 3 units

Provides advanced academic study of psychopathology, diagnostic reasoning, and assessment of mental health concerns using current diagnostic frameworks and research. Students examine symptom patterns, differential considerations, contextual influences, and the strengths and limitations of categorical diagnosis. Case-based analysis emphasizes cultural responsiveness, risk recognition, ethical communication, and appropriate referral within the program's non-licensure scope.

DPS 730 Object Relation Theories for Personality & Human Relationships. 3 units

Examines major object relations theories and their contributions to understanding personality development, internal representations, attachment, and interpersonal patterns. Students critically compare theoretical perspectives and evaluate their relevance to contemporary psychological scholarship and caring relationships. Attention is given to relational case conceptualization, transference and countertransference, cultural considerations, and the limits of theoretical interpretation.

DPS 740 Individual Study. 3 units

Provides faculty-guided doctoral study of a focused topic in psychology, spirituality, or integrative caring practices. In consultation with the supervising faculty member, students develop a study plan with defined learning objectives, scholarly readings, and an appropriate final product. Emphasis is placed on independent inquiry, critical synthesis of advanced literature, and clear demonstration of doctoral-level analytical and scholarly competence.

Milestones

The comprehensive and oral examinations are required, non-credit milestones. Both are graded Pass/No Pass (P/NP).

DPS 815 Comprehensive Examination (0 units; P/NP)

Assesses students' readiness for doctoral dissertation work through integrated evaluation of knowledge developed in the core curriculum. Students demonstrate their ability to synthesize psychological theory, development, assessment, cultural perspectives, ethics, research methods, and theological integration. The examination emphasizes critical analysis and reasoned application rather than isolated recall and is completed following coursework, before proceeding to dissertation research and writing.

Oral Examination (0 units; P/NP)

Evaluates students' ability to articulate and defend doctoral-level scholarship in an oral setting. Students demonstrate coherent reasoning, integration of relevant literature, methodological understanding, and thoughtful responses to faculty questions. The examination provides an opportunity to assess scholarly judgment and the clear communication of research and integrative perspectives. Scheduling and examination procedures are established by the program.

Dissertation

Complete DPS850 Dissertation I and DPS 855 Dissertation II (6 units total). The dissertation demonstrates the student's ability to pursue a significant research question, engage critically with relevant scholarship, use appropriate methods, and communicate findings and implications with scholarly rigor. Research must adhere to applicable institutional review and research ethics requirements. The dissertation sequence builds on DPS 800, DPS 805, and DPS 810; the proposal colloquium remains part of the core curriculum.

DPS 850 Dissertation I. 3 units

Supports the initial implementation of the doctoral dissertation under faculty guidance. Students refine the research design, establish appropriate research procedures, address applicable ethics review requirements, and begin the scholarly or empirical work specified in the proposal. Emphasis is placed on methodological integrity, systematic documentation, and sustained progress toward a coherent dissertation.

DPS 855 Dissertation II. 3 units

Guides students through completion of the dissertation, including analysis or synthesis, interpretation, and presentation of findings. Students develop a scholarly discussion of the study's contribution, limitations, and implications for psychology and integrative caring practices. Faculty feedback supports substantive revision, coherent integration of dissertation chapters, and preparation of the final manuscript for institutional review and acceptance.

Doctor of Ministry in Compelling Preaching

Program Goal

The Doctor of Ministry (D.Min.) program predominantly focuses on the study and practice of Korean- American ministry and its role in globalization, with special emphasis on preaching, consisting of 32-unit curriculum. The program is crafted with a unique teaching method of the apprenticeship model, focusing on a 1:1 mentorship model that equips students with the essential knowledge, skills, and leadership acumen necessary for effective ministry within diverse church and mission field contexts across various cultures and generations.

Program Learning Outcomes (PLOs)

Upon successful completion of the Doctor of Ministry program, students will demonstrate the following program learning outcomes:

1. **Advanced Ministry Competence**:
   Graduates will exhibit advanced competence in ministry, demonstrating the ability to manage challenging ministry situations and create tools and strategies for ministry growth. This competence integrates enhanced theological insights with the practice of ministry leadership in complex and evolving contexts.

2. **Strategic Leadership Proficiency**:
   Graduates will demonstrate an advanced proficiency in leadership by applying cutting-edge theories and methodologies to guide diverse communities, and to address complex issues in ministry settings.

3. **Cultural and Generational Intelligence**:
   Graduates will enhance and integrate multi- cultural and multi-generational expressions by employing this nuance of innovative ministry approaches in diverse and multi-contextual settings.

4. **Futuristic Synergy Networking**:
   Graduates will synthesize contemporary leadership models and networking strategies to pioneer effective ministry initiatives in a digitally interconnected landscape.

5. **Spiritual and Personal Maturity**:
   Graduates will articulate and integrate a holistic approach to spiritual formation, equipping them to guide their own development and that of others within their ministry contexts, fostering spiritual maturity in a diverse and evolving community, and serving as spiritual leaders for both individuals and the pastoral community.

Admission Requirement

Those admitted to the Doctor of Ministry are required to have:

- M.Div. or its equivalent degree completion
- A 3.0 grade point average for all previous studies
- Preliminary Research Proposal
- 5 years or more ministry experience
- Recommendation Letter (both a pastor and professor)

Degree Requirement

- Completion of 24 credit units with a 3.0 grade average
- Doctoral Capstone Project 8 units

Method of Instruction

The focus of this program emphasizes the newer learning-discipline of education for the learners to explore and to develop the inner-potential and talents of student rather than to receive learning from teaches to students that has been typical and nominal way of learning practices. In other words, each student will be independent, and search for own learning-goals with the various resources and references provided by OPDP curriculums as well as by various existing-data and resources that will lead to finally capstone project that finalizes the studies of degree.

Required Credit Unit for Graduation

- 6 classes of 4 units each
- OPDP Mentorship 0 unit (DP730, DP731, DP750, and DP800)
- Doctoral Capstone Seminar 0 unit
- 2 dissertation sections with 4 units each

Core Course:	16 units
Elective Course:	8 units
Doctoral Capstone Project:	8 units
Total:	**32** units

DP730 Contemporary Issues in Preaching Ministry (4 units)
This course explores a range of contemporary issues relevant to the Korean immigrant church and examines how these issues intersect with the preaching ministry. Preachers will learn to address these issues effectively in their sermons, making their preaching more relevant and compelling to their congregations. Through a combination of lectures, mentorship, and practical assignments, students will refine their preaching methods and adapt their messages for diverse audiences. The course will also include case studies and real-life examples of how contemporary issues are being addressed in current preaching practices, with opportunities for peer feedback and reflection to develop both content and delivery skills.

DP731 Leadership Communication in Preaching Ministry (4 units)
This course is designed to equip pastors with the essential leadership and communication skills necessary to deliver powerful and impactful sermons. Effective leadership communication forms the foundation of a successful preaching ministry, as it enhances message delivery and influences audience engagement, understanding, and spiritual growth. By developing both strong leadership and communication abilities, pastors can become more influential preachers, guiding their congregations toward deeper spiritual maturity and fostering a more life-giving church community. The course will also explore how these communication skills in the pulpit can extend to other areas of ministry, including pastoral care, community engagement, and church leadership.

DP750 Multicultural and Multigenerational aspects of preaching ministry (4 units)
This course examines the multicultural and multigenerational dynamics within the Korean immigrant church and their impact on the preaching ministry. It addresses the challenges posed by the various subcultures within the Korean church context and the distinct generational gaps that exist. The course will explore how these factors affect preaching and will equip preachers with practical strategies for navigating these complexities. Students will learn techniques for

addressing generational divides and bridging cultural gaps within the congregation, ensuring that their preaching remains relevant and impactful across diverse groups.

DP800 Compelling preaching for today's culture (4 units)
This course focuses on the relevance of preaching in today's culture, particularly within the context of the Korean immigrant church. With the exodus of younger generations from the church being a pressing issue, the course will delve into the unique cultures of Millennials and Gen Z to help preachers connect more effectively with these groups. Students will learn strategies for making their preaching more compelling to younger audiences while maintaining theological depth. The course will also explore the use of digital and social media as tools for engagement, recognizing their importance in the cultural landscape of younger generations.

OPDP Mentorship (DP730, DP731, DP750, and DP800)
The OPDP Mentorship is an integral part of the Doctor of Ministry program, meticulously designed to be embedded within each course, including DP730, DP731, DP750, and DP800. This mentorship framework ensures that students receive ongoing guidance and support tailored to their individual needs and ministry contexts. In the Compelling Preaching track, the mentorship is specifically structured to focus on the development of preaching skills as a key aspect of church leadership. The Mentor professor will meet with the student individually through Zoom, conference calls, or other agreed-upon methods, providing a flexible and personalized mentoring experience. While students take two courses related to OPDP mentoring, they will receive one-on-one mentoring for one hour each week, ensuring consistent guidance and support throughout the program. Through sermon-based mentoring, students are guided to achieve Program Learning Outcomes (PLOs) 1 through 5. This approach helps students not only refine their preaching skills but also develop advanced ministry competence, strategic leadership, cultural and generational intelligence, futuristic synergy, and spiritual maturity. The mentorship process is designed to empower students to apply these skills effectively in their ministry, ensuring they grow as impactful and dynamic leaders.

DP770 Capstone Seminar (0 unit)
This seminar serves as an orientation to the capstone process, providing students with a comprehensive overview of how to develop, write, and submit their capstone projects. The seminar covers essential elements such as selecting a research topic, understanding research methodologies, and the overall structure and requirements for the capstone project. It prepares students for the detailed work they will undertake in the subsequent courses.

Elective Courses (choose 2 classes)

DP710 History of Korean Immigration and Korean Immigrant Church in U.S. (4 units)
This course introduces the history of Korean Protestant churches in general and immigrant Korean churches in the U.S. in particular. It provides immigrant and second-generation pastors with a broad historical perspective of Protestant Christianity, first introduced to Korea in the 19th century. Given the close relationship between American and Korean Christianity, mediated by American missionaries in Korea, this course will examine American Protestant Christianity's significant influence on the emergence of Korean churches in the 20th century. Furthermore, this course will investigate the history of immigrant Korean churches in the U.S., with particular attention to their continuity and discontinuity with churches in Korea. The course also explores how these historical dynamics continue to influence contemporary church practices and challenges within the Korean immigrant community.

DP720 Contextualization and Culture of Korean Immigrant Church (4 units)
This course provides students with insight into the cultural context of the Korean immigrant church. The Korean immigrant culture is highly unique, and understanding this culture is vital

for connecting with the congregation effectively. Students will learn to contextualize their preaching within this distinctive culture to make their messages more compelling. The course will also address the challenges of engaging both first-generation immigrants and second-generation Korean Americans, who may hold different cultural expectations and values, ensuring that preachers can bridge these generational and cultural divides.

DP740 Innovative Outreach-Strategies with Preaching Ministry (4 units)
This course explores innovative strategies for church revitalization, outreach, and congregational renewal through effective preaching ministry and leadership. Special attention is given to contemporary cultural challenges, evangelistic communication, community engagement, and transformational preaching for church growth and spiritual renewal. Students will develop practical ministry approaches for revitalizing declining or stagnant churches.

DP745 Missional Leadership-Growth with Preaching (4 units)
This course focuses on the integration of missional leadership, church growth principles, and preaching ministry for healthy church development. Students will examine biblical models of outreach leadership, strategic ministry planning, evangelism, discipleship, and preaching methods that support sustainable church growth and congregational health in contemporary ministry settings.

DP771 Doctoral Capstone I and DP881 Doctoral Capstone II.

DP771 Doctoral Capstone I (4 units)
This course marks the beginning of the capstone project, where students embark on the initial stages of their research. Students select a research topic of interest, conduct a comprehensive literature review, and define their research objectives and methodology. The course lays the groundwork for the research project, allowing students to identify a relevant and original research question within the field of ministry related to preaching. This stage provides the foundation for DP881 Doctoral Capstone II.

DP881 Doctoral Capstone II (4 units)
In the DP881 Capstone II course, students take their research project to its conclusion. Building upon the work started in DP771, this course involves the implementation of the research plan, data collection, analysis, and the formulation of research findings. Students are expected to draw meaningful conclusions from their research and communicate their results effectively through a well-structured research report or thesis.

Doctor of Ministry in Ministry Skills for a Thriving Congregation

Program Goal

This program focuses on preparing leaders to minister to elderly congregations in modern church settings, addressing the unique needs and challenges faced by senior members consisting of 32-unit curriculum.

Program Learning Outcomes (PLOs)

Upon successful completion of the Doctor of Ministry program, students will demonstrate the following program learning outcomes:

1. Theological Competency – Graduates will exhibit competence in theological areas and in critical thinking that are related to the ministry skills that they are pursuing and be able to apply to the congregation of their own context for thriving congregation.
2. Leadership Capacity – Graduates will obtain leadership skills to lead congregation and their constituents in their own context to effectively minister in their settings for a thriving congregation outcome.
3. Contextual Competency – Graduates will learn practical aspects of their ministry issues and will be able to identify, frame, and respond to various issues in their ministry context for thriving congregation.
4. Spiritual Maturity – Graduates will gain personal and spiritual maturity so that they will be able to reinvigorate and deepen their ministry calling in whatever context they are in for a thriving congregation.

Admission Requirement

Those admitted to the Doctor of Ministry are required to have:

- M.Div. or its equivalent degree completion
- A 3.0 grade point average for all previous studies
- Preliminary Research Proposal
- 5 years or more ministry experience
- Recommendation Letter (both a pastor and professor)

Degree Requirement

- Completion of 24 credit units with a 3.0 grade average
- Doctoral Capstone Project 8 units

Method of Instruction

The focus of this program emphasizes the newer learning-discipline of education for the learners to explore and to develop the inner-potential and talents of student rather than to receive learning from teaches to students that has been typical and nominal way of learning practices. In other words, each student will be independent, and search for own learning-goals with the various resources and references provided by OPDP curriculums as well as by various existing-data and resources that will lead to finally capstone project that finalizes the studies of degree.

Required Credit Unit for Graduation

- 6 classes of 4 units each
- Doctoral Capstone Seminar 0 unit
- 2 dissertation sections with 4 units each

Core Course:	24 units
Doctoral Capstone Project:	8 units
Total:	**32** units

DM710 Aging and Christian Counseling
This course provides an understanding of the nature of aging and the elderly. Theories and strategies for facilitating optimum care of Korean elderly immigrants are addressed and issues of ageism are explored. This class will help the pastors serving the senior members to counsel them properly understanding their situation better.

DM720 Pastoral Care for Loss and Death
This course provides an understanding of the grief process and basic counseling strategies for people undergoing grief. The senior members will face the loss and death of their spouses and loneliness of being alone without their spouse. This class will train the pastors serving the senior members to effectively care for them and give them tools to encourage and empower them.

DM730 Clinical Pastoral Education 1
This class is usually taught to the students who want to work as a chaplain in health care settings. But this class will also benefit the pastors serving the senior members of the congregation. The pastors who serve the senior members will be highly benefited from this course as they learn to help them cope with ailing bodies and minds as they grow old.

DM740 Current State and Future of Senior Mistry in Korean Immigrant Church Context
This class will explore the current nature of senior ministry of Korean immigrant church and future that it holds in Korean immigrant church. This class's main purpose will be vision casting and method of empowerment of senior ministry in Korean immigrant church context.

DM705 Community Mental Health
Students will engage people working in community mental health to understand and prepare for this job setting. Mental health status and interventions at a community level will be reviewed.

DM715 Child, Spousal & Partner Abuse
This course provides a comprehensive overview of laws, regulations, and best practices in the assessment, intervention, and reporting of child and spousal/partner abuse. Students will compile a resource binder for abuse victims in Los Angeles or any local city of student residences, gaining the skills to connect individuals with the necessary community resources. The curriculum includes learning effective tools for aiding abuse victims in their recovery journey, exploring how various systems (culture, family background, gender, society, socioeconomic status, etc.) impact the conceptualization and treatment of abuse victims. Additionally, the course addresses trauma-informed therapy and prevention techniques.

DM725 Dependent Adult & Elder Care
This course focuses on the social and personal needs of senior citizens and dependent adults, emphasizing their right to live and age with dignity. Students will explore legal protections, recent statistics on issues like suicide and substance abuse, and the importance of consumer-centered care. The impact of culture, gender, family background, and socioeconomic status on dependent adults, elder care, and aging will also be addressed.

DP770 Capstone Seminar
This seminar serves as an orientation to the capstone process, providing students with a comprehensive overview of how to develop, write, and submit their capstone projects. The seminar covers essential elements such as selecting a research topic, understanding research

methodologies, and the overall structure and requirements for the capstone project. It prepares students for the detailed work they will undertake in the subsequent courses.
DP771 Doctoral Capstone I and DP881 Doctoral Capstone II.

DP771 Doctoral Capstone I
This course marks the beginning of the capstone project, where students embark on the initial stages of their research. Students select a research topic of interest, conduct a comprehensive literature review, and define their research objectives and methodology. The course lays the groundwork for the research project, allowing students to identify a relevant and original research question within the field of ministry related to preaching. This stage provides the foundation for DP881 Doctoral Capstone II.

DP881 Doctoral Capstone II
In the DP881 Capstone II course, students take their research project to its conclusion. Building upon the work started in DP771, this course involves the implementation of the research plan, data collection, analysis, and the formulation of research findings. Students are expected to draw meaningful conclusions from their research and communicate their results effectively through a well-structured research report or thesis.

Employment Positions List

The graduate will be employed in a job classification under the United States Department of Labor's Standard Occupational Classification codes, using the Detailed Occupation (six-digit) level.

Degree Program	**Employment Position (SOC code)**
Bachelor of Arts in Theology	Clergy: Associate Pastor, Teaching Pastor, English Ministry Pastor, Youth Pastor, Children's Ministry Pastor, Praise & Worship Pastor. Religious Workers: Missionaries, Mobilizer for Mission (21-2090, 21-2099)
Bachelor of Arts in Global Business Administration	Office clerk, Accountant, Management consultant, HR clerk, financial planner, Business Analyst, Logistics Specialist, Retail buyer, Financial Service sales representative, Human Resources specialist, Internal Auditor, Account manager, corporate event planner, Insurance agent, Credit counselor (11-2021, 11-2022, 13-1022, 13-1079, 13-1190, 13-1199, 13-2031, 13-2041, 13-2051, 13-2052, 13-2053, 13-2061, 13-2071, 13-2072, 13-2099)
Bachelor of Arts in Social Work	Social Worker assistant, Medical Social Worker, Health Educator and community Health workers, Marriage and Family Therapist, Rehabilitation counselor, Probation officers and correctional treatment specialist, school and career counselor, social and community service manager. (21-1091, 21-1092, 21-1093, 21-1013, 21-1015, 21-1011, 21-1099, 21-1021, 21-1022, 21-2023, 21-2029)
Bachelor of Arts in Family Counseling	Marriage and Family Therapist, Mental Health counselor, Rehabilitation counselor, School counselor, Substance abuse counselor (21-1013, 21-1015, 21-1011)
Bachelor of Arts in Education	Ethnic, and Cultural Studies Teachers, Communications Teachers, Philosophy and Religion Teachers, Teachers and Instructors (25-1062, 25-1122, 25-1126, 25-1199, 25-3099)
English Language Studies Program	General office worker/clerk, TESOL instructor, Translator (13-1190, 25-3099)
Certificate of Professional Chaplaincy	Clergy, Theology and Religion Teachers, Social and Community Service Managers (11-9151, (21-2011, 25-1066)
Master of Divinity	Clergy: Leader Pastor, Assistant Pastor, Associate Pastor, Visitation Pastor, Teaching Pastor, English Ministry Pastor, Youth Pastor, Children's Ministry Pastor, Praise & Worship Pastor, and Missions Pastor. Religious Workers: Missionaries, Mobilizer for Mission (21-2020, 21-2021, 21-2099, 25-3099)
Master of Divinity in Culturally Competent Pastoral Leadership	Pastor or Minister, Clergy, Chaplain, Religious Workers, Philosophy and Religion Teachers, Social and Community Service Managers, Marriage and Family Therapists, Interfaith Dialogue Coordinator, Nonprofit Organization Leader, (21-2011, 21-2099, 25-1126, 11-9151, 21-1013, 21-2021)
Master of Divinity in Professional Chaplaincy	Chaplain, Clergy, Chaplain Coordinator/Administrator, Social Community Service Managers (21-2011, 11-9151)

Master of Divinity in Professional Coaching	Clergy, Spiritual Coach, Life Coach: Community and Social Service Specialists, Executive Coach: Human Resources Managers, Career Coach: Educational, Guidance, and Career Counselors and Advisors, Wellness Coach: Health Educators, Sports Coach: Coaches and Scouts, Business Coach: General and Operations Managers (21-2020, 21-2021, 21-2099, 25-3099, 11-3121, 21-1012, 21-1091, 27-2022, 11-1021)
Master of Arts in Counseling Psychology	Family Counselors, Inner Healing Spiritual Counselors, Christian Education Counselors (21-1010, 21-1011, 21-1012, 21-1013, 21-1014, 21-1015, 21-1099, 19-3030, 19-3031, 19-3032, 19-3039)
Master of Arts in Marriage and Family Therapy	Marriage and Family Therapist, Mental Health counselor, Rehabilitation counselor, School counselor, Substance abuse counselor (21-1010, 21-1011, 21-1012, 21-1013, 21-1015, 21-1099, 21-1011)
Master of Arts in Intercultural Studies	Missionaries, Instructor (21-2010, 21-2011, 21-2020, 21-2021, 21-2090, 21-2099, 25-3099)
Master of Arts in Professional Coaching	Life Coach: Community and Social Service Specialists, Executive Coach: Human Resources Managers, Career Coach: Educational, Guidance, and Career Counselors and Advisors, Wellness Coach: Health Educators, Sports Coach: Coaches and Scouts, Business Coach: General and Operations Managers (21-1099, 11-3121, 21-1012, 21-1091, 27-2022, 11-1021)
Master of Business Administration	Accounting Manager, Management consultant, HR manager, financial planning manager, Business Analyst, Logistics Specialist, Retail manager, Financial manager, Internal Financial Auditor, Corporate event planning manager, Insurance analytic manager, Credit counseling manager (11-2021, 11-2022, 13-1022, 13-1079, 13-1190, 13-1199, 13-2031, 13-2041, 13-2051, 13-2052, 13-2053, 13-2061, 13-2071, 13-2072, 13-2099)
Doctor of Intercultural Studies	College or University Professor: Area, Ethnic, and Cultural Studies Teachers, Postsecondary, Cultural Affairs Officer: Anthropologists and Archeologists, Political Scientists, International Development Consultant: Social Scientists and Related Workers, Intercultural Training Specialist: Training and Development Specialists, Diversity and Inclusion Manager: Training and Development Managers, International Relations Specialist: Political Scientists, Non-Governmental Organization (NGO) Director: Social and Community Service Managers, Intercultural Communication Consultant: Public Relations Specialists (25-1062, 19-3091, 19-3094, 19-3099, 13-1151, 11-3131, 19-3094, 11-9151, 27-3031)

Doctor of Philosophy in Contextual Studies	Professor(instructor), Pastor, Missionaries, University Professor or Researcher: Area, Ethnic, and Cultural Studies Teachers, Postsecondary, Cultural Policy Advisor: Political Scientists, International Development Consultant: Social Scientists and Related Workers, All Other, Historian: Historians, Anthropologist or Sociologist: Anthropologists and Archeologists, Sociologists, Non-Governmental Organization (NGO) Leader: Social and Community Service Managers, Cultural Heritage Consultant: Archivists, Curators, and Museum Workers, Diversity and Inclusion Officer: Human Resources Managers, Public Policy Analyst: Miscellaneous Social Scientists and Related Workers (21-2020, 21-2021, 21-2099, 25-1060, 25-1061, 25-1062, 25-1081, 25-1126, 25-3020, 25-3021, 25-3090, 25-3099, 19-3094, 19-3099, 19-3093, 19-3091, 19-3041, 11-9151, 25-4010, 11-3121, 19-3090)
Doctor of Psychology	Psychologists, Industrial-Organizational Psychologist, Rehabilitation Psychologist, University Professor in Psychology, (19-3031, 19-3032, 25-1066)
Doctor of Ministry	Senior Pastor or Minister, Clergy, Philosophy and Religion Teachers, Directors, Religious Activities and Education, Social and Community Service Managers, Marriage and Family Therapist, Religious Workers, Writers and Authors, Public Relations and Fundraising Managers (21-2011, 25-1126, 21-2021, 11-9151, 21-1013, 21-1019, 21-2099, 27-3043, 11-2031)

Distance Education

1. Vision
Our vision is to see people of all nations come to know Christ, grow in His character, and live a Christ-centered life.

2. Mission Statement
Our mission at The Department of Distance Education at CPU is to utilize technology effectively to provide affordable and accessible learning opportunities for students- who because of time, geographic, or other constraints- choose not to attend traditional, on-site classes at CPU. The efforts of the Department aim to promote innovative and accommodative sound design, development, and delivery of online courses to meet the educational needs of our students and faculty. Measures have been established to ensure faculty are well-prepared to confidently develop and deliver high-quality, engaging, and academically rich distance learning courses- providing students with a challenging and rewarding educational experience. Prepare for God's call with curriculum and resources that help you grow personally, spiritually, academically, and vocationally.
Ultimately, our mission is to equip men and women for missional living by training them to grow in the knowledge and character of Christ, to live a Christ-centered life, and to lead others to do the same in any setting God places them- whether it is multigenerational, multiracial, or multiethnic. We seek to accomplish this both in the narrow context of the parent denomination, the Korean Presbyterian Church Abroad (KPCA), and the wider context of the global kingdom of God.

3. Institutional Goals of CPU Distance education
In response to the needs of KPCA, CPU primarily provides theological and spiritual formation education integrated with ministry skills to students who will serve as pastors in KPCA. Secondarily, CPU will prepare ideal leaders for the diverse ministries for the global kingdom of God.

1) **High Quality Theological Education**
CPU's faculty, over 80% of whom have doctoral degrees from outstanding seminaries in the United States, offer high quality theological education where students will gain a proficient understanding of God and His Word and learn research skills that will equip them to conduct sound research.

2) **Dynamic Spiritual Formation Education**
CPU's spiritual formation education takes a holistic and integrative approach to lead students to grow deeper in their knowledge of, and love for, God, self, and others- which will be reflected in their Christ-centered lives in whatever setting God places them.

3) **Global Leadership Education**
CPU's leadership education strives to mold leaders who will have the heart to serve and lead by example- integrating biblical and theological knowledge with professional skills in ministerial and public leadership.

4) **Cultural Education Across Disciplines**
CPU strives to train students to critically discern the truth wherever it is found (that is, both within special revelation such as the Bible and in general revelation- the general academic disciplines such as humanities, natural sciences, social sciences, arts) and evaluate it from a biblical perspective, integrate it with theology, and apply it to their lives and ministry.

5) **Bilingual Education**
CPU opened Santa Fe Language & Culture School back in January 2014 in order to provide students and local residents with English and cultural education to prepare them for more effective global ministry.

4. **Core Values**
The following bullet points are the core values that breaks down how CPU will carry out its mission statement:

1) **Missional**
What we teach and practice will have a missional focus resulting in a transformed life that reflects Christ to others.

2) **Biblical & Interdisciplinary**
What we teach and practice will be biblical. The Bible will be the main subject of the curriculum but other academic disciplines, such as humanities and science, will be integrated with theology from a biblical perspective- taking an interdisciplinary approach. Likewise, although we have a particular doctrinal persuasion, we welcome people of differing evangelical persuasions as long as they are biblical.

3) **Responsive to the Culture**
We will be relevant to the culture that we are placed in and respond to the needs of the people without compromising biblical truth.

4) **Holistic**
We believe in the holistic development of godly people through the development of mind and character. Thus, our teaching will focus on the entire individual, including cognitive, affective, behavioral and spiritual aspects.

5) **Collaborative**
We strive to foster collaboration over competition. We appreciate the uniqueness of individuals and encourage working together as a team toward common goals.

6) **Excellent**
We strive for excellence in all aspects of our lives, both personal and institutional ministry, by exercising responsible stewardship of God-given gifts.

7) **Gracious**
We strive to be gracious to one another just as we have received much grace from our Lord.

5. **California Prestige University (CPU) Distance Education Manual**

1) **Purpose and Context of Manual**
CPU distance education courses and programs conform to best practices in distance education, and the policies articulated in this manual apply to all distance learning courses and programs offered by CPU.

2) **Defining Distance Education**
CPU defines distance education as a formal educational process in which the majority of the instructional interaction occurs when student and instructor are separated geographically. Such instruction may be synchronous or asynchronous, and may include the use of internet, one-way and two-way transmission through open broadcast, closed circuit or wireless communications devices.

3) **Delineation of Responsibilities**

The following groups bear specific interlocking responsibilities for distance education at CPU.

(1) Administrative Responsibilities.

(a) To provide ongoing financial, technical, and personnel support for the development, and continuation of the distance learning program subject to budgetary constraints.
(b) To ensure reasonable and adequate access to a range of appropriate academic support services and resources.
(c) To ensure assessment of distance learning courses and programs.
(d) To develop processes to ensure the integrity of student work

(2) Academic Unit Responsibilities.

(a) To propose distance learning courses and programs.
(b) To develop and schedule distance learning courses and programs.
(c) To assess distance learning courses and programs.
(d) To provide academic advice to distance learning students.
(e) To develop processes to ensure the integrity of student work
(f) To apply CPU's substantive change policy when creating distance learning courses and programs

(3) Information and Instructional Technology.

(a) To provide a secure computer network ensuring the integrity and privacy of the communications and records exchanged.
(b) To provide technical support for distance learning instruction.
(c) To support and promote technological infrastructure online programs.

(4) Faculty Responsibilities.

(a) To exercise control over distance learning, ensuring both the rigor of programs and the quality of instruction.
(b) To develop and design courses that utilize the advantages of the delivery medium to achieve course objectives.
(c) To follow CPU policy and procedure in development, scheduling, and presentation of distance learning courses.
(d) To design distance learning instruction that meets the same standards and criteria set for traditional campus-based courses.
(e) To participate in curriculum development, coordination of syllabi for courses taught by multiple instructors, and preparation of examinations, as required.
(f) To order any textbooks and supplementary materials that are necessary.
(g) To design and grade student projects, assignments, and tests in accordance with a schedule which has been communicated to students.
(g) To implement processes to ensure the integrity of student work.
(i) To provide for and maintain regular appropriate interaction with distance learning students.
(j) To support and adhere to CPU Computer and Network Usage Policy and other related university policies.
(k) To observe copyright laws and guidelines as they pertain to the Internet, the World Wide Web, software, and the use and reproduction of materials.
(l) To secure copyright clearances on any copyright-protected materials used in distance learning course development.
(m) To participate in CPU's assessment of distance learning.

(5) Student Responsibilities.

(a) To ascertain possession of the appropriate skills, competency levels, course prerequisites, and equipment (including browser, operating system, and software) required for the distance learning course at http://CPU.instructure.com.
(b) To determine that the course meets individual degree requirements.
(c) To assume responsibility for contacting the assigned advisor/instructor.
(d) To complete all assigned coursework by deadlines and before the end of the semester. Classes progress through a structured, organized learning experience based on the semester calendar. Homework for the week is usually assigned at the beginning of the week, and students will have until Friday or Saturday to complete it. Students will be expected to complete readings, practice problems, or participate in audiovisual material. There will be a due date each week for assignments, so students will have to pace themselves in order to complete assignments on time. A common tool for online classes is a discussion board, where students can discuss questions and concerns with their peers and instructors.
* Example for Due Dates for Assignment for M.Div. Program.
(e) To participate in the evaluation of the course content.
(f) To follow all relevant university guidelines, including the student code of conduct and academic integrity policy.
(g) To read and adhere to CPU Computer and Network Usage Policy and other related university policies.
(h) To observe copyright laws and guidelines as they pertain to the Internet, the World WideWeb, software, and the use and reproduction of materials.
(i) To participate in a real time video meeting (5~7 min/student, 2 times/semester).
(j) To participate in weekly discussions on board.
(k) To submit a weekly assignment paper.
(l) Weekly Learning Procedure and Time Plan.

	Content	**Running Time**	**Time for Preparation**
1	Lecture Video	1 HR/Week	
2	Weekly Reading Assignment: Analyze weekly reading.		6 HR/Week
3	Weekly Discussion on board: Instructor posts 1 or 2 topics covering lecture for student discussion and each student responds to the topic(s).		3.5 HR/Week
4	Weekly Writing Assignment: Lecture summary and reflection paper		3.5 HR/Week
5	Real Time discussion with instructor		1.0HR/Week
SUB TOTAL HOUR		1 HR	14 HR
GRAND TOTAL HOUR		15 HR/WEEK	

Lecture/Week	Lecture Schedule	Weekly Discussion			Due for Weekly Paper	Due for weekly assignment grading
		Due for Response to Prof. Discussion	Due for post Discussion question on Student Discussion	Due for Response to Student Discussion		
O.T /1st	5/27 ~ 6/3	Orientation Week				
1st / 2nd	6/3 ~ 6 /10	6/5	6/7	6/7	6/10	6/12
2nd / 3rd	6/10~6/17	6/12	6/14	6/14	6/17	6/19
3rd / 4th	6/17 ~ 6/24	6/19	6/21	6/21	6/24	6/26
4th / 5th	6/ 24 ~7/1	6/26	6/28	6/28	7/1	7/3
MIDTERM/6th	7/1~ 7/ 5					
5th / 7th	7/8 ~7/15	7/10	7/12	7/12	7/15	7/17
6th /8tj	7/15 ~ 7/22	7/17	7/19	7/19	7/22	7/24
7th / 9th	7/22 ~7/29	7/24	7/26	7/26	7/29	7/31
8th / 10th	7/29 ~ 8/5	7/31	8/2	8/2	8/5	8/7
READING WEEK /11th	8/5~8/11					
FINAL EXAM /12th	8/12 ~ 8/16					

(6) Library

(a) To facilitate the provision of library services and resources for distance learning faculty and students. dbpia.co.kr, kiss.kstudy.com, CPU.dkyobobook.co.kr and library.CPU.edu

(b) To encourage the development of technologically advanced remote access to library resources.

(c) To coordinate the development and provision of appropriate information technology instruction for distance learners.

(d) To coordinate the planning, evaluation, and improvement of library services for distance learners.

(e) To promote the use of library resources among distance learning faculty and students.

(7) Committee on Graduate Affairs

(a) To approve the addition, revision, and deletion of graduate distance learning courses and programs

(b) To approve the conversion of existing graduate courses and programs to distance learning

6. General Distance Education Policies and Procedures

1) Application of Academic Policies to Distance Learning Courses and Programs

The same policies concerning admissions requirements, academic standards, academic integrity, dropping and adding classes, repetition of courses, incomplete designations, withdrawal from a course or from CPU, classification, grading, grievance procedures, credits, degree completion, and honors apply to distance learning as for campus-based classes, unless specifically stipulated otherwise (See the current California Prestige University Catalog).

The learning outcomes for distance learning courses and programs are identical to those offered on campus, although instructional strategies will necessarily differ. Faculty members apply the same standards for coursework and grading for both on-campus and distance learning courses.

As with on-campus courses, distance learning courses maintain sufficient enrollment to be taught and are subject to the same course deletion policies as are all courses offered by the seminarary.

In addition, all distance learning courses and programs at CPU must comply with the requirements, standards, and policies of BPPE, ABHE and ATS.

2) Development of Distance Learning Courses and Programs

Since distance learning courses may, and distance learning programs will require seeking cooperation with the Office of Academic Affairs before beginning to develop distance learning courses or programs.

7. Academic Policies Specific to Distance Learning Courses and Programs

California Prestige University (CPU) provides courses through the CPU Online Campus. 12 weeks for Graduate Programs, 15 week for Undergraduate Program Online Courses are designed around an intensive, asynchronous format.

The efficiency of this format provides for acceleration of degree program completion considering the structured learning environment, interaction with faculty, staff and students.

1) Verification of Participation

Online course developers and instructors must provide a substantive means of determining participation in a course to facilitate the accurate completion of the verification roster such as weekly assignment paper, discussions, and real time video conference.

2) Course Syllabus

Online instructors must provide a course syllabus that mirrors the syllabus used in on-campus classes, but which highlights the difference of learning strategy inherent in the online course and specified on the online version of the course outline. For instance, it must be clear to a student how they will get answers to questions they would normally pose during a class meeting, or how substantive participation in the online class will be measured and assessed.

3) Verification of Identity

Online course developers and instructors must demonstrate that the student who registers in a distance is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the instructor, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) real time video conference that are effective in verifying student identification.

8. Distance Learning Legal Policies

1) Fair Use

Distance learning courses that involve the performance and display of audio-visual and other copyrighted works are guided by the Educational Fair Use Guidelines for Distance Learning. See the webpage of the Copyright Advisory Office at the Columbia University library for guidance on Fair Use Law. This site includes a useful Fair Use Checklist. Use of copyrighted material is also governed by the University System of Georgia's Policy on Use of Copyrighted Work in Education and Research.

2) Intellectual Property

Ownership and copyrighting of distance learning courses are subject to the provisions of CPU's Intellectual Property Policy [will add link when ready].

9. Teaching Distance Learning Courses

As noted above, all policies and procedures that apply to the teaching on-campus courses and programs apply to distance learning courses and programs, as well, unless specifically stipulated otherwise.

1) Lecture

(1) Each course is designed to be 60 min to 80 min long for 12 weeks including 8 lectures, Midterm, Reading Week and Final.

(2) Each course provides an introduction that includes, if applicable, a course description, faculty contact information (including a statement on how long students should expect to get a reply from you), required and recommended textbooks, course learning outcomes, an explanation of course organization, the grading policy, a description of all exams, descriptions of term papers/projects, directions on how to access the course schedule, research information and links to library resources, a description of netiquette, a description of academic integrity policy for the course, advice on how to succeed in an online course, links to relevant student policies for withdraw, technical requirements for the course, any downloads or plug-ins necessary for the course, technical support contact info, and a description of support for students with disabilities. This introduction should also include a welcome message from the instructor, as well as a specific section that details expectations for success in the course. The course introduction might also include exercises to ensure that students know how to use course tools.

(3) Each course should be well-organized with a common structure to units, if possible, and be easily navigable documents and web pages in the course should have consistent appearance.

(4) Course units should begin with an overview that describes the outcomes, learning activities, and assessments for the unit. Overviews should also connect current unit to earlier units and make students aware of how learning activities and assessments in unit connect to course level and unit level learning outcomes.

(5) The cornerstone of assessment of distance learning courses and programs is learning outcomes, and therefore, assessment plans for distance learning courses and programs should be based on the same learning outcomes and outcome measures with the same results targets as those used for the same on-campus courses and programs. However, since instructional strategies used for distance delivery often differ from those used in on-campus courses and programs, the responses to assessment results may differ, as well.

2) **Faculty**
   (1) The faculty teaching distance learning courses are assigned from the pool of CPU faculty and thus meet the same criteria as instructors for campus-based courses in the areas of academic credentials, workloads, and accessibility to students.
   (2) Curriculum Vitae for all faculty members, including credentials for teaching distance learning courses are on file in the Office of Academic Affairs. If utilized, adjunct faculty must be reviewed and approved as possessing a combination of appropriate academic credentials and experience in the discipline in which the course is being taught. Any faculty member developing a distance learning course is given first priority in teaching that course. 3) Faculty should prepare and participate into discussions/forums for classes, grade class assignments, prepare exam(s), if needed give make-up exam(s), grade exams, calculate grades, interact with students each week at least 3~5 hours, and supervise student research papers.

3) **Faculty-Student Interaction**
   Faculty teaching distance learning courses must provide students with an email address and a phone number. Each course introduction should contain an indication of how quickly students may expect a response.
   It is essential that distance learning courses provide an adequate system of interaction between teacher and students. Other forms of communication could include fax numbers, post office addresses and communication options available through the Learning Management System employed. In cases where there are class meetings (such as interactive compressed video), a period of time before or after class or during a break may be used to discuss more general concerns of distance learning students. Since regular and timely feedback from course instructor to student is crucial for the success of the distance learning program, faculty must provide an appropriate amount of feedback to distance learning students. Faculty must provide real time video meeting and real time video conference (20~ 25 min long, 2 times/semester).

4) **Faculty Development and Support**
   Faculty development and support are key to the long-term success of the distance learning program. Without the requisite skills and resources to adapt to new teaching and learning environments, faculty will be unable to respond to the demands of the distance learning program. CPU is committed to providing appropriate faculty support services specifically related to distance learning. Institutional support includes, but is not limited to, providing adequate and up-to-date technology, providing appropriate technical assistance, such as help and training, and compensating faculty for the development of courses designed to be delivered entirely by remote means, such as the Internet. Additionally, distance learning faculty meet together formally each semester to discuss issues related to the effectiveness of the program.

Library Resources

The California Prestige University (CPU) Library is committed to fulfilling its mission that provides access to learning resources to CPU students, faculty, and staff in support of the research and educational mission of CPU. To maximize the use of the resources, the library also provides information literacy instruction services to the CPU community.

Furthermore, the CPU library supports life-long learning of CPU alumni, ministers, and missionaries around the world by giving access to electronic resources and guidance. The CPU Library holds a wide range of information resources, including approximately 28,000 books.

In addition, to provide learning resources for online degree program students, CPU online education has DBPIA, KISS, KSi, and Kyobo as CPU Learning and Research Resource (PLR) to the online students. DBPIA provides over 7,000 e-books and full text databases including more than one million articles from about 7,200 Korean scholarly journals in various fields of society, literature, economics & business, medical science, humanities, theology, law & administration, arts, engineering, natural science, and education. All the back issues of each journal title are available and title, author, keyword, journal title and publisher searchable.

Learning Management System

CPU Online Education has researched and used a learning platform, Canvas. This is CPU Online Education's multi-functional learning platform that supports administrative, academic and technological responsibilities. Registered students in the online program will be contacted by Canvas Team staff who will assist with basic questions. Online tutorials, references, and links are also available and provided during online student orientation.

The learning management platform supports any file types including MSwords, PDFs, videos, PPTs, DOCX, SCORM, AICC and xAPI-compliant packages. Canvas provides a secure computer network ensuring the integrity and privacy of the communications and records exchanged. It fully and functionally supports and promotes students to fully participate in learning activities through an automation screening system. On the weekly basis, the learning platform automatically informs online students and professors regarding pending and completed tasks or their performance. For assistance with technical issues throughout courses, personnel in the IT and Canvas team are available.

10. Taking Exams and Securing a Proctor

Some distance learning classes at CPU require proctored exams as part of the identity verification procedure for the course. Typically, the instructor will require students to take the midterm or the final exam for the course at a physical location where their identity can be verified through presentation of identification and completion of an exam under controlled conditions. Instructors facilitating these courses will often set up some exam periods on CPU's campus, or they may ask students to schedule a time with a testing proctor.

1) **The Proctor's Role**

   CPU requires proctor verification to ensure academic integrity and maintain accreditation by BPPE, ABHE and ATS. Your proctor is responsible for maintaining the academic integrity of the exam process on behalf of CPU.

   If the proctor believes that the academic integrity of the exam process has been compromised, he or she has the right to stop the exam. Whether or not the exam is stopped, the proctor will report the incident to the CPU and will share the information with your course instructor, who will decide on the appropriate action, consistent with the CPU's policy on academic integrity.

   (1) What You Need to Know before You Find a Proctor

   (a) To find out how your course's exams will be proctored, you can review your course syllabus in Moodle.
   (b) Your proctor must meet our requirements*, and you must submit documentation verifying your proctor's qualifications before your proctor can be approved.
   (c) Your proctor must be approved before any exams can be taken.
   (d) While many proctors will serve on a voluntary basis, you are responsible for paying any expenses incurred in retaining a proctor.

   (2) How to Make Proctor Arrangements and Take Exams

Follow these steps to ensure that you will be ready to take your exam with an approved proctor:

(a) Decide whether you will take exams at exam centers* or with an individual proctor.
(b) If you plan to take exams with an individual proctor, your proctor must be approved. For new proctors, review our proctor requirements* to ensure that your proctor is qualified and collect any required documentation of the proctor's position.
(c) Nominate your proctor for approval using POLC. You will receive an email from CPU.online@CPU.edu to your registered email account, notifying you whether your proctor has been approved.
(d) When your proctor is approved, or if you decide to take your exam at an exam center, log in to our proctored exam portal and choose the proctor or exam center for the exam you wish to schedule.
(e) Once you have chosen your proctor or exam center, you must still schedule the exam. For the CPU Testing Center, you can schedule your exam in the proctored exam portal. For any other testing center, or for an individual proctor, you must contact the exam center or proctor to schedule the exam. Note that some exam centers require two weeks advance notice to schedule exams.
(f) Review our exam procedures to prepare for your exam. You and your proctor will both also receive email reminders of your exam and our exam procedures.
(g) Take your exam at your scheduled exam time and location. You must begin your exam at the beginning of the exam time you have scheduled. Contact CPU.online@CPU.edu or admin.online@CPU.edu if you or your proctor experience any technical difficulties with accessing the exam.
(h) If you are unable to take your exam during the scheduled exam dates, you must notify us: Notify your proctor and determine whether you can reschedule the exam within the scheduled exam dates.
If you must reschedule the exam outside the exam dates, contact the course instructor to get permission. The course instructor can determine whether the exam can be taken outside the scheduled dates and provide access to the exam accordingly. The instructor should email permission to Director of Distance Education at admin.online@CPU.edu
Notify Distance Education in advance of any changes to your exam arrangements at 562- 926-1023 EXT 306. If you have not taken your exam on the scheduled date and you have not rescheduled the exam, your proctor is required to contact the Director of Distance Education (LMS), Jacob Woo at admin.online@CPU.edu.

2) Requirement of Proctor

(1) Who can be a Proctor

Examples of acceptable proctors are:
College or professional testing center staff Full-time school or public librarian
KPCA minister including pastors and elders.

(2) Who cannot be a Proctor

(a) Relatives, co-workers (of you or your family), and friends (of you or your family) are not eligible to proctor exams.
(b) Current and former CPU students are also ineligible.
(c) Some proctors may charge a fee for their services. Students are responsible for all fees incurred while taking exams.

(3) Exam Centers

CPU Campus, 15605 Carmenita Rd, Santa Fe Springs, CA Listed local KPCA
Specific information will be announced

11. Learning Management System (LMS) Technical Support Procedures

The Canvas Team provides technical support to Faculty and Staff members who wish to use LMS.

The Canvas Team offers online tutorials and workshops on LMS periodically as needed. These tutorials and workshops cover the various tools available to help organize and manage an LMS course, including file transfer, quiz management, posting course notes, managing students and use of the grade book. Participants are welcome to bring any items they need incorporated into their courses.

Faculty members are responsible for setting up and maintaining their LMS sections, including uploading course content, creating quiz modules, and posting other instructional materials. The Canvas Team will work with faculty members to ensure that they have the ability to perform these duties through workshops and one-on-one training, as needed.

12. Contracts

All employment contracts for teaching distance learning classes follow normal CPU procedures as outlined in the CPU Faculty Handbook. In addition, individual academic units may require faculty who teach distance education classes to sign a Memorandum of Understanding that states specific expectations for distance education instruction.

Faculty Training

It is part of the support mission of the Office of Information and Instructional Technology to provide training for CPU's LMS. Face to face training is provided periodically during planning week and other times throughout the academic year.

First-time distance learning instructors should be assigned an experienced distance learning instructor as a mentor during their first semester teaching an online course. The mentor should be added to the course as a teaching assistant, so the mentor can observe and provide help as needed. Mentors will fill out a formative evaluation of the first-time distance learning instructor at the end of the first semester of online teaching. In addition, first-time distance learning instructors will be observed again during their second semester teaching distance learning courses to provide opportunities for further formative feedback.

13. Student Policies and Procedures for Distance Education Programs

As noted above, all policies and procedures that apply to on-campus courses and programs apply to distance learning courses and programs, as well, unless specifically stipulated otherwise.

1) Students Rights and Responsibilities

All CPU students, including students in distance learning courses or programs have rights and responsibilities as outlined in CPU Student Handbook.

2) Student Records

CPU maintains students' educational records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. The Act protects the student's privacy and allows students to challenge their educational records should they be inaccurate, misleading, or inappropriate. This protection extends to distance learning students. The handling of student records is also governed by Faculty Policy, and General CPU Policy.

3) Student Training

Students enrolled in distance learning classes have the same individual responsibility for coursework as students in traditional (face to face) classes, but because of the special needs of distance learning students, some additional help is provided. FAQs, tutorials, and other information are provided online. Specific course information and coping strategies may be provided in syllabi or as additional course orientation material.

4) **Access to Library Services and Other Learning Resources**
Library services are provided to distance learners through a variety of means, including the library's web page, and through one-on-one contact with librarians. Distance learners can contact the library via phone, email, or use the online resources provided on the library information section located on the library's homepage.

5) **Computer Services**
All CPU students, including those enrolled in distance learning classes, should provide a personal email account to the registrar. This provides e-mail capabilities, including online contact with faculty and other seminary personnel.

6) **Admission**
Distance learning students are subject to the same admission requirements as traditional on-campus students. Admission criteria help ensure that students possess the appropriate background, knowledge, and technical skills required for undertaking a particular course or program.

7) **Registration**
Registration policies and procedures are found in CPU Catalog and on the homepage of CPU,CPU.edu and CPU Distance Education, online.CPU.edu

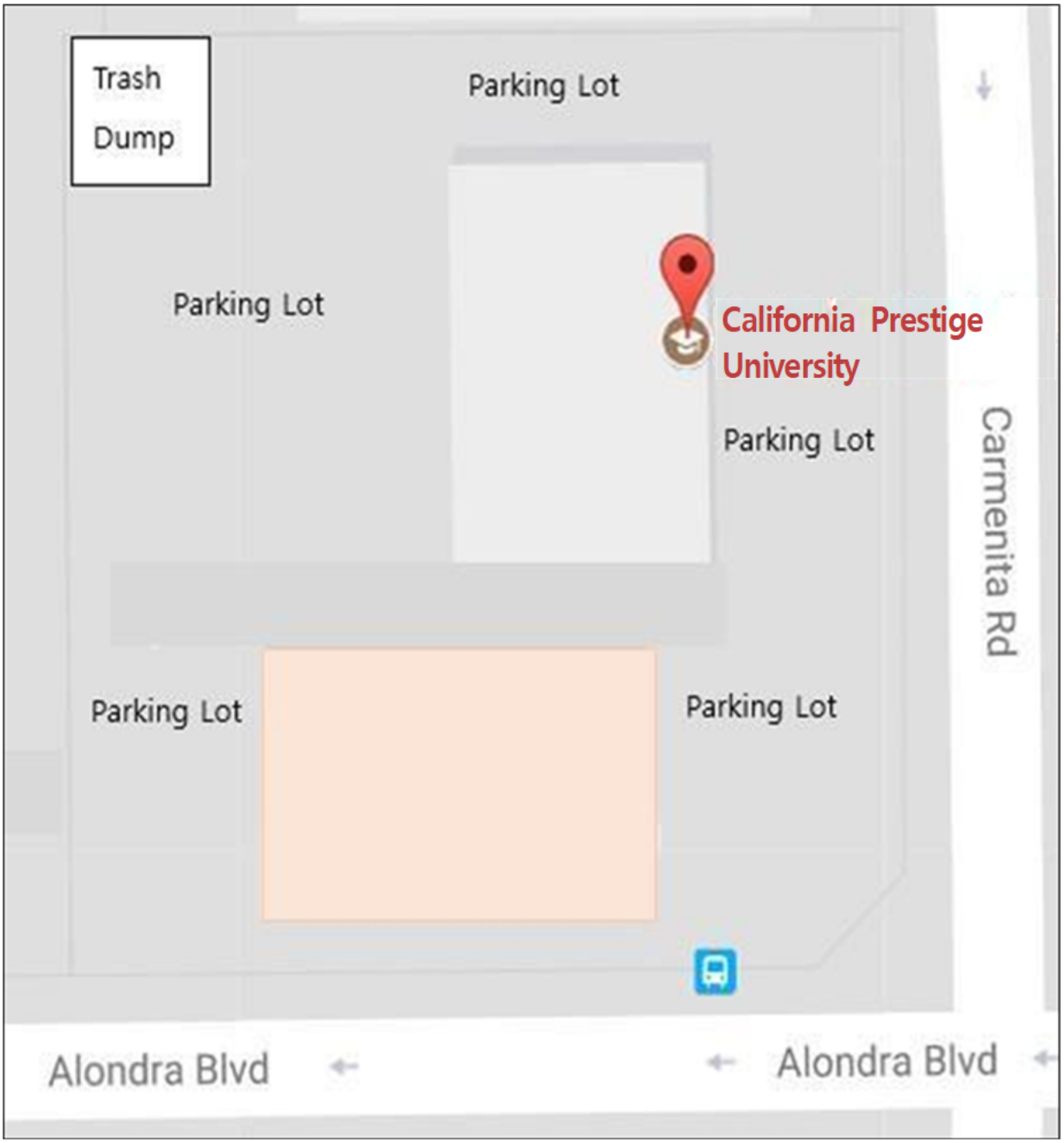
8) **Tuition**
Distance learning students enrolled in distance learning courses are regarded as on-campus students. Students enrolled in distance learning classes are subject to the same fees as on- campus students.
See CPU's schedule of Tuition and Fees and Policy of Refund. Students may incur additional costs if distance education courses require proctored examinations or other forms of student identity verification.

9) **Transferability**
Credits for academic courses earned in distance learning courses apply to CPU degrees and are readily transferable to most other universities. See Current Bulletin for more information on transferability of courses.

10) **Advisement**
Students enrolled in distance learning courses are entitled to all student services, including advice. Academic department directors assist in the advising of distance learning students. Advisement can be conducted via email and phone in addition to traditional face-to-face meetings. Contact information for advisors and directors should be provided to students at the time of admission and registration.

11) **Academic Support**
Academic Support Services provides online students with resources to support academic success. The Writing Center provides online, synchronous consultation through contacting a writing counselor.

Campus Map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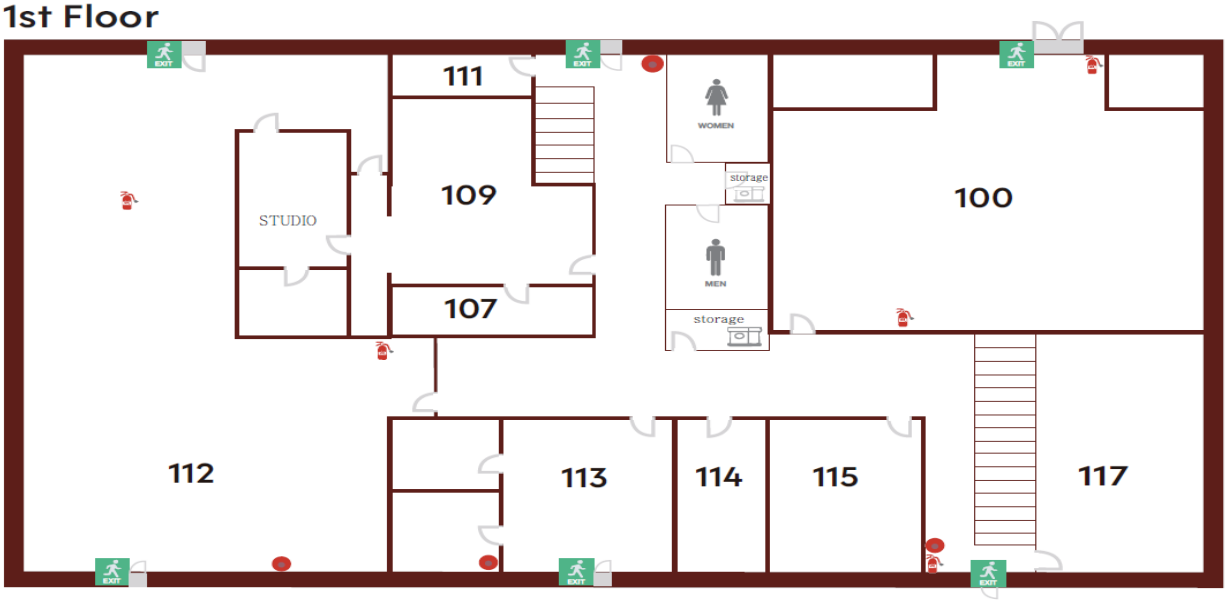
Alondra Blvd
Alondra Blvd

California Prestige University

1st Floor



100 Chapel Room
107 Recording Studio
109 Dept. of Learning Management Systems
111 Director of D.Min. & English M.Div.
112 Library
113 Santa Fe Counseling Center Dept. of Counseling Psychology
114 Public Relations
115 Vice President / Classroon 4
117 Main Office

2nd Floor

200 Multi Purpose Room
201 Cafeteria / Student Lounge
202 Classroom1
203 Classroom2
204 Director of Federal Student Aid
205 COO & Dept. of Graduate School of Business
206 Dept. of Academic Affairs
208 Dept. of institutional Research
209 President office
211 Dept. of Student Development
213 Classroom 3
219 Storage
220 Asst. Director of Adimissions
221 Dept. of Doctoral Programs

Certification of Final Catalog

This is to certify that this document constitutes the official and final version of the California Prestige University 2025–2026 Catalog.

The Washington Student Achievement Council Religious Exemption statement has been included in its entirety and exactly as required.

No modifications to this catalog will be made without prior submission to the Washington Student Achievement Council.

Certified on this 13st day of October, 2026.

Sang Meyng Lee

President
California Prestige University