GEORGIA CENTRAL UNIVERSITY

CATALOG

2026 – 2027

6789 PEACHTREE INDUSTRIAL BLVD.

ATLANTA, GA 30360

678-535-7771

www.gcuniv.edu / e-mail : academic@gcuniv.edu

Approved by the Board of Trustees, October 1, 2024

Table of Content

WELCOME FROM THE PRESIDENT 7
HISTORY OF THE UNIVERSITY 8
UNIVERSITY PROFILE 12
VISION 12
MISSION 12
BIBLICAL FOUNDATIONS STATEMENT 12
OBJECTIVES 13
CORE VALUES 13
INSTITUTIONAL PHILOSOPHY 13
PHILOSOPHY OF EDUCATION 14
STATEMENT OF NON-DISCRIMINATION 14
AUTHORIZATION AND ACCREDITATION 15
LOCATION 16
FACILITIES 17
PHYSICAL PREMISES AND FINANCES 17
STRUCTURAL DEVELOPMENT PLAN 17
LIBRARY 18
LEARNING RESEARCH AND RESOURCES 18
RESOURCES 18
COMPUTER LABS 19
INSTITUTIONAL REQUIREMENT (CHAPEL) 20
VETERANS EDUCATION BENEFITS POLICIES 21
GCU SCHOOLS AND ACADEMIC PROGRAMS 24
SCHOOL OF BUSINESS ADMINISTRATION (SBA) 24
SCHOOL OF CHRISTIANITY (SC) 26
SCHOOL OF DIVINITY (SD) 27
SCHOOL OF COMPUTER SCIENCE (SCS) 32
SCHOOL OF NURSING (SN) 36

CERTIFICATE PROGRAM IN THEOLOGICAL STUDIES 38
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) 38
SPECIAL PROGRAMS AND PROJECTS 38
ADMISSIONS POLICIES AND PROCEDURES 40
ADMISSIONS POLICIES 40
ADMISSIONS PROCEDURES 40
FINANCIAL INFORMATION 54
TUITION AND FEES 54
FINANCIAL ASSISTANCE 59
TYPES OF FINANCIAL ASSISTANCE 60
REFUND POLICY 62
WITHDRAWAL, REFUND & RETURN OF TITLE IV FUNDS (R2T4) 67
WITHDRAWAL DATE DETERMINATION 67
RETURN OF TITLE IV FUNDS 67
RESPONSIBILITY FOR REPAYMENT 67
TIMEFRAME FOR RETURN 67
POST-WITHDRAWAL DISBURSEMENT 68
ORDER OF RETURN OF TITLE IV FUNDS 68
ADDITIONAL INFORMATION 68
SEMESTER SYSTEM 69
SPECIAL SUMMER AND WINTER SESSIONS 69
CREDIT HOURS 70
INDEPENDENT STUDY 72
REGISTRATION AND TRANSFER 72
ACADEMIC ADVISING AND COUNSELING 73
ADDING, DROPPING, OR CHANGING CLASSES 73
ATTENDANCE 74
SATISFACTORY ACADEMIC PROGRESS 74
SATISFACTORY ACADEMIC PROGRESS APPEALS 75
ACADEMIC ASSESSMENT SYSTEM (GRADING) 76
COURSE REPEAT 77

DISMISSAL 77
LEAVE OF ABSENCE (LOA) 78
OFFICIAL AND UNOFFICIAL WITHDRAWAL 79
MAINTAINING GOOD ACADEMIC STANDING 82
ACADEMIC MISCONDUCT 84
READMISSION 86
TRANSCRIPTS 86
TRANSFERRING OF CREDITS 87
ACADEMIC NON-CREDIT COURSE AUDITING POLICIES AND PROCEDURES 89
PURPOSE 89
DEFINITION 89
ACADEMIC POLICY ON COURSE AUDITING 89
PRIORITY FOR ACCESS TO COURSES 90
PROCEDURES 90
DISCRETION 91
ADMISSION PROCEDURES 91
CERTIFICATES OF ATTENDANCE 92
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) 93
STUDENT GRIEVANCES PROCEDURE 94
UNIVERSITY CODE OF CONDUCT 103
CONFLICTS OF INTEREST 105
CLASSROOM STANDARDS 105
RESPONSIBILITY FOR NOTICES 106
SPECIAL INFORMATION FOR INTERNATIONAL STUDENTS 107
INTELLECTUAL PROPERTY POLICY & RESPECT SYSTEM 107
POLICIES ON THE APPROPRIATE USE OF SOURCES 108
STUDENTS WITH DISABILITIES OR SPECIAL NEEDS 108
HOUSING INFORMATION 109
CAREER OPPORTUNITIES AND JOB PLACEMENT 109
GENERAL EDUCATION 111
GUIDELINES 111

MISSION....113
GOALS AND LEARNING OUTCOMES....113
COURSE LISTINGS....116
FAITH IN ACTION PROGRAM....120
DEGREES AND CERTIFICATES OFFERED....122
UNDERGRADUATE PROGRAMS....123
ASSOCIATE OF ARTS IN COMPUTER SCIENCE (AACS)....123
ASSOCIATE OF ARTS IN MARTIAL ARTS (TAEKWONDO)....129
BACHELOR OF ARTS IN COMPUTER SCIENCE (BACS)....135
BACHELOR OF ARTS IN THEOLOGICAL STUDIES (BATS)....146
BACHELOR OF ARTS IN CHRISTIAN EDUCATION (BACE)....157
BACHELOR OF ARTS IN MUSIC (BAM)....166
BACHELOR OF ARTS IN BUSINESS ADMINISTRATION (BABA)....182
BACHELOR OF ARTS IN MARTIAL ARTS (TAEKWONDO)....191
BACHELOR OF SCIENCE IN NURSING COMPLETION (RN TO BSN)....198
UNDERGRADUATE COURSE DESCRIPTIONS....204
GRADUATE DEGREE PROGRAMS....271
MASTER OF ARTS IN CHRISTIAN EDUCATION (MACE)....271
MASTER OF ARTS IN MISSION STUDIES AND WORLD CHRISTIANITY (MAMSWC)274
MASTER OF ARTS IN MUSIC (MAMUS)....278
MASTER OF DIVINITY PROGRAM (MDIV)....289
MASTER OF BUSINESS ADMINISTRATION (MBA)....292
MASTER OF ATRS IN MARTIAL ART (TAEKWONDO)....297
MASTER OF SCIENCE IN COMPUTER SCIENCE (MSCS)....301
MASTER OF SCIENCE IN NURSING (MSN)....306
GRADUATE COURSE DESCRIPTIONS....312
ADVANCED DEGREE PROGRAMS....364
DOCTOR OF MINISTRY (DMIN)....364
DOCTOR OF MUSICAL ARTS (DMA)....376
DOCTOR OF PHILOSOPHY (PHD) IN INTERCULTURAL STUDIES....393
DOCTOR OF PHILOSOPHY(PHD) IN BUSINESS ADMINISTRATION....412

CERTIFICATE PROGRAMS 447
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL, NON-CREDIT) 447
CERTIFICATE PROGRAM IN THEOLOGICAL STUDIES 453
COFFEE CERTIFICATION PROGRAM 457
STUDENT RESOURCES 460
BOARD OF TRUSTEES & ADMINISTRATION 461
FACULTY 466
GCU ACADEMIC CALENDAR 2026-2027 479
CONTACT INFORMATION 483

WELCOME FROM THE PRESIDENT

Welcome to Georgia Central University!

Our vision is to glorify God by equipping students to proclaim God's Word and to build up the body of Christ. through education. To that end, GCU emphasizes spiritual maturity, personal integrity, Biblical competence, and professional skills. The foundation of our philosophy of education is the Bible. Our commitment to Jesus Christ drives us to achieve our God-given tasks. We are a small university but vigorously moving ahead with new. purposes and objectives to meet our challenges. We are trying to touch and transform the world through quality. Christian higher education. GCU, as both a bilingual and multicultural institute, is fully committed to the tasks of globalization, information technology, and multiculturalism. I invite you to come and experience adventures, creative, and cross-cultural learning in the School of Christianity, the School of Business Management, the School of Music, the School of Divinity, the School of Computer Science, School of Nursing and the School of Sports Science at GCU. You will receive a solid education where academic competency is manifested with a passion for your profession and mature discipleship, and personal integrity with practical skills. Welcome!

Rev. Dr. Paul C. Kim,

President/Founder

Georgia Central University

HISTORY OF THE UNIVERSITY

Georgia Central University (GCU) began as the Immanuel Original Bible Institute in Alabama in 1993. In 1995, the institute moved to Alpharetta, Georgia, with a new name, Georgia School of Theology. In 2002, the Georgia School of Theology was certified by the USCIS to begin issuing and applying for I-20 student visas. The same year, the Georgia School of Theology and Georgia Christian University was divided into two separate institutions: the former religiously exempt school and an authorized University.

In 2003, Georgia Christian University was authorized by Georgia Nonpublic Postsecondary Education Commission (GNPEC) as a degree-granting university.

In 2004, Georgia Central University moved to a Lilburn campus and expanded the campus in 2005. Also, in 2005, GNPEC authorized GCU's Master of Science degree program in Oriental Medicine.

In 2009, GCU was approved for Candidate Status by TRACS and put forth its best efforts to achieve ever-higher educational goals.

In 2011, Georgia Central University was granted a provisional certification to participate in the Title IV Federal Student Financial Aid Program by the Atlanta School Participation Team of the US Department of Education. Also, in 2011, GCU acquired and moved to a new campus site at 6789 Peachtree Industrial Blvd., Atlanta, GA 30360, to facilitate growing demand and the need for a new educational environment.

In 2012, GCU School of Divinity became an associate member school of the Association of Theological Schools (ATS). In November 2012, GCU became a fully accredited member of TRACS.

In 2013, the State Council of Higher Education for Virginia (SCHEV) authorized a GCU teaching site in Virginia.

In 2014, the School of Divinity was granted candidacy for accredited membership by ATS. In October, GCU installed Dr. Young Ihl Chang, former President of the Presbyterian University and Theological Seminary in Korea, as its second President. The Founder and first President, Dr. Paul C. Kim, was installed as the University Chancellor. In 2015, Dr. Chang resigned his position to concentrate on academic and spiritual matters. Dr. Paul C. Kim was installed as the third President. GNPEC authorized a new PhD in Intercultural Studies program.

In January 2016, GCU exchanged an MOU with Africa Theological Seminary in Kitale, Kenya to extend its educational mission in partnering with theological schools in mission fields. In March 2016, GCU was approved to open a teaching site in the State of New Jersey.

In May 2016, GCU's PhD in Intercultural Studies program was approved by TRACS. In August 2016, GCU obtained approval to open a teaching site in Sunnyvale, California.

In September 2016, GCU New Jersey extension site was approved to operate by the New Jersey Higher Education (NJHE).

In May 2017, GCU was endorsed by the Korean American Presbyterian Church (KAPC). In June 2017, the School of Divinity was granted full accreditation from ATS.

In July 2017, the State of Georgia and GNPEC approved GCU's institutional name change request, so the University changed its name to Georgia Central University. The institutional name change aims to expand God's kingdom and be more inclusive by going beyond the Christian world.

In October 2017, ATS approved GCU's institutional name change request, so the School of Divinity changed its name to Georgia Central University School of Divinity.

In November 2017, GCU's extension site in Hackensack, New Jersey, was approved by ATS. In December 2017, GCU voluntarily withdrew its membership from TRACS.

In February 2018, GCU's Comprehensive Distance Education was approved by ATS.

In July 2018, GCU's extension site in Brea, California, was approved to operate by the California Bureau for Private Postsecondary Education (BPPE) and by ATS.

In February 2019, ATS approved GCU's Ph.D. program in Intercultural Studies. The same month, the Association for Biblical Higher Education (ABHE) granted GCU applicant status.

Following a focused visit to determine our capacity to offer a new doctoral degree, the ATS approved the Doctor of Philosophy in Intercultural Studies in February 2019.

In September 2022, GNPEC authorized two undergraduate Taekwondo Martial Arts programs (AA & BA).

After a comprehensive visit from ATS and ABHE in the fall of 2022, ATS granted reaffirmation through 2030, and ABHE granted candidate status through 2028.

GCU was granted $1.25M by the Lilly Endowment for the project of the Compelling Preaching Initiative in April 2024.

In February 2025, ABHE granted full accreditation (Initial Accreditation) through 2030.

In March 2025, ABHE authorized graduate Taekwondo Martial Arts programs (MAMA).

Georgia Central University, with six vibrant Schools of Business Management, Christianity, Divinity, Music, Computer Science, and Sports Science, was founded with the mission of education to lead a new wave of the fourth industrial revolution based on the Christian worldview. With its 30 years of distinguished history in the Metro Atlanta Area of Georgia, GCU has played an essential role in the dynamic and practical Christian educational environment. By developing entire educational systems, such as online and hybrid, GCU wants to reach every part of the world with an excellent and distinguished method of teaching and learning.

Georgia Central University is accredited by ATS (Association of Theological Schools) and ABHE (Association for Biblical Higher Education). It has been approved by the US Department of Education (USDE) and the Council for Higher Education (CHEA).

The list of the academic and/or missional institutions with MOU relationships as follows:

Honam Theological University & Seminary (2010), Handong Global University (2012), Youngnam Theological University & Seminary (2012), Daejeon Theological University (2012), Seoul Jangshin University (2013), Galilee College in the Bahamas (2013), ATEA Institute for International Studies (2014), Korea Baptist Church Development Board (2014), the Cyber Remote Theological Seminary (2014), and Ukrainian Evangelical Seminary in Kiev, Ukraine (June 2014), Africa Theological Seminary in Kitale, Kenya (2016), Christian Mission Academy Institute (2017), Alliance for training & Education in All-Nations (Cambodia, 2017), Daehan College of Business and Technology (Philippines, 2017), Migrant World Vision Center (Cambodia, 2019), Songho University (Korea, 2019), Beijing Qinda Huazhong Enterprise Information Technology Research Institute (China, 2019), AIC Kapsowar School of Theology (Kenya, 2019), United African University of Rwanda (Rwanda, 2019), Yonsei Digital Institute (Korea, 2019), Slingstone Bible College and Seminary (Haiti, 2019), Eurasia University (Kyrgyzstan, 2019) , Bridgeworld College (Kenya, 2019), Full Gospel General Assembly Pastoral Graduate School of the Assembly of God (Korea, 2020), Incheon Bible Theological Seminary (2022) and Torch Trinity Graduate University (Seoul, 2025).

GCU offers our heartfelt appreciation, glory, and praise to our Lord Jesus Christ for establishing and raising Georgia Central University. The history of GCU has seen the rise of Christian leaders armed with a biblical worldview and teaching the Word of God.

UNIVERSITY PROFILE

VISION

GCU's vision is to glorify God by equipping students to proclaim God's Word, build up the body of Christ through education, and advance God's kingdom by reaching out to the globe. GCU seeks to maintain an appropriate balance between academic training and professionalism.

MISSION

GCU inspires and prepares students for Christian leadership and professional careers in the global community.

BIBLICAL FOUNDATIONS STATEMENT[1]

Georgia Central University (GCU) is a Christ-centered institution of higher learning that is unwavering in its belief that the following doctrinal statements are foundational to the educational and spiritual growth of each GCU trustee, faculty, student, and staff member:

- We believe that there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
- We believe the Bible to be God's inspired, the only infallible, authoritative Word.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious atonement through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and His personal and visible return in power and glory.
- We believe that man was created in the image of God, that he was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is essential for salvation.

[1] Adopted from ABHE "Tenet of Faith" and approved by the Board of Trustees on October 8, 2018.

- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life and by Whom the Church is empowered to carry out Christ's Great Commission.
- We believe in the bodily resurrection of both the saved and the lost; those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.

OBJECTIVES

- To promote the Bible/Theology curriculum as the foundations for Christian leadership.
- To promote professional practice to prepare students for meaningful professional careers.
- To develop cultural understanding and competence necessary to engage the global community.

CORE VALUES

- God First, as the owner, creator, and sustainer
- Excellence in Teaching, Research, Scholarship, and Management
- Respect for Diverse Societies and Fight for Justice
- Commitment to Life-Long Learning and Teaching
- Effective Career Development Opportunities

INSTITUTIONAL PHILOSOPHY

Georgia Central University emphasizes and believes in the Triune God: eternal, transcendent, omnipotent, and personal. God the Father, the first person of the Divine Trinity, is infinite, sovereign, and unchangeable in all His attributes. GCU believes in sinless humanity and the absolute, full deity of Christ Jesus, indissolubly united in one divine-human person since His unique incarnation by miraculous conception and virgin birth. The Holy Spirit, the Third Person of the Trinity, resides among us permanently.

GCU believes that the Bible is the Word of God, and it is our only infallible rule of faith and practice. We believe in the plenary, verbal inspiration of the Scriptures by the Holy Spirit; thus, we affirm the inerrancy of the original manuscripts whose objective truth is our responsibility to interpret following the principles of the Scriptures and to proclaim following the imperatives of the Gospel. GCU emphasizes and believes that the universe is God's creation and his handiwork. We believe that God created human beings in His own image.

PHILOSOPHY OF EDUCATION

Georgia Central University believes God calls each individual to prepare intellectually and spiritually to share Jesus Christ worldwide. The University affirms that the curriculum is designed to reflect the
Spirit of Christ. All academic programs are:

- Christ-centered.
- Based on the Bible.
- Academically relevant to degree programs that are meeting the needs of the world.
- Pursuing academic excellence.
- Taught by faculty who are Christians and comply with the institution's doctrinal beliefs.
- Taught by faculty who are dedicated to quality higher education.
- Taught by faculty who are academically credentialed.
- Taught in an environment conducive to academic and spiritual growth.
- Designed to integrate academic training with Christian commitment; and
- Based on Christian belief in God's mission for the world.

STATEMENT OF NON-DISCRIMINATION

Georgia Central University does not discriminate against race and national origin in accordance with Title VI of the Civil Rights Act of 1964. Georgia Central University does not discriminate against age according to the Age

Discrimination Act of 1975. Neither does GCU discriminate against sex, in accordance with Title IX of the Education Amendments of 1972.

GCU does not discriminate against any individual or permit discrimination by any member of its community against any individual based on race, color, religion, national origin, sex, parental status, marital status, age, disability, citizenship, or veteran status in matters of admissions, employment, housing, or services or in the educational programs or activities it operates.

Harassment, whether verbal, physical, or visual, based on any of these characteristics is a form of discrimination. This includes harassing conduct affecting tangible job benefits, interfering unreasonably with an individual's academic or work performance, or creating what a reasonable person would sense is an intimidating, hostile, or offensive environment.

While GCU is committed to the principles of free inquiry and free expression, discrimination and harassment identified in this policy are neither legally protected expression nor the proper exercise of academic freedom.

Please note that while GCU does not discriminate against disability or religion, as a Christian educational institution, GCU requires all students to study Christianity and attend worship services regardless of their Religion.

AUTHORIZATION AND ACCREDITATION

Georgia Central University is authorized by the Georgia Nonpublic Postsecondary Education Commission (GNPEC), located at 2082 East Exchange Place Suite 220, TUCKER, GA 30084, to offer degree programs in the State of Georgia.

Georgia Central University is accredited by the Association for Biblical Higher Education Commission on Accreditation, located at 5850 T. G. Lee Blvd., Ste. 130, Orlando, Florida, 32822, (407) 207-0808.
The ABHE Commission on Accreditation's recognition with the Council on Higher Education Accreditation (CHEA) includes certificates, diplomas, associate, baccalaureate, and graduate degrees, including doctoral degrees. The Commission's scope of recognition with the U.S. Department of Education does not include doctoral education.

www.abhe.org

GCU School of Divinity is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS).
Approved to offer the following degrees: *Master of Divinity, Master of Arts in Christian Education, Master of Arts in Mission Studies and World Christianity, Doctor of Ministry, and Doctor of Philosophy (Intercultural Studies). The school is also approved for comprehensive (half or more of a degree) distance (online) education.*
ATS is recognized by the United States Secretary of Education and CHEA.
The Association of Theological Schools (ATS) The Commission of Accrediting
210 Summit Park Drive, Pittsburgh, PA 15275-1110
Phone: 412-788-6505
www.ats.edu

GCU New Jersey extension site is authorized by the State of New Jersey Office of the Secretary of Higher Education and approved by ATS and ABHE.

LOCATION

Georgia Central University is in the city of Atlanta, Georgia. Atlanta's population is approximately 3.5 million, some fifty thousand Korean Americans. Atlanta has been ranked as one of the best places to do business and one of the most livable cities in the world. Metro Atlanta boasts beautiful residential areas, parks and playgrounds, good schools and universities, and growing churches. The city also supports a wide variety of cultural activities as well as various sports. In 1996, the twenty-sixth Summer Olympic Games were held in Atlanta.

Atlanta is also the business capital of the Southeast US. Its banks, offices, hospitals, and industries provide numerous employment opportunities for citizens. The city is full of trees and beautiful flowers and has a mild climate throughout the year. Located approximately forty miles from the school is Atlanta/Hartsfield International Airport, one of the world's busiest airports.

GCU also maintains extension sites in Hackensack, New Jersey. Contact details for these sites may be found at the end of this Catalog or on the GCU website (gcuniv.edu). Please note that these sites are **not** branch campuses;

students can only complete specific courses there (up to a maximum of 49% of a degree program) and cannot complete an entire degree program at the sites. For more details, please get in touch with the GCU Office of Admissions.

FACILITIES

PHYSICAL PREMISES AND FINANCES

The library collection is housed on the first floor of the main campus building. In consultation with the Board of Trustees, the President is responsible for purchasing or leasing additional buildings and repairing, renovating, and replacing facilities should such a need arise. The annual budget supports maintaining and operating the physical premises of the school. The president oversees retaining the GCU facilities, the annual budget, funding races, donations, and tuition.

STRUCTURAL DEVELOPMENT PLAN

During its operation, GCU has tried its best to develop and improve the educational environment for students and the research atmosphere for faculty and staff. GCU currently houses more than 20 classrooms, several audition halls, and research facilities where faculty members can meet their students and engage in academic work. While this is enough room for our current needs, GCU is still acting vigorously to acquire more and better facilities to guarantee an exceptional environment for students and faculty.

GCU expanded its library and classrooms to meet demand from students and faculty members during the academic year 2011-2012 by purchasing land and office space in Atlanta. Further development plans include acquiring additional classroom facilities in nearby cities for better commuting opportunities.

LIBRARY

GCU has made every effort to create a viable library for study and research. So far, approximately thirty thousand books and reference works have been purchased, collected, or donated. Regular book purchases suggested by faculty members and institutional purchases from annual conferences such as those of the Society of Biblical Literature and the Association of American Religion are made.

GCU has joined GALILEO (Georgia Library Learning Online), a University of Georgia initiative to access periodical databases and scholarly journals. Special arrangements with institutions such as Emory Divinity School, Columbia Seminary, and the International Theological Center are also being pursued to provide more sources of information for doctoral students. The Library Director, staff, and Library Committee continually strive to improve library facilities and collection.

LEARNING RESEARCH AND RESOURCES

GCU's Learning Resource System, comprised of library facilities, computer labs, and academic tutoring services, is available to support and help students. The GCU Library provides information services and biblical resources to support the educational and informational needs of the GCU community. It shares resources with those outside the University by maintaining an excellent collection of print and non-print resources, providing instruction on and assistance with library use, and creating an academic atmosphere fostering learning and intellectual inquiry. There are approximately 36,000 printed titles in the GCU Library, which is ever-growing. These are closely tied to the GCU curriculum and support the subject areas covered by GCU’s academic programs. Much of the collection is written in Korean for our students’ convenience and to promote cultural integration.

RESOURCES

In addition to physical collection, the library also has access to several online information resources:

- Georgia Library Learning Online (Galileo)

- EBSCOhost, Religion eBook Collection, Anthropology Plus, and ATLA Religion Database with ATLASerials.
- Partnership with Homan Theological University, Kwangju, Korea: GCU has agreed on e-book and e-journal access with its sister institution: Honam Theological University. Through this partnership, the library currently has access to 53,563 volumes of English-language and 10,3booksmes of Korean-language e-books.
- RISS International (Research Information Sharing Service): A searchable database with full texts of more than a million Korean-language theses and dissertations.
- Korean Theological University and Seminary Library Association
- Korean Information Service System: A information resource portal for Asian studies offering full-text versions of Korean academic journals.
- DBpia: Online service of Korean academic journals, conference proceedings, professional journals, e-books, etc.

The Library contains several digital and software-based resources, including:

- The New Interpreter's Bible (Complete with twelve-volume commentary)
- Bible Works (Software for biblical exegesis and research)
- EarMaster 5 Beginner to Advanced (ESOL practice audio)
- Norton Recorded Anthology of Western Music (Volumes 1 and 2)
- Music: An Appreciation (music study audiobooks)
- The GCU Thesis Manual is also available in digital format in the library.

COMPUTER LABS

Students may use 40 computers on campus for school activities and assignments.

ACADEMIC TUTORING

Individual tutoring and guidance assist students with general education research and assignments.

Mr. Jarian Jones, Director of the Library, is the head librarian at Georgia Central University and can help students with study skills, time management, test-taking strategies, and assignments. Students may contact him via email(library@gcuniv.edu) or phone (678-799-7313) to schedule an appointment.

INSTITUTIONAL REQUIREMENT (CHAPEL)

GCU opts for a worship experience as an Institutional Requirement (IR) to enhance spiritual growth. Worship is the spiritual center of university life. Following the Institutional Requirement, worship services are held three times a week, on Monday, Tuesday, and Saturday, throughout the academic year. All students are required to attend one of these three. Online students must also complete the IR described in the Distance Education Handbook each semester. All students are also welcome to join Bible study in consultation with the Chaplain and participate in all the worship services.

The chaplain, in cooperation with faculty and students, leads chapel services. The chaplain also conducts Commencements, Graduations, Easter Week, and Thanksgiving Week celebrations. Students have formed several musical groups to enrich services. The chapel choir is open to all students. Music majors may receive class credit for being members of the ensemble.

Students who fail to meet the IR will get a Grade of F. In particular, the students will be subject to academic dismissal when missing worship services more than three times every semester. If a student fails the IR, he or she should enroll and pay for a make-up session during the following Summer or Winter semester.

STUDENT GOVERNMENT ASSOCIATION (SGA)

SGA responds to the concerns of the student community. This annually elected governing body coordinates and oversees various GCU Student Government Association activities in consultation with the Office of Student Affairs.

Following the procedures outlined in the Student Handbook and SGA bylaws, the student body elects officers and members of the Student Government Association. Its primary function is to initiate discussion and make decisions concerning student services, including Financial Services and Student Aid; coordinate prescheduled and authorized student activities throughout the given academic year; improve the educational environment of the University; and aid students with various hardships and difficulties in continuing to pursue their academic goals. The Association helps students become active in serving the community and participating in university programs, provides information on student welfare, and acts as a mediator between the University administration and GCU's student body.

VETERANS EDUCATION BENEFITS POLICIES

Standards of Progress: Students must maintain a 75% average on academic work to take the final exam and must make 75% on the final exam to pass the attempted course. Students not achieving passing marks are encouraged to repeat class for a nominal fee (basic classes $100, advanced classes $200). Cheating on an examination will result in dismissal from the program.

Students are expected to attend 100% of all classes. Attendance will be taken at the beginning of each class and following any breaks. 3 late arrivals or 3 early departures will be considered an absence. To maintain eligibility for GI Bill® benefits students must attend 80% of all scheduled classes as established by the Georgia State Approving Agency Veteran's Attendance Policy.

Attendance and academic work will be monitored on a weekly basis. If a student falls below either criterion listed above they will be placed on probation. The probation period will last for 30 days. A student who is on probation who fails to meet satisfactory academic progress standards and/or attendance will have GI Bill® education benefits terminated. If after 60 days a student who has not returned to good class standing may be subject to termination from the program.

GI Bill® is a registered trademark of the U.S. Department of Veterans 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.

Students do have a right to appeal. Appeals must be submitted in written form to the School Director within two business days. Should a student be reinstated, credit will be granted for the successfully completed portion of the program of study. A student who fails to maintain satisfactory academic progress and attendance within 30 days of reinstatement will be terminated from school. Once terminated from school the student can reapply for admission 12 months from the date of termination. Should the student be allowed to reenter school the student will be required to restart the entire program of study and no credit will be granted for any successfully completed courses.

Grading System

90-100	A
80-89	B
75-79	C
70-74	D
69 and below	F

Leave of Absence Policy. Any student who begins a period of leave of absence will be terminated from GI Bill® education benefits effective the date the leave of absence begins. Students who take a period of leave of absence will be allowed to restart the

Program of study at the point in which instruction was interrupted. Credit will be granted for any previous course work completed. Students will be recertified for GI Bill® education benefits after return to classes. Should a second period of leave of absence occur students will be terminated from the veteran education

benefits and the education benefits will not be reinstated upon return to school unless the period of leave of absence was due to mitigating circumstances as determined by the School Director.

Student Conduct Policy. Any conduct determined by school officials to be detrimental to the school, clinical facilities, or other students, or behavior that is unprofessional, will result in permanent dismissal. This will include, but not limited to:

a. Theft of damage of property

b. Abuse (verbal or physical) of any member of the student body, faculty, or clients in the clinical setting.

c. Possession or consumption of alcohol or drugs on the premises.

d. Possession of dangerous weapons.

e. Obscene or disorderly conduct.

A student dismissed due to conduct does have the right to appeal and the appeal must be made to the School Director within 5 business days of dismissal. Reinstatement is at the discretion of the School Director.

- **Previous Training Credit** - Veteran education benefits recipients are required to provide the school with official transcripts of previous training for evaluation. Training time and tuition will be reduced in proportion to the amount of satisfactory credit from previous training and will be granted at the discretion of the school director.

- **Refund Policy prorated for VA beneficiaries** - For individuals utilizing Veterans Affairs education benefits, the school will refund the unused portion of prepaid tuition and fees on a pro-rata refund basis. Any amount in excess of $10.00 for an enrollment or registration fee will also be pro-rated.

- The U.S. Department of Veterans Affairs (VA) requires Education Training Institutions (ETIs) — such as colleges and universities receiving VA education benefits — to maintain certain student records for at least three years after the student's last date of attendance
- GCU would not prohibit attendance or impose penalties while awaiting VA payment IAW 38 USC 3679 (e) (38 U.S. Code § 3679 - Disapproval of courses | U.S. Code | US Law | LII / Legal Information Institute)

GCU SCHOOLS AND ACADEMIC PROGRAMS

The University's educational program consists of seven primary schools: Business Administration, Christianity, Divinity, Music, Computer Science, Sports Science, Nursing and three certificate programs: ESOL, Theological Studies, and Computer Science (Networking).

SCHOOL OF BUSINESS ADMINISTRATION (SBA)

Mission

SBA's goal is to produce business leaders who glorify God's Kingdom as a part of the overall mission of GCU. We teach business techniques, and at the same time, we teach how business can be used to glorify God. Our mission is to educate and train our students to glorify God through all aspects of the business. GCU's School of Business distinctively emphasizes all aspects of business decisions from a Christian perspective, following GCU's institutional mission and vision. GCU aims to provide a biblically valid, Christ-centered education. The School of Business aids this mission by educating businesspeople who can use their skills to advance the Kingdom of God with ethical, morally sound business practices.

Degree Programs

The School of Business Administration offers a Bachelor of Arts in Business Administration (BABA) degree and a Master of Business Administration (MBA) degree. The MBA provides training and skills for students interested in understanding the working nature of business in a competitive environment.

Objectives

The students understand and are familiar with the following:

- Christian principles are relevant to business and management, so they can identify ethical dilemmas by applying Christian values.
- The relevant economic and financial issues of the current market system and future forecast markets logically
- Techniques to maximize the potential of electronic communications and the Internet in business, inside and outside of corporate organizations
- The importance of both human and material resources and the required skills for resource management
- They were demonstrating foundational knowledge in each of the primary functional areas of business.
- Being able to solve unstructured business problems.

Learning Outcomes

Graduates of the business administration program will be able to

- Assess legal, regulatory, and political ramifications of ethical issues concerning the business environment.
- Make ethical and moral choices based on a biblical worldview.
- Communicate effectively in written and oral presentations.
- Apply technology to acquire and use data as a strategic resource.

- Identify preferred leadership behavior, attitudes, and styles to manage an organization in a dynamic global environment effectively.
- Use current economic and financial models and theories for analyzing data and forecasting related to the organization, industry, and international forces.
- Analyze business opportunities to develop strategic solutions to organizational goals and objectives.
- Apply knowledge to practical experiences.

SCHOOL OF CHRISTIANITY (SC)

Mission

The School of Christianity aims to prepare undergraduate students as lay leaders or vocational ministers for educational leadership in local churches linked to the GCU's vision to glorify God by equipping them with biblical principles and a Christian worldview. The school stresses a basic understanding of the Bible and a Christian worldview based on that understanding. All educational curriculum in SC contributes to building the Body in local churches and community and empowering them to become global leaders, one of the GCU core vision.

Degree Programs

The school of Christianity offers two programs: Bachelor of Arts in Theological Studies (BATS) and Bachelor of Arts in Christian Education (BACE). The BATS program concentrates on Biblical competency, personal integrity, and integration of theoretical and practical learning; the BACE program equips students with personal integrity and integrates theoretical and practical knowledge specially designed for educators.

Objectives

Students in SC will be prepared to:

- Demonstrate Christian faith and worldview in understanding modern society and its culture.

- Prove knowledge of the Bible and Christian theology, and Church history
- Enhance the ability to carry out the ministries of the local church.
- Demonstrate an understanding of the counseling principles and techniques required to meet individual needs.
- Apply appropriate hermeneutics of the Bible to a lifelong pattern of spiritual growth and personal development.

Learning Outcomes

Students will be able to

- Identify the essential contents of all books of the Old and New Testaments.
- Analyze the biblical text in original language study (either Greek or Hebrew) using biblical and theological research tools to discern quality sources for valuable written reports or sermons.
- Explain the central doctrines of Christianity from an evangelical perspective, including their biblical basis and canonical progression, historical development, diverse perspectives, and contemporary relevance.
- Describe a personal relationship with God in a maturing Christian faith and practice and demonstrate leadership ability by examining additional theological issues related to doctrine, life, and ministry.
- Apply biblical teaching for Christian faith and practice and biblical-theological research through advanced principles of sound interpretation.

SCHOOL OF DIVINITY (SD)

Mission

Georgia Central University School of Divinity equips global leaders for the ministries of Christ through theological, cultural, and spiritual formation.

Degree Programs

The School of Divinity focuses on three Master's and two Doctoral degree programs: Master of Arts in Christian Education (MACE), Master of Arts in Mission Studies and World Christianity (MAMSWC), Master of Divinity (MDiv), Doctor of Ministry (D. Min), and Ph.D. in Intercultural Studies (Ph.D. ICS). The MACE program is designed to equip and prepare students to become competent leaders in the educational ministries of churches. The MAMSWC program integrates academic and practical theology studies with modern mission studies, concentrating on urban or global studies. The MDiv program is designed to educate and train those who seek to serve as ordained ministers, evangelists, missionaries, and other ministry leaders. The D.Min. program educates experienced ministers seeking to enhance their ministries with advanced theological understanding and research. The Ph.D. program provides foundations in theory as the basis for original research and writing to advance missiological understanding and effective leadership, with a deep understanding of human diversity, contextual realities, and cultural change in ways that inform redemptive gospel-centered ministry in the contemporary world.

Objectives

The school creates graduates who are expected to:

- Interpret the Bible for advancing Christian faith and practice.
- Communicate the gospel for enriching diverse socio-cultural groups.
- Practice spiritual discernment (formation, disciplines) for nurturing themselves and others.
- Provide leadership for impacting the church and the wider community.

Ph.D. in ICS students will be prepared to:

- Explore and clarify the biblical foundations of Christian mission based on the Bible in the context of Globalization.

- Acquire advanced academic knowledge of the discipline, research methods, and theories in your field of study.
- Explore mission theologies in both Western and non-Western mission fields.
- Critically reflect on the learning, teaching, and researching dimensions of theological scholarship in the church and academic communities.
- Integrate comprehensive interdisciplinary knowledge of appropriate scholarly literature into your study area, including applicable skills.
- Engage in scholarly research around an appropriate question, problem, or opportunity.
- Establish strategic plans for ministerial success with a fresh perspective of postmodernism and globalization, along with analytical tools to excel in planning, forecasting, setting objectives, and determining courses of action compatible with cultural issues and dynamics.

Learning Outcomes

- *Interpret Scripture*. Students will interpret scripture effectively, using various approaches informed by understanding biblical history, the social and cultural realities of ancient Israel and the early church, and the interpreter's context.
- *Comprehension of History and Culture*. Students will demonstrate an understanding of the life and thought of the Christian community in its historical expressions and the interrelations between Christianity and global culture.
- *Theological and Ethical Reflections*. Students will be able to engage in constructive theological and ethical reflection, informed by an understanding of the content of the Christian faith in its historical and contemporary articulations, as well as current Christian thinking on philosophical, scientific, political, and cultural developments.

- *Leadership Roles*. Students will demonstrate the capacity to function successfully and effectively in the various roles of ordained leadership, evidencing critical awareness of the social context of their ministry and the ability to impact that context.
- *Spiritual Formation*. Students will demonstrate familiarity with and appreciation for the church's spiritual tradition and the disciplines of prayer and devotion and exhibit a capacity to evaluate specific instances of spiritual practice from a theological standpoint.

Ph.D. students in ICS will be able to:

- Demonstrate advanced knowledge of the discipline of intercultural studies and research methodologies appropriate to do cutting-edge interdisciplinary research in its emphasis areas.
- Demonstrate an ability to critically examine mission theologies and practices with both Western and non-Western Christian perspectives.
- Demonstrate an ability to analyze contemporary challenges and needs in various intercultural contexts.
- Demonstrate an advanced ability to engage in learning, research, and teaching in academic and professional settings.
- Demonstrate an ability to integrate a comprehensive interdisciplinary knowledge of scholarly literature and effective intercultural practices.
- Demonstrate an ability to write an interdisciplinary scholarly research work in the discipline of intercultural studies.

SCHOOL OF MUSIC (SM)

Mission

The School of Music is designed to allow students to pursue their passion for music and achieve the mission of GCU, which is to glorify God in all creations. These SM programs emphasize artistic creativity, professional knowledge, and technical ability while building students' character through a firm footing in biblical values. The School of Music provides advanced training in music through our distinguished faculty. It educates its students to be excellent musicians who can play dynamic roles as performers, composers, music scholars, and music educators in the community and the church.

Degree Programs

The School of Music offers three-degree programs: Bachelor of Arts in Music (BAM), Master of Arts in Music (MAM), and Doctor of Musical Arts (DMA). The Master of Arts in Music degree will allow talented musicians who have completed an undergraduate degree in music to pursue intensive graduate studies in performance.

Objectives

The School of Music will prepare students to:

- Understand the vision and mission of educating students with a Christian worldview rooted in biblical principles.
- Be held to a high standard of technical ability and artistry in music.
- Develop specialized skills and knowledge for piano, organ, voice, other instruments, composition, conducting, and church or contemporary Christian music.
- Analyze and appraise the role of music and its impact on society within various cultures and historical periods.
- Navigate their career success as performers or teachers consistently with Christian principles.

- Pursue higher education in music, if desired.

Learning Outcomes

- Articulate a Christian worldview as it applies to music and the arts.
- Develop their musicianship related to their chosen performance medium, demonstrated through juried and public performances.
- Demonstrate musical competence, including historical, theoretical, and analytical expertise, as illustrated by a senior project.
- Establish advanced performance skills and professionalism that will enrich the cultural and aesthetic strengths of the community.
- Formulate a post-graduation plan for each student's desired career path.

SCHOOL OF COMPUTER SCIENCE (SCS)

Mission

The School of Computer Science aims to provide graduates with the durable knowledge necessary to become future leaders in the rapidly evolving discipline of Computer Science and other computer-related fields. The Computer Science major will prepare students to succeed in various computer-science-related careers, including software engineering, databases, computer security, networks, system administration, etc.

The program of SCS will enable graduates to be employed in industry and government and to be advanced…professionally with significant technical achievements and expanded leadership responsibilities. Graduates will have good teamwork, communication, and interpersonal skills to work with others effectively in their careers. They will be sufficiently prepared to be innovative and ethical leaders in a global society.

Degree Programs

The School of Computer Science offers two-degree programs: Associate of Arts in Computer Science (AACS) and a Bachelor of Arts in Computer Science (BACS). The School periodically assesses and evaluates every curriculum for consistency with each student's outcome and the educational objective to ensure that each student's outcome can be attained. This regular evaluation is used to identify program weaknesses, put improvements in place and re-evaluate the effectiveness of those improvements, resulting in continuous improvement of the program. This ensures that our students receive a high-quality education.

Objectives

Graduates of the Associate of Arts in CS program is expected to demonstrate the following:

- An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and the discipline.
- An ability to analyze a problem and identify and define the computing requirements appropriate to its solution.
- An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- An ability to function effectively in teams to accomplish a common goal.

Graduates of the Bachelor of Arts in CS program is expected to demonstrate the following:

- An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and the discipline.
- An ability to analyze a problem and identify and define the computing requirements appropriate to its solution.

- An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- An ability to function effectively in teams to accomplish a common goal.
- Understanding professional, ethical, legal, security, and social issues and responsibilities.
- An ability to communicate effectively with a range of audiences.
- An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- Recognition of the need and an ability to engage in continuing professional development.
- An ability to use current techniques, skills, and tools necessary for computing practice.
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and designing of computer-based systems to demonstrate comprehension of the tradeoffs involved in design choices.
- An ability to apply design and development principles in constructing software systems of varying complexity.

Learning Outcomes

The students of the Sports Science Program will:

- demonstrate critical thinking skills.
- demonstrate strong written and oral communication skills.
- demonstrate in history, theory, and practice of Taekwondo.
- communicate effectively in the multi-disciplinary environment.
- demonstrate a grasp of the various Martial Arts' notion of "self-cultivation" and be able to relate to their personal growth.
- understand professional and ethical responsibility in the diverse world.

SCHOOL OF SPORTS SCIENCE (SSS)

Mission

The School of Sports Science boasts the expertise of being the forerunner in the USA to succeed in developing the traditional martial art of Korea, Taekwondo. The Department of Martial Arts is incredibly proud to be the pioneering institution that teaches Taekwondo in the USA. As a flagship of the School of Sports Science, the Department of Martial Arts, focused on Taekwondo, conducts practical research on the philosophical understanding of Taekwondo and health promotion through Taekwondo training.

The Department of Martial Arts educates Taekwondo specialists based on a systematically researched and developed academic program. The department also cultivates talented individuals who will play a vital role in the educational growth of Taekwondo by developing and promoting renewed practical functions and theories of Taekwondo to spread worldwide. This Department not only cultivates high-level martial arts masters in Taekwondo but also plans to promote Judo, golf players, and so on.

AA in Martial Arts Student Learning Outcomes

- To articulate scientific, cultural, and spiritual dimensions of TKD.
- To develop their own knowledge and skills as TKD practitioners.
- To develop mature Christian leadership through a life of service.

BA in Martial Arts Student Learning Outcomes

- To promote scientific, cultural, and spiritual dimensions of TKD in a variety of settings.
- To administer and assess TKD programs as appropriate for an entry-level TKD professional.
- To communicate effectively using modes consistent with the expectations of TKD professionals.
- To lead a life of service in a variety of settings as appropriate for a mature Christian leader.

MA in Martial Arts Student Learning Outcomes

- To promote scientific, cultural, and spiritual dimensions of TKD in a variety of settings.

- To administer and assess TKD programs as appropriate for an intermediate-level TKD professional.
- To communicate effectively using solid leadership with the expectations of TKD professionals.
- To lead a holistic life of service of practice in action as appropriate for a mature leader of a society.

Degree Programs

The School of Sports Science offers three-degree programs: Associate of Arts in Martial Arts (AAMA), Bachelor of Arts in Martial Arts (BAMA) and Master of Arts in Martial Arts (MAMA). The AA program is designed to provide students with basic skills and practice in Taekwondo martial arts. The BA program is designed to equip students with humanities and scientific knowledge in martial arts. The MA program is designed to cultivate global leaders through advanced research in martial arts theory and practice.

Certification

With a BA degree in Martial Arts and after achieving a black belt test level of VI, students are qualified as masters, referees, instructors, bodyguards, safety staff, physical education instructors, Taekwondo organization administrators, Taekwondo event markets, etc. After graduation, students are prepared to acquire Taekwondo belt certification, Taekwondo master certification, Sports for all instructor certification, Sports game instructor certification, and various referee certifications.

SCHOOL OF NURSING (SN)

Mission

The program will produce students suitable for professional employment and advance their careers.

Degree Programs

Nursing Completion Program (RN to BSN)

NCP program is designed to help RN nurses to advance their BA degree and acquire professional knowledge and skills in the field of nursing.

Objectives

Students of the program are expected to demonstrate the following:

- Ability to integrate nursing education into professional nursing practice,
- Evidence-based practice with critical thinking,
- Professional communication with spiritual competence in various healthcare settings,
- Leadership skills for health promotion during the life cycle and
- Application of systems, finances, and policies to professional nursing care.

Learning Outcomes

Graduates of the Nursing Completion program will be able to

- Apply knowledge from the humanities, sciences, and nursing to provide holistic and culturally competent care.
- Use current research and clinical evidence to inform and improve nursing practice and patient outcomes.
- Employ information systems and patient care technologies to enhance communication, safety, and quality of care.
- Thinking Apply leadership principles and systems thinking to influence healthcare delivery and policy.
- Participate in quality improvement initiatives and advocate patient safety across healthcare settings.
- Work effectively with other healthcare professionals to deliver coordinated, patient-centered care.

CERTIFICATE PROGRAM IN THEOLOGICAL STUDIES

The Certificate Program in Theological Studies is designed to equip laypersons for teaching the Bible in the church and the community. It is a non-degree credit-bearing certificate program requiring 31 semester credit hours.

The curriculum consists of 12 semester credit hours in Bible, 12 semester credit hours in Theology, 6 semester credit hours of electives, and 1 semester credit hour of Spiritual Leadership Training, for a total of 31 semester credit hours.

The program provides students with an undergraduate-level introduction to biblical studies, theology, church history, biblical interpretation, and spiritual formation. The detailed curriculum and course descriptions are provided in the Certificate Programs section of this catalog.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL program aims to develop student's academic and intercultural communication skills, which are vital to life in the United States. The program provides a complete course of instruction and electives in the linguistic and pragmatic aspects of the English language, enabling students to acclimate to and fully participate in diverse communities ranging from local to international and college to university. The ESOL program is a non-credit program. The program is based on clock hours, and its courses are not applied to credit-bearing certificates or degree programs.

SPECIAL PROGRAMS AND PROJECTS

INTERNET RESOURCE PROJECT FOR THE KOREAN AMERICAN CHURCH & OTHER ORGANIZATIONS

In 1999, GCU began an internet-based project to provide resources for Korean American churches and other organizations. This project includes providing network information services via the University's homepage. The

project will also offer course syllabi and access to recordings of many lectures.

KOREAN AMERICAN THEOLOGY AND MINISTRY CENTER

GCU supports a center for developing a Korean/Korean American theology and ministry program. The function of the center is to establish a research action-advocacy project. This project also aims to gather data and resources, including publications and other information on Korean American cultural and religious heritage.

IMMANUEL BIBLICAL LANGUAGE CENTER

GCU cooperates with the Immanuel Biblical Language Center. This center engages in an extensive study of biblical languages and biblical interpretation. The Center offers seminars and workshops that enhance lay leaders' and pastors' in-depth biblical language study.

INSTITUTE OF THE CHRISTIAN PREACHING CENTER

GCU encourages its This center dedicated to serving Korean pastors for the second generation in Atlanta and U.SA. To help Korean pastors, this center will help Korean pastors to advance the ways of preaching: philosophy, exposition, Sermon writing, and delivery method. In this center, GCU will develop, launch, and operate a new, permanent center for supporting Korean immigrant families and congregations. It will be dedicated entirely for developing and providing resources, programs, and educational opportunities to help Korean parents and caregivers as well as Korean church leaders explore and incorporate those practices and values that are meaningful for them in intergenerational faith transmission.

GCU PRESS

GCU Press (GCU Publishers, Inc.) was established in 2009 to enhance the educational and academic atmosphere for students and faculty members at GCU. Faculty can publish their academic and research by seeking research-

aid funds or grants from related organizations or professional societies.

HISPANIC PROGRAM

These Spanish courses reach out to Hispanic and Latino students who intend to undergo theological education and training.

INSTITUTE FOR MISSION AND PASTORAL COMPACT TRAINING (IMPACT)

The paradigm of modern ministry requires that mission and ministry are not separated but are a unified whole. This unification of mission and ministry reflects why establishing a missionary and pastoral research program at GCU is necessary. This graduate program demands mission expertise along with a conception of universal ministry. This program is therefore based on a new model of immigrant ministry. It offers medium and long-term intensive training by world-renowned scholars to retrain Sabbatical missionaries and local pastors.

ADMISSIONS POLICIES AND PROCEDURES

ADMISSIONS POLICIES

Applicants for admission to Georgia Central University will be considered regardless of race, color, sex, disability, or national or ethnic origin in accordance with our Non-Discrimination Policy. Prospective students are assessed according to their academic background, moral character, and personal statement of faith. The Admissions Faculty Committee reviews prospective students' school records, recommendations, and personal accounts in considering applications. Georgia Central University reserves the right to refuse admission to prospective students who do not meet our standard of excellence.

ADMISSIONS PROCEDURES

Undergraduate level

Each applicant must submit the following forms to the Admissions office, accompanied by a non-refundable $100.00 application fee (Please see GCU Tuition and Fee Schedule for other financial requirements for admission). All required forms must be received no later than 30 days prior to the beginning of the semester in which the student seeks enrollment. Applicants must possess a valid high school diploma or recognized equivalent issued by a secondary school authorized to provide secondary education. If the University or the U.S. Department of Education (USDE) has reason to believe a diploma is invalid, fraudulent, or improperly issued, the University will conduct a review, which may include verification of the issuing school's authorization, review of transcripts, and requests for additional documentation.

Students determined to have an invalid diploma may be ineligible for admission and/or Title IV federal financial aid.

- Application form for admission
- $100.00 non-refundable application fee
- Self-description and plan of study
- Signed Biblical Foundations Statement
- Signed GCU Release and Assignment Form
- Signed GCU Student Disclosure Agreement Form
- Assumption of Risk and Liability Waiver
- Official Transcript(s) in a sealed envelope
- Recommendation letters.
- Valid government-issued ID (Driver's License, passport, etc.)
- SAT Critical Reading score of 400 or higher, Math score of 380 or higher
- ACT English score of 17, Math score 17, and Composition score 17 (all equal to or higher)

- A certified copy of the student's High School diploma or GED Certificate

  Copy of the original transcript or Fax of transcript directly from the GED testing center (if applicable)

Graduate Level

Master's Programs

Each applicant must submit the following forms to the Admissions Office with a non-refundable $100.00 application fee. All required documents must be received no later than 30 days before the beginning of the semester or academic session in which the student seeks enrollment.

- Application form for admission
- $100.00 non-refundable application fee
- Self-description and plan of study
- Signed Biblical Foundations Statement
- Signed GCU Release and Assignment Form
- Signed GCU Student Disclosure Agreement Form
- Assumption of Risk and Liability Waiver form
- Copy of valid, government-issued ID (driver's license, passport, military ID, etc.)
- Official transcripts of all college, university, or seminary records, showing all courses pursued, grades received, and degree(s) earned
- Recommendation letter completed by the reference listed on the application (two letters for MDiv)
- (MDiv applicants only) Statement of conversion experience and pastoral calling

The Admissions Committee will review all submitted information. Any student seeking admission must possess a BA, BS, or equivalent degree from an accredited institution of higher learning and a Grade Point Average (GPA) of 2.50 on all previous post-secondary credits for admission (except on probationary status). When necessary, the Admissions Committee or the Office of Admissions will interview the candidate for admission decisions. When

the required documents and fees have been received, the Admissions Committee will review the application. The Committee will notify the applicant. The approved application will be valid for one year from the approval date.

SEVIS I-20 (F-1, J-1) Admissions (International Students)

GCU welcomes international students. Applicants are classified as "international" if they meet the criteria listed below. Supplemental application materials are needed for each of the following criteria. Students are encouraged to review GCU's website to see what documents are required. An international student is any applicant who:

- Is not a U.S. citizen and is currently in the United States on an I-20 (F-1, J-1) (student) visa status.
- Will require an (F-1 or J-1) visa to enter and study in the United States.
- A foreign national currently residing in the United States on some other class of visa. Please submit a copy of the visa from your passport.

In addition to the university's general admission requirements, the international student must follow the procedures listed below:

- Complete and return the application form.
- Provide official transcripts from all secondary and postsecondary institutions attended. Transcript(s) must be in English. Non-English transcripts must be translated into English. Students who wish GCU to translate transcripts must pay the cost of translation (contact the Office of Admissions for more information about translation services). All transcripts will be evaluated before applicants may be admitted.
- If coming from a non-English-speaking country, the applicant must provide proof of English-language proficiency via one of the methods below:
    - Submit an official TOEFL score of at least 60 (80 for graduate school) on the Internet-based test or 173 (213 for graduate school) on the computer-based test or 500 (550 for graduate school) on the paper-based test. All TOEFL scores must be official and less than two years old if the applicant

has not studied at a U.S. institution since taking the exam. The applicant may find information regarding test dates and centers at www.ets.org. Results of the TOEFL must be transmitted electronically to GCU.

- OR take English 101 and 102 (first-year composition), or their equivalents, at an accredited U.S. institution and earn a minimum 2.5 combined GPA for the two courses. This must be reflected in an official transcript.
- OR submit proof of a bachelor's degree earned at an accredited institution in the U.S.
- OR score 71 or higher on GCU's ESOL placement test.
- International students who cannot prove English-language proficiency must take the GCU ESOL placement test, enroll in the ESOL program and pass it successfully before enrolling in degree courses. Please get in touch with the ESOL Office or the Office of Admissions for more information.

- Upon acceptance to GCU, submit an Immunization Record to the Office of Admissions. The university will provide the form to be used by the physician in the Admission Packet.
- Maintain an account in the GCU Office of Business Affairs with sufficient funds to cover tuition, fees, and other expenses for at least one academic semester. The amount may differ in each applicant's case; the average deposit is approximately $5,000.00. This deposit is not a separate fee. It will be used against the students' first-semester tuition and fees. Any funds left over after the first semester's tuition and fees are paid from this deposit will be applied to the next semester's tuition and fees. Unpaid portions of tuition and fees are the student's responsibility. Contact the Office of Admissions for more information.
- Submit proof of accident and health insurance. Students who can prove that they have comparable insurance coverage will not be required to purchase an insurance policy through the university. Contact the Office of Admissions for more information about buying insurance through the University.
- Pay a one-time International Student Fee of US $1,000.00 for administrative expenses.

Students must submit all of the above items to the Admissions Office no later than four (4) months before the student's planned enrollment. The university will issue a SEVIS I-20 (F-1, J-1) after the above requirements have been completed and approved by the International Student Advisor in consultation with the Admissions Committee.

NOTE: After a student's visa status has been approved, issued a DS-2019, and granted an I-20 (F-1, J-1) visa in place of their existing B-2 or E-2 visa, the student MUST attend *at least* the first entire semester of classes after their I-20 (F-1, J-1) approval. Suppose the student withdraws during their first registered semester. In that case, they will be entitled to a prorated refund if their last date of attendance is on or before the midpoint of the semester (See Refund Policy on page 51). According to Federal regulations, I-20 (F-1, J-1) holders must be enrolled AND ACTIVELY PARTICIPATING in a "full course of study," meaning full-time enrollment status (minimum 12 credits each term for undergraduate students; minimum of nine credits each term for graduate students) at a SEVP-approved school and ACTUAL ATTENDING CLASSES, to maintain visa status. GCU is required to report any violation of this regulation to the Federal government. Please get in touch with the Office of Admissions and the International Student Advisor for complete details regarding this policy.

Complete Federal Regulations regarding I-20 (F-1, J-1) students may be found at https://www.ice.gov/sevis.

Advanced Degree Programs Admissions

Doctor of Ministry (D. Min)

To be eligible for admission, applicants are required to:

- Have a Bachelor of Arts degree or equivalent from an accredited college or university. The Doctor of Ministry Program Committee must approve any exceptions.
- Have completed a Master of Divinity degree or equivalent at an accredited institution. Other two-year

master's programs may be considered, but the applicant must complete the required Master of Divinity courses to enter the D.Min. program. Applicants must have maintained an average of 3.3 (on a standard 4-point scale) in their Master of Divinity work.

- Have demonstrated to the Doctor of Ministry Program Committee that they have sustained record of sound moral and religious character on campus.
- Field experience: After receiving a Master of Divinity degree, applicants for the D.Min. program must have completed three (3) years of full-time ministry experience at a church or similar organization and have demonstrated excellent professional performance. The Doctor of Ministry Program Committee must approve any exceptions.

Required Admission Documents

- Application package (available on the GCU website)
- Official transcripts
- Two recommendation letters
- Two-to-three-page Academic Purpose Statement
- Certification of field experience

Certification of Field Experience

Applicants must submit a certificate showing more than three years of work experience in ministry at a church or similar organization and have demonstrated excellent professional performance after receiving their Master of Divinity degree. The Doctor of Ministry Program Committee must approve any exceptions.

Recommendations

Applicants must submit two letters of recommendation: one from a pastor and the other from an academic advisor, including former professors.

Academic Purpose Statement

Applicants must submit a two-to-three-page statement explaining their goals in pursuing a D.Min. degree, their

prospective research topics and areas of interest, and their expectations for achieving their academic goals at GCU.

Admissions Procedure

Applicants must complete all procedures for approval by the University's Doctor of Ministry Program Committee. Approximately sixty days should be allowed for processing applications. Applicants shall receive notice of approval from the Office of Admissions. Applicants may be admitted on a conditional basis for the first year of study in the doctoral program at the discretion of the Doctor of Ministry Program Committee. The Doctor of Ministry Program Committee chair will notify them of the reasons for any conditional status, specify any requirements that must be fulfilled, and state any limitations to be imposed upon the proposed seminar load.

Students admitted conditionally are evaluated after the first year of study, and the Doctor of Ministry Program Committee governs the student's continuance in the program.

Applicants for the Doctor of Ministry Program who do not enroll in a seminar within one year from the date of approval for admission must submit a new application to the program. The subsequent application shall be regarded as initial with no leniency for approval.

Each applicant must submit all the required documents to the Admissions office, accompanied by a non-refundable $100.00 application fee. All forms must be received in the original no later than 30 days before the beginning of the semester in which the student seeks enrollment. The Admissions Committee will review all submitted information. When it is necessary, the Admissions Committee will have an interview with the candidate for the admission decision.

International Students (I-20 (F-1, J-1)

For admission to GCU's School of Divinity, international students should follow the general admission requirements that GCU asks of international students, in addition to the above conditions. Please get in touch with the Director of Admissions for more information.

Doctor of Musical Arts (DMA)

To be eligible for admission, applicants are required to

- Hold a bachelor's degree.
- Hold a master's degree in the applied musical area or its equivalent, with evidence of a high level of performance.
- Have a minimum cumulative GPA of 3.0 (on a 4.0 scale) in the master's degree.
- Submit official transcript(s) from all previously attended degree-awarding institutions (in English or notarized translation).

Required Admission Documents

Applicants must submit the following:

- DMA Application Form (available on the GCU website)
- Official Transcripts
- Two letters of recommendation
- Personal Statement
- DMA Audition Form

Personal Statement

Applicants must submit a written statement explaining their specific goals in pursuing the DMA degree, their professional aspirations, and their expectations for achieving their academic and artistic goals at Georgia Central University.

Recommendations

Applicants must submit two letters of recommendation from individuals qualified to evaluate the

applicant's academic ability, professional musicianship, and potential for success in doctoral-level study.

Audition Requirements

All applicants must complete an interview and present a vocal or instrumental recital/audition equivalent to the solo recital required for completion of the master's degree. The audition repertoire must demonstrate technical proficiency and musical artistry through contrasting historical periods and styles.

- Live auditions are strongly encouraged.
- Applicants unable to attend a live audition may submit a video-recorded audition.
- All auditions are scheduled by the end of December and must be completed or submitted by mid-February.
-

Audition Repertoire by Area

- **Piano**: Works or movements from four historical periods: Baroque through Beethoven, Romantic, Impressionistic, and Twentieth Century (performed from memory).
- **Voice**: Repertoire in English, French, German, and Italian, including at least one advanced opera aria and works from a minimum of three historical periods.
- **Organ**: A major work by J.S. Bach, one lyrical selection, and one virtuosic selection.
- **Composition**: Scores and recordings from a master's-level recital submitted to the Dean of the School of Music.
- **Conducting**: A concert program and 30 minutes of audio/video recordings; applicants will rehearse and conduct a university ensemble.
- **Instruments**: Contrasting works from the standard solo repertoire of the selected instrument.
- **Church Music**: Audition on the primary instrument.
- **Contemporary Christian Music**: Contemporary Christian music, jazz standards, popular repertoire,

or classical works.

Diagnostic Examinations

At the time of audition, applicants must complete diagnostic examinations in music history and music theory. Results are used for admission consideration and to determine any prerequisite coursework.

International Students (I-20: F-1, J-1)

International applicants must follow GCU's general admission policies for international students in addition to the DMA program requirements. Please contact the Office of Admissions for further details.

Program Requirements

- Minimum of **60 credit hours** beyond a 30-credit master's degree
    - 51 credits of coursework
    - 9 credits of final research project (dissertation or lecture-recital with written document)
- Completion of required recitals
- Successful completion of comprehensive examinations (written and oral)
- Approval, defense, and submission of the final research project

Time Limit and Academic Standing

- The DMA degree must be completed within seven (7) years from the first semester of enrollment.
- A minimum GPA of 3.0 must be maintained on all coursework and the program of study.
- No course with a grade below "C" may be applied toward degree requirements.

Degree Conferral

Upon certification that all academic and financial requirements have been met, the DMA Program Committee will recommend the candidate for degree conferral. With approval from the GCU Board of Trustees, the Doctor of Musical Arts degree is conferred, normally in May.

Ph.D. in Intercultural Studies

To be eligible for admission, applicants are required to

- Hold a bachelor's degree
- Hold a Master of Divinity degree, a Master of Arts in Missiology or Intercultural Studies degree, or equivalent from a fully accredited institution. Those who do not hold a master's degree in theological studies must take additional/approved elective courses.
- Have a Grade Point Average (GPA) of 3.3 or higher on the standard four-point scale.
- Submit official transcript(s) from all previous degree-awarding institutions (submitted in English or a notarized translation).

Field Experience

Applicants must have at least three years of field experience in cross-cultural or intercultural work experience (e.g., mission agencies, mission fields, or Christian ministries in an intercultural context). Applicants with teaching experience in a multicultural or intercultural setting will also be considered. Applicants must submit a certification of their field experience.

Recommendations

Applicants must submit two letters of recommendation: one from a colleague or mentor in the field of

cross-cultural or intercultural work and one from an academic advisor, such as a former professor. The recommendation forms may be obtained from the GCU Office of Admissions.

Academic Purpose Statement

Applicants must submit a two-page statement including (1) their specific goals in pursuing a Ph.D. degree, (2) their prospective research topics and areas of interest, and (3) their expectations for achieving their academic goals at GCU.

Academic Research Paper Requirement

Applicants must present the potential for original academic research at the doctoral level by submitting a sample of unpublished writing or a recent academic research paper, if no prior publications exist. This writing sample should be written in one of the applicant's contemporary research languages (preferably Korean or English) and in an academic writing format and should be 20-25 pages long.

Required Admission Documents

- PhD application form (available at the GCU website)
- Official transcripts
- Sample research paper.
- Certification of field experience
- Two recommendation letters
- Academic purpose statement

Ph.D. in Business Administration (PHDBA)

To be eligible for admission, applicants are required to:

- Hold a bachelor's degree.
- Hold a business-related master's degree from an accredited academic institution.
- Have a Grade Point Average (GPA) of 3.0 or higher on the standard four-point scale.

Required Admission Documents

- Application package (available on the GCU website)
- Sample research paper.
- Two recommendation letters (Academic reference/ Professional reference)
- Official transcript(s) from all previous degree-awarding institutions (submitted in English or a notarized translation).
- Professional Goal Statement
- Academic Purpose Statement

Recommendations

Applicants must submit two letters of recommendation: one from a teacher, a professor, or a pastor who has taught or known the applicant for more than one year. The other is from a colleague or mentor in the field of business who has taught or known the applicant for more than one year. The recommendation forms are in the application package.

Academic Purpose Statement

Applicants must submit a two-page statement including (1) their specific goals in pursuing a Ph.D. degree, (2) their prospective research topics and areas of interest, and (3) their expectations for achieving their academic goals at GCU.

Academic Research Purpose Statement

Applicants must be strong candidates with solid academic preparation and a compelling research vision.

An applicant should show the potential for original academic research at the doctoral level by submitting a sample of unpublished writing or a recent academic research paper if nothing has been published. This writing sample should be written in one of the applicant's contemporary research languages (preferably Korean or English).

Academic Research Purpose Statement

Each applicant should be a strong candidate with solid academic preparation and a compelling research vision. All the applicants are required to submit a two-page statement that includes the following:

- An applicant's specific goals in pursuing a PhD degree.
- An applicant's prospective research topics and areas of interest
- An applicant's expectations for achieving their academic goals at Georgia Central University (GCU)

FINANCIAL INFORMATION[2]

TUITION AND FEES

The cost of tuition covers only a portion of the student's education; therefore, Georgia Central University depends upon its supporters' generosity to make a difference. In our endeavor to keep costs as low as possible, the following fees have been set:

Application Fee	$100.00
SEVIS I-20 (F-1, J-1) Application/Reproduction Fee	$100.00
SEVIS I-901	$350/$220
Tuition - Under Level per Credit Hour (AA)	$400.00
Tuition - Under Level per Credit Hour (BATS, BACE)	$350.00

[2] Approved by the Board of Trustees, Fall, 2024

Tuition - Under Level per Credit Hour	$400.00
Tuition - MA, MDiv and MAMSWC (SD) per Credit Hour	$450.00
Tuition- MBA per Credit Hour	$490.00
ESOL Tuition (8-weeks)	$1,800.00
Course Audit Fee per Course	$250 (B); $350 (M)
Enrollment Fee*	$100/course; $300/3 or more courses
Online Learning Enrollment Fee	$200/course; $600/3 or more courses
Late Registration Fee	$100.00
Practice Fee (Taekwondo)	$1,000/semester
Admission Fee	$1000.00
Tuition Installment Fee (2 payment plans)	$100.00
Tuition Installment Fee (3 payment plan)	$200.00
One-time Orientation Fee	$100.00
Graduation Fee (BA, MA) **	$500.00
Thesis Advisement Fee – Master Level	$600.00
Thesis Continuation Fee	$500.00
International Student Fee	$1000.00
Official Transcript /Document Fee	$5.00/$30.00 express
Apostille Fee (per Document)	$50.00
Music Facility Fee for School of Music Students	$300(B) $400(M) $500(D)
Registration Fee for Summer or special sessions	$50.00
Technology Fee for Summer or special sessions	$50.00
Student ID Reproduction Fee	$20.00
Insufficient Fund Charge	$50.00 (per case)

Late Payment Interest Surcharge	18% Annually
Credit Card Convenience Charge	3.5% of the total amount (per case)

DOCTOR OF MINISTRY (DMIN) DEGREE FEES

Application fee	$100.00
International Student Fee (I-20 (F-1, J-1) visa students only)	$1,000.00
Admission Fee	$1,000.00
New Student Orientation Fee	$100.00
Enrollment Fee ($600.00 per semester)	$2400.00
Tuition ($4,500.00 x 3 semesters or $500.00 per credit; 27 credits)	$13,500.00
Proposal Guidance Fee	$1,000.00
Dissertation Tuition Fee (9 units; 1 semester)	$4,500.00
Dissertation Advisement Fee	$1,000.00
Continuance Fee (until graduation)	$600 ($1,500 for I-20 (F-1, J-1) visa holders)/semester
Graduation Fee** (includes Dissertation Binding Fee; 10 copies)	$2,000.00
TOTAL (minimum; does not include Continuance Fees)	$25,600.00
I-20 (F-1, J-1) TOTAL (minimum; does not include Continuance Fees)	$27,600.00

DOCTOR OF MUSICAL ARTS (DMA)S & DOCTOR OF PHILOSOPHY (PH.D.) DEGREE FEES

Application fee	$100.00
International Student Fee (I-20 (F-1, J-1) visa students only)	$1,000.00
Music Facility Fee (DMA)	$500.00
Admission Fee	$1,000.00
New Student Orientation Fee	$100.00
Enrollment Fee ($600.00 x 8 semesters)	$4,800.00

DMA Tuition ($5,160.00 x 5 semesters; $550.00 per credit; total 51 credits)	$28,050.00
PH. D Tuition ($5,280.00 x 5 semesters; $650.00 per credit; total 48 credits)	$31,200.00
Proposal Guidance Fee	$1,000.00(PHD) $600(DMA)
Dissertation Tuition Fee	$7,800.00(PHD) $4,950.00(DMA)
Dissertation Advisement Fee for DMA/Ph.D.	$1,000.00(PHD)$1,500.00(DMA)
DMA Comprehensive Exam Fee	$2,000.00
DMA Solo Recital Fee ($750.00 * 3 Times)	$2,000.00
Continuance Fee (until graduation)	$600 ($1,500 for I-20 (F-1, J-1) visa holders)/semester
Graduation Fee** (includes Dissertation Binding Fee; 10 copies)	$2,000.00
TOTAL (minimum; does not include Continuance Fees)	(PHD)$49,000.00(DMA)$51,350.00
I-20 (F-1, J-1) TOTAL (minimum; does not include Continuance Fees)	(PHD)$51,000.00(DMA)$53,350.00

All tuition and fees are due at the time of registration.

*The Enrollment Fee for the certificate/undergraduate/graduate programs, course audits, and ESOL includes: 1 course: Registration fee $25, Technology Fee $50, and Institutional Fee $25. 3 or more courses: Registration fee $75, Technology Fee $150, and Institutional Fee $75. The Enrollment Fee for the Doctor of Ministry program includes a registration fee of $100, a Technology Fee of $200, and an Institutional Fee of $100. The Enrollment Fee for the Doctor of Musical Arts Registration is $175, the Technology Fee is $250, and Institutional Fee is $155. Doctor of Philosophy programs include a registration fee of $175, a Technology Fee of $250, and an Institutional Fee of $155.

**The Graduation Fee for undergraduate/graduate programs includes a Cap & Gown fee of $140 and a Commencement Ceremony fee of $160. The Graduation Fee for the DMIN programs consists of a Dissertation Binding fee of $1,000 (10 copies) and a Commencement Ceremony fee of $200. The Graduation Fee for the DMA

and Ph.D. programs includes a Dissertation Binding fee of $1,300 (10 copies) and a Commencement Ceremony fee of $200.

***International students are required to register on a full-time base until graduation.

INSTALLMENT PAYMENT PLAN

Students may elect to make total tuition payments due at registration time. Any advanced payment will be credited to the student's account, reducing the amount financed through a payment plan. Any student at GCU with current charges at the institution may apply for the installment payment plan unless he or she:

- is enrolling in his or her first term at GCU
- has a prior unsettled balance at GCU
- has a previously canceled installment payment contract

What costs can I finance with the plan?

All tuition, fees, and room and board charges may be included in the plan. The costs for books and other charges, including Installment Fees or Late Registration Fees, cannot be included in the Installment Plan.

What is the cost of the plan?

The plan is interest-free if payments are made on time (see "What if I can't make payments?" below), but the university does assess an administrative charge of $60 each semester for the 2-payment plan, including initial payment at the time of registration, and $100 for the 3-payment plan, including initial payment at the time of registration, to offset the additional cost of record keeping and possible billing. This charge is non-refundable.

How does the plan work?

The plan will finance your costs per academic term and be payable in equal installments during the given term based on the enrollment date. Any installation plans must be applied for and granted through the GCU Office of Business Affairs.

How do I apply for the Installment Payment Plan?

Sign and return the application along with your checks for applied installment payments payable to "Georgia Central University" or "GCU" with clearly marked desired deposit dates at the time of registration. Your enrollment will not be complete unless the required first payment is received in total, and payment checks must be dated one month apart.

What if I can't make payments?

Please get in touch with the Office of Business Affairs if you cannot make your scheduled payment. The university will assess interest charges at 18% for each fee that is not credited to GCU. Any deferred payment MUST be paid by the 12th week from the first day of class each semester.

FINANCIAL ASSISTANCE

Office of Student Financial Aid

Georgia Central University's Office of Student Financial Aid is committed to assisting students and their families in obtaining sufficient financial resources to make attendance at GCU an academic and financial reality. There are many different sources of financial assistance available to qualified students.

Financial aid awards are based on economic need, merit, scholastic achievement, and extracurricular activities. GCU Office of Student Financial Aid awards aid to qualified applicants regardless of race, place of national origin, ethnic group, or physical disability.

Eligibility for Institutional Scholarships and Aid

Applicants for all institutional scholarships/aids must meet the following criteria:

- Be U.S. citizens, eligible non-citizens, or international students in a degree-seeking program.
- Maintain satisfactory academic progress (SAP) to be eligible for financial assistance.
- Not default on a previous balance, a student loan, or an obligation to pay a refund on an earlier federal program.

- Demonstrate financial need by filing the GCU Scholarship Application and other required documents.

TYPES OF FINANCIAL ASSISTANCE

Financial Aid packages consist of three possible types of aid: (1) Institutional Scholarships/Aids, and (2) GCU Work Scholarship (also known as on-campus employment).

Institutional Scholarship & Aid

GCU has several programs to provide financial assistance to students in need. All GCU Institutional Scholarships/Aids are granted to students who enroll full-time (minimum 12 credit hours per semester) and complete at least two semesters of study. Scholarship amounts vary based on student needs, qualifications, and on the availability of funds. Applicants must submit a Scholarship Application and supplementary documents to the Office of Student Financial Aid during the Registration and Late-Registration period. The forms may be obtained at the Office of Student Financial Aid, the Office of Academic Affairs, or the GCU website at www.gcuniv.edu. The Scholarship Committee coordinates all institutional scholarship applications and financial aid.

Presidential Scholarship

Recipients must maintain a 3.0-grade point average and complete a minimum of 26 hours per academic year. Scholarship amounts vary based on need and qualification. Students receiving full Presidential Scholarships cannot accept other GCU institutional aid (this does not exclude students from receiving other aid from Federal, State, local, and/or additional assistance from outside resources).

Academic Achievement Scholarships

Recipients must maintain the required cumulative grade point average of 3.75 or above and a previous GPA of 3.8 or above and complete a minimum of 26 hours per academic year.

Senior Citizen Tuition Assistance

Recipients must be 65 or over and maintain a 2.0 cumulative grade point average.

Spousal Tuition Assistance

It may be granted to a student whose spouse also enrolls in a degree program full-time. Both spouses must maintain a 2.0 cumulative grade point average for undergraduate and 2.5 for graduate level.

GCU Merit Scholarship

May be granted to those judged to have provided exceptional service to the University and the student body. Recipients must maintain a 2.0 cumulative grade point average for undergraduate and 2.5 for graduate levels. Please get in touch with the Office of Student Financial Aid for information about qualifying for this scholarship.

Tuition Assistance for Ministers and Ministers' Unmarried Child

It may be granted to those who serve at local Christian churches as ordained ministers (and their unmarried children or children) who enroll in degree programs full-time. They must maintain a 2.0 cumulative grade point average for undergraduate level and 2.5 and complete 26 credit hours per academic year.

Need-Based Tuition Assistance

May be granted to those demonstrating exceptional financial need. Recipients must maintain a 2.0 cumulative grade point average (undergraduate level) or 2.5 (graduate level).

Korean American Presbyterian Church (KAPC) Scholarship

Granted by the Korean American Presbyterian Church General Assembly. Recipients must maintain a 2.5 cumulative grade point average for undergraduates and 3.0 for graduate levels. Please get in touch with the Office of Student Financial Aid for information about qualifying for this scholarship.

KAPC Southeastern Presbyterian Scholarship

The KAPC Southeastern Presbytery grants them. Recipients must maintain a 2.5 cumulative grade point average for undergraduates and 3.0 for graduate levels. Please get in touch with the Office of Student Financial Aid for information about qualifying for this scholarship.

On-Campus Employment Scholarship: GCU Work-Study

GCU work-study scholarship may be awarded to students demonstrating financial need. Students typically work four to twenty hours a week. Work-Study is designed not to interfere with a student's class schedule. Applicants

must have completed a minimum of 26 credit hours (or two semesters of study) to be eligible. An On-Campus Employment Application must be submitted to the Office of Student Affairs to determine eligibility for work-study. Work-Study is subject to the availability of employment positions.

NOTE: GCU On-Campus Employment Scholarship funds are credited to the student's account at the end of the semester after approved monthly timesheets are turned in to the student's supervisor. The students ensure they do not work more than their awarded amount. Time worked over the awarded amount will not be credited or paid. Contact the Office of Student Financial Aid for more information regarding financial assistance.

REFUND POLICY

GCU maintains a policy of allowing any student a minimum of 72 hours from the date of the contract or agreement to cancel any contract or rescind any agreement to become a student at the institution and that in the event of any such cancellation or rescission, the student shall receive a refund of the total tuition and fees. For approved or required leaves, withdrawals, suspensions or dismissals, the date of departure will be considered which is approved by the Office of Academic Affairs. All requests for refunds must be *in writing* and are subject to review and final approval by the Office of Student Financial Services.

Approved refunds follow this schedule.

Tuition Withdrawal

Fall/Spring terms: Tuition Adjustments for withdrawal for tuition charged at a flat rate.

- Before the academic Period Start Date: 100%
- On or before the 10th calendar day after the Academic Period Start Date: 75%
- On or before the 30th calendar day after the Academic Period Start Date: 50%

- After the 30th calendar day after the Academic Period Start Date: 0%

Fall/Spring terms: Tuition Adjustments for dropped courses for tuition charged at a per credit rate.

- On or before the 15th calendar day after the Course Section Start Date: 100%
- On or before the 30th calendar day after the Course Section Start Date: 50%
- After 30th calendar day of the Course Section Start Date: 0%

Summer School: Effective Summer 2023 Tuition Adjustments for dropped courses.

- Before the Session Start Date: 100%
- On the first calendar day of the Session: 75%
- On the second calendar day of the Session: 50%
- On the third calendar day of the Session: 25%

Effective Summer 2023: Non-Summer School Undergraduate Summer programs and all Graduate Summer Tuition Refund Policy

**Prior to the first calendar day of course* or prior to the program start date: 100%

On or after the first calendar day of courses* or program start date: 0% (courses charged on a per course/per credit basis; ** courses charged a flat rate tuition)*

Fees

- There is no refund of any other fee on or after the first day of instruction of any semester.

Financial Aid

When a student withdraws during a period in which he or she is receiving federal financial aid, the amount of Title

IV funds that must be returned to the Title IV programs is based solely on the length of time the student was enrolled prior to withdrawing.

A student's withdrawal date is defined as the date that the student began the withdrawal process prescribed by the school; the student otherwise provided the school with official notification of the intent to withdraw; or, for the student who does not begin the school's withdrawal process or notify the school of the intent to withdraw, the midpoint of the payment period of enrollment for which Title IV assistance was disbursed (unless the university can document a later date).

The university has additional latitude to determine the withdrawal date of a student who dropped out without notifying the university due to circumstances beyond the student's control, such as illness, accident or grievous personal loss.

The amount of funds earned by the student is directly proportional to time enrolled, through 60 percent of the period of enrollment. After 60 percent, the student is considered to have earned all federal aid. Unearned federal Title IV aid must be returned to the programs. However, it is an effective July 1, 2023. A student who withdraws from a program offered in modules is not considered to have withdrawn for R purposes if the student completes:

- One module that includes 49% or more of the number of days in the payment period: or
- A combination of modules that when combined contain 49% or more of the number of days in the payment period.

Scheduled breaks of five or more consecutive days and all days between modules are excluded from the number of days in the payment period used to calculate whether the module(s) completed by the student comprise 49% of the payment period.

The university bears the responsibility of returning funds up to the lesser of the unearned amount or an amount determined by multiplying institutional costs by the unearned percentage. The student must return any unearned

amount that is not the responsibility of the university to return. Effective July 1, 2023, unearned funds are returned first to Unsubsidized and then Subsidized Stafford Loans and then to PLUS Loans. Once loans are satisfied, remaining unearned funds are distributed to Pell Grant, then to FSEOG, TEACH Grant and then to other Title IV funds that require a refund. (Federal Work-Study funds earned prior to withdrawal can be kept by the student.)

The student repays unearned funds owed to a loan program under the terms of the promissory note. Repayments to grant programs are made according to grant overpayment regulations. If a student receives aid from other (private, state) sources, refunds to them will be made in accordance with the policy of the donor(s).

The refund remaining after any funds are returned to federal and outside programs will be divided between the student and university financial aid programs in the same ratio as these sources were credited to the student's account (for example, if a student paid one-half of the bill, one-half of the remaining refund will be returned to the student and one-half will be returned to the university financial aid programs from which the student received assistance).

For students whose financial aid awards exceed the university's charges (for example, students who live off campus), funds that were disbursed to support educationally related expenses (for example, room, board, books, etc.) must be repaid on a prorated basis determined by the university.

Further information on the refund policy for aided students and the calculation for any specific case is available from the Office of Student Financial Services.

Policy If GCU Moves to All-Online Classes

Refund Policy for Dropped Courses

A student who drops courses on the per-course tuition charge basis is allowed a refund following this schedule:

Full Semester-long Courses

Fall/Spring terms: Tuition Adjustments for withdrawal for tuition charged at a flat rate or per credit rate

- Before the Academic Period Start Date: 100%
- On or before the 15th calendar day after the Academic Period Start Date: 75%
- Before the Academic Period Start Date: 100%
- On or before the 30th calendar day after the Academic Period Start Date: 50%
- After the 30th calendar day after the Academic Period Start Date: 0%

Module Courses

- On or before the 10th day of instruction for the module session: 100 percent of the dropped course's tuition fee. See the Academic Calendar page on the Registrar's website for a link to the list of class meeting dates for a module session.
- After the 10th day of instruction for the module session: no refund.

A student who believes that a refund has not been calculated correctly may appeal to the Director of Business Affairs and, if need be, to the President.

Contact:

Eun Mi Park, CPA, Director of Business Affairs
Phone: 770-220-7908
Email: business@gcuniv.edu

Any student who remains dissatisfied after attempting resolution through GCU channels may file a complaint with the Georgia Nonpublic Postsecondary Education Commission:

GNPEC
2082 East Exchange Pl, Ste. 220
Tucker, GA 30084
Phone: 770-414-3300

Complaints must be filed through the GNPEC complaint link (https://gnpec.georgia.gov/student-complaints).

Withdrawal, Refund & Return of Title IV Funds (R2T4)

Georgia Central University administers federal student financial aid in compliance with **Title IV of the Higher Education Act** and applicable **U.S. Department of Education (USDE)** regulations.

Withdrawal Date Determination

- **Official Withdrawal:** The withdrawal date is the earliest date the student notifies the University, submits a withdrawal request, or the date the withdrawal is approved.
- **Unofficial Withdrawal:** If a student ceases attendance without formal notification, the withdrawal date is the student's **last documented date of academic participation**. If this cannot be determined, the withdrawal date is the **midpoint of the payment period or term**.

Return of Title IV Funds

If a student withdraws, drops out, is dismissed, or takes a leave of absence **before completing 60% of a payment period or term**, the University must recalculate eligibility for Title IV funds.

- The percentage of aid earned equals the **number of days completed divided by the total number of days** in the payment period or term.
- Scheduled breaks of **five (5) consecutive days or more are excluded**.
- Unearned Title IV funds must be returned according to federal regulations.

Responsibility for Repayment

If the amount of Title IV funds to be returned **exceeds the portion for which the University is responsible**, the **student is responsible for repaying the remaining balance** and may owe funds to the University.

Timeframe for Return

The University returns all required Title IV funds **as soon as possible**, but **no later than 45 days** from the date the University determines that the student has withdrawn.

Post-Withdrawal Disbursement

Students who earned Title IV aid that was not disbursed prior to withdrawal may be eligible for a **post-withdrawal disbursement**.

- **Grants** are disbursed within **45 days** of withdrawal.
- **Loans** are offered within **30 days**, and students are provided **at least 14 days** to accept or decline.
- All post-withdrawal disbursements are applied **first to the student's account**, with any remaining funds refunded to the student.

Order of Return of Title IV Funds

Funds are returned in the following order:

1. Federal Direct Unsubsidized Loans
2. Federal Direct Subsidized Loans
3. Federal Direct PLUS Loans
4. Federal Pell Grants (if required)
5. Federal Supplemental Educational Opportunity Grants (FSEOG) (if required)
6. Other Title IV aid programs (if required)

Additional Information

This policy applies to **all Title IV financial aid recipients**, including undergraduate and graduate students. Detailed procedures are available from the **Office of Financial Aid**.

ACADEMIC POLICIES AND REGULATIONS

SEMESTER SYSTEM

As authorized by NPEC, GCU operates on the semester system for the Schools of Business Administration, Christianity, Computer Science, Divinity, Music and Sports Science. The academic year consists of a Fall and a Spring semester with short sessions. One semester hour represents one hour of classwork per week or its equivalent in other forms of class performance (see "Definition of 'Credit Hour'" below). Each semester has 15 to 16 weeks of classes, including the final exam week. Full-time enrollment requires a minimum of 12 credit hours per semester for bachelor's and master's degree programs and 9 for doctorate programs.

Course examinations are given at least twice a semester (mid-term and finals), in addition to occasional quizzes and term papers/projects. Faculty and instructors may choose to substitute term papers or projects for exams. A student whose class attendance is less than two-thirds of all the classes held is not eligible to take the final exam. Those who have missed any final exams due to circumstances beyond their control are entitled to take make-up exams.

SPECIAL SUMMER AND WINTER SESSIONS

Short-term seminars and workshops may be offered along with regular courses during these sessions. These courses, particularly travel seminars, are offered in various locations domestically and internationally, such as Virginia, New Jersey, Florida, Arizona, the Bahamas, Israel, Turkey, Kenya, and Korea. During these special sessions/terms, carefully selected and scheduled continuing education courses are offered with local church ministers and leaders. Enrollment for these terms/sessions is limited to six credit hours.

Students may enroll in these courses to make up lost credits or adjust their Grade Point Averages when offered.

Schedules for these special sessions vary each year and are offered solely at the University's discretion. Students should contact the Office of Student Affairs for more information.

CREDIT HOURS

Federal Definition of Credit Hour

All GCU courses adhere to the US Department of Education Office of Postsecondary Education credit hour standard, as below, unless otherwise noted. The rationale for an exception for any particular course must be documented and approved first by the school and then by the Office of Academic Affairs.

The US Department of Education's definition of "credit hour," as outlined in GEN-11-06, issued under Federal Regulation 75 FR 66832, is:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for a one-quarter hour of credit, or the equivalent amount of work over a different amount of time: or*
- *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practical job training, studio work, and other academic work leading to the award of credit hours.*[3]

Georgia Central University Equivalences of Credit Hour

The institutionally established equivalents to the UD DoE definition of the credit hour at GCU are below. These standards apply to both undergraduate and graduate courses.

[3] https://www.ifap.ed.gov/dpcletters/attachments/GEN1106.pdf

For each *semester*'s credit hours, classes that meet in a face-to-face format must include one 50-minute period with the instructor and two hours of outside-of-classwork for 16 weeks (1 credit hour = 50 minutes' contact + 120 minutes outside work over 16 weeks for a total of 2,720 minutes of student effort).

For each *trimester* hour of credit, classes that meet in a face-to-face format must include one 50-minute period with the instructor and two hours of outside-of-classwork for 15 weeks (1 credit hour = 50 minutes' contact + 120 minutes outside work over 15 weeks for a total of 2,550 minutes of student effort).

One hour of credit may be awarded for laboratory and discussion sections that meet a minimum of 50 minutes per week and a maximum of 150 minutes per week. No more than one credit may be awarded for lab and discussion sections without the approval of the school and then by the Office of Academic Affairs (1 credit hour = 1 to 3 lab and discussion sessions ranging from 50 to 150 minutes).

Classes that do not have the required face-to-face contact time (for example, hybrid or online courses) meet the credit hour standard if they meet one of the following criteria:
The course covers the same material in the same depth as a face-to-face version of the same course, OR the School has evaluated the course for content and rigor, and the school has approved the credit to be awarded.

Any off-cycle course must be equivalent in both contact and outside work totals as a semester/trimester-length course. If outside work is not assigned, lost hours must be made up through additional contact time. For example, a one-semester-hour workshop course meeting for five days and without assigned outside work would need to meet 8.8 semester or 8.5 trimester hours per day, calculated as follows (figures in parentheses indicate trimester):

- 50 minutes contact time x 16 (15) weeks = 800 (750) minutes total contact time
- 120 minutes outside work x 16 (15) weeks = 1920 (1800) minutes total outside work

- 800 (750) minutes total contact time + 1920 (1800) minutes total outside work = 2720 (2550) minutes of student engagement in a course
- 2720 (2550) minutes total student engagement = 45 (42.5) hours = 9 (8.5) hours per day, five days per week, for one semester (trimester) hour

NOTE: Standard undergraduate and graduate courses are offered for three semester/trimester credits. Courses not meeting the credit hour standards outlined above must be reviewed and approved by the School first and then by the Office of Academic Affairs. Requests for credit hour exceptions should be directed to the Dean of Academic Affairs.

INDEPENDENT STUDY

Students in a master's degree program who have completed at least two semesters of academic work and a current average of at least 3.0 on a 4.0 GPA scale may apply for an Independent Study course to pursue special-interest topics in their degree program. Students enrolled in graduate-level programs can request Independent Study courses after their first semester. The student must obtain the instructor's consent before registering for an Independent Study and submit the Independent Study form to the Office of Academic Affairs.

Independent Studies may not be substituted for courses regularly taught and may not be used to fulfill requirements. Ordinarily, a student may undertake a total of two Independent Study courses while enrolled in a single degree program. However, under extraordinary circumstances, a student may undertake more than two Independent Study courses in consultation with the Office of Academic Affairs.

REGISTRATION AND TRANSFER

The regular registration period is approximately 2-3 weeks before the beginning of each semester. A late registration period is available (specific non-refundable fees will accrue; see "Financial Information" above). Any

student who fails to register during the official registration period without the express written approval of the Office of Academic Affairs is subject to academic dismissal. The University takes no responsibility for the student's subsequent academic or visa status.

Information regarding the official registration period dates each semester is widely available through the published Academic Calendar (see elsewhere in this Catalog), the GCU website, orientation materials, posted notices on the GCU campus, or directly from the Office of Academic Affairs. Claims of ignorance of the registration schedule will not be entertained.

Those who intend to transfer to another institution should submit the "Transfer Request" form 30 days before the scheduled registration period. The transferring procedures will be completed after the applicant's records from all related departments (Financial Aid, Business Affairs, Library, Student Affairs, and Academic Affairs) are cleared.

ACADEMIC ADVISING AND COUNSELING

Academic advising is available at the main office of the Office of Academic Affairs and/or with an academic advisor. Advising is done by appointment or on a first-come, first-served basis. Students seeking advisement for registration are asked to make an appointment at least three weeks before registration. Please remember that waiting lines for those without appointments may be extremely long, so plan. Students are advised to maintain contact with their student advisor to avoid issues with registration.

ADDING, DROPPING, OR CHANGING CLASSES

Please consider all possibilities and the recommendations of your counselor and your instructors before adding or dropping courses. Courses may be added up or dropped during the first week of classes each semester. The Course Add/Drop/Change form is available at the Office of Academic Affairs or on the GCU website. Any tuition

expenses incurred for an added course will be due the same day. Please refer to the refund policy for any refund due for dropped classes. Also, keep in mind that all international students must remain enrolled full-time to maintain their I-20 (F-1, J-1) visa status.

ATTENDANCE

Georgia Central University requires all students to attend all their registered classes, including chapel (Institutional Requirement). Any students missing more than 3 class sessions will be permanently dismissed from the class for that particular semester with a grade of "F." This attendance policy is non-negotiable and is a requirement of the United Immigration Services for international students; university officials are required to terminate any such student's I-20 (F-1, J-1) visa status in any case of failure to attend classes. Three late attendances to any classes will be regarded as one absence.

In an emergency, a student may submit an official Absence Excusal Form to the faculty member in charge of each student's course. This form is available at the Office of Academic Affairs and on the GCU website. This form must be completed and signed by the applicant; the decision to grant a recognized absence relies on the faculty's judgment and submitted documentation. Suppose the student has the official Office of Student Affairs permission to be absent due to an emergency (including injury, hardship, or sickness). In that case, the student may miss the class on the stated dates, and such absences will not count towards his/her attendance.

SATISFACTORY ACADEMIC PROGRESS

GCU's Satisfactory Academic Progress policy evaluates the quality (grade point ratio) and quantity (credit hours completed) of a student's academic work. Students must earn a GPA that meets the requirements for continuing enrollment and graduation. This requirement applies to all terms regardless of whether or not the student received financial aid. Progress is reviewed annually at the end of the academic year. GCU's academic year begins on July 1st and ends on June 30th each year.

- Undergraduate students must maintain a minimum cumulative GPA of 2.00
- Graduate students must maintain a minimum cumulative GPA of 3.00

Satisfactory academic progress levels are established as of the last day to register or to add classes. Satisfactory academic progress is evaluated at the end of the spring semester, and the determination of satisfactory or unsatisfactory status applies to the succeeding academic year. Failure to complete the minimum number of credit hours per academic year or maintain the minimum GPA will cancel all institutional funds. Students whose aid is canceled are not eligible for additional financial aid until the necessary coursework is completed or their GPA is improved sufficiently to meet the minimum academic requirements for student financial aid. To maintain satisfactory academic progress, the student must have completed the (per semester):

- 24 credit hours during the academic year if the student was enrolled full-time during both semesters as of the last day to register.
- Nine credit hours for any semester he or she was enrolled three-quarters time (9-12 hours) as of the last day to register. “Full-time” means 12 or more credit hours. This is also necessary to maintain F-1 and J-1 visa status.
- Six credit hours for any semester the student was enrolled half-time (6-9 credit hours) as of the last day to register.

NOTE: Part-time students must complete 80% of the credits for which they are assigned. If a student fails to maintain SAP, they may not be eligible to receive financial aid for the subsequent awarding year until SAP is recovered.

SATISFACTORY ACADEMIC PROGRESS APPEALS

After termination/denial of financial aid, a student may appeal. Appeals for financial assistance will be considered only when:

- sufficient credit hours are earned
- the student's GPA meets the required level for continuing enrollment
- it is established through the financial aid appeals process that the student encountered some extenuating circumstances during the semester that hindered academic performance (e.g., prolonged hospitalization, death in the family, etc.).

Students wishing to appeal a financial aid decision must submit a letter to the Office of Student Financial Aid by July 1st of each year, stating their reasons for failing to meet the satisfactory progress requirement and explaining whether or not they have solved their difficulties or hardships. Students who make unsatisfactory academic progress can earn credits to meet the minimum standards during the summer semester. However, because summer grades are not always available in time for an appeal to be reviewed, such students may need to pay out-of-pocket for the subsequent Fall semester.

Students will be reimbursed for the cost of tuition if their appeals are granted. Students who are deficient in hours may take transferable courses at other institutions; however, students who need to improve their GPA must take their coursework at GCU.

Please note that withdrawing from classes may not hurt a student's GPA; however, it can hurt a student's satisfactory academic progress if sufficient hours are not completed.

ACADEMIC ASSESSMENT SYSTEM (GRADING)

The quality of student work in courses is reported using the following grading scale.

Grade	Point Value	Definition
A	4.0	Excellent
A-	3.70	
B+	3.30	

B	3.00	Good
B-	2.70	
C+	2.30	
C	2.00	Satisfactory
C-	1.70	
D+	1.30	
D	1.00	Poor
D-	0.70	
F	0	Failure
P	-	Pass (Satisfactory)
F	0.00	Fail (Unsatisfactory)
I		In complete
W	0.00	Official Withdrawal
UW	0.00	Unofficial Withdrawal

All coursework must be completed by the last day of the semester, when the course is taken. In exceptional cases and at the instructor's discretion, a student may apply for an incomplete ("I") grade for the course. This petition must be submitted to the instructor by the last day of the semester. If granted, the applicant must complete any assigned work by the date designated on the petition. The extended time cannot exceed four weeks from the end of the term. If the work is not completed by that date, the "I" grade will be changed to an “F.”

COURSE REPEAT

When a student repeats the same course, a better grade will be utilized to calculate the cumulative GPA used for academic probation and dismissal, admission to degree candidacy, and graduation.

DISMISSAL

Conditions for academic dismissal include (but are not limited to):

- Failure to register during the prescribed period.

- Illness requires extensive hospitalization.
- Violation of school regulations governing discipline and misconduct.
- Disqualification by failure to meet all requirements of graduation.

Any student desiring to withdraw from the institution during the academic year is required to notify the Office of Admissions and Record and fill out the necessary withdrawal forms. Failure to comply with proper withdrawal procedures may result in denial of future readmission.

LEAVE OF ABSENCE (LOA)

Leave of Absence (LOA) refers to a specific period during a program when a student is absent.

Students who require a temporary break from enrollment in their program of study that will last for more than 29 days can request a Leave of Absence. Exceptions shall be discussed with the VP or Dean of Academic Affairs in an emergency case, such as medical reasons (a doctor's note should be attached). An LOA must meet certain conditions to be counted as a temporary interruption in a student's education rather than as a withdrawal. There must also be reasonable expectation that the student will return from the LOA for the leave to be approved.

An LOA request must be signed, dated, and submitted on or before the last day of class attendance in a course and include the reason for the student's request. The request must be completed on the GCU Leave of Absence form. Any request submitted after the last day of class in a course will be denied unless unforeseen circumstances prevent the student from doing so.

GCU policy allows only one LOA of up to 60 calendar days in every 12 months.

Students who do not return from an approved LOA will be withdrawn from the University as of their last date of documented attendance.

A student requesting an LOA must initiate the process with the Office of Student Financial Counselor.

OFFICIAL AND UNOFFICIAL WITHDRAWAL

Official Withdrawal refers to an action taken by a student to discontinue enrollment at GCU after the Drop/Add period has passed. The student's courses will be recorded on his or her transcript with a grade of W.

Course Withdrawal or *Partial Withdrawal* occurs when a student withdraws from one or more classes but remains enrolled in at least one class.

A *Term/Session Withdrawal* or *Complete Withdrawal* occurs when a student drops or withdraws from all of his or her courses for the current term. This can happen all at once or over sometime within a term.

Unofficial Withdrawal refers to a student who fails to attend or stops attending one or more classes without officially withdrawing from the University. Their courses will be recorded on the student's transcript with a grade of UW.

Course Drop

Course Drop is an action a student takes before the term starts or during the Drop/Add period of a term. The dropped course does not appear on his/her transcript. Please refer to the Course Add/Change/Drop Policy on course drops.

Official Withdrawal Deadlines

Complete Semester Withdrawals: Students may officially withdraw from the University before finals start.

Summer Session Withdrawals: Students may officially withdraw from the University prior to the start of finals for

the session.

Course Withdrawals/Partial Withdrawals: Students may officially withdraw from one or more classes through the 8th week. Please refer to the Academic Calendar on the University website for specific dates in each semester.

Withdrawal Methods

The University permits students to withdraw from a course, semester, or session by submitting a completed Withdrawal Application Form (available in the Office of Academic Affairs).

A student may withdraw in person, by fax, or by email by submitting a signed and completed Official Withdrawal Request Form to the Office of the Registrar/Academic Affairs by the withdrawal deadline. Forms are processed upon receipt. Any forms faxed outside business hours, during weekends or holidays, will be processed the following business day.

Process

Students can drop course(s) during the first week of a semester/session. Please refer to the Course Add/Change/Drop Policy (Catalog) for details on course drops.

A student may notify the Office of the Registrar of their intent to withdraw from the University via e-mail with the Withdrawal Request Form attached. Due to FERPA regulations, the University cannot respond to requests from outside email sources.

Withdrawal Impacts

Effective Dates of Withdrawals

Official Withdrawals: The withdrawal date will be recorded effectively when all forms are completed, signed, and returned to the Office of the Registrar.

Unofficial Withdrawals: The withdrawal determination date for students who do not officially withdraw will be recorded as the last date of the semester. For Federal financial aid purposes, it will be assumed that the student unofficially withdrew at the midpoint of the term. See the Grading Policy for additional details.

Tuition Liability/Refund

Official Withdrawals and *Drops*: The effective date of drops and/or withdrawal will determine the student's tuition liability or refund due to the student. See the Tuition Refund Policy for additional details.

Unofficial Withdrawals: The student is responsible for all tuition charges associated.

Transcript/Grades

Official Withdrawals: A grade of W will be assigned for the course or courses and appear on the student's transcript.

Unofficial Withdrawals: A grade of UW will be assigned for the course or courses and appear on the student's transcript.

Drops: The course will not appear on or be removed from the student's transcript.

Credits Attempted/Earned

Official Withdrawals: The course or courses will be considered attempted but not earned.

Unofficial Withdrawals: The course or courses will be considered attempted but not earned.

Drops: The course or courses will neither be considered attempted nor earned.

Grade Point Average

Withdrawals and dropped courses do not affect a student's grade point average, assuming the correct procedure is followed.

Financial Aid Adjustments

Students who receive financial aid and who drop classes or withdraw from the University may be subject to adjustments to their financial aid:

Change in Student Status: Students who change their enrollment status from full-time to part-time, or from full or part-time to below half-time, due to a partial drop or withdrawal and/or University aid adjusted. The University may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified of these cases via writing.

Cancellation of Financial Aid: Students will have their financial aid canceled if they drop all courses and do not incur any liability or fail to meet satisfactory academic progress standards due to the withdrawal. Financial aid for future terms may also be canceled. See SAP Policy (Financial Aid Policy & Procedures) for more details.

Future Enrollment

Students who withdraw from all courses may be permitted to re-enroll at GCU. Students who withdraw from the University must be in good financial standing to register for future classes and have access to their official and unofficial transcripts.

MAINTAINING GOOD ACADEMIC STANDING

Students are expected to maintain good academic standing, as indicated by their Grade Point Average (GPA). GPA is calculated according to the Academic Assessment System (see "Academic Policies and Regulations" in this Catalog). As described below, students who fail to maintain good academic standing will be placed on academic warning, academic probation, or academic suspension. These standards apply to all undergraduate students, full-

time and part-time, who are enrolled in any degree or certificate program other than ESOL.[4]

Academic Warning, Probation, and Suspension

A cumulative GPA of 2.0 is required for an undergraduate student to maintain good academic standing at GCU (Graduate students must maintain a B- average [2.7 GPA]). Cumulative GPA is calculated using only those credits earned or attempted at GCU; credits earned at other institutions will not be evaluated to maintain good academic standing at GCU. Students whose GPA falls below 2.0 may be subject to Academic warning, probation, or suspension. Academic warnings, probations, and suspensions will be handled on a case-by-case basis, based on the discretion and requirements of the Office of Academic Affairs, the Dean of the School in which the student is enrolled, and the Academic and Student Standing Committee. This Committee oversees cases of student academic probation and suspension, as outlined in the GCU *Faculty Handbook*[5]:

The Academic and Student Committee fulfills the following responsibilities:

1. *Reviews of progress of students toward degrees*
2. *Reviews of Academic Probation cases*
3. *Communicate with the respective student and adviser*
4. *Recommends list of academic achievement scholarships*
5. *Considering disciplines raised by the School Head, Instructor, member of the faculty, student, [and] the Admissions Committee, and recommends, when appropriate, cases for expulsion to the faculty*

Terms of warnings, probation, and suspensions may vary from case to case. All parties will agree upon the terms

[4] This policy does not apply to students who are enrolled only in GCU's ESOL program (which has its own probation policy and requirements), and who are not enrolled in any other program. Students enrolled in the ESOL program AND another degree or certificate program ARE subject to this policy, as it pertains to their non-ESOL enrollment.

[5] Georgia Central University *Faculty Handbook*, page 14

of the warning, probation, or suspension (including the results of failure to follow through on the terms), and all parties will sign off on the terms. Failure on the part of the student to follow through on the terms of an academic agreement may be grounds for the dismissal of the student from GCU. Duration periods of warnings, probations, and suspensions may vary according to the discretion and recommendations of the OAA, the ASSC, and the Dean of the School where the student is enrolled.

ACADEMIC MISCONDUCT

Academic Misconduct includes, but is not limited to, the following actions:

Plagiarism

A student plagiarizes if he/she uses another person's ideas, words, or work as their own ideas, words, or work. Plagiarism is distinguished from inadequate and/or inappropriate attempts to acknowledge someone else's words, works, or ideas. Plagiarism includes, but is not limited to:

- Copying unacknowledged passages from textbooks
- Reusing in whole or in part the work of another student or persons modified or otherwise
- Obtaining materials from the Web and submitting them, modified or otherwise, as one's own work

Cheating

A student is considered cheating if he/she does not abide by the conditions set for a particular learning experience, items of assessment, and/or examination. Cheating includes, but is not limited to:

- Falsifying data obtained from surveys or similar activities
- Copying the answers of another student in an examination or allowing another student to copy answers in an examination
- Taking unauthorized materials into an examination
- Sitting in an examination for another student or having another person at an examination on behalf of oneself

- Removing an examination question paper from an examination room where it is contrary to instructions
- Improperly obtaining and using information about an examination before an examination
- Make changes to an assignment marked and then return it for re-marking, claiming it was not correctly marked.

Collusion

Collusion is seen to occur when a student works without the permission of the instructor with another person or persons to produce work that is then presented as having been completed independently by the student. Collusion includes, but is not limited to:

- Writing the whole or part of an assignment with another person
- Using the notes of another person to prepare an assignment
- Using the resource materials of another person that have been annotated or parts of the text highlighted or underlined by another person
- It allows another student who has to submit an assignment on the same topic access to one's assignment under conditions that would give that other student an advantage in submitting his or her assignment.

Other

A student commits an act of academic misconduct when he/she inhibits or prevents other people's legitimate learning or teaching. Such actions include but are not limited to the following:

- Any infringement of the library rules, including specifically (i) withholding books from the library in such a way as prevents other students from having access to the books at the time they may need them (ii) defacing books from the library, or (iii) stealing books from the library
- Any disruption of classes
- Any other conduct unreasonably impairs other persons' rights to pursue their work, studies, or research.
- Students must consult the Student Handbook to fully explain the Code of Conduct, expected behavior, and possible penalties.

READMISSION

Any former student seeking admission after an absence of one to two years must submit a new application form. After two years of absence, students seeking readmission must complete the application process.

A student placed on academic probation can apply for re-enrollment after the one-grade period following the probation. Requests for reinstatement must be addressed in writing to the Office of Admissions and Record. All requests must be completed and submitted to the Registrar's office at least 30 days before the registration period starts. A re-admitted student would be enrolled on academic probation.

If re-admission is granted, the student must pay a re-admission fee and regular tuition and fees.

TRANSCRIPTS

All grades are permanently recorded on a student's academic grade report and documented on his or her scholastic record. Grade reports of all academic work done at GCU and the cumulative grade point averages from other post-secondary institutions are permanently kept. The cumulative academic record includes personal identification (name, student I.D. number, date of birth, date of entrance), degree completed and conferred, and graduation date. Student academic records are available for inspection by the student involved, but these records are regarded as confidential and are never released to unauthorized persons. Student educational records are released to other persons or institutions only with the student's written consent. They are made available only to authorized people designated on the consent form. See “Family Educational Rights and Privacy Act” in this Catalog for more information.

No official document of a student's records will be released until all financial obligations have been resolved. To issue an official transcript or other documents, a student must submit an “Official Document Request Form,” which can be found at the Office of Academic Affairs or on the GCU website, to the Office of Academic Affairs and pay a fee of $5.00 per document and $20.00 for express service (1 to 2-day turnaround) per document to the Office of Business Affairs. It usually takes 5-7 business days to process the request. Official transcripts cannot be emailed

or faxed. The document issued will be retained at the Office for 30 days.

TRANSFERRING OF CREDITS

The Dean of the relevant School will evaluate all credit transfers from other institutions and will report the transfer to the Office of Academic Affairs based on the following criteria. A student's grade point average (GPA) does NOT transfer with the student. A new GPA will begin with the students' enrollment at GCU. Additionally, certain credits may not be transferred, such as experience-based credits, non-academic courses (internships, practical job training, etc.), and credits for courses not taught at GCU (see #3 below). In all cases, the final transfer of credit decisions shall be at the sole discretion of the Dean of the School to which the student is applying.

All transfer credit that complies with these criteria will be considered; however, GCU does not guarantee acceptance of any transfer credit and reserves the right to refuse transfer credit that, after evaluation, is not considered to meet these criteria.

The student must provide GCU with official, up-to-date transcripts from all institutions previously attended in accordance with GCU admission policies. No transfer of credit will be allowed before the receipt of these transcripts. Transfer credits must be requested within the first academic year of the student's enrollment at GCU.

All coursework for transfer credit must come from a regionally- or nationally accredited institution. Proof of such accreditation may be required. International students transferring from an institution not accredited by a US regional accrediting body MUST use an evaluation service that offers a course-by-course transcript evaluation. The applicant is responsible for engaging in this service and paying any and all associated fees. GCU is not responsible for errors resulting from using such a service. For a list of approved services, contact the Office of Admissions.

All transfer credits must be comparable to similar courses or programs of study at GCU. The suitability of transfer credits is solely the decision of the Dean of the relevant School. GCU reserves the right to refuse transfer credit that is not, in the opinion of the Dean of the relevant School, comparable to available courses or programs at GCU.

Transfer credits must be based on *semester hours*. If a student requests transfer credit from an institution that uses quarter hours or any other non-semester or non-hour system, the Office of Academic Affairs will convert the student's credits to semester hours.

To be eligible for a transfer, all credits must show a minimum earned grade of C minus (C-) for undergraduate transfer credits and a minimum B minus (B-) for graduate transfer credits. Courses graded with a number will, if eligible, be transferred based on GCU's grading policy (see the GCU *Catalog* for details). Courses graded on a Pass/Fail or Satisfactory/Unsatisfactory basis are not eligible for transfer credit.

Students in undergraduate and graduate programs must complete at least half of their regular coursework at GCU. However, two-thirds of the credits required in an ATS-approved master's degree may be granted based on transfer credits.

Advanced standing may be granted with a maximum of nine (9) credits counted toward the DMin program and twelve (12) toward the Ph.D. program, based on the appropriate evaluation and approval process.

Decisions regarding transferring credits from one field of study at GCU to another at GCU (i.e., a change of major) are subject to evaluation on a case-by-case basis by the Dean of the School to which the student wishes to transfer. The decision of the Dean of the School in such GCU-to-GCU transfer cases is final.

To ensure fairness and equal treatment, transfer credits from any institution with which GCU has any affiliation or agreement (such as a Memorandum of Understanding) will be evaluated using the same criteria as any other potential transfer credits. No exceptions will be made to this policy.

Students wishing to transfer to another institution from GCU may obtain copies of their GCU transcripts by completing the relevant request form(s). Students requiring transcripts may request an unofficial or an official,

sealed transcript. Transcript requests may be subject to a fee. GCU cannot be responsible for ensuring the timely delivery of transcripts. Requests for transcripts should be made a *minimum* of 30 days before the transcripts are required to give time for processing.

Credits earned at GCU may not be accepted at other institutions; students should be familiar with the other institution's transfer-of-credit policies before attempting to transfer credit from GCU.

If the credit transfer is denied, the student may appeal the decision to the Office of Academic Affairs by completing an appeal form. Appeals decisions are final.

ACADEMIC NON-CREDIT COURSE AUDITING POLICIES AND PROCEDURES

Purpose

Georgia Central University (herein after, "GCU") is committed to and well aware of the importance of ensuring the growth of the student body; thus, it emphasizes academic achievement, spiritual growth, promotion, community services, and planning for the expansion of practical curriculum that is useful and practical in daily lives for community members.

Definition

An audit is a registration status allowing students to attend a course without receiving credit. Both graduate and undergraduate students may audit classes. Audit units do not count toward full-time positions, nor do audited courses count toward determining continuous enrollment for *Catalog* purposes.

Academic Policy on Course Auditing

Though auditing of coursework is not encouraged at GCU, an auditor may attend lectures and other class meetings, take part in class discussions, and may request a written confirmation of attendance in the form of a "Certificate of Attendance" from the Office of Academic Affairs/Registrar. An auditor will not receive participation evaluations nor be allowed to submit assignments or write examinations and tests except by special and express permission. GCU's Code of Conduct and other admission requirements will apply to auditors.

Students may audit a regularly scheduled class for no grade and no credit; however, their official records indicate

participation in the course. Auditing allows students to pursue an interest in a subject without being graded on the effort. Acceptable performance, attitude, and attendance are expected as defined by the instructor for the course. Audit enrollments do not fulfill requirements for coursework for degree completion, requirements for load considerations by the Veterans Administration for educational benefits, or requirements for financial aid awards. Auditing students will be allowed to participate in the class to the extent they choose. Since the auditing student's name will not appear on the official roster, the Student ID # with a specific auditing period or GCU Student Account Statement will verify that the student may attend class. Auditing students may use the library facilities and materials and be allowed to borrow books and references in accordance with the GCU Library policy. The instructor is not obligated to accept any papers, tests, or examinations from the auditing student. An auditing student is free from such course requirements as attendance, written work, and tests. Credit will not be granted for auditing a course. Once a student has registered as an auditing student, he/she cannot change to credit status, nor may a credit status student change to an auditing status once the semester has begun. Neither the instructor nor the University assumes responsibility for the academic progress of an auditing student. No refunds of tuition and fees will be granted to auditing students.

Priority for Access to Courses

In all cases, students registered at GCU on a full-time basis will prioritize students who are not registered. Consideration of access to courses as auditors will be given in the following order:

1. Current GCU Students
2. GCU Graduates
3. Prospective students
4. A person who is not a current student

Procedures

1. The auditor registers before or on the first day of the semester. The auditor must submit the Application forms, Audit Registration form and pay a one-time application fee of $100.

2. As the Registrar receives the Audit Registration form, she/he will enroll in the course as an auditor.
3. The Dean of Academic Affairs will notify each instructor about auditing student(s).

Discretion

1. No faculty, School, or University is required to make courses accessible by any individual as an auditor except when it has approved a registered student to audit the course.
2. If a School or University does make courses accessible to auditors, it will follow this policy and may restrict access to:
   a. Students registered in the school, or
   b. Students registered in the University
3. Suppose a School or University decides to make courses accessible to auditors. In that case, the final determination of whether a person should be allowed to audit and whether space is available for an auditor in the course will be made by the Office of Academic Affairs in writing before the first day of coursework.
4. If a School or University decides not to make courses accessible to auditors, instructors do not have the discretion to allow auditing in their courses.

Admission Procedures

1. All required application material and all agreement forms MUST be submitted (except degree information, testing results, financial verification, or identification)
2. The Office of Academic Affairs explores the possibility of accepting auditing students at its own discretion by formally inquiring about the matter of instructors of wished courses.
3. With approval from the Dean of Academic Affairs, the Office of Admissions makes data entry of student information in the GCU student database under the "Audit" category with the specific course-taking period.
4. The Office of Business Affairs collects tuition and fees as follows and produces the GCU Student Account Statement for the Auditing student:

a. Non-refundable Tuition

$250 per Undergraduate Program course Audited

$350 per Graduate Program course Audited

b. Non-refundable Music Facility Fee ($200.00 per semester if Music course is audited)

5. The Office of Business Affairs may produce a Student ID # if the auditor wishes.
6. The Office of Academic Affairs keeps and maintains the students' information in separate filing/storage space for reference.
7. The Office of Academic Affairs announces the list of Auditing students per course audited, though not listed on the student roster.

Certificates of Attendance

1. Suppose an auditor wishes to receive a Certificate of Attendance. In that case, the Registrar may issue the Certificate to the auditor who has attended at least 75 percent of the class meetings.
2. Students who wish to receive a Certificate of Attendance must notify the instructor in writing at or before the first meeting of the class; otherwise, the School or University is under no obligation to issue a certificate.
3. Attendance records must be kept for students who wish to receive a Certificate of Attendance.
4. No Certificate of Attendance will be given if an auditor later registers or re-registers on the course or at the University. Certificates of Attendance will not be part of the Official Student Academic Record.
5. A Certificate of Attendance may be issued only once. Replacements will not be issued.
6. The Certificate may not be used as an official attendance letter for immigration purposes or an official excuse from a workplace.

STUDENT INFORMATION

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The privacy and confidentiality of student education records are protected, as provided for by Federal law (20 U.S.C. § 1232g; 34 CFR Part 99). This Act, emplaced by this law, the Family Educational Rights and Privacy Act (FERPA), apply to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 *OR* attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the eligible student's education records maintained by the school. Schools are not required to provide copies of records unless parents or eligible students can't check the records for reasons such as great distance. Schools may charge a fee for copies.

Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interests.
- Other schools to which a student is transferring.
- Specified officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid to a student.
- Organizations conduct certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.

- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities within a juvenile justice system, pursuant to specific State law.

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

Parents or eligible students have the right to request a correct school record that they believe is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Call (202) 260-3887 (voice) for additional information or technical assistance. Individuals who use TDD may call the Federal Information Relay Service at

1-800-877-8339 or contact:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-5920

STUDENT GRIEVANCES PROCEDURE

Georgia Central University desires that student complaints be taken seriously and resolved promptly and satisfactorily. The procedure described herein should be followed to determine an issue raised by a student.

Informal Complaint Procedure

Students may resolve their complaint informally by approaching the faculty or staff member directly involved in the grieved incident. This will need to occur within seven (7) business days from the date of the incident. If the student does not believe a discussion with the faculty or staff member is appropriate, he or she should proceed directly to the formal complaint as described below. If the student does engage in an informal discussion but the incident does not get resolved to the student's satisfaction, he or she may proceed to the formal complaint as described below.

Formal Complaint Procedure

Complaints about non-academic matters should be brought to the attention of the Director of Student Affairs. Complaints about academic issues should be brought to the attention of the Director of Academic Affairs.

- Within fifteen (15) business days of the incident, the student must file a written grievance in the Office of Students Affairs or the Office of Academic Affairs.
- If the grievance is against the Director of Student Affairs or the Director of Academic Affairs, the student shall file the grievance in the Office of the Vice President.
- The Director of Student Affairs or the Director of Academic Affairs will investigate the matter and supply a written response to the student within 15 business days.

Appeal of Staff Response

- If a student is not satisfied with the response from the Director of Student Affairs or the Director of Academic Affairs, the student may appeal the decision to the Vice President.
- A student shall file a written appeal to the Vice President within 5 business days of receiving the response.

- The student must provide all relevant documents with his appeal.
- The Vice President will review the information provided by the student and administration and make a final decision.
- The decision of the Vice President shall be made within 10 business days of receipt by the Vice President of the appeal.

The decision on the grievance appeal is final. Retaliation against a student for filing grievance is strictly prohibited.

Record Retention

Documents relating to formal grievances including investigations, dispositions and the grievance itself shall be held for 2 years after the graduation of the student or the date of the student's last attendance.

Responsibility

The Director of Student Affairs or the Director of Academic Affairs has the overall responsibility for ensuring the grievance procedure is implemented. Should the student so elect, he or she may contact the State of Georgia Nonpublic Postsecondary Education Commission (GNPEC) after all internal procedures, as outlined above, have been exhausted. GNPEC contact information is below:

Georgia Nonpublic Postsecondary Education Commission Standards Administrator

2082 East Exchange Place – Suite 220

Tucker, GA 30084-5305

Phone (770)414-3300 | Fax (770)414-3309

gnpec.georgia.gov

SANCTIONS

The purpose of sanctions is to provide a fair educational opportunity for all found responsible for their actions.

The following are the types of sanctions that may be issued in judicial proceedings and decisions:

Warning: Inform the offender, orally or in writing, that continuation or repetition of prohibited conduct may cause further disciplinary action.

Censure: A written reprimand for violation of specified regulations, including a warning that continuation or repetition of prohibited conduct may result in further disciplinary action within a specified period stated in the letter of reprimand. A copy of the Censure shall be kept in the student's Office of Student Affairs file.

Disciplinary Probation: May include exclusion from participation in privileged or curricular activities for a specified period; additional restrictions or conditions may be imposed. Violations of disciplinary probation terms, or any other Code violation during the probation period, will normally result in suspension or expulsion from the University. A copy of the Censure shall be kept in the student's file in the Registrar's Office, and an additional copy shall be electronically stored in the student's database for further reference.

Restitution: Repayment to the University or to all affected parties for damages resulting from a violation of this Code.

Suspension: Exclusion from classes and other privileges or activities as set forth in a written notice for a definite period not to exceed one year.

Expulsion: Termination of Student status and permanent exclusion from Georgia Central University privileges and activities. A copy of the expulsion notices and the decision proceedings minutes will be retained in the student file in the Registrar's Office, and additional copy shall be electronically stored in student's database for further reference.

Denial of Employment: Suspension or exclusion from current or future Georgia Central University employment. A copy of the Denial notices and the decision proceedings minutes will be retained in the student file in the Office of Student Affairs, and an additional copy shall be stored in the faculty file in the Human Resources Department for future reference in any case the student applies for employment with Georgia Central

University.

This list is not exhaustive; other sanctions may be issued as appropriate.

PROCEDURE – DISCIPLINARY CONFERENCE

Students or faculty accused of offenses that may result in penalties less than expulsion, suspension, or termination of employment from the University are subject to disciplinary conferences in the Office of Student Affairs or the Office of Academic Affairs. A disciplinary conference is an informal process designed to gather and consider relevant information regarding alleged violations of the Code and to determine a sanction, if applicable. Students accused of offenses that may result in suspension or expulsion from the University will be referred to the Academic Standing Faculty Committee or an appropriate administrative hearing officer for a formal hearing.

Faculty members accused of offenses that may result in suspension or termination from university employment will be referred to the Faculty Committee on Faculty Assessment or an appropriate administrative hearing officer for a formal hearing. Every effort will be made to expedite proceedings under allegations within a reasonable period.

The following procedural guidelines shall be applicable in disciplinary hearings:

1. Respondents shall be notified of the hearing date and the specific charges against them at least five (5) business days in advance.

2. The respondent will have reasonable access to the case file before and during the hearing; personal notes of Georgia Central University staff members or complainants are not included. This file will be retained in the Office of Student Affairs.

3. The presiding person may call witnesses upon the motion of any hearing body member or of either party and shall summon witnesses upon request of the Office of Student Affairs and

shall be personally delivered or sent by certified mail, returned receipt requested.

4. Georgia Central University students and employees are expected to comply with such summons unless compliance would result in significant and unavoidable personal hardship or substantial interference with normal academic and business activities:

- Failure to comply with said requests may result in sanctions against the summoned witness.
- Witnesses who provide false information can be charged with a violation.
- If the respondent fails to appear after proper notice, the hearing will proceed, as scheduled, in the respondent's absence.

5. Hearings will be closed to the public.

6. The presiding person shall exercise control over the proceedings to avoid needless consumption of time and to achieve orderly completion of the hearing. The presiding person may exclude any person, including the respondent, who disrupts hearing.

7. Hearings shall be voice recorded.

8. Witnesses shall be asked to affirm their testimony is truthful and may be subject to charges of intentionally providing false information to the University.

- Failure to comply with said requests may result in sanctions against the summoned witness.
- Witnesses who provide false information can be charged with a violation.
- If the respondent fails to appear after proper notice, the hearing will proceed, as scheduled, in the respondent's absence.

9. Prospective witnesses, other than the complainant and the respondent, may be excluded from the hearing during the testimony of other witnesses. All parties, the witnesses, and the public shall be excluded during Committee deliberations.

10. Finding the respondent responsible shall be established by evidence which, when reasonably considered, produces the stronger impression, has the greater weight, and is more convincing as to its truth when weighed against the evidence in opposition to it.

11. Formal rules of evidence shall not be applicable in disciplinary proceedings conducted pursuant to this Code. Only some evidence may be considered, as determined by the presiding person.

12. Complainants and respondents shall be provided with all opportunities to question those witnesses who testify for either party at the hearing.

13. Every statement or assertion need not be proven. Committee members may take notice of matters that would be within the general experience of Georgia Central University students.

14. A finding of responsibility shall be followed by a deliberation as to sanction. The past disciplinary record of the respondent will only be supplied to the hearing body after a determination of responsibility.

15. Any finding of responsibility will be supported by written findings that will be placed in the case file and made available to the respondent.

NC-SARA Student Complaints Policy

For complaints regarding GCU's Distance Education program offerings, students may consult the NC-SARA Student Complaints Policy page at https://nc-sara.org/sara-student-complaints-0/. Students wishing to file a complaint should contact Georgia – State Authorization Reciprocity

Agreements (GA-SARA), via the Georgia Nonpublic Postsecondary Education Commission (GNPEC) webpage. The official GA-SARA Complaint Policy may be found at https://gnpec.georgia.gov/student-resources/complaints-against-institution/ga-sara-student-complaint-rules, and the GA-SARA Student Complaint form may be found at https://gnpec.georgia.gov/student-resources/student-complaints/ga-sara-online-student-complaint-form.

Georgia Central University's Grievance policy may be found here: https://gcuniv.edu/grievance-policy/ and in the GCU Catalog and Distance Education Handbook, which may be downloaded from the GCU website here: https://gcuniv.edu/catalog-Distance Education-handbook/.

The Commission requires that ***students utilize and complete their institution's grievance procedure*** in an attempt to resolve any complaint or concern before submitting a complaint to the Commission**. If the institution's resolution is not satisfactory, a student may then appeal to the Commission, but it will not investigate a complaint unless the student has exhausted all available grievance procedures outlined by the institution.**

Non-student complaints must comply with the general complaint rules; complainants should review all information prior to submission.

See our **GNPEC complaint rules** and **SARA complaint rules** for full information.

Type of Complaint

If your complaint regards one of the following, contact your institution directly:

- a student's admission to or graduation from an institution;
- academic issues including grades, transferability of credits, and/or the application of academic policies;
- fees charged or other contractual financial matters; or
- disciplinary matters or other contractual rights and obligations.

If your complaint regards one of the following, fill out a complaint form:

- the institution is not in compliance with the Commission's **Minimum Standards**,

- the institution is not in compliance with its own published policies, or
- you are a **non-resident of Georgia** and enrolled in an **online-only** program at a **GA-SARA institution**, please fill out the **SARA complaint form**.

If your complaint regards Federal Student Aid, it should be addressed to the U.S. Department of Education using the following URL:

https://studentaid.gov/feedback-center/login/complaint

APPEALS

The respondent may appeal to any disciplinary determination to the Director of Student Affairs or his/her designer. Requests for appeals must be submitted in writing to the Director of Student Affairs or designer within five (5) business days from the date of the letter notifying the respondent of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.

The Director of Student Affairs, or a designer, will not conduct a rehearing of the case but will consider an appeal based on the respondents' claim of one or more of the following:

a) A flaw in the University constituent's right of due process

b) evident bias in the decision of the hearing

c) presence of relevant new evidence or information not available at the time of the conference or hearing

d) sanction out of proportion to the offense

e) new evidence or insufficient consideration of all aspects of the situation.

The Director of Student Affairs or designer may uphold or reverse a "found responsible" decision, reduce a sanction, or refer the case for rehearing.

Final Appeal

The university president or the proper committee may recommend a resolution as any complaint made by any institution's constituency. Still, when a decision does not bring justice and fairness to the complaining party, they may take a final appeal to the Georgia Nonpublic Postsecondary Education Commission (GNPEC), ABHE, or ATS.

The Association of Theological Schools (ATS)

10 Summit Park Drive, Pittsburgh, PA 15275-1110

412-788-6505/ http://www.ats.edu

The Association for Biblical Higher Education (ABHE)

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

407-207-0808/ http://www.abhe,org

GEORGIA NONPUBLIC POSTSECONDARY EDUCATION COMMISSION

2082 East Exchange Place, Suite 220

Tucker, GA 30084-5305

(770) 414-3300 http://gnpec.georgia.gov/
Complaint forms may be downloaded from the GNPEC website at
https://gnpec.georgia.gov/student-complaints

UNIVERSITY CODE OF CONDUCT

Students at Georgia Central University are held to a high standard of ethical conduct. Each student must comply with the GCU Code of Conduct, as outlined below and in the Student Handbook. The publication of these disciplinary regulations serves to give notice of prohibited activities and behaviors. The Code of Conduct is not written with the specificity of a criminal statute. Still, it is binding upon the University community, and all students, faculty, staff, and administration agree to abide. The full Code of Conduct, including definitions of terms, may be found in the Student Handbook, but expectations and prohibited actions are summarized here.

The Georgia Central University Code of Conduct applies to conduct that occurs on university premises, at University-sponsored activities, and to off-campus conduct that adversely affects the University Community, its reputation, and/or the pursuit of its objectives. Each member of the community shall be responsible for his/her conduct from the time of application for admission or employment through the actual awarding of a degree or termination of employment, even though conduct may occur before classes (or employment) begins or after classes (or employment) end, as well as during the academic year and periods between terms of actual enrollment (or while on leave or vacation) even if his/her conduct is not discovered until after a degree is awarded or employment terminated. The University Code of Conduct shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending. For student behavior, the Director of Student Affairs or designer shall decide whether or not the University Code of Conduct shall be applied to conduct occurring off-campus on a case-by-case basis.

The Director of Student Affairs oversees all cases involving alleged violations of conduct. To determine whether an organization is responsible for a violation of the Code of Conduct, all circumstances will be considered, including, but not limited to:

- whether the misconduct was committed by one or more members of the organization.
- whether officers of the organization had prior knowledge of the misconduct.
- whether organization funds were inappropriately reimbursed.
- whether the misconduct occurred as a result of an organization-sponsored function; and
- whether members of the organization intentionally lied about the incident.

Any violation of policies and regulations in the Georgia Central University Code of Conduct may result in disciplinary action, including dismissal.

CONFLICTS OF INTEREST

All members of the University Community owe a duty of undivided and unqualified loyalty to the organization and may not use their positions to profit personally or to assist others in profiting in any way at the expense of the organization.

All members of the University Community are expected to regulate their activities to avoid actual impropriety and/or the appearance of impropriety that might arise from the influence of those activities on business decisions of the University or disclosure or private use of business affairs or plans of the University. Suppose any person doubts whether a situation constitutes a conflict of interest. In that case, the matter should be fully disclosed to that person's supervisor or the Provost to decide. Violation of this policy will result in appropriate disciplinary action, including termination of employment, cessation of business with a vendor, and other appropriate remedies.

CLASSROOM STANDARDS

The individual faculty member is primarily responsible for managing the classroom environment. Suppose a student engages in prohibited or unlawful behavior that disrupts a class. In that case, he or she may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from a class, or dismissal on disciplinary grounds, must be preceded by a disciplinary conference or hearing. Professors and instructors will encourage free discussion, inquiry, and expression in the classroom whenever possible. Student grades must be evaluated on academic performance based solely on class assignments and/or examinations, not on opinions expressed or on conduct unrelated to academic criteria unless this conduct is disruptive to the academic endeavor.

ATTENDANCE

Given the importance of class attendance to the pursuit of excellence in academia, Georgia Central University requires all students to attend all their registered classes, including Institutional requirements (chapel attendance). Any student missing more than 3 class sessions will be permanently dismissed from that class for that particular semester with a grade of "F." This attendance policy is non-negotiable and is strictly imposed by United States Immigration Services for International Students, which allows university officials to terminate a student's F-1 visa status in any case of failure to attend. SEVP regulations require GCU to report the attendance of I-20 (F-1, J-1) visa-holding students. Every three late attendances ("tardies") will be counted as one absence.

In case of an emergency (such as an accident, hardship, or sickness), a student may submit an official absence request form to each faculty member in charge of the student's courses. This form is available at the Office of Academic Affairs. The absence request must be drafted and signed by the applicant only, with the decision to grant an excused absence reliant upon the judgment of faculty and documentation submitted by the student. If the student is granted permission from the Office of Academic Affairs, the student may miss class on the stated dates, and such absences will not count against the student's attendance record.

If an instructor is late for a meeting or class without notice, students shall wait 30 minutes after the start time. If the instructor has not arrived by that time, the students may leave the class.

RESPONSIBILITY FOR NOTICES

All students are required to give written notice to Georgia Central University regarding any change of address, emergency contact information, visa status, and/or any other relevant information to maintain effective communication and avoid legal action. The student must notify the University in writing of all transfers and paperwork needs, such as graduation certificates or transcripts. All students must check the school website regularly for any changes in school policies or schedules.

SPECIAL INFORMATION FOR INTERNATIONAL STUDENTS

Students and exchange visitors need to understand the concept of immigration status and the consequences of violating that status. Awareness of the requirements and possible effects will make it more likely to avoid problems with maintaining your status. Every visa is issued for a particular purpose and a specific class of visitors. Each visa classification has a set of requirements that the visa holder must follow and maintain. Those who follow the requirements maintain their status and ensure their ability to remain in the United States. Those who do not follow the requirements violate their status and are considered "out of status." It is the responsibility of the visitor to be aware of and maintain their visa status. If you have any questions about your visa status related to GCU, please get in touch with the Office of Admissions or the International Student Advisor.

Failure to maintain status can result in arrest, and violators may be required to leave the United States. Violation of status also can affect the prospect of readmission to the United States for some time. Most people who violate the terms of their status are barred from lawfully returning to the United States for years. Remember that the University is required by law to report visa violations. In the event of a student's failure to provide proper notice of changes in personal mailing address or contact number, the University may be forced to adjust the student's status. To avoid this, students are asked to visit the Office of the International Student Advisement Center to file correct personal information. The best way to keep your visa status is to stay in contact with the University and attend your classes.

INTELLECTUAL PROPERTY POLICY & RESPECT SYSTEM

Georgia Central University honors all intellectual property rights, including all copyrights, patents, trademarks, trade secrets, and computer software licenses. This applies to students as well as to faculty and staff. All infringements by students, faculty, or staff of intellectual property are subject to punishment by law and by Georgia Central University Policy. All GCU students must respect the intellectual rights of fellow students and faculty members. Any activity, such as copying or borrowing from works without the proper citation (see

below), is strictly prohibited. Georgia Central University strictly protects course materials, printed information, documents, visual aids, recorded courses work, and academic development processes and systems.

POLICIES ON THE APPROPRIATE USE OF SOURCES

Education and campus life is an ongoing, critical, ever challenging, and constructive communication among students, faculty members, administration, staff, church, and the sources of knowledge used to inform them. When sources of information are not acknowledged or shared, communication loses its power and authority, students lose their voice, and the sources lose their integrity. Therefore, at GCU, plagiarism is considered a serious threat to good learning and academic standards because it threatens the communication necessary for better educational conditions at GCU. See "Academic Misconduct" under Academic Policies and Regulations elsewhere in this Catalog for more information regarding plagiarism and cheating.

STUDENT ALCOHOL POLICY

Georgia Central University complies with all federal, state, and local laws and policies on abusing alcohol and other drugs by its students. GCU's alcohol policy is noted on our school website. The legal drinking age in Georgia is 21. Due to federal and state laws, health issues, and concern for academic success, all students are prohibited from unlawful use or abuse, possession, manufacture, distribution, dispensation, and sale of alcoholic beverages, controlled substances, and other drugs on campus.

STUDENTS WITH DISABILITIES OR SPECIAL NEEDS

In accordance with Section 504 of the Rehabilitation Act of 1973, Georgia Central University seeks to provide equal opportunity and access to students with disabilities. The Office of Student Affairs coordinates the accommodation requests of disabled students for the university. A student with a disability who requires special attention or accommodation should contact the Office of Student Affairs to establish his/her disability and make

a "Reasonable Accommodation" request. The student should submit in writing the following information:

- The nature of the disability or the request(s)
- Any documents establishing the disability or special needs
- The student's request for unique accommodation

As some accommodations may take time to arrange or to be coordinated, requests should be made as soon as possible after a student is admitted to Georgia Central University. On the day of Orientation for new students or during the first week of the semester, the designated officer will meet with the student to discuss the request. The request will be submitted to the Academic and Judicial Committee for further recommendations for accommodation.

HOUSING INFORMATION

GCU does not have dormitories or apartments; however, GCU can provide information on local housing to help new students find a residence near the university. Please get in touch with the Office of Student Affairs for more information.

CAREER OPPORTUNITIES AND JOB PLACEMENT

Georgia Central University offers comprehensive career services to students across all undergraduate and graduate departments. Please get in touch with the Director of Student Affairs regarding possible job opportunities. The Office of Student Affairs is well-informed about the job search process and prepared to assist students with job search-related matters, such as:

- Graduate career aspirations, concerns, and challenges
- How to write resumes, *curriculum vitae*, and cover letters
- Providing access to employers via seasonal job fairs
- How to develop and implement effective job search strategies

- How to improve interviewing and negotiating skills

Additionally, some Schools provide employment support to their students. Contact the School in which you are enrolled for more information.

The Alumni Association also provides alums with continued access to the college's resources, news, and special events while facilitating a dynamic network. Graduates are encouraged to become members of the Alumni Association. Members receive benefits, including comprehensive career services, access to exclusive alum workshops, social media networking, and invitations to complimentary professional networking events.

Disclaimer: Though making the best efforts to help the graduates, GCU does not guarantee a job for the student.

GENERAL EDUCATION

GUIDELINES

Georgia Central University requires in each undergraduate degree program the successful completion of a general education component that:

- is based on a coherent rationale
- is a substantial component of each undergraduate degree program
- ensures breadth of knowledge
- is general knowledge

Coherent Rationale

GCU's General Education component supports the University's mission by:

- Preparing students to be thoughtful, informed, global citizens.
- Promoting a Christian consciousness and worldview.
- Fostering academic excellence, interdisciplinary dialog, respect for self and others, and social responsibility.

Substantial Component

- For degree completion in the associate program, the General Education Component constitutes 32 semester hours or 58% of the total semester hours required at that level.
- For bachelor's degree programs, the General Education component constitutes 36-63 semester hours or 29%-49% of the total semester hours required at the level.
- These credit hours include at least one course from Fine Arts and Humanities, Behavioral and Social Sciences, Mathematics and Statistics, and Science.

Breadth of Knowledge

The General Education component draws from many disciplines and introduces students to various intellectual approaches and perspectives. It promotes Christian consciousness and worldview, develops communication skills and foreign languages, acquaints students with multiple modes of thought in science, politics, history, humanities, ethics, social science, and literature, and broadens their intellectual and social horizons.

The General Education component offers courses in the following subject areas:

- Writing and Communication
- Foreign Languages
- Fine Arts and Humanities
- Behavioral and Social Sciences
- Mathematics and Statistics
- Science
- Computer Literacy

General Characteristics

- They draw from many disciplines and introduce students to various intellectual approaches and perspectives.
- They are open to students of all majors without heavy prerequisite requirements.
- They do not narrowly focus on skills, techniques, and procedures specific to a particular occupation or profession.
- General Education Core courses (marked *) promote Biblical/and theological worldviews and principles

MISSION

In support of the University's mission to "educate qualified students to become global leaders with biblical principles, and to equip them with competent knowledge, skills, and Christian Worldview to serve the church, communities, societies, the nation, and the world through excellent Christian higher education," the General Education component at Georgia Central University provides a common integrative learning experience for all undergraduates, regardless of their major or their program of study. As a fundamental component of all academic programs, it draws from many disciplines, introduces students to various intellectual approaches and perspectives, and prepares them to be thoughtful, informed global citizens. General Education at GCU promotes a Christian consciousness and worldview and fosters academic excellence, interdisciplinary dialog, respect for self and others, and social responsibility.

GOALS AND LEARNING OUTCOMES

SUBJECT AREAS	GOALS	LEARNING OUTCOMES
Writing and Communication	Students will communicate effectively in writing.	Students will be able to: • demonstrate fluency in a writing process that involves planning, drafting, revising, and editing • research, organize, and produce texts in a variety of written modes for specific audiences • demonstrate understanding and recognition of plagiarism • apply ethical reasoning in the use of language.
Foreign Languages	Students will acquire basic proficiency in two modern, widespread and biblical languages.	Students will be able to: • demonstrate firm grounding in the principles of Spanish and Chinese grammar • demonstrate basic oral proficiency in Spanish and Chinese

		• demonstrate basic knowledge of Greek grammar and vocabulary • demonstrate understanding of the fundamental tasks of exegesis and textual criticism • demonstrate basic knowledge of the basic principles of phonology, morphology, and syntax of Biblical Hebrew • translate and analyze selected portions of the Hebrew Bible
Fine Arts and Humanities	Students will develop their knowledge and understanding of culture, history, and the human condition.	Students will be able to: • demonstrate understanding of elements of culture in relation to history, values, politics, communication, economy, beliefs, and practices • use relevant critical, analytic, creative, speculative, and/or reflective methods
Behavioral and Social Sciences	Students will develop a deeper understanding of the relation of self to the world by investigating the influence of social, cultural, economic, and political institutions in shaping human thought, value, and behavior.	Students will be able to: • define key terms and main concepts within the discipline • identify the basic approaches and theories used within psychology. • Identify psychological principles and research used to explain social issues, solve problems, and understand individual behavior. • Share the discipline's fundamental values, which include human diversity and appreciation of their civic, social, and global responsibilities regarding the limits of their psychological knowledge and skills.
Mathematics and Statistics	Students will comprehend and use quantitative concepts and methods to interpret and critically evaluate data and	Students will be able to: • Perform calculations with integers, fractions (rational numbers), decimals, ratios, and percentages.

	effectively solve problem-solve in various contexts demanding quantitative literacy.	• use arithmetic, algebraic, and/or geometric and statistical methods to solve applied and word problems • demonstrate understanding of the terms and symbols used to generate, present, and analyze data • interpret and evaluate quantitative or symbolic models such as graphs, tables, units of measurement, scales, distributions • Represent and communicate quantitative or symbolic information • generate and apply conclusions based on pattern recognition
Science	Students will comprehend and apply the basic principles of science and methods of scientific inquiry.	Students will be able to: • differentiate among facts, laws, theories, and hypotheses • define major concepts, principles, and fundamental theories in at least one area of science • demonstrate an understanding of the basic terminology in at least one area of science • formulate a hypothesis, given a simple problem or questions, and design a valid experiment to test it • make informed decisions on contemporary consumer or social issues demanding scientific literacy
Computer Literacy	Students will demonstrate competence in computer literacy, including fundamental computing concepts and fluency in using contemporary computing and	Students will be able to: • effectively organize, manage, and present data using contemporary software applications such as spreadsheets, word processing, databases, and electronic presentation software • store and retrieve data locally (e.g., from within

	information technology.	the computer, a CD-ROM, or USB drive) or remotely (e.g., via a virtual network drive, FTP service, or WebDAV service) • Understand the relationships of key components behind concepts such as hardware, networks, data storage, operating systems, and software programs
Bible & Theology	Students will demonstrate Biblical knowledge and theological perspective of the world.	Students will be able to: • read the entire books of the Bible • articulate the themes of each book of the Bible • interpret Biblical passages in today's world • identify theological issues in relation to their academic and personal lives • reflect life events from theological perspectives • apply Biblical & theological principles to their academic and life journey

COURSE LISTINGS

CATEGORIES	COURSES	CREDIT HOURS
Writing and Communication	ENGL101 English I	3
	ENGL102 English II	3
	BCOM101 Business Communication I	3
	BCOME102 Business Communication II	3
	ENGL103 Theological English I	3
	ENGL104 Theological English II	3
Foreign Languages	LAN101 Spanish I	3
	LAN102 Spanish II	3
	LAN105 Korean I	3
	LAN106 Korean II	3
	LAN131 Chinese I	3

	LAN132 Chinese II	3
	LAN111 Biblical Greek I	3
	LAN121 Biblical Hebrew I	3
Fine Arts and Humanities	BS101 A Survey of the Bible	3
	BT100 Christian Worldview	3
	ART120 Western Art History	3
	ART121 Theories of Design & Color	3
	MUS105 Fundamentals of Music	3
	MUS100 Music Appreciation	3
	MUS351 Music & Worship	3
	MUS106 University Chorus	3
	HUM101 Spiritual Classics	3
	HUM102 Introduction to Philosophy and Theology	3
	HUM103 Introduction to Christian Ethics	3
	HUM104 Religions of the World	3
	HUM105 Multi-Cultural Leadership in Education	3
	SFE200 Spiritual Formation	3
Behavioral and Social Sciences	ECON101 Fundamental Economics	3
	ECON201 Introduction to Microeconomics	3
	BCOM101 Business Communication I	3
	HIS140 History of America	3
	SOC102 Marriage and Family	3
	SOC103 Race and Ethnic Relations	3
	SOC110 Introduction to Sociology	3
	SOC146 Christianity and Economic Thoughts	3
	PSY130 Introduction to Psychology	3
	SOC104 Education and Cultural Diversity	3
	SOC105 Seminar on Urban Problems	3
	PSY106 Psychology of Religious Experience	3
	SOC107 Moral Development and Moral Education	3
	SOC108 Theories of Faith Development	3
	SOC101 Sociology of Religion	3
Mathematics and	MATH101 College Algebra	3

Statistics	MATH102 Calculus	3
	MATH204 Probability	3
	MATH221 Discrete Mathematics	4
	MATH222 Applied Calculus I	4
	MATH223 Applied Calculus II	4
	MATH224 Linear Algebra	3
	MATH202 Statistics for Management I	3
Science	SCI101 Chemistry	3
	SCI102 Biology	3
	SCI103 Physics	3
	SCI104 Bible and Science	3
Computer Literacy	CIS230 Microsoft Excel	3
	CIS232 Microsoft Access	3
	CIS235 QuickBooks	3
	CS221 Computer Networking	3
	CIS231 Advanced Excel with Visual Basic for Applications	3
	CIS371 Microsoft Word I	3
	CIS339 Microsoft Outlook – Comprehensive Course	3
	CS102 Internet, HTML, and Web Design	3
Bible and Theology*	BS101 A Survey of the Bible	3
	BS230 Interpretation of the Bible	3
	OT200 Introduction to the Old Testament	3
	NT200 Introduction to the New Testament	3
	NT310 The Parables of Jesus	3
	OT206 Wisdom Literature	3
	BT100 Christian Worldview	3
	BT101 Jesus Christ in Global Society	3
	TH200 Systematic Theology	3
	PT210 Foundations of the Church	3

***All students in bachelor's degree programs are required to take a minimum of 10 courses (30 credits hours) in Bible & Theology courses, and students in Associate of Arts & Certificate programs are required to complete a minimum of 4 Bible and Theology courses (12 credit hours) to graduate their program.**

FAITH IN ACTION PROGRAM

Participation in the Faith in Action Program is required of every undergraduate student. The type of participation, specific requirements, and the number of credits earned vary in each educational program. Students enrolled in a bachelor's degree program will earn three credits for accomplishing all the requirements. Students enrolled in an associate degree and Certificate program will be awarded one credit.

MISSION STATEMENT

The Faith in Action Program aims to develop students' personal, academic, and spiritual maturity, expose them to a breadth of service/ministry issues, and equip them with various practical skills.

GOALS

The Faith in Action Program intends to accomplish its mission by pursuing the following goals:

- Enable students to discover and develop individual spiritual gifts, talents, and skills.
- Encourage students to serve others and meet needs through involvement in local church or community organizations and personal ministry/service.
- Provide students with tools that allow continuous discernment of God's plan for each person.
- Develop cultural sensitivity in light of God's mission for the world.
- Encourage students to exercise individual skills and disciplines necessary to build faith communities, Christian character, and ministry skills.

OUTCOMES

Upon completion of the Faith in Action Program, students will be able to:

- Describe spiritual and individual gifts/talents relating to church ministry or community service.
- Use their educated knowledge and ministry skills to identify and meet the needs of others in the community and the world at large.
- Readily volunteer for personal ministry or community service in various circumstances and opportunities.

COMPONENTS AND REQUIREMENTS

Programs	Courses	Credits
AACS	CMS200 Service Learning	1
BACS	CS499 Internship	3
BABA	MGMT371 Internship	3
BATS	PM313 Field Education/Mentored Ministry	3
BACE	CE340 Education Practicum	3
BAM	MUS440 Internship	2
Certificates	CMS200 Service Learning	1

DEGREES AND CERTIFICATES OFFERED

Georgia Central University grants the following approved degrees and certificates:

Undergraduate Programs	
Associate of Arts	• Computer Science • Martial Arts
Bachelor of Arts	• Theological Studies • Christian Education • Business Administration • Computer Science • Music • Martial Arts
Bachelor of Science	• Nursing Completion (RN to BSN)
Graduate Programs	
Master of Arts	• Christian Education • Mission Studies and World Christianity • Music • Martial Arts
Master	• Business Administration (MBA)
Master	• Divinity (MDiv)
Master	• Computer Science
Master	• Nursing
Doctoral Programs	
Doctor	• Ministry (DMIN)
Doctor	• Musical Arts (DMA)
Doctor of Philosophy (Ph.D.)	• Intercultural Studies
Doctor of Philosophy (Ph.D.)	• Business Administration (PHDBA)
Certificate Programs	
Certificate	• Theological Studies
Certificate (Non-credit)	• English for Speakers of Other Languages (ESOL)
Certificate	• Visiting Research Scholar
Certificate	• Coffee Certification

UNDERGRADUATE PROGRAMS

ASSOCIATE OF ARTS IN COMPUTER SCIENCE (AACS)

PURPOSE

The Associate Degree in Computer Science is designed to provide students with basic skills in computer networking, programming, and databases standard in information technology and software design industries.

This program prepares students for transfer upon graduation to four-year institutions to pursue a baccalaureate degree in Computer Science or a related field or enter the computer technology job market directly. The program emphasizes mathematically oriented computer applications. Employment opportunities for the application programmer, systems programmer, systems analyst, and software engineer positions have traditionally been reserved for graduates with a BS or BA in Computer Science. However, due to the rapid growth in computer technology, there are now many job opportunities for AS graduates. Typical entry-level positions include technical support specialist, network technician, database application specialist, and PC technician. An associate's degree in Computer Science program may offer opportunities to gain practical experience.

OBJECTIVES

Graduates of the program are expected to demonstrate the following:

- basic knowledge of computing and mathematics is appropriate to the program's purpose,
- an ability to identify and analyze a problem and define the computing requirements applicable to its solution, and
- An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

COMPONENTS AND REQUIREMENTS

CURRICULUM

Bible and Theology* (12 credits)	Credit Hours
BS101 A Survey of the Bible	3
BS230 Interpretation of the Bible	3
OT200 Introduction to the Old Testament	3
NT200 Introduction to the New Testament	3
BT100 Christian Worldview	3
BT101 Jesus Christ in Global Society	3
NT310 The Parables of Jesus	3
OT206 Wisdom Literature	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3

***AA program students must complete a minimum of 4 courses (12 credits) in Bible & Theology (ABHE standard).**

General Education (29 credits)

All undergraduate students must complete 29 credit hours in general education courses. The General Education curriculum for the Associate of Arts in Computer Science requires one course in writing and communication, one course in fine arts/humanities, one in the behavioral/social sciences, five in math, and one in sciences.

Writing and Communication (3 credits)	Credit Hours
ENGL101/102 English I/II	3 each
LAN103/104 Korean I/II	3 each

Fine Art/Humanities (3 credits)	Credit Hours
ART120 Western Art History	3
ART121 Theories of Design & Color	3
MUS105 Fundamentals of Music	3
MUS100 Music Appreciation	3
MUS351 Music & Worship	3
MUS106 University Chorus	3

Behavioral/Social Sciences/Computer Literacy (3 credits)	Credit Hours
ECON101 Fundamental Economics	3
ECON201 Introduction to Microeconomics	3
BCOM101 Business Communication I	3
HIS140 History of America	3
HUM103 Introduction to Christian Ethics	3
SOC102 Marriage and Family	3
SOC103 Race and Ethnic Relations	3
SOC110 Introduction to Sociology	3
SOC146 Christianity and Economic Thoughts	3
PSY130 Introduction to Psychology	3
CIS230 Microsoft Excel	3

CIS232 Microsoft Access	3
CIS235 QuickBooks	3
CS221 Computer Networking	3
CIS231 Advanced Excel with Visual Basic for Applications	3
CIS371 Microsoft Word I	3
CIS339 Microsoft Outlook – Comprehensive Course	3
CS102 Internet, HTML and Web Design	3

Mathematics/ Statistics (17 Credits)	**Credit Hours**
BMAT101 College Algebra	3
BMAT102 Calculus	3
BMAT204 Probability	3
MATH221 Discrete Mathematics (NEW)	4
MATH222 Applied Calculus (NEW)	4

Science (3 credits)	**Credit Hours**
SCI101 Chemistry	3
SCI102 Biology	3
SCI103 Physics	3
SCI104 Bible and Science*	3

Computer Science Core Courses (23 credits)

The major coursework requirements for the Associate of Arts degree in Computer Science are 23 semester hours in computer programming, networking, and database management.

Courses	Credit Hours
CIST101 Introduction to Business Computing	3
CS101 Introduction to Computer Science & Object-Oriented Programming (NEW)	3
CS102 Internet, HTML and Web Design (NEW)	3
CS121 Object-Oriented Programming I (NEW)	4
CS122 Object-Oriented Programming II (NEW)	4
CS221 Computer Networking (NEW)	3
CS222 Database Design & Application Development (NEW)	3
CS499 Internship	3

Institutional Requirement (Chapel)

Students must take WS305 Institutional Requirement (chapel attendance/no credit) every semester enrolled until graduation. Students will receive a Pass/Fail grade for WS305 IR.

SUGGESTED COURSE SEQUENCING

First Semester	Credit Hours
*BT100 Christian Worldview	3
BMAT101 College Algebra	3
ENGL101 English I	3
CS101 Introduction to Computer Science & Object-Oriented Programming (NEW)	3
CIST101 Introduction to Business Computing	3
	Total 15

Second Semester	Credit Hours
Select One from Behavioral/Social Sciences/Computer Literacy	3
CS121 Object-Oriented Programming I (NEW)	4
*BT101 Jesus Christ in Global Society	3
*NT310 The Parables of Jesus	3
CS102 Internet, HTML and Web Design (NEW)	3
Total	**16**

Third Semester	Credit Hours
BMAT204 Probability	3
CS122 Object-Oriented Programming II (NEW)	4
MATH221 Discrete Mathematics (NEW)	4
CS499 Internship	3
Select One from Science	3
Total	**17**

Fourth Semester	Credit Hours
CS221 Computer Networking (NEW)	3
CS222 Database Design & Application Development (NEW)	3
MUS351 Music & Worship	3
MATH222 Applied Calculus	4
*BS101 A Survey of the Bible	3
CMS200 Service Learning	1
Total	**17**
Total Course Hours Required for Graduation	**65**

***Indicates all students at the Associate of Arts in Computer Science (AACS) must complete a minimum of 4 courses (12 credits) in Bible & Theology. Besides the recommended courses, students may select other courses (12 credits) in Bible & Theology.**

ASSOCIATE OF ARTS IN MARTIAL ARTS (TAEKWONDO)

PURPOSE

The associate of Arts in Martial Arts program is a challenging program with a Liberal Arts focus, providing a theoretical and practical understanding of the Martial Arts of East Asia. The AA program is designed to provide students with basic skills and practice in Taekwondo martial arts. This program prepares students for transfer upon graduation to four-year institutions to pursue a baccalaureate degree in Taekwondo or a related field or enter the sports market of Taekwondo directly.

Learning Outcomes

To articulate scientific, cultural, and spiritual dimensions of TKD.
To develop their own knowledge and skills as TKD practitioners.
To develop mature Christian leadership through a life of service.

Careers after Graduation

Graduates of AA in Martial Arts can teach primary Taekwondo practice as instructors. In addition, after achieving a belt test level of VI or more, students become qualified to prepare for the program to get the certifications of masters, referees, instructors, bodyguards, safety staff, physical education instructors, Taekwondo organization administrators, Taekwondo event marketers, etc.

Certification

The certification is as follows: Taekwondo belt certification, Taekwondo master certification, Sports for all instructor certification, Sports game instructor certification, and various referee certifications (Poomsae, sparring, Taekwondo for the disabled, etc.).

CURRICULUM

General Education (42 credits)

All AA degree students must complete 42 credit hours in general education courses. The General Education curriculum for the Associate of Arts in Taekwondo degree requires four courses in Bible & Theology, one course in English writing and communication, four courses in fine arts/humanities, and one course in the behavioral/social sciences, one course in computer literacy, one course in science, and two courses in mathematics/statistics.

Four courses in Bible & Theology in the curriculum of AA in Martial Art are required by the ABHE standard.

Bible and Theology* (12 credits)	Credit Hours
BS101 A Survey of the Bible	3
BS230 Interpretation of the Bible	3
OT200 Introduction to the Old Testament	3
NT200 Introduction to the New Testament	3
BT100 Christian Worldview	3
BT101 Jesus Christ in Global Society	3
NT310 The Parables of Jesus	3
OT206 Wisdom Literature	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3

English Writing and Communication (3 credits)	Credit Hours
ENGL101 English I	3
ENGL102 English II	3

Foreign Language (3 credits)	Credit Hours
LAN141 Korean I	3
LAN142 Korean II	3

Fine Art/Humanities (12 credits)	Credit Hours
ART120 Western Art History	3
ART121 Theories of Design & Color	3
MUS105 Fundamentals of Music	3
MUS100 Music Appreciation	3
MUS351 Music & Worship	3
MUS106 University Chorus	3
SST065 Taekwondo Leadership	3
SST069 Taekwondo Technical English	3
SST039 Taekwondo International Relationship	3
SST089 Exploration of Martial Arts Culture	3

Behavioral/Social Sciences (3 credits)	Credit Hours
ECON101 Fundamental Economics	3
ECON201 Introduction to Microeconomics	3
BCOM101 Business Communication I	3
HIS140 History of America	3
HUM103 Introduction to Christian Ethics	3
SOC102 Marriage and Family	3
SOC103 Race and Ethnic Relations	3

SOC110 Introduction to Sociology	3
SOC146 Christianity and Economic Thoughts	3
PSY130 Introduction to Psychology	3

Computer Literacy (3 credits)	**Credit Hours**
CIS230 Microsoft Excel	3
CIS232 Microsoft Access	3
CIS235 QuickBooks	3
CS221 Computer Networking	3
CIS231 Advanced Excel with Visual Basic for Applications	3
CIS371 Microsoft Word I	3
CIS339 Microsoft Outlook – Comprehensive Course	3
CS102 Internet, HTML and Web Design	3

Science (3 credits)	**Credit Hours**
SCI101 Chemistry	3
SCI102 Biology	3
SCI103 Physics	3
SCI104 Bible and Science*	3

Mathematics/Statistics (6 credits)	**Credit Hours**
BMAT101 College Algebra	3
BMAT102 Calculus	3

***Students are required to complete a minimum of 4 courses (12 credits) in Bible & Theology.**
Faith in Action Program: CMS200 Service Learning

Martial Arts (Taekwondo) Core Courses (18 credits)

The major coursework requirements for the Associate of Arts degree in Martial Arts (Taekwondo) are 18 semester hours in Taekwondo.

Core Courses (18 Credits)	Credit Hours
SST003 Basic Technical Principles	3
SST005 Basic Technology Application	3
SST009 Competition	3
SST013 Gyeonggi Poomsae	3
SST015 Taekwondo Demonstration	3
SST051 Taekwondo performance	3
SST053 Taekwondo culture and demonstration performance	3
SST023 Taekwondo technical system theory	3

Institutional Requirement (Chapel)

Students must take WS305 Institutional Requirement (chapel attendance/no credit) every semester enrolled until graduation. Students will receive a Pass/Fail grade for WS305 IR.

RECOMMENDED COURSES OFFERED

First Semester	Credit Hours

*NT200 Introduction to the New Testament	3
SST003 Basic Technical Principles	3
ENGL101 English I	3
ART120 Western Art History	3
SOC110 Introduction to Sociology	3
	Total 15

Second Semester	**Credit Hours**
* TH200 Systematic Theology	3
SST015Taekwondo Demonstration	3
CIS371 Microsoft Word	3
HS140 History of America	3
MUS100 Music Appreciation	3
	Total 15

Third Semester	**Credit Hours**
*BS101 A Survey of the Bible	3
SST005 Basic technology application	3
SST009 Competition	3
HUM103 Introduction to Christian Ethics	3
BMAT101 College Algebra	3
	Total 15

Fourth Semester	Credit Hours
*OT200 Introduction to Old Testament	3
SST013 Gyeonggi Poomsae	3
SST051Taekwondo performance	3
PSY130 Introduction to Psychology	3
SCI102 Biology	3
Total	**15**
Total Course Hours Required for Graduation	**65**

***Indicates all students at the Associate of Arts in Taekwondo (AACS) must complete a minimum of 4 courses (12 credits) in Bible & Theology.**

BACHELOR OF ARTS IN COMPUTER SCIENCE (BACS)

PURPOSE

The Computer Science program at GCU is to provide graduates with the durable knowledge necessary to become future leaders in the rapidly evolving discipline of Computer Science and other computer-related fields.

The Computer Science major will prepare undergraduate students to succeed in various computer-science-related careers, including software engineering, databases, computer security, networks, system administration, etc.

This program offers several important Artificial Intelligence-related courses, including electives, tracks, and specializations. will produce graduates suitable for employment in industry, government, or entrepreneurial endeavors which can advance professionally with significant technical achievements and expanded leadership responsibilities. Graduates will have sufficient teamwork, communication, and interpersonal skills to work with others effectively in their professional careers. They will be sufficiently prepared to be innovative and ethical

leaders in a global society.

OBJECTIVES

Graduates of the program are expected to demonstrate the following:

- foundational knowledge of computing and mathematics appropriate to the program's purpose,
- ability to identify and analyze a problem and define computing requirements appropriate to its solution,
- ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs,
- ability to understand the mathematical basis for machine learning and AI models.
- understanding of professional, ethical, legal, security, and social issues and responsibilities,
- ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices, and
- ability to apply design and development principles in the construction of software systems of varying complexity.

COMPONENTS AND REQUIREMENTS

CURRICULUM

Bible and Theology* (30 credits)	**Credit Hours**
BS101 A Survey of the Bible	3
BS230 Interpretation of the Bible	3
OT200 Introduction to the Old Testament	3
NT200 Introduction to the New Testament	3

BT100 Christian Worldview	3
BT101 Jesus Christ in Global Society	3
NT310 The Parables of Jesus	3
OT206 Wisdom Literature	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3

***BA program students must complete a minimum of 10 courses (30 credits) in Bible & Theology (ABHE standard).**

General Education (36 credits)

Each undergraduate student must complete 36 credit hours (12 courses) in general education. The General Education curriculum for the Bachelor of Arts in Computer Science degree requires two courses in writing and communication, one course in a foreign language, one course in fine arts/humanities, one courses in the behavioral/social sciences, six courses in math, and one course in science.

Writing and Communication (6 credits)	**Credit Hours**
ENGL101/102 English I/II	6

Foreign Language (select one language: 6 credits)	**Credit Hours**
LAN101/102 Spanish I/II	3
LAN131/132 Chinese I/II	6
LAN141/142 Korean I/II	6

Fine Art/Humanities (3 credits)	**Credit Hours**

ART120 Western Art History	3
ART121 Theories of Design & Color	3
HIS140 History of America	3
HUM103 Introduction to Christian Ethics	3
HUM104 Religions of the World	3
MUS105 Fundamentals of Music	3
MUS100 Music Appreciation	3
MUS351 Music & Worship	3
MUS106 University Chorus	3
SFE200 Spiritual Formation	3

Behavioral/Social Sciences (3 credits)	**Credit Hours**
ECON101 Fundamental Economics	3
ECON201 Introduction to Microeconomics	3
BCOM101 Business Communication I	3
SOC102 Marriage and Family	3
SOC103 Race and Ethnic Relations	3
SOC110 Introduction to Sociology	3
SOC146 Christianity and Economic Thoughts	3
PSY130 Introduction to Psychology	3
PSY106 Psychology of Religious Experience	3
CIS230 Microsoft Excel	3
CIS232 Microsoft Access	3
CIS235 QuickBooks	3

CS221 Computer Networking	3
CIS231 Advanced Excel with Visual Basic for Applications	3
CIS371 Microsoft Word I	3
CIS339 Microsoft Outlook – Comprehensive Course	3
CS102 Internet, HTML and Web Design	3

Mathematics/ Statistics (18 Credits)	**Credit Hours**
BMAT101 College Algebra	3
BMAT102 Calculus	3
BMAT204 Probability	3
MATH221 Discrete Mathematics	4
MATH222 Applied Calculus I	4
MATH223 Applied Calculus II	4
MATH224 Linear Algebra	3

Science (3 credits)	**Credit Hours**
SCI101 Chemistry	3
SCI102 Biology	3
SCI103 Physics	3
SCI104 Bible and Science	3

***Students are required to complete ten courses (30 credits) in Bible & Theology for graduation.**

Computer Science Core Courses (39 credits)

The major coursework requirements for the Bachelor of Arts in Computer Science degree are 39 semester hours in computer programming, networking, database management, and senior project.

Courses	Credit Hours
CIST101 Introduction to Business Computing	3
CS100 Computer Ethics and Social Issues	3
CS101 Introduction to Computer Science & Object-Oriented Programming	3
CS102 Internet, HTML and Web Design	3
CS121 Object-Oriented Programming I	4
CS122 Object-Oriented Programming II	4
CS221 Computer Networking	3
CS222 Database Design & Application Development	3
CS495 Senior Project	4
CS499 Internship	3

Elective Courses (9 credits)

Courses	Credit Hours
CS331 Computer Architecture/Organization I	3
CS355 Data Structures and Algorithms	3
CS370 Advanced Discrete Mathematics	3
CS372 Introduction to Artificial Intelligence	3
CS375 Machine Learning	3
CS380 Probability and Statistics for Artificial Intelligence	3
CS355 Deep Learning	3
CS382 Natural Language Processing	3
CS385 AI Capstone Project	3
CS410 Operating Systems and File Organization	3

CS440 Software Engineering	3
CS330 Systems Analysis & Design	3
CS431 Computer Architecture/Organization II	3
CS445 Digital Communication / Design	3
CS420 Programming Languages	3
CS446 Numerical computation	3
CS447 Advanced Data communication	3
CS448 Computer graphics	3
CS453 Advanced Artificial intelligence	3
CS454 Human-computer interaction	3
CS455 Information Theory	3
CS456 Software testing	3
CS457 Information assurance	3
CS458 Internship	3
CS560 Database Concepts and Applications	3
CS580 Internet Programming	3
CS581, JavaScript, and Dynamic HTML	3
CS584 Programming with XML	3
CS586 Android Development	3
CS653 iOS Development with Objective-C	3
CS653 iOS Mobile App Development	3
CS653 iOS Advanced Mobile App Development	3

Artificial Intelligence Concentration

Students must complete 12 credit hours (4 courses) from the following:

Courses	Credit Hours
CS372 Introduction to Artificial Intelligence	3
CS375 Machine Learning	3
CS380 Probability and Statistics for Artificial Intelligence	3
CS475 Deep Learning	3
CS382 Natural Language Processing	3
CS453 Advanced Artificial Intelligence	3
CS448 Computer Graphics	3
CS446 Numerical Computation	3

Data Science Concentration

Students must complete 12 credit hours (4 courses) from the following:

Courses	Credit Hours
CS222 Database Design & Application Development	3
CS380 Probability and Statistics for AI	3
CS430 Data Mining	3
CS435 Data Visualization	3
CS375 Machine Learning	3
CS446 Numerical Computation	3
CS447 Advanced Data Communication	3
CS420 Programming Languages	3

Institutional Requirement (Chapel)

Students must take WS305 Institutional Requirement (chapel attendance/no credit) every semester enrolled until graduation. Students will receive a Pass/Fail grade for WS305 IR.

SUGGESTED COURSE SEQUENCING

First Semester	**Credit Hours**
SP101 Spiritual Discipline	1
BT100 Christian Worldview	3
BMAT101 College Algebra	3
ENGL101 English I	3
CS101 Introduction to Computer Science & Object-Oriented Programming	3
CIST101 Introduction to Business Computing	3
	Total 16

Second Semester	**Credit Hours**
SP101 Spiritual Discipline	1
Select One from Behavioral Social Sciences	3
CS121 Object-Oriented Programming I	3
BMAT102 Calculus	3
ENGL102 English II	3
CS102 Internet, HTML and Web Design	3
	Total 16

Third Semester	**Credit Hours**

SP101 Spiritual Discipline	1
BMAT204 Probability	3
CS122 Object-Oriented Programming II	3
MATH221 Discrete Mathematics	3
BT101 Jesus Christ in Global Society	3
BS101 A Survey of the Bible	3
Total	**16**

Fourth Semester	**Credit Hours**
SP101 Spiritual Discipline	1
CS221 Computer Networking	3
CS222 Database Design & Application Development	3
Select One from Fine Art/Humanities	3
MATH222 Applied Calculus	3
Select One from Science	3
Total	**16**

Fifth Semester	**Credit Hours**
SP101 Spiritual Discipline	1
Select One from Concentration Course	3
CS100 Computer Ethics and Social Issues	3
MATH223 Applied Calculus II	3
BS230 Interpretation of the Bible	3
OT200 Introduction to the Old Testament	3

Total 16

Sixth Semester	Credit Hours
SP101 Spiritual Discipline	1
Select One from a foreign language	3
Select One from Concentration Course	3
MATH224 Linear Algebra	3
OT Wisdom Literature	3
NT310 The Parables of Jesus	3

Total 16

Seventh Semester	Credit Hours
Select One from a foreign language	3
Select One from Elective	3
Select One from Concentration Course	3
CS499 Internship	3
NT200 Introduction to the New Testament	3

Total 15

Eighth Semester	Credit Hours
CS495 Senior Project	3
Select One from Concentration Course	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3
Select One from Elective	3

Total	**15**
Total Course Hours Required for Graduation	**126**

BACHELOR OF ARTS IN THEOLOGICAL STUDIES (BATS)

PURPOSE

The goal of the Bachelor of Arts in Theological Studies is to prepare undergraduate students as lay leaders or vocational ministers for educational leadership in local churches, linked to the GCU's vision to glorify God by equipping them with biblical principles and a Christian worldview. The BATS program concentrates on Biblical competency, personal integrity, and theoretical and practical learning integration.

OBJECTIVES

Having completed the BATS program, students will demonstrate the following:

- Comprehension of the basic knowledge of the Bible in its diverse contexts accurately,
- an ability to develop a Christian perspective on various contemporary issues with a historical and theological understanding of Christian tradition,
- knowledge of modern societies and cultures from Biblical perspectives,
- application of the basic spiritual disciplines in their personal and public lives, and
- an ability to perform Christian services and ministries at local congregations or the fields of their profession.

PROGRAM REQUIREMENTS

The BATS program requires 126 credit hours for graduation. The curriculum consists of 30 credit hours in Bible and Theology, 36 credit hours in General Education, and 60 credit hours in Major Fields of Study. IR (WS305 Institutional Requirement) is required of all students every semester. IR (WS305 Institutional Requirement) is required of all students every semester of enrollment. A full-time student following the course sequencing provided will complete the program in eight semesters or four years.

CURRICULUM

Bible and Theology (30 credits)	**Credit Hours**
BS101 A Survey of the Bible	3
BS230 Interpretation of the Bible	3
OT200 Introduction to the Old Testament	3
NT200 Introduction to the New Testament	3
BT100 Christian Worldview	3
BT101 Jesus Christ in Global Society	3
NT310 The Parables of Jesus	3
OT206 Wisdom Literature	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3

***BA program students are required to complete a minimum of 10 courses (30 credits) in Bible & Theology (ABHE standard).**

General Education (36 Semester Hours)

All undergraduate students must complete 36 credit hours in general education courses. The General Education curriculum for the Bachelor of Arts in Theological Studies requires two courses in writing and communication,

two courses in a foreign language, one course in fine arts or music, two courses in the humanities, three courses in the behavioral/social sciences, one course in both math and sciences.

Writing and Communication (6 credits)	Credit Hours
ENGL101/102 English I/II	6
ENGL103/104 Theological English I/II	6

Foreign Language (select one language: 6 credits)	Credit Hours
LAN101/102 Spanish I/II	6
LAN111/112 Biblical Greek I	3
LAN121/122 Biblical Hebrew I	3
LAN131/132 Chinese I/II	6
LAN141/142 Korean I/II	6

Fine Arts/Music (3 credits)	Credit Hours
ART120 Western Art History	3
ART121 Theories of Design & Color	3
MUS105 Fundamentals of Music	3
MUS100 Music Appreciation	3
MUS351 Music & Worship	3
MUS106 University Chorus	3

Humanities (6 credits)	Credit Hours
HUM101 Spiritual Classics	3
HUM102 Introduction to Philosophy and Theology	3

HUM103 Introduction to Christian Ethics	3
HUM104 Religions of the World	3
HUM105 Multi-Cultural Leadership in Education	3
SFE200 Spiritual Formation	3

Behavioral/Social Sciences (9 credits)	**Credit Hours**
ECON101 Fundamental Economics	3
SOC101 Sociology of Religion	3
SOC102 Marriage and Family	3
SOC103 Race and Ethnic Relations	3
SOC104 Education and Cultural Diversity	3
SOC105 Seminar on Urban Problems	3
PSY106 Psychology of Religious Experience	3
SOC107 Moral Development and Moral Education	3
SOC108 Theories of Faith Development	3
SOC110 Introduction to Sociology	3
SOC146 Christianity and Economic Thoughts	3
PSY130 Introduction to Psychology	3

Mathematics/ Statistics (3 credits)	**Credit Hours**
MATH101 College Algebra	3
MATH102 Calculus	3
MATH204 Probability	3
MATH202 Statistics for Management I	3

Science (3 credits)	Credit Hours
SCI101 Chemistry	3
SCI102 Biology	3
SCI103 Physics	3

Major Fields of Study (60 Semester Hours)

Foundations of the Bible	Credit Hours
BS200 History of Israel	3
BS 202 Historical Geography of the Bible	3
BS210 Background of the New Testament World	3
BS220 Inter-Testament Period History	3
BS250 Biblical Hermeneutics	3

Old Testament	Credit Hours
OT202 Pentateuch*	3
OT203 Historical Books*	3
OT204 The Major Prophets	3
OT205 The Minor Prophets	3
OT301 Genesis	3
OT305 Nehemiah	3
OT306 Psalms	3
OT308 Inter-Testament Period	3
OT320 Old Testament Theology	3

New Testament	Credit Hours
NT202 Synoptic Gospels*	3
NT203 Gospel of John	3
NT204 Pauline Literature	3
NT205 General Epistles	3
NT300 Romans	3
NT304 Acts of the Apostles	3
NT305 1 Corinthians	3
NT306 Letter of James	3
NT320 Gospel of Mark as a Story	3
NT350 New Testament Theology	3

Philosophy, Theology, Ethics, and History	Credit Hours
CH201 Church History I*	3
CH202 Church History II*	3
CH300 History of Korean Christianity	3
CH303 Asian-American Church--Theology and History	3
CH304/305/306/307 A Seminar on Augustine, Luther, Calvin, or Wesley	3
CH310 World Christianity	3
TH301 Christology	3
TH302 Doctrine of the Holy Spirit	3
TH305 Contemporary Theology	3
TH310 Theology in a Scientific Age	3

ES200 Christian Social Ethics	3
ES205 Ethics and Economic Life	3
ES206 Christian Ethics of Peace and War	3
PT200 Theology & Practice of the Sacraments	3
PT205 Women in the Bible	3

Society, Culture, and Mission	**Credit Hours**
ME201 Introduction to Christian Mission*	3
ME202 Intro. to the Church through Mission and Ecumenical Involvement	3
ME203 A History of Christian Mission	3
ME205 Evangelism in Multicultural Society	3
ME300 Christianity and Postmodernism	3
PC200 Introduction to Pastoral Care	3
CC200 Introduction to Christian Counseling	3

The Church, Its Ministry, and Education	**Credit Hours**
PT300 Homiletics	3
CE200 Foundations of Christian Education*	3
CE203 Christian Education and Theology	3
CE225 Church's Educational Ministry	3
CE271 Teaching and Learning Methods	3
PM300 Administration Skills and Leadership Development	3
PM313 Field Education/Mentored Ministry*	3
SFE200 Spiritual Formation*	3

WS200 Christian Worship*	3
SP101 Spiritual Discipline	1

* Indicates Department Core (DC) courses that are required for all the students in each department. Students will choose nine courses (totaling 27 credit hours) from the list of DC courses.

Electives (11 Courses; 33 Credit Hours)

Students are to choose eleven courses in the area of BSL, TEH, SCM, and/or CME to complete their field of studies.

Institutional Requirement (IR)

Students are required to take WS305 Institutional Requirement (chapel attendance) every semester and enroll until graduation. Students will receive a Pass/Fail grade for WS305 IR.

SUGGESTED COURSE SEQUENCING

Students must work with an advisor to plan their course of study and select courses each semester to meet program and curriculum requirements and individual goals. The following course is a suggestion for meeting the program requirements and completing the program within eight semesters of full-time enrollment. An individual student's course plan may differ if alternate (approved) courses are selected to meet the program requirements in consultation with the advisor.

First Semester	Credit Hours
ENGL103 Theological English I	3
Select One from Foreign language I	3
Select One from Behavioral/Social Sciences	3
Select One from Mathematics/Statistics	3
BT101 Jesus Christ in Global Society	3
SP101 Spiritual Discipline	1
	Total 16

Second Semester	Credit Hours
ENGL104 Theological English II	3
Select One from Foreign language II	3
Select One from Fine Arts/Music	3
Select One from Behavioral/Social Sciences	3
NT200 Introduction to the New Testament	3
SP101 Spiritual Discipline	1
	Total 16

Third Semester	Credit Hours
Select One from Science	3
Select One from Behavioral/Social Sciences	3
BT100 Christian Worldview	3
BS101 A Survey of the Bible	3
CH201 Church History I	3

SP101 Spiritual Discipline	1
	Total 16

Fourth Semester	**Credit Hours**
General Education Elective	3
TH200 Systematic Theology	3
BS210 Background of the New Testament World	3
CH202 Church History II	3
SFE200 Spiritual Formation	3
SP101 Spiritual Discipline	1
	Total 16

Fifth Semester	**Credit Hours**
NT202 Synoptic Gospels	3
TH301 Christology	3
OT200 Introduction to the Old Testament	3
NT310 The Parables of Jesus	3
ME205 Evangelism in Multicultural Society	3
SP101 Spiritual Discipline	1
	Total 16

Sixth Semester	**Credit Hours**
WS200 Christian Worship	3

CH300 History of Korean Christianity	3
CE200 Foundation of Christian Education	3
OT203 Historical Books	3
NT204 Pauline Literature	3
SP101 Spiritual Discipline	1
Total	**16**

Seventh Semester	**Credit Hours**
PT 210 Foundations of the Church	3
BS230 Interpretation of the Bible	3
ME201 Introduction to Christian Mission	3
OT202 Pentateuch	3
Select one from Electives (DE)	1
Total	**15**

Eighth Semester	**Credit Hours**
PT200 Theology & Practice of the Sacraments	3
Select Two from Electives (DE)	6
CH210 History of Christian Thought	3
OT206 Wisdom Literature	3
Total	**15**
Total Course Hours Required for Graduation	**126**

BACHELOR OF ARTS IN CHRISTIAN EDUCATION (BACE)

PURPOSE

The Bachelor of Arts in Christian Education (BACE) program equips students with personal integrity and integrates theoretical and practical learning specially designed for educators. Graduates of the program will be ready for competent leadership in the church and school educational ministries. This degree is designed to explore faith, understand human lives, and help students choose from various ministry career choices. The courses are designed to give students the academic preparation and skills necessary for more profound and informed service and ministry to the Church and the world. In particular, this degree serves the immigrant church and allows students to study the immigrant context and understand Christian education in a multicultural environment.

OBJECTIVES

Upon completion of the BACE program, students will demonstrate the following:

- basic understanding of the Bible, theology, & ministries to shape Christian educational praxis,
- knowledge of the foundations of teaching and learning theories in a Christian context,
- the ability to use appropriate teaching skills and methods in various age groups in ministries, and the ability to synthesize theories and practice a lifelong pattern of spiritual growth.

PROGRAM REQUIREMENTS

The Bachelor of Arts in Christian Education degree program requires 126 credit hours. IR (WS305 Institutional Requirement) is required of all students every semester of enrollment. The curriculum includes 30 credit hours in Bible and Theology courses, 36 credit hours in general education courses, and 60 credit hours in major

coursework, and the Institutional Requirement. A full-time student following the course sequencing provided will be able to complete the program in eight semesters or four years.

CURRICULUM

Bible and Theology* (30 credits)	Credit Hours
BS101 A Survey of the Bible	3
BS230 Interpretation of the Bible	3
OT200 Introduction to the Old Testament	3
NT200 Introduction to the New Testament	3
BT100 Christian Worldview	3
BT101 Jesus Christ in Global Society	3
NT310 The Parables of Jesus	3
OT206 Wisdom Literature	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3

***BA program students must complete a minimum of 10 courses (30 credits) in Bible & Theology (ABHE standard).**

General Education (36 Semester Hours)

All undergraduate students must complete 36 credit hours in general education courses. To meet the general education requirements, every undergraduate-level student in Christian Education will complete two English writing and communication courses, two foreign language courses, one fine art/music course, two humanity courses, three behavior/social science courses, one math course, and one science course.

Writing and Communication (6 credits)	Credit Hours

ENGL101/102 English I/II	6
ENGL103/104 Theological English I/II*	6

Foreign Language (select one language: 6 credits)	**Credit Hours**
LAN101/102 Spanish I/II	6
LAN111/112 Biblical Greek I	6
LAN121/122 Biblical Hebrew I	6
LAN131/132 Chinese I/II	6
LAN141/142 Korean I/II	6

Humanities (6 credits)	**Credit Hours**
HUM101 Spiritual Classics	3
HUM102 Introduction to Philosophy and Theology	3
HUM103 Introduction to Christian Ethics	3
HUM104 Religions of the World	3
HUM105 Multi-Cultural Leadership in Education	3
SFE200 Spiritual Formation	3

Fine Arts/Music (6 credits)	**Credit Hours**
ART120 Western Art History	3
ART121 Theories of Design & Color	3
MUS105 Fundamentals of Music	3
MUS100 Music Appreciation	3
MUS351 Music & Worship	3
MUS106 University Chorus	3

Behavioral/Social Sciences (6 credits)	Credit Hours
ECON101 Fundamental Economics	3
SOC101 Sociology of Religion	3
SOC102 Marriage and Family	3
SOC103 Race and Ethnic Relations	3
SOC104 Education and Cultural Diversity	3
SOC105 Seminar on Urban Problems	3
PSY106 Psychology of Religious Experience	3
SOC107 Moral Development and Moral Education	3
SOC108 Theories of Faith Development	3
SOC110 Introduction to Sociology	3
SOC146 Christianity and Economic Thoughts	3
PSY130 Introduction to Psychology	3

Mathematics/ Statistics (3 credits)	Credit Hours
MATH101 College Algebra	3
MATH102 Calculus	3
MATH204 Probability	3
MATH202 Statistics for Management I	3

Science (3 credits)	Credit Hours
SCI101 Chemistry	3
SCI102 Biology	3

SCI103 Physics	3

Major Fields of Study – Christian Education (60 Semester Hours)

The major coursework for the Bachelor of Arts in Christian Education is 60 semester hours in essential Biblical/theological/historical competencies, theoretic education areas, and practical Christian education of the curriculum.

Department Core (30 credits)	**Credit Hours**
CE200 Foundations of Christian Education	3
CE202 Philosophy & History of Christian Education	3
WS200 Christian Worship	3
CE205 Teaching the Bible	3
CE207 Christian Education and Human Development	3
CE212 Curriculum Survey	3
CE271 Teaching/Learning Methods	3
CE225 Church's Educational Ministry	3
CE227 Psychology and Christian Education	3
CE340 Education Practicum	3

Electives (30 credits)	**Credit Hours**
CE208 Christian Education and Theology	3
CE210 Christian Education and Spirituality	3
CE211 Christian Education and Practical Theology	3
CE215 A Biblical Theology of Christian Education	3

CE218 Principles of Teaching	3
CE220 Children and Christian Education	3
CE224 Ministry with Youth and Their Families	3
CE300 Educational Leadership Development	3
CE216 Biblical Models of Education	3
CE226 Teaching with Imagination	3
CE230 Teaching/Learning Styles	3
CE272 Teaching Adults and Teachers of Adults	3
CE273 Theory and Practice of Christian Education	3
CE280 Assessing Christian Education Ministry Effectiveness	3
CE301 Educational Ministry in Conflicts	3
CE303 Ministry with Second Generation Asian-Americans	3
CE305 Youth and Young Adult Ministry	3
CE309 Current Issues in Christian Education	3
CE310 Christian Education in a Changing World	3
CE320 The Christian Home	3
CC200 Introduction to Christian Counseling	3

Institutional Requirement (IR)

Students are required to take WS305 Institutional Requirement (chapel attendance) every semester and enroll until graduation. Students will receive a Pass/Fail grade for WS305 IR.

SUGGESTED COURSE SEQUENCING

Students must work with an advisor to plan their course of study and select courses each semester to meet

program and curriculum requirements and individual goals. The following course is a suggestion for meeting the program requirements and completing the program within eight semesters of full-time enrollment. An individual student's course plan may differ if alternate (approved) courses are selected to meet the program requirements in consultation with the advisor.

First Semester	**Credit Hours**
ENGL103 Theological English I	3
Select One from Behavioral/Social Sciences	3
Select One from Fine Arts/Music	3
CE203 History of Christian Education	3
BT101 Jesus Christ in Global Society	3
SP101 Spiritual Discipline	1
	Total 16

Second Semester	**Credit Hours**
ENGL104 Theological English II	3
Select One from Behavioral/Social Sciences	3
Select One from Mathematics/Statistics	3
CE200 Foundations of Christian Education	3
BS101 A Survey of the Bible	3
SP101 Spiritual Discipline	1
	Total 16

Third Semester	Credit Hours
Select One from Foreign Language I	3
Select One from Behavioral/Social Sciences	3
BT100 Christian Worldview	3
OT200 Introduction to the Old Testament	3
CE201 Philosophy of Christian Education	3
SP101 Spiritual Discipline	1
Total	**16**

Fourth Semester	Credit Hours
Select One from Foreign Language II	3
Select One from Science	3
Select One from Humanities	3
NT310 The Parables of Jesus	3
CE204 Christian Education in Multi-Cultural Context	3
SP101 Spiritual Discipline	1
Total	**16**

Fifth Semester	Credit Hours
NT200 Introduction to the New Testament	3
CH201 Church History I	3
CE216 Biblical Models of Education	3
CE227 Psychology and Christian education	3

PT210 Foundations of the Church	3
SP101 Spiritual Discipline	1
Total	**16**

Sixth Semester	**Credit Hours**
CE271 Teaching Learning Methods	3
CE207 Christian Education and Human Development	3
Elective Course	3
CE205 Teaching the Bible	3
TH200 Systematic Theology	3
SP101 Spiritual Discipline	1
Total	**16**

Seventh Semester	**Credit Hours**
BS230 Interpretation of the Bible	3
SFE200 Spiritual Formation	3
CE225 Church's Educational Ministry	3
Elective Course	3
WS200 Christian Worship	3
Total	**15**

Eighth Semester	**Credit Hours**
CE300 Educational Leadership Development	3
ME201 Introduction to Christian Mission	3

Elective Course	3
OT206 Wisdom Literature	3
CE340 Education Practicum	3
Total	**15**
Total Course Hours Required for Graduation	**126**

BACHELOR OF ARTS IN MUSIC (BAM)

PURPOSE

The Bachelor of Arts in Music degree concentrates on music within the context of a liberal arts program. This allows the student the opportunity to pursue music studies as well as liberal arts subjects. The Bachelor of Arts in Music degree is offered with concentrations in piano, organ, voice, orchestral instruments, composition, conducting, church music, and contemporary Christian music.

OBJECTIVES

Graduates of the Bachelor of Arts in the Music program will demonstrate the following:

- Comprehension of the basic knowledge of general music theories and histories,
- specialized skills and knowledge for piano, organ, voice, contemporary pop music, instruments, composition, conducting, church music, or contemporary Christian music,
- exhibition of a high standard of technical ability, artistry, and difficulty in music, and
- Achieving a level of depth and breadth of repertoire.

ADMISSIONS TO THE DEPARTMENT OF MUSIC

All prospective music majors must qualify for specific degree program study by auditioning. Applied music study may not be initiated until the School of Music has entirely accepted the student as a music major. Before auditioning for a music degree program, the prospective music major is required to complete an application to the School of Music, present an audition in the principal area of applied concentration, and demonstrate a musical background sufficient for the understanding of basic musicianship studies at the level

of entry into the music program. The music faculty conducts auditions. Applicants may schedule auditions by making arrangements with the office of the School of Music.

AUDITION REQUIREMENTS

Piano, organ, or composition

Auditions must include two solo piano works representing the baroque, classical, romantic, or contemporary periods.

Voice

Auditions must demonstrate clear diction, accurate pitch, acceptable tone quality, breath control, phrasing, and the ability to communicate through song. Singers must present two solo songs in contrasting styles, from baroque, classical, romantic, or contemporary art song repertory. Audition repertoire might include, for example, English and Italian art songs, German and French art songs, or oratorio and opera arias.

Instruments

Auditions must include at least two solo works, one of which must be a whole movement from a concerto or sonata from the baroque, classical, romantic, or contemporary periods.

Contemporary Christian Music

Auditions must include two pieces of music that will show your strength in your instrument of concentration, including vocals. One piece must be performed with no accompaniment. One must be accompanied by either a live accompanist or a pre-recorded track. Recorded work will **not** be accepted instead of an audition; all auditions must be live performances. Pieces should include one current contemporary Christian music example or an original CCM composition. The other piece can be standard jazz or the student's preferred style of music. You must bring your instrument and device to play your backing track (if necessary). The School of Music will provide a fundamental sound system (PA system, microphone, amplifier for guitar, and a basic drum set).

Please note: All music performed must be memorized. The School of Music can provide accompanists for auditions. Applicants may make arrangements for accompaniment by contacting the office of the School of Music.

PROGRAM REQUIREMENTS

The Bachelor of Arts in Music degree program requires 126 credit hours. IR (WS305 Institutional Requirement) is required of all students every semester of enrollment. The curriculum includes 30 credit hours in the Bible and theology courses and 36 credit hours in the general education courses. And 12 credit hours in the area of concentration. A full-time student following the course sequencing provided will complete the program in eight semesters or four years.

There are seven concentrations in the Bachelor of Arts in Music degree program:

- Keyboard (Piano or Organ)
- Voice
- Composition
- Conducting
- Orchestral Instruments
- Church Music
- Contemporary Christian Music

CURRICULUM

Bible and Theology (30 credits)	**Credit Hours**
BS101 A Survey of the Bible	3
BS230 Interpretation of the Bible	3
OT200 Introduction to the Old Testament	3
NT200 Introduction to the New Testament	3
BT100 Christian Worldview	3
BT101 Jesus Christ in Global Society	3
NT310 The Parables of Jesus	3
OT206 Wisdom Literature	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3

***BA program students must complete a minimum of 10 courses (30 credits) in Bible & Theology (ABHE standard).**

GENERAL EDUCATION (36 SEMESTER HOURS)

General Education (36 Semester Hours)

All undergraduate students must complete 36 credit hours in general education courses. To meet the general education requirements, every undergraduate-level student in Christian Education will complete two English writing and communication courses, two foreign language courses, one fine art/music course, two humanity courses, three behavior/social science courses, one math course, and one science course.

Writing and Communication (6 credits)	Credit Hours
ENGL101/102 English I/II	6
ENGL103/104 Theological English I/II*	6

Foreign Language (select one language: 6 credits)	Credit Hours
LAN101/102 Spanish I/II	6
LAN111/112 Biblical Greek I	6
LAN121/122 Biblical Hebrew I	6
LAN131/132 Chinese I/II	6
LAN141/142 Korean I/II	6

Humanities (6 credits)	Credit Hours
HUM101 Spiritual Classics	3
HUM102 Introduction to Philosophy and Theology	3

HUM103 Introduction to Christian Ethics	3
HUM104 Religions of the World	3
HUM105 Multi-Cultural Leadership in Education	3
SFE200 Spiritual Formation	3

Fine Arts/Music (6 credits)	**Credit Hours**
ART120 Western Art History	3
ART121 Theories of Design & Color	3
MUS105 Fundamentals of Music	3
MUS100 Music Appreciation	3
MUS351 Music & Worship	3
MUS106 University Chorus	3

Behavioral/Social Sciences (6 credits)	**Credit Hours**
ECON101 Fundamental Economics	3
SOC101 Sociology of Religion	3
SOC102 Marriage and Family	3
SOC103 Race and Ethnic Relations	3
SOC104 Education and Cultural Diversity	3
SOC105 Seminar on Urban Problems	3
PSY106 Psychology of Religious Experience	3
SOC107 Moral Development and Moral Education	3
SOC108 Theories of Faith Development	3
SOC110 Introduction to Sociology	3

SOC146 Christianity and Economic Thoughts	3
PSY130 Introduction to Psychology	3

Mathematics/ Statistics (3 credits)	**Credit Hours**
MATH101 College Algebra	3
MATH102 Calculus	3
MATH204 Probability	3
MATH202 Statistics for Management I	3

Science (3 credits)	**Credit Hours**
SCI101 Chemistry	3
SCI102 Biology	3
SCI103 Physics	3

DEPARTMENT AND CONCENTRATION COURSE REQUIREMENTS

Students must take 60 credit hours of music courses, 48 credit hours in the music coursework, and 12 credit hours in the area of concentration). All the students in the program must take the MUS400 Internship course (3 credits) before graduating to practice and serve the community with their talent and training.

REQUIREMENTS FOR KEYBOARD (PIANO/ORGAN), VOICE, COMPOSITION, CHORAL CONDUCTING, OR INSTRUMENTS CONCENTRATION

(Department Core; 30 credits)	**Credit Hours**
MUS201A/B/C/D/E/F/G Applied Music	4 semesters x 3 hours
MUS400 Recital	3
MUS401A/B/C/D/E/F/G Applied Music	4 semesters x 3 hours
MUS440 Internship	3

REQUIREMENTS FOR CHURCH MUSIC CONCENTRATION

(Department Core; 21 credits)	**Credit Hours**
MUS201A/B/C/D/E/F/G Applied Music	4 semesters x 3 hours
MUS400 Recital	3
MUS401A/B/C/D/E/F/G Applied Music	1 semester x 3 hours
MUS440 Internship	3

REQUIREMENTS FOR CONTEMPORARY CHRISTIAN MUSIC CONCENTRATION

(Department Core, 39 credits)	**Credit Hours**
MUS206 Contemporary Christian Music Private Lesson	4 semesters x 3 hours
MUS405 Yearly Concert	4 semesters x 3 hours
MUS406 Contemporary Christian Music Private Lesson	4 semesters x 3 hours
MUS440 Internship	3

MUSIC THEORY REQUIREMENTS FOR KEYBOARD (PIANO/ORGAN), VOICE, COMPOSITION, CHORAL CONDUCTING, INSTRUMENTS, OR CHURCH MUSIC (27 CREDIT HOURS)

(Department Core, 21 credits)	**Credit Hours**
MUS121 Music Theory I	3
MUS122 Music Theory II	3
MUS221 Music Theory III	3
MUS222 Music Theory IV	3
MUS131 Sight Singing & Ear Training I	3
MUS132 Sight Singing & Ear Training II	3
MUS231 Sight Singing & Ear Training III	3
(Select two or six credits)	
MUS126 Jazz Harmony I	3
MUS127 Jazz Harmony II	3
MUS226 Jazz Harmony III	3
MUS227 Jazz Harmony IV	3
MUS421 Advanced Theory	3
MUS422 Form and Analysis	3
MUS423 Counterpoint I	3
MUS424 Counterpoint II	3

MUS425 Analysis of Post-Romantic Music	3
MUS426 Orchestration and Music Technology	3

MUSIC THEORY REQUIREMENTS FOR CONTEM-PORARY CHRISTIAN MUSIC

(Department Core, 21 credits)	**Credit Hours**
MUS126 Jazz Harmony I	3
MUS127 Jazz Harmony II	3
MUS226 Jazz Harmony III	3
MUS227 Jazz Harmony IV	3
MUS131 Sight Singing & Ear Training I	3
MUS132 Sight Singing & Ear Training II	3
MUS231 Sight Singing & Ear Training III	3

MUSIC HISTORY/ LITERATURE REQUIREMENTS FOR KEYBOARD (PIANO/ORGAN), VOICE, COMPOSITION, CONDUCTING, INSTRUMENTS, OR CHURCH MUSIC (18 CREDITS) Department Core Music History/Literature Electives (Select Two Courses — 6 Credits)

(Department Core, 18 credits)	**Credit Hours**
MUS331 Music History I	3
MUS332 Music History II	3
MUS333 Music History III	3
MUS334 Music History IV	3
(Select two, six credits)	
MUS335 Jazz History I	3
MUS336 Jazz History II	3
MUS441 Piano Literature	3
MUS442 Organ Literature	3
MUS443 Vocal Literature	3
MUS444 Choral Literature	3
MUS445 Orchestral Literature	3
MUS446 Church Music Literature	3

MUSIC HISTORY & LITERATURE REQUIREMENTS

For Contemporary Christian Music (9 Credit Hours)

(Department Core, 6 Credit Hours)	Credit Hours
MUS335 Jazz History I	3
MUS336 Jazz History II	3

(Select One, 3 Credit Hours)

MUS331 Music History I	3
MUS332 Music History II	3
MUS333 Music History III	3
MUS334 Music History IV	3

ENSEMBLE REQUIREMENTS FOR KEYBOARD (PIANO/ORGAN), VOICE, COMPOSITION, CONDUCTING, INSTRUMENTS, OR CHURCH MUSIC (12 CREDITS)

(Department Core, 12 credits)	Credit Hours
MUS101 Choir I	3
MUS102 Choir II	3
MUS103 Choir III	3
MUS 104 Choir IV	3

ENSEMBLE REQUIREMENTS FOR CONTEMPORARY CHRISTIAN MUSIC (30 CREDITS)

(Department Core, 24 credits)	Credit Hours
MUS251 Live Performance Workshop	4 semesters x 3 hours
MUS451 Live Performance Workshop	4 semesters x 3 hours

(Select two, 6 credits)	Credit Hours
MUS101 Choir I	3
MUS102 Choir II	3
MUS103 Choir III	3
MUS 104 Choir IV	3

CONCENTRATION REQUIREMENTS FOR KEYBOARD (PIANO/ORGAN) (6 CREDITS)

(Select two; 6 credits)	Credit Hours
MUS314 Accompanying (Piano Major)	3
MUS315 Service Playing (Organ Major)	3
MUS411 Piano Pedagogy (Piano Major)	3
MUS412 Organ Pedagogy (Organ Major)	3

CONCENTRATION REQUIREMENTS FOR VOICE, CONDUCTING (9 CREDIT HOURS)

(Select three; 9 credits)	Credit Hours
MUS111 Class Piano for Music Majors I	3
MUS112 Class Piano for Music Majors II	3
MUS113 Class Piano for Music Majors III	3
MUS114 Class Piano for Music Majors IV	3
MUS262 Diction for Singers	3
MUS311 Choral Conducting (Voice Major)	3
MUS361 Opera Workshop	3
MUS351 Worship and Music	3
MUS413 Vocal Pedagogy	3

CONCENTRATION REQUIREMENTS FOR COMPOSITION, INSTRUMENTS (9 CREDITS)

(Select three; 9 credits)	Credit Hours
MUS111 Class Piano for Music Majors I	3
MUS112 Class Piano for Music Majors II	3
MUS113 Class Piano for Music Majors III	3
MUS114 Class Piano for Music Majors IV	3

CONCENTRATION REQUIREMENTS FOR CHURCH MUSIC (15 CREDITS)

(Department Core, nine credits)	Credit Hours
MUS351 Worship and Music	3

MUS352 Introduction to Church Music	3
MUS353 Hymnology	3

(Select three or six credits)

MUS111 Class Piano for Music Majors I	3
MUS112 Class Piano for Music Majors II	3
MUS113 Class Piano for Music Majors III	3
MUS114 Class Piano for Music Majors IV	3

CONCENTRATION REQUIREMENTS FOR CONTEMPORARY CHRISTIAN MUSIC (9 CREDIT HOURS)

(Department Core, four credits)	**Credit Hours**
MUS116 Contemporary Christian Music Instrumental Study	2 semesters x 3 hours

(Select one or three credits)

MUS351 Worship and Music	3
MUS352 Introduction to Church Music	3

Music Electives	**Credit Hours**
MUS262 Diction for Singers	3
MUS311 Choral Conducting	3
MUS312 Chapel Worship Band	3
MUS321 Computer Music Application – Sibelius I	3
MUS322 Computer Music Application - Sibelius II	3
MUS323 Computer Music Application – Apple Logic I	3
MUS324 Computer Music Application – Apple Logic II	3
MUS351 Worship and Music	3
MUS352 Introduction to Church Music	3
MUS353 Hymnology	3
MUS361 Opera Workshop	3
MUS371 Songwriting	3
MUS411 Practical Piano Pedagogy	3
MUS412 Organ Pedagogy	3

MUS413 Vocal Pedagogy	3
MUS431 Studio Recording	3
MUS432 Arrangement	3
MUS433 Directing & Conducting	3

INSTITUTIONAL REQUIREMENT (Chapel)

Students are required to take WS305 Institutional Requirement (chapel attendance) every semester and enroll until graduation. Students will receive a Pass/Fail grade for WS305 IR.

PARTICIPATION, PIANO PROFICIENCY, AND RECITAL REQUIREMENTS FOR GRADUATION

Requirements include recital participation, choir participation, piano proficiency, applied juries, and a senior recital. A senior recital consists of a 45- to 60-minute recital. All music majors (except piano and organ) will be required to pass an examination covering functional keyboard skills before the end of the junior year, including scales, arpeggio, and chord progressions in all major and minor keys harmonization with given melodies. This requirement is intended to be met during the second semester of the sophomore year. Composition majors should submit an original composition and a performance of this work at the end of the last semester. Conducting majors must attend choir classes every semester. Attending the choir class is part of the applied music course.

APPLIED MUSIC INSTRUCTION AND REQUIREMENTS

Applied music lessons are designed for students who want to study an instrument in college. Three hours of credit per semester represents one individual one-hour lesson per week and is available to all students in music majors. Credit is established through individual juried examinations at the end of each semester. The assessment is based on performance standards and satisfactory progress. No absences are allowed in applied lessons except for medical reasons. Unexcused absences may result in the lowering of the course grade for the semester. If a student cannot attend class due to illness, the teacher should be notified before the lesson. Any student missing more than three lessons will not receive credit for that semester.

A student recital is held every semester, in which students share their repertoire and progress with their peers. Students are also expected to play in a school chapel worship service at least once per semester and more often if deemed appropriate by the instructor.

SUGGESTED COURSE SEQUENCING

Students must work with an advisor to plan their course of study and select courses each semester to meet program and curriculum requirements and individual goals. The following course sequencing is a suggestion for meeting the program requirements and completing the program within eight semesters of full-time enrollment. An individual student's course plan may differ if alternate (approved) courses are selected to meet the program requirements in consultation with the advisor.

First Semester	**Credit Hours**
MUS111 Class Piano I (for non-keyboard majors)	3
MUS121 Music Theory I	3
MUS131 Sight Singing & Ear Training I	3
MUS201 A/B/C/D/E/F/G Applied Music	3
BS101 A Survey of the Bible	3
SP101 Spiritual Discipline	1
	Total 16

Second Semester	**Credit Hours**
MUS102 Choir II	3
MUS112 Class Piano II (for non-keyboard majors)	3
MUS122 Music Theory II	3
MUS132 Sight Singing & Ear Training II	3
MUS201 A/B/C/D/E/F/G Applied Music	3
BT100 Christian Worldview	3
SP101 Spiritual Discipline	1
	Total 16

Third Semester	**Credit Hours**
MUS103 Choir III	3
MUS113 Class Piano III (for non-keyboard majors)	3
MUS201 A/B/C/D/E/F/G Applied Music	3
MUS221Music Theory III	3
MUS231 Sight Singing & Ear Training III	3
BT101 Jesus Christ in Global Society	3
SP101 Spiritual Discipline	1

	Total 16

Fourth Semester	**Credit Hours**
MUS103 Choir III	3
MUS113 Class Piano III (for non-keyboard majors)	3
MUS201 A/B/C/D/E/F/G Applied Music	3
MUS221 Music Theory III	3
MUS231 Sight Singing & Ear Training III	3
BS230 Interpretation of the Bible	3
SP101 Spiritual Discipline	1
Total	**16**

Fifth Semester	**Credit Hours**
MUS331 Music History I	3
MUS401 A/B/C/D/E/F/G Applied Music	3
MUS421 Advanced Theory	3
OT200 Introduction to the Old Testament	3
NT310 The Parables of Jesus	3
Music Electives	1
Total	**16**

Sixth Semester	**Credit Hours**
MUS332 Music History II	3
MUS401 A/B/C/D/E/F/G Applied Music	3
MUS422 Form and Analysis	3
OT206 Wisdom Literature	3
NT200 Introduction to the New Testament	3
SP101 Spiritual Discipline	1
Total	**16**

Seventh Semester	**Credit Hours**
MUS333 Music History III	3
MUS401 A/B/C/D/E/F/G Applied Music	3
MUS423 Counterpoint I	3
MUS440 Internship	3

TH200 Systematic Theology	3
SP101 Spiritual Discipline	1
Total	**15**

Eighth Semester	**Credit Hours**
MUS334 Music History IV	3
MUS400 Recital	3
MUS401-A/B/C/D/E/F/G Applied Music	3
MUS424 Counterpoint II	3
PT210 Foundations of the Church	3
SP101 Spiritual Discipline	1
Total	**15**

SUGGESTED COURSE SEQUENCING FOR CONTEMPORARY CHRISTIAN MUSIC EMPHASIS

First Semester	**Credit Hours**
MUS126 Contemporary Music Theory I	3
MUS136 Contemporary Sight Singing & Ear Training I	3
MUS206 Contemporary Christian Music Private Lesson	3
MUS251 Live Performance Workshop	3
General Education/ Music Electives	3
BS101 A Survey of the Bible	3
SP101 Spiritual Discipline	1
Total	**16**

Second Semester	**Credit Hours**
MUS206 Contemporary Christian Music Private Lesson	3
MUS251 Live Performance Workshop	3
MUS335 Contemporary Music History	3
MUS405 Yearly Concert	3
BT100 Christian Worldview	3
BT101 Jesus Christ in Global Society	3

SP101 Spiritual Discipline	1
	Total 17

Third Semester	**Credit Hours**
MUS137 Contemporary Sight Singing & Ear Training II	3
MUS206 Contemporary Christian Music Private Lesson	3
MUS226 Contemporary Music Theory II	3
MUS251 Live Performance Workshop	3
General Education/ Music Electives	3
BS230 Interpretation of the Bible	3
SP101 Spiritual Discipline	1
	Total 15

Fourth Semester	**Credit Hours**
MUS206 Contemporary Christian Music Private Lesson	3
MUS251Live Performance Workshop	3
MUS336 Jazz History	3
MUS405 Yearly Concert	3
OT200 Introduction to the Old Testament	3
NT310 The Parables of Jesus	3
SP101 Spiritual Discipline	1
	Total 17

Fifth Semester	**Credit Hours**
MUS116 Contemporary Christian Music Instrumental Study	3
MUS236 Contemporary Sight Singing & Ear Training III	3
MUS406 Contemporary Christian Music Private Lesson	3
MUS451 Live Performance Workshop	3
General Education/ Music Electives	1
OT206 Wisdom Literature	3
SP101 Spiritual Discipline	1
	Total 15

Sixth Semester	**Credit Hours**
MUS116 Contemporary Christian Music Instrumental Study	3

MUS337 CCM History (Church & Music)	3
MUS405 Yearly Concert	3
MUS406 Contemporary Christian Music Private Lesson	3
MUS451 Live Performance Workshop	3
NT200 Introduction to the New Testament	3
SP101 Spiritual Discipline	1
Total	**17**

Seventh Semester	**Credit Hours**
MUS116 Contemporary Christian Music Instrumental Study	3
MUS237 Contemporary Sight Singing & Ear Training IV	3
MUS406 Contemporary Christian Music Private Lesson	3
MUS451 Live Performance Workshop	3
TH200 Systematic Theology	3
SP101 Spiritual Discipline	1
Total	**14**

Eighth Semester	**Credit Hours**
MUS116 Contemporary Christian Music Instrumental Study	3
MUS405 Yearly Concert	3
MUS406 Contemporary Christian Music Private Lesson	3
MUS451Live Performance Workshop	3
PT210 Foundations of the Church	3
SP101 Spiritual Discipline	1
Total	**15**

Total Course Hours Required for Graduation 126

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION (BABA)

PURPOSE

The School of Business (SB) goal is to produce business leaders who glorify God's Kingdom as a part of

the overall mission of GCU. We teach business techniques, and at the same time, we teach how business can be used to glorify God. BABUS courses offer theoretical and practical knowledge and skills that will enable them to work as professional business managers upon graduation. As a business major, a student is likely at Georgia Central University (GCU) designed for prospective students in need of gaining a mix to be eligible for employment as a professional manager in a variety of profit-oriented and non-profit business entities, from small, local enterprises to large multinational or international corporations. Graduates may perform executive decisions for their businesses or fill positions ranging from first-line management to senior executive level. They will be equipped to effectively plan, organize, lead, and control an organization's resources to achieve its objectives better.

OBJECTIVES

Graduates of the Bachelor of Arts Program in Business Administration will demonstrate the following:

- Understanding of the relevant economic and financial issues of the current market system,
- comprehension of the concepts in marketing a corporate product, including price, location, productivity, efficiency, value-added, and time the importance of both human and material resources, and the required skills for resource management,
- techniques to maximize the potential of electronic communications and the internet in business, inside and outside of corporate organizations, and
- ability to apply legal requirements and protections governing intellectual property regulations, environmental protection, and employee rights.

COMPONENTS AND REQUIREMENTS

Admissions policies

Students wishing to pursue a Bachelor of Arts in Business Administration degree and have completed the required courses in the College of Liberal Arts and Sciences may apply to the School of Business at GCU as a junior. Students who enter as freshmen must complete the required general education and business preparation courses by the end of the sophomore year.

GCU prefers students to have a minimum grade point average of 3.0 for admission. Applicants must submit completed application forms. Applicants who are not currently GCU students must submit official transcripts from all previous colleges and universities attended to the Office of Admissions to be eligible for admission.

Transferring Students

Transferring students may find it advantageous to enroll at GCU in their sophomore year or at least during the summer session before their junior year. Otherwise, some students may need more than two years to complete the degree.

Students who intend to transfer to GCU and enter the School of Business should consult with an advisor to select first- and second-year courses to ensure progress toward the degree. Academic advisement is available Monday through Friday, though advance appointments for consultation are strongly recommended.

General Curricular Requirements

GCU's curriculum for the School of Business combines carefully constructed and outstanding business courses, chapel, and elective courses to provide students with a strong foundation in critical thinking and reasoning.

During the first and second years, the primary academic emphasis is on General Education, Core courses, and institutional requirements (IR). Focus shifts to business courses in the junior and senior years. Students must complete more than 126 credits plus IR, including 30 Bible and theology credits, 30 general education credits, 48 business core course credits, and 18 elective course credits. Note that WS305 Institutional Requirement (chapel) is required of all students every semester through graduation.

Students who do not complete these requirements within five years of matriculation must reapply for admission under the requirements at the time of readmission.

CURRICULUM

Bible and Theology (30 credits)	Credit Hours
BS101 A Survey of the Bible	3
BS230 Interpretation of the Bible	3
OT200 Introduction to the Old Testament	3
NT200 Introduction to the New Testament	3
BT100 Christian Worldview	3
BT101 Jesus Christ in Global Society	3

NT310 The Parables of Jesus	3
OT206 Wisdom Literature	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3

***BA program students must complete a minimum of 10 courses (30 credits) in Bible & Theology (ABHE standard).**

General Education (30 credits)

All undergraduate students must complete 30 credit hours in general education courses. The General Education core curriculum for the Bachelor of Arts in Business Administration requires ten courses in Bible and Theology, one in foreign languages, one in the behavioral/social sciences, three in math, and one in the sciences.

Foreign Language (select one language: 3 credits)	**Credit Hours**
LAN101/102 Spanish I/II	3
LAN131/132 Chinese I/II	3
LAN103/104 Theological English I/II*	3
LAN141/142 Korean I/II	3

Fine Art/Humanities (6 credits)	**Credit Hours**
ART120 Western Art History	3
HIS140 History of America	3
MUS105 Fundamentals of Music	3
MUS100 Music Appreciation	3
MUS351 Music & Worship	3
MUS106 University Chorus	3

Behavioral/Social Sciences (6 credits)	**Credit Hours**
ECON101 Fundamental Economics	3
HUM103 Introduction to Christian Ethics	3
HUM104 Religions of the World	3
SOC102 Marriage and Family	3

SOC103 Race and Ethnic Relations	3
SOC110 Introduction to Sociology	3
SOC146 Christianity and Economic Thoughts	3
PSY130 Introduction to Psychology	3
PSY106 Psychology of Religious Experience	3

Mathematics/ Statistics (9 Credits)	**Credit Hours**
BMAT101 College Algebra	3
BMAT102 Calculus	3
BMAT204 Probability	3

Science (6 credits)	**Credit Hours**
SCI101 Chemistry	3
SCI102 Biology	3
SCI103 Physics	3
SCI104 Bible and Theology	3

Business Core Courses (48 credits)

Courses	**Credit Hours**
ACCT201 Principles of Accounting	3
ACCT301 Managerial Accounting	3
BCOM101 Business Communication I	3
BCOM102 Business Communication II	3
BLAW151 Legal Environment of Business	3
BSTA202 Business Statistics	3
CIST101 Introduction to Business Computing	3
CIST301 Management Information System	3
ECON201 Microeconomics	3
FINS101 Basic Finance	3
MKTG101 Principles of Marketing	3
MGMT101 Principles of Management	3
MKTG405 International Marketing	3

MGMT301 Process and Operations Management	3
MGMT321 Human Resource Management	3
MGMT401 Organizational Behavior	3
MGMT371 Internship	3

AI and Digital Business Courses	**Credit Hours**
AIBU301 Introduction to Artificial Intelligence in Business	3
AIBU302 Generative AI for Business Applications	3
MGMT331 AX Design for local Business	3
MKTG341 AI Data Storytelling & Brand Communication	3
MGMT412 Strategic Foresight & Scenario Management with AI	3
MGMT312 Human Identity & Ethical Leadership in the age of AI	3

Experiential Learning	**Credit Hours**
AIBU490 AI Business Internship	3
AIBU495 AI and Digital Business Capstone	3

Elective Courses (18 credits)

Courses	**Credit Hours**
ACCT202 Principles of Accounting II	3
ACCT305 Principles of Federal Taxation	3
AIBU310 AI-Enhanced Business Communication	3
AIBU320 Data Literacy and Business Statistics with AI	3
AIBU321 Exploratory Data Analysis with AI	3
AIBU330 AI-Enhanced Marketing	3
AIBU331 Digital Marketing Analytics with AI	3
AIBU340 AI Entrepreneurship and Startup Development	3
AIBU350 AI for Small and Local Business	3
AIDC301 AI Data Visualization and Dashboard Design	3
AIDC310 AI Data Storytelling	3
AIDC320 Generative AI for Digital Media	3

AIDC321 AI Content and Brand Communication	3
AIDC330 Digital Portfolio Development	3
AILE310 Servant Leadership in Digital Organizations	3
BCOM401 Business Communication III	3
BLAW313 Law and Accounting	3
BLAW320 Product Liability	3
BLAW401 Survey of Business Law	3
BLAW404 Merger and Acquisition	3
BSTA301 Statistics for Management II	3
BSTA403 Statistical Method	3
CIST104 Introduction to E-Commerce	3
ECON201 Introduction to Microeconomics	3
ECON202 Introduction to Macroeconomics	3
ECON301 International Economics	3
ECON305 History of Economic Development	3
ECON351 Environmental and Resource Economics	3
ECON401 Managerial Economics	3
ECON405 Economics of Labor and Discrimination	3
FINS151 Personal Finance	3
FINS301 Corporate Finance	3
FINS302 Financial Issues for Small Business	3
FINS354 Financial Statement Analysis	3
FINS401 Investments	3
FINS405 Real Estate Finance	3
MKTG301 Marketing Promotion	3
MKTG302 Consumer Behavior	3
MKTG 330 E-Marketing	3
MKTG351 Research and Analysis	3
MKTG401 Marketing Research Methods	3
MKTG405 International Marketing	3
MKTG411 Retail Marketing	3
MGMT311 Leadership	3

MGMT411 Strategic Management	3
MGMT421 Principles of E-Commerce	3
MGMT431 Labor Relations	3
MGMT441 Entrepreneurship	3
MGMT451 Supply Chain Management	3
MGMT461 Senior Field Project	3
MGMT471 Internship	3
SP101 Spiritual Discipline	1

Institutional Requirement

Students are required to take WS305 Institutional Requirement (chapel attendance) every semester and enroll until graduation. Students will receive a Pass/Fail grade for WS305 IR.

SUGGESTED COURSE SEQUENCING

First Semester	**Credit Hours**
SP101 Spiritual Discipline	1
Select One from Foreign Language I	3
BMAT101 College Algebra	3
CIST101 Introduction to Business Computing	3
ECON101 Fundamental Economics	3
Select One from Behavioral Social Sciences	3
	Total 16

Second Semester	**Credit Hours**
SP101 Spiritual Discipline	1
Select One from Foreign Language II	3
BMAT102 Calculus	3
ECON201 Microeconomics	3
Select One from Fine Art/Humanities	3
BS101 A Survey of the Bible	3
	Total 16

Third Semester	**Credit Hours**
SP101 Spiritual Discipline	1

BCOM101 Business Communications I	3
ACCT201 Principles of Accounting I	3
Select One from Behavioral/Social Sciences	3
BMAT204 Probability	3
BT100 Christian Worldview	3
Total	**16**

Fourth Semester	**Credit Hours**
SP101 Spiritual Discipline	1
BCOM102 Business Communication II	3
Select One from Science	3
BSTA202 Business Statistics	3
BLAW151 Legal Environment of Business	3
Select One from Behavioral/Social Sciences	3
Total	**16**

Fifth Semester	**Credit Hours**
SP101 Spiritual Discipline	1
FINS101 Basic Finance	3
MKTG101 Fundamentals of Marketing	3
Select One from Behavioral Social Sciences	3
MGMT101 Principles of Management: Faith-based Perspective	3
BT101 Jesus Christ in Global Society	3
Total	**16**

Sixth Semester	**Credit Hours**
SP101 Spiritual Discipline	1
CIST301 Management Information System	3
MGMT301 Process and Operations Management	3
BS230 Interpretation of the Bible	3
OT200 Introduction to the Old Testament	3
NT310 The Parables of Jesus	3

Total	**16**

Seventh Semester	**Credit Hours**
MGMT401 Organizational Behavior	3
MGMT 321 Human Resource Management	3
MGMT371 Internship	3
OT206 Wisdom Literature	3
NT200 Introduction to the New Testament	3
Total	**15**

Eighth Semester	**Credit Hours**
ACCT301 Managerial Accounting	3
MGMT 462 Strategic Issues in Management (Capstone Course)	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3
One Elective Course	3
Total	**15**

Total Course Hours Required for Graduation	**126**

BACHELOR OF ARTS IN MARTIAL ARTS (TAEKWONDO)

The BA program in Martial Arts is designed to equip students with the humanities and scientific knowledge in martial arts. This program prepares students to explore academic knowledge with techniques to improve performing skills. Students who have learned the basic skills of Taekwondo in this course will be active as athletes or coaches through training in specialized major courses. In addition, this program conducts practical research on Taekwondo's philosophical understanding and health promotion through Taekwondo training.

This program will produce graduates suitable for employment in the field of Taekwondo. Graduates will have good teamwork, communication, and interpersonal skills to work with others effectively in their professional careers. They will be sufficiently prepared to be innovative and ethical leaders in a global society.

Learning Outcomes

To promote scientific, cultural, and spiritual dimensions of TKD in a variety of settings.

To administer and assess TKD programs as appropriate for an entry-level TKD professional.

To communicate effectively using modes consistent with the expectations of TKD professionals.

To lead a life of service in a variety of settings as appropriate for a mature Christian leader.

Careers after Graduation

After achieving a belt test level of VI, students become qualified as masters, referees, instructors, bodyguards, safety staff, physical education instructors, Taekwondo organization administrators, Taekwondo event marketers, etc.

Certification

Students have chances to have certification from Kukkiwon such as Taekwondo belt certification, Taekwondo master certification, Sports for all instructor certification, Sports game instructor certification, and various referee certifications (Poomsae, sparring, Taekwondo for the disabled, etc.).

CURRICULUM

General Education (72 credits)

Each undergraduate student must complete 72 credit hours (24 courses) in general education. The General Education curriculum for the Bachelor of Arts in Taekwondo degree requires ten courses in Bible & Theology, two courses in writing and communication, one course in a foreign language, four courses in fine arts/humanities, three courses in the behavioral/social sciences, two courses in science, two courses in math, and one course in computer literacy.

And a student who has completed an AA degree in Martial Arts will need to take the required courses to complete BA in Martial Arts. The school will acknowledge 60 credit hours from an AA degree.

Ten courses in Bible & Theology in the curriculum of BA in Martial Art are required by the ABHE standard (Refer to the ABHE Commission on Accreditation Manual, p. 28 Standard 11, Academic Program #9).

Bible and Theology* (30 credits)	Credit Hours
BS101 A Survey of the Bible	3
BS230 Interpretation of the Bible	3

OT200 Introduction to the Old Testament	3
NT200 Introduction to the New Testament	3
BT100 Christian Worldview	3
BT101 Jesus Christ in Global Society	3
NT310 The Parables of Jesus	3
OT206 Wisdom Literature	3
TH200 Systematic Theology	3
PT210 Foundations of the Church	3

English Writing and Communication (6 credits)	**Credit Hours**
ENGL101 English I	3
ENGL102 English II	3

Foreign Language (select Two language: 6 credits)	**Credit Hours**
LAN101/102 Spanish I/II	6
LAN141/142 Korean I/II	6

Fine Art/Humanities (9 Credits)	**Credit Hours**
ART120 Western Art History	3
HUM104 Religions of the World	3
SFE200 Spiritual Formation	3
HUM105 Multi-Cultural Leadership in Education	3
SST069 Taekwondo Technical English	3

Behavioral/Social Sciences/ (9 credits)	**Credit Hours**
ECON101 Fundamental Economics	3
ECON201 Introduction to Microeconomics	3

BCOM101 Business Communication I	3
HIS140 History of America	3
HUM103 Introduction to Christian Ethics	3
SOC102 Marriage and Family	3
SOC103 Race and Ethnic Relations	3
SOC110 Introduction to Sociology	3
SOC146 Christianity and Economic Thoughts	3
PSY130 Introduction to Psychology	3

Science (6 credits)	**Credit Hours**
SCI101 Chemistry	3
SCI102 Biology	3
SCI103 Physics	3
SCI104 Bible and Science*	3

Mathematics (6 credits)	**Credit Hours**
BMAT101 College Algebra	3
BMAT102 Calculus	3

Computer Literacy (3 credits)	**Credit Hours**
CIS230 Microsoft Excel	3
CIS232 Microsoft Access	3
CIS235 QuickBooks	3
CS221 Computer Networking	3
CIS231 Advanced Excel with Visual Basic for Applications	3
CIS371 Microsoft Word I	3
CIS339 Microsoft Outlook – Comprehensive Course	3
CS102 Internet, HTML and Web Design	3

***Students are required to complete ten courses (30 credits) in Bible & Theology for graduation.**

Martial Arts (Taekwondo) Core Courses (27 credits)

The major coursework requirements for the Bachelor of Arts in Taekwondo degree are 27 semester hours in practical Taekwondo.

Taekwondo Core Courses	Credit Hours
SST003 Basic Technical Principles	3
SST005 Basic Technology Application	3
SST009 Competition	3
SST013 Gyeonggi Poomsae	3
SST015 Taekwondo Demonstration	3
SST051 Taekwondo Performance	3
SST053 Taekwondo Culture and Demonstration Performance	3
SST095 Taekwondo Judgment Law	3
SST077 Exercise Injuries and Treatment	3
ST083 Taekwondo Training and Development by Life Cycle	3
SST063 Taekwondo Education	3

Taekwondo Elective Courses (21 credits)	Credit Hours
SST089 Exploration of Martial Arts Culture	3
SST061 Taekwondo Marketing	3
SST043 Painting Management	3
SST029 Humanities of Taekwondo	3
SST055 Taekwondo Personality Education	3
SST079 Taekwondo International Relations	3
SST019 Taekwondo Movement Analysis	3
SST023 Taekwondo Technical System Theory	3

Institutional Requirement (Chapel)

Students must take WS305 Institutional Requirement (chapel attendance/no credit) every semester enrolled until graduation. Students will receive a Pass/Fail grade for WS305 IR.

RECOMMENDED COURSES OFFERED

First Semester	**Credit Hours**
*BT100 Christian Worldview	3
SST063Taekwondo Education	3
ENGL101 English I	3
ART120 Western Art History	3
SOC110 Introduction to Sociology	3
	Total 15

Second Semester	**Credit Hours**
* TH200 Systematic Theology	3
SST015Taekwondo Demonstration	3
SFE200 Spiritual Formation	3
HIS140 History of America	3
SCI102 Biology	3
	Total 15

Third Semester	**Credit Hours**
*BT101 Jesus Christ in Global Society	3
SST005 Basic Technology Application	3
SST009 Competition	3

HUM104 Religions of the World	3
MATH 102 Calculus	3
Total	**15**

Fourth Semester	**Credit Hours**
*BS101 A Survey of the Bible	3
SST013Gyeonggi Poomsae	3
LAN101 Spanish I	3
CIS371 Microsoft Word	3
HUM105 Multi-Cultural Leadership in Education	3
Total	**15**

Fifth Semester	**Credit Hours**
SST095Taekwondo Judgment Law	3
BS230 Interpretation of the Bible	3
ENGL102 English II	3
SST089 Exploration of Martial Arts Culture	3
SST061 Taekwondo Marketing	3
Total	**15**

Sixth Semester	**Credit Hours**
SST077 Exercise Injuries and Treatment	3
NT200 Introduction to the New Testament	3
LAN102 Spanish II	3
SST055Taekwondo Personality Education	3
SCI101 Chemistry	3
Total	**15**

Seventh Semester	**Credit Hours**

SST079 Taekwondo International Relations	3
NT310 The Parables of Jesus	3
PSY130 Introduction to Psychology	3
SST043 Painting Management	3
SST029 Humanities of Taekwondo	3
Total	**15**

Eighth Semester	**Credit Hours**
SST083Taekwondo Training and Development by Life Cycle	3
OT206 Wisdom Literature	3
PT210 Foundations of the Church	3
SST079Taekwondo International Relations	3
SST019Taekwondo Movement Analysis	3
Total	**15**

Total Course Hours Required for Graduation **126**

BACHELOR OF SCIENCE IN NURSING COMPLETION (RN to BSN)

The Bachelor of Science in Nursing Completion (RN-to-BSN) program is a post-licensure baccalaureate degree-completion program designed for registered nurses who seek to advance from prior nursing preparation to professional baccalaureate-level nursing practice. The program builds on prior nursing education and RN practice and develops competencies in clinical judgment, person-centered care, population health, evidence-based practice, quality and safety, interprofessional collaboration, systems-based practice, nursing informatics, professionalism, ethical and spiritual care, and leadership.

The curriculum is designed as a 36-credit upper-division professional nursing sequence. Students who enter with 90 applicable credits or advanced standing and who maintain continuous enrollment may

complete the GCU professional sequence in three consecutive academic terms (approximately 12 months). Students with general-education, support-course, or transfer-credit deficiencies may require additional time. The RN-to-BSN program does not constitute initial RN licensure preparation and does not confer a new nursing license or specialty certification.

Careers after Graduation

Graduates of the RN-to-BSN program are prepared for broader professional nursing responsibilities in a variety of healthcare settings. Baccalaureate-level nursing education supports professional development in areas such as leadership, quality and safety, population health, evidence-based practice, informatics, and systems-based practice. Graduates may also pursue graduate education in nursing or related fields.

The RN-to-BSN program is a post-licensure degree-completion program and does not confer a new nursing license or specialty certification.

Objectives

Students of the program are expected to demonstrate the following:

- Integration of nursing science, liberal education, and prior professional nursing experience into baccalaureate-level nursing practice,
- Application of evidence, technology, and population-health principles to professional nursing practice,
- Leadership and professional responsibility within complex healthcare systems,
- Ethical, culturally responsive, holistic, and spiritually sensitive nursing practice, and
- Preparation for broader professional nursing responsibilities and lifelong learning.

Learning Outcomes

Students who successfully complete the program will be able to:

- Integrate knowledge from nursing, the sciences, humanities, and prior professional experience to support sound clinical judgment and person-centered care across the lifespan.
- Apply health-promotion, disease-prevention, population-health, and social-context principles to improve outcomes for individuals, families, communities, and populations.
- Locate, appraise, translate, and apply evidence to professional nursing practice and quality-

improvement initiatives.

- Use quality-and-safety principles, systems thinking, and data to identify risks, improve care processes, and support better outcomes.
- Collaborate effectively with patients, families, communities, and interprofessional teams using professional communication and shared decision-making.
- Apply healthcare technologies, informatics, and data-management principles ethically and safely in professional nursing practice.
- Demonstrate leadership, policy awareness, financial/resource stewardship, professionalism, accountability, and advocacy within healthcare systems.
- Integrate ethical reasoning, culturally responsive care, spiritual care, professional identity, self-reflection, and lifelong learning in baccalaureate nursing practice.

Admission Requirements

Admission requirements for the Bachelor of Science in Nursing Completion (RN-to-BSN) program include the following:

- An associate degree or diploma in nursing, or an equivalent recognized nursing credential, subject to GCU transcript/credential evaluation.
- Current RN license or registration in the jurisdiction applicable to the student's professional practice and program participation; U.S.-based practice learning must comply with applicable jurisdictional requirements.
- A minimum cumulative GPA of 2.5, unless a higher requirement is established by institutional policy.
- Official transcripts and licensure/registration verification.
- Completion of required general education and support coursework, or an approved plan to complete any deficiencies.
- Internationally educated nurses must complete institutional credential-evaluation and English-language requirements as applicable. Applicants without qualifying RN licensure/registration are not eligible for RN advanced standing until the licensure/registration requirement is satisfied.

PREREQUISITES FOR THE BSN COMPLETION (30 CREDITS)

The RN-to-BSN program requires 30 credits of prerequisite and support coursework. Students may satisfy

these requirements through equivalent prior coursework when approved by GCU.

Courses	Credit Hours
BMAT101 College Algebra	3
ENGL101 English I	3
BSTA202 Statistics for Management I (or approved introductory statistics equivalent)	3
PSY130 Introduction to Psychology	3
SCI101 Chemistry	3
SCI105 Human Anatomy and Physiology	3
SCI106 Microbiology	3
SCI107 Nutrition	3
SCI108 Pathophysiology	3
SOC110 Introduction to Sociology	3

PROGRAM REQUIREMENTS AND TRANSFER CREDITS

The Bachelor of Science in Nursing Completion (RN-to-BSN) program requires 126 semester credits for graduation. The degree consists of 50 credits of transferable general education, support coursework, and approved electives; 40 credits of RN nursing advanced standing; and 36 credits of GCU RN-to-BSN professional nursing coursework.

RN nursing advanced-standing credits are awarded under approved institutional policy upon verification of qualifying prior nursing education and RN licensure/registration. The 36-credit GCU RN-to-BSN professional nursing sequence consists of 12 upper-division nursing courses and must be completed at GCU unless otherwise permitted under an approved institutional policy.

The complete 50-credit transfer/general-education component must satisfy applicable institutional general-education distribution requirements. Students may satisfy prerequisite and support-course requirements through equivalent prior coursework when approved by GCU.

CURRICULUM

The GCU RN-to-BSN professional nursing sequence consists of 36 semester credits of upper-division

nursing coursework. The professional nursing sequence includes 12 required nursing courses, each carrying 3 semester credits.

Nursing Core Courses (36 credits)

Courses	Credit Hours
NUR301 Professional Nursing Concept and Role Transition	3
NUR302 Health Policy, Finance, and Healthcare Systems	3
NUR303 Quality, Safety, and Interprofessional Nursing Practice	3
NUR305 Nursing Informatics and Healthcare Technologies	3
NUR311 Community and Population Health Nursing with Practice Experience	3
NUR312 Health Promotion, Wellness, and Social Determinants of Health	3
NUR313 Evidence-Based Nursing Practice	3
NUR314 Advanced Health Assessment and Clinical Reasoning for RNs	3
NUR401 Nursing Leadership and Systems Practice Experience	3
NUR402 Nursing Scholarship and Quality Improvement	3
NUR403 RN-to-BSN Synthesis and Capstone	3
NUR404 Ethics, Spiritual Care, and Culturally Responsive Nursing	3

Practice Learning:

Practice learning is embedded throughout the RN-to-BSN curriculum. NUR 311 Community and Population Health Nursing with Practice Experience and NUR 401 Nursing Leadership and Systems Practice Experience are the principal designated practice-experience courses. NUR 314 and NUR 403 also include applied learning that supports direct and indirect care competency.

12-MONTH COURSE SEQUENCE

TERM1

NUR301 Professional Nursing Concepts and Role Transition (3 credits)

NUR305 Nursing Informatics and Healthcare Technologies (3 credits)

NUR312 Health Promotion, Wellness, and Social Determinants of Health (3 credits)

NUR313 Evidence-Based Nursing Practice (3 credits)

TERM2

NUR302 Health Policy, Finance, and Healthcare Systems (3 credits)

NUR303 Quality, Safety, and Interprofessional Nursing Practice (3 credits)

NUR311 Community and Population Health Nursing with Practice Experience (3 credits)

NUR314 Advanced Health Assessment and Clinical Reasoning for RNs (3 credits)

TERM3

NUR401 Nursing Leadership and Systems Practice Experience (3 credits)

NUR402 Nursing Scholarship and Quality Improvement (3 credits)

NUR403 RN-to-BSN Synthesis and Capstone (3 credits)

NUR404 Ethics, Spiritual Care, and Culturally Responsive Nursing (3 credits)

Institutional Requirement (Chapel)

Students must take WS305 Institutional Requirement (chapel attendance/no credit) every semester enrolled until graduation. Students will receive a Pass/Fail grade for WS305 IR.

CREDIT EVALUATION

An applicant seeking to transfer credit from another accredited institution must request a credit evaluation before the first semester at GCU and submit an official transcript from the institution where the credit was earned. GCU will conduct the credit evaluation and follow up with applicants to discuss all the credits they can transfer into the program.

UNDERGRADUATE COURSE DESCRIPTIONS

UNIVERSITY CORE

BS101 A Survey of the Bible (3 credits)

This course helps students lay a foundation for other courses by reading through the entire Bible, both the Old and New Testaments. The major events, persons, and histories of the Bible are introduced and the major themes of each book. The redemptive-historical thread of the Bible, from Genesis to Revelation, is traced. Required courses for all BABM and BAM students. For BATS and BACE students, this course may be replaced by OT200 or NT200.

BT 100 Christian Worldview (3 credits)

An introduction to the development and function of the Christian Worldview includes examining the biblical, philosophical, and theological foundations for a Christian view of reality, knowledge, ethics, and aesthetics. This course compares and contrasts the Christian worldview with those of naturalism, humanism, and transcendentalism.

BT101 Jesus Christ in Global Society (3 credits)

This course provides the Biblical basis for the identity of Jesus in the fundamental beliefs of Christianity. The student will examine and investigate the Christological question, "Who is Jesus Christ?" according to the texts of the canonical Christian Scriptures and their community of Faith. Students will come to understand and learn the true meaning of Jesus in the various contexts of our multicultural society, world religions, and differing social locations. Students will develop their worldview as Christians, carry out their Christian responsibilities, and practice biblical faith in real-life situations.

ACCOUNTING

ACCT201 Principles of Accounting I (3 credits)

A study of accounting concepts, theories of accounting valuation and their effect on management decisions, the meaning of financial data, and interpretation and use of accounting-produced financial data as a basis for management decisions. (Prerequisite: BMAT101 or BCOM101)

ACCT202 Principles of Accounting II (3 credits)

This course emphasizes partnerships, corporations, financial analysis, and cost/managerial accounting concepts. (Prerequisite: BMAT102 or ACCT201)

ACCT301 Managerial Accounting (3 credits)

A continuation of Financial Accounting I. A study of concepts of materials, labor, and overhead control; budget administration; cost accounting systems including standard costing, full costing, and direct costing; income determination; differential costing; break-even analysis; accounting statement analysis; and use of return on investment as a basis for management decisions. (Prerequisite: ACCT202 or BCOM102)

ACCT305 Principles of Federal Taxation (3 credits)

The study of federal taxation related to individuals and related entities includes tax planning, compliance, and reporting. (Prerequisite: ACCT301)

AI and Digital Business

AIBU301 Introduction to Artificial Intelligence (3 credits)

This course introduces doctoral students to advanced scholarly expectations, academic research, professional development, research ethics, and university resources. Students develop an initial doctoral study plan and scholarly research agenda.

AIBU302 Generative AI for Business Applications (3 credits)

This course introduces generative AI tools for professional and business use. Students develop skills in prompt design, information synthesis, document preparation, workflow support, and responsible AI use.

AILE301 human Identity and Ethical Leadership in the Age of AI (3 credits)

This course examines human dignity, responsibility, privacy, bias, automation, ethical decision-making, and leadership in AI-enabled environments. Christian ethical perspectives are integrated with contemporary business ethics.

AIBU310 AI-Enhanced Business Communication (3 Credits)

Students develop professional written, oral, and digital communication skills using AI-assisted tools.

Emphasis is placed on audience analysis, drafting, editing, presentations, and verification of AI-generated information.

AIBU320 Data Literacy and Business Statistics with AI (3 Credits)

This course introduces data interpretation and statistical reasoning in business contexts. Students use AI-supported tools to identify patterns, interpret results, and communicate business insights.

AIBU321 Exploratory Data Analysis with AI (3 Credits)

Students learn introductory methods for organizing, visualizing, and interpreting business data using accessible AI-supported analytical tools.

AIBU330 AI-Enhanced Marketing (3 Credits)

This course examines AI applications in market research, segmentation, customer analysis, advertising, content generation, and marketing decision-making.

AIBU331 Digital Marketing Analytics with AI (3 Credits)

Students analyze digital marketing performance, customer engagement, campaign data, and marketing metrics using AI-supported tools.

AIBU340 AI Entrepreneurship and Startup Development (3 Credits)

This course introduces entrepreneurship in AI-enabled markets. Students identify opportunities, analyze customer needs, create business models, and develop startup proposals.

AIBU350 AI for Small and Local Business (3 Credits)

Students examine practical AI applications for small businesses, including marketing automation, customer service, workflow efficiency, digital communication, and productivity.

AIDC301 AI Data Visualization and Dashboard Design (3 Credits)

Students learn principles of data visualization and dashboard design for business communication and decision-making.

AIDC310 AI Data Storytelling (3 Credits)

This course teaches students to translate data and analysis into clear narratives and visual presentations for business audiences.

AIDC320 Generative AI for Digital Media (3 Credits)

Students use generative AI tools to create text, images, presentations, audio, and video while examining ethical and copyright considerations.

AIDC321 AI Content and Brand Communication (3 Credits)

Students develop AI-supported content plans, brand messages, digital storytelling, and audience engagement strategies.

AIDC330 Digital Portfolio Development (3 Credits)

Students create a professional digital portfolio demonstrating business knowledge, AI competencies, projects, and career readiness.

AILE310 Servant Leadership in Digital Organizations (3 Credits)

This course applies servant leadership principles to contemporary organizations shaped by digital technologies and AI.

AIBU490 AI Business Internship (3 Credits)

Students apply AI and business skills in an approved organization, company, nonprofit, church, or entrepreneurial setting under faculty supervision.

AIBU495 AI and Digital Business Capstone (3 Credits)

This capstone requires students to integrate business, technology, leadership, and AI competencies in solving a real organizational or entrepreneurial problem.

BUSINESS LAW

BLAW151 Legal Environment of Business (3 credits)

A course designed to acquaint the student with the basic principles of law that apply to business transactions in the modern business world and the legal system.

BLAW313 Law and Accounting (3 credits)

Elementary techniques and basic theoretical accounting concepts for lawyers; bookkeeping, financial statements, statement analysis, accounting and operating cycles, fixed asset accounting, depreciation methods, tax accounting procedures, partnership and corporate accounting, financial analysis, and valuation of business interests. This course is recommended for students without previous accounting training, and permission from the instructor to enroll will be required for those having taken more than two undergraduate accounting courses. (Prerequisite: BLAW151 or ACCT202)

BLAW320 Product Liability (3 credits)

The development of the concept of recovery for injuries caused by products; survey of civil actions for harm resulting from defective and dangerous products; study of problems associated with hazard identification and the process of evaluation of risk; government regulation of dangerous and defective products; review of the Consumer Products Safety Act and current legislation is dealing with injuries and remedies in specific areas. (Prerequisite: BLAW313)

BLAW401 Surveys of Business Law (3 credits)

This course focuses on the legal and regulatory environment of business. Fundamental ideas on the law and its business relationship are presented, including government regulation and such topics as employment relationship law, occupational safety and health, financial regulation, antitrust law, consumer protection, product liability, and the environment. (Prerequisite: BLAW320)

BLAW404 Merger and Acquisition (3 credits)

The course provides an understanding of the issues arising in business acquisition and divestiture transactions. Coverage is given to theories underlying acquisitions, alternative acquisition techniques, and planning considerations that bear on choosing those techniques. (Prerequisite: BLAW320)

COFFEE

Certificate Program

BCC101 Understanding Coffee Barista

This course introduces the fundamental knowledge and skills required of professional baristas in the global

coffee industry. Students will learn the principles of coffee extraction, beverage preparation, customer service, workplace hygiene, and quality standards. Emphasis is placed on achieving consistent extraction methods and delivering professional service that enhances customer satisfaction. Upon completion, students will demonstrate the competencies necessary to perform according to industry-recognized barista standards.

BCC102 Coffee Brewing

This course provides comprehensive training in manual coffee brewing methods and the principles of coffee extraction without the use of automated espresso machines. Students will explore various brewing techniques, extraction variables, and quality control practices that influence flavor, aroma, and consistency. The course emphasizes professional service standards and prepares students to produce high-quality brewed coffee in accordance with industry expectations.

BCC103 Coffee Roasting

This course examines the principles and practices of coffee roasting, focusing on the transformation of green coffee beans into roasted coffee products. Students will learn roasting techniques, roast profiling, quality evaluation, and flavor development while applying industry-standard practices. Emphasis is placed on consistency, product quality, and professional roasting competencies required in the specialty coffee industry.

BCC104 Coffee Sensory

This course focuses on the sensory evaluation of coffee to assess the quality of green coffee beans and ensure consistency in roasted coffee products. Students will develop the ability to identify and evaluate aroma, flavor, acidity, body, and other sensory characteristics used in professional coffee assessment. Through cupping exercises and quality analysis, students will gain practical knowledge of specialty coffee grading systems, quality control procedures, and industry evaluation standards. Upon completion, students will be able to apply sensory evaluation techniques in professional coffee quality assurance settings.

BCC105 Coffee Shop Startup

This course explores the principles and practices involved in establishing and managing a coffee shop business. Students will examine business planning, market analysis, menu development, site selection, operational management, and marketing strategies essential for successful coffee shop operations. The course culminates in the development of a comprehensive business plan designed to prepare students for

entrepreneurship and leadership within the coffee industry.

BCC201 Latte Art

This hands-on course develops the technical skills required to create professional latte art through proper espresso preparation, milk steaming, and pouring techniques. Students will learn how factors such as milk texture, temperature, pouring speed, flow control, and cup presentation contribute to aesthetically appealing and high-quality beverages. Emphasis is placed on precision, consistency, and customer experience, enabling students to produce a variety of standard latte art designs used in specialty coffee settings.

BA Program

BCF100 Introduction to Coffee Business

This course introduces students to the global coffee industry and its economic, cultural, and agricultural foundations. Students will explore the relationship between coffee production, processing, distribution, and consumer behavior while gaining an understanding of current industry trends and opportunities. The course provides foundational knowledge of the coffee business and prepares students to engage effectively in coffee-related professions and communities.

BCF101 Understanding Coffee Barista

This course introduces students to the theory and practice of professional barista operations within the global coffee industry. Students will examine the principles of coffee extraction, beverage preparation, customer service, workplace safety, sanitation, and quality assurance. Through both classroom instruction and practical application, students will develop foundational competencies in espresso preparation and coffee service while evaluating industry standards and consumer expectations. The course prepares students for professional roles in specialty coffee environments and serves as a foundation for advanced coffee studies.

BCF102 Coffee Brewing

This course examines the science and practice of manual coffee brewing methods. Students will explore the factors influencing coffee extraction, including grind size, water quality, brewing temperature, and brewing time, while developing proficiency in a variety of brewing techniques. Emphasis is placed on understanding the relationship between coffee origin, processing methods, brewing variables, and sensory outcomes. Students will apply industry standards to evaluate coffee quality and consistency while developing critical

skills in beverage preparation and service.

BCF103 Coffee Roasting

This course provides an introduction to the principles and practices of coffee roasting, focusing on the physical and chemical transformations that occur during the roasting process. Students will study green coffee characteristics, roast profiling, flavor development, and quality assessment methods used in the specialty coffee industry. Through practical exercises and analytical evaluation, students will develop an understanding of how roasting decisions influence product quality, consumer preferences, and market value.

BCF104 Coffee Sensory

This course introduces the sensory analysis of coffee as a tool for quality evaluation and product development. Students will examine the physiological and psychological foundations of taste and aroma perception while developing skills in coffee cupping, flavor identification, and sensory evaluation. Through the application of industry-standard protocols, students will assess coffee quality, analyze flavor profiles, and interpret sensory data. The course emphasizes the role of sensory evaluation in quality assurance, product consistency, and specialty coffee grading systems.

BCF105 Coffee Shop Startup

This course explores the entrepreneurial and managerial aspects of establishing and operating a coffee shop business. Students will examine business planning, market research, customer analysis, financial management, site selection, menu design, operations management, and marketing strategies. Through case studies and applied projects, students will evaluate successful coffee business models and develop a comprehensive business plan. The course prepares students to pursue entrepreneurial opportunities and leadership roles within the coffee and hospitality industries.

BCF201 Latte Art

This course develops intermediate-level barista skills through the study and practice of latte art design and beverage presentation. Students will examine the relationship between espresso quality, milk chemistry, steaming techniques, and visual aesthetics in specialty coffee preparation. Through guided practice, students will learn fundamental and advanced pouring techniques while evaluating the impact of beverage presentation on customer perception and service quality. Emphasis is placed on technical precision,

creativity, and professional standards within contemporary coffee culture.

CHRISTIAN EDUCATION

CE200 Foundations of Christian Education (3 credits)

This course is an introduction to the educational foundations for ministry in the church, including historical, theological, and philosophical aspects and the underlying dynamics of the teaching-learning process. It also includes an understanding of different learning styles and practical guidelines for providing Christian education that is both biblical and contemporary.

CE201 Philosophy of Christian Education (3 credits)

In this course, students will explore questions about Christian education's purpose, ends, and means and assess Christian philosophy through readings, discussions, and lectures. Students will be required to engage in philosophical debates about controversies in modern education and the ultimate goal of Christian education.

CE203 History of Christian Education (3 credits)

This course surveys the history of Christian education from Biblical times to the present day. The course identifies and examines individuals and movements whose contributions to the theology and philosophy of Christian education continue to shape Christian education practice.

CE204 Christian Education in Multi-Cultural Contexts (3 credits)

Christian education in the immigrant church should be applied in the context of the differing cultures of the first and second generations. This course shows how this context affects the role of the Christian educator. Leadership in a multicultural context is a core issue in this course.

CE205 Teaching the Bible (3 credits)

A Study of uses of the Bible in Christian education. Topics include how the Bible shapes personal faith, purposes and methodologies for teaching the Bible, teaching aids, evaluating methods and materials in the Christian educational context, and criteria for selecting Bible study materials from developmental and cultural perspectives.

CE207 Christian Education and Human Development (3 credits)

This course presents theories of human development and their application to religious education as a lifelong process central to the Church's mission and the role of the teacher.

CE208 Christian Education and Theology (3 credits)

This course ensures consistency between theology and education in the Church's educational ministries. It examines the implications of theological propositions, assumptions, and traditions for Christian education. Theological approaches are read from the perspectives of knowledge of God, revelation, the nature of the Church, humanity, and the mission of the Church.

CE210 Christian Education and Spirituality (3 credits)

A course of reading and discussion of patterns of spiritual development reflected in the wealth of Christian devotional literature. The student engages firsthand in the writings of Bunyan, Augustine, Bernard, Francis, and other significant Christian figures. The relationship between Christian education and spirituality as the core foundation of mature learning is explored.

CE211 Christian Education and Practical Theology (3 credits)

This course explores the field of practical theology as it relates to the missions of religious institutions, communities of faith, and lived spiritual experience; that is, how faithful people live out their faith in social, political, and cultural settings. Because it requires analyses of history and theology that are effective or normative for such institutions, communities, and situations, practical theology requires a substantial understanding of these topics. The field of practical theology is eminently interdisciplinary and involves contextual research inside and outside Christian congregations. This course presents this interrelation from the perspectives of theology and education.

CE212 Curriculum Survey (3 credits)

This course introduces students to the principles of curriculum development and structure. It surveys the available curriculum resources for Sunday school, Bible study, youth groups, communicant classes, and other educational settings of the Church. A particular emphasis is placed on evaluating each curriculum in terms of theology, use of the Bible, and teaching methods for various age groups.

CE215 A Biblical Theology of Christian Education (3 credits)

The praxis of Christian education must be grounded in a well-defined Biblical theology that seeks to justify the educational task of the Church. This course is designed to expose students to the Biblical model of "witness" grounded in a Reformed understanding of the Biblical covenants and offered as a comprehensive Biblical rationale for the praxis of Christian education. Students gain a new appreciation for the harmony between the Testaments and a new understanding of the educational implications of theological concepts.

CE216 Biblical Models of Education (3 credits)

The course considers the components of a model of education in the Church and then examines several models of education and teaching in the Old and New Testaments. Particular attention is given to Jesus Christ as a Teacher. Students explore the implications of using these models in the Church's educational work and apply models to their work in the Church.

CE220 Children and Christian Education (3 credits)

This course aids students in teaching the Bible to children from preschool through upper elementary grades. It considers age-level characteristics, developmental aspects, appropriate methods, and biblical curriculum materials. Students will also participate in both actual and simulated teaching experiences.

CE224 Ministry with Youth and their Families (3 credits)

The course considers theories of adolescence, the history of youth work in the Church, and contemporary. youth experience, and models of programs and patterns which offer possibilities for the Church in its youth ministry.

CE225 Church's Educational Ministry (3 credits)

A study of the meaning and significance of the church's educational ministry with attention to the enhancement of skills for planning, leadership development, and curriculum development for the local church. It is required for MACE students.

CE226 Teaching with Imagination (3 credits)

This course will help students develop a more imaginative approach to teaching by experiencing a variety of teaching methods. Attention will be given to understanding how theology affects methodology.

CE227 Psychology and Christian Education (3 credits)

Learning is a complicated process, and to be effective, education must reflect a knowledge of how people learn, especially in different cultural situations. This course introduces students to the psychology of learning. It explores how we know and how theory may be applied to real educational contexts, such as those encountered in the immigrant church.

CE230 Teaching/Learning Styles (3 credits)

This course analyzes various learning style theories from a biblical perspective. Special attention will be given to discovering students' preferred styles and applying learning styles theory to the classroom experience and Christian ministry.

CE271 Teaching/Learning Methods (3 credits)

This is a practical course designed to train students using various teaching/learning methods and approaches. The system uses a laboratory or practice approach to equip students to teach using creative methods for information giving, information processing, group interaction, spiritual formation, and action/reflection. Special attention is given to appropriate methodology for age groups and the choice of methods for implementing learning goals and objectives.

CE272 Teaching Adults and Teachers of Adults (3 credits)

The course focuses on helping pastors and educators improve their teaching of adults in the Church through developing skills such as preparing and delivering educationally sound lectures, leading lively discussions, constructing and posing probing questions, and helping adults articulate their faith. Special attention is given to the design of training workshops for transferring these skills to teachers of adults in the Church.

CE273 Theory and Practice of Christian Education (3 credits)

This is an advanced course designed for students intending to specialize in Christian education. It aims to help students determine and develop their theologically based theories and models for Christian education work in the local Church. The tasks and responsibilities of the Christian educator or pastor with significant duties in Christian education receive special attention.

CE280 Assessing Christian Education Ministry Effectiveness (3 credits)

Program evaluation principles and practices are integrated within a Christian education ministry context to

form a comprehensive framework for educational program assessments. Students are given opportunities to assess current Christian education ministries and reflect upon the Biblical basis for the practice of ministry evaluation.

CE300 Educational Leadership Development (3 credits)

A course designed to develop strategies and skills for effective educational ministry. Students are taught to understand and grow their leadership style and develop their leadership and educational ministry philosophies based on theological, philosophical, and leadership principles.

CE301 Educational Ministry in Conflicts (3 credits)

A study of methods of analyzing and intervening in church conflicts, with particular emphasis on educational ministry.

CE303 Ministry with Second Generation Asian-Americans (3 credits)

Challenges abound for pastors and educators serving second-generation Asian-American congregations. This course will examine the context of ministry in Asian-American congregations with specific attention paid to youth and young adult ministry, Asian vs. American cultures, and resolving conflicts in family and church situations.

CE305 Youth and Young Adult Ministry (3 credits)

Designed especially for those responsible for youth and young adult ministry, this course begins with an exploration of today's youth sub-culture and its implications for ministry. Other topics to be explored include the particular developmental challenges of youth and young adults, ministry with young people in crisis, changing family patterns, and emergent strategies in ministry with youth. The course will also focus on young adults and how churches reach out to and include them in their congregations.

CE309 Current Issues in Christian Education (3 credits)

This is a reading course conducted under the guidance of department faculty. Students explore current issues in the field of Christian education. Topics to be studied and a department member, in consultation with the student, will determine reading assignments. This course can be taken as an independent study course.

CE310 Christian Education in a Changing World (3 credits)

This course will address the question, "How does the Church educate people to discern what God is calling them to do and be in new, complex, and challenging contexts?" Through readings, field exploration, and creating their curriculum resources, students will explore and construct Christian educational responses to ongoing change in the world.

CE320 The Christian Home (3 credits)

From a Biblical perspective, this course fundamentally examines the family, its origins, members, purposes, and roles in society and the church. Principles and practices for promoting and maintaining Christian living in the home will be emphasized. Some alternative models and current issues for the family will also be discussed and evaluated in light of Biblical principles.

CE340 Education Practicum (3 credits)

This course facilitates the student's mastery of skills and competence in designing, executing, and evaluating an educational ministry event or program of the student's choosing. Under the guidance of faculty, the student plans to prepare and perform an educational program/event at a local church or a related educational organization, integrating theological and educational content learned across the disciplines of study during his/her educational experience. The minimum requirement for this course is to complete at least half of the entire program of study.

CE350 Independent Studies (3 credits)

In consultation with the Dean of the Christian Education Department, the direct professor will conduct this course.

CHURCH AND ITS MINISTRY

PC200 Introduction to Pastoral Care (3 credits)

Attention is given to psychological and theological aspects of human needs and perspectives on pastoral response. Emphasis is given to conceptualizing one's ministry to persons and families in practical situations.

CC200 Introduction to Christian Counseling (3 credits)

This course provides comprehensive knowledge and understanding of Christian counseling for leaders of the Christian community, who God calls to serve people in need, in the church or the world, through

counseling. This course will explore theories, perspectives, and foundations of both Christians and non-Christians; in their similarities and particularities to understand them and identify their differences and unique qualities in approaches to counseling. This course aims to equip students with introductory knowledge and understanding of Christian counseling, the need for Christian counseling; the uniqueness of Christian counseling; the various theories and practices of counseling; marriage and family counseling; counselors and ethics, and more.

PT200 Theology & Practice of the Sacraments (3 credits)

This course reviews significant developments in the theology of the Sacraments in the Reformed tradition, both classic and contemporary. Attention is given to enhancing congregational participation in and appreciation of baptism and the Lord's Supper. The course provides opportunities for students to practice presiding at both sacraments.

PT205 Women in the Bible (3 credits)

This course examines the roles and images of women in the Bible. It is designed to aid students in critical reflection on and academic study of biblical literature and challenge them to reflect upon how the Bible has impacted modern understandings of women and women's roles. Students develop their views of the subject matter through reading primary and secondary sources, in-class discussions, and independent research.

PT210 Foundations of the Church (3 credits)

This course is designed to instruct students in ecclesiology, focusing on the church's mission, structure, and doctrines. It explores the foundations of the Church based on biblical, classical, and contemporary arguments. It also discusses the mission and function of the Church.

PT300 Homiletics (3 credits)

This course is designed to aid students in preparing and delivering sermons. The examination comprises the three traditional sermon types: topical, textual, and expositional. The in-class practice of preaching is required, and constructive criticism by the instructor and peers will be given.

PM300 Administration Skills and Leadership Development (3 credits)

A study of the administration of educational ministry in local churches, with attention to theological, multicultural, and systematic understandings and skills for empowering teachers and leaders. The course

includes an examination of the implementation of educational programs and strategies.

PM313 Field Education/Mentored Ministry (3 credits)

Supervised and mentored field-based training at local churches and/or church-related organizations. Under the guidance of faculty, the student plans, prepare, and executes a ministerial program/event by integrating theological and biblical content learned across the disciplines of study during his/her academic experience. The minimum requirement for this course is to complete at least half of the entire program of study. (Prerequisite: SFE200)

SFE200 Spiritual Formation (3 credits)

This introductory course examines the biblical and theological framework of Christian spirituality. It provides opportunities for students to grow in grace through Bible study, prayer, personal discipline, reading devotional classics, and discussion and fellowship in small groups. A portion of each session is devoted to "spiritual formation" groups that model similar groups in the local church.

SP101 Spiritual Discipline (1 credit)

This course is designed to enhance students' spiritual formation and development. Students must give their devotional attention to various sermons provided by the university chapel services for their spiritual discipline and application.

WS305 Institutional Requirement (Chapel Attendance)

Chapel attendance is required of all students at GCU to express and learn the importance of worship and praise. Students will have the chance to share their faith with other students and faculty members regularly and to be reminded of God's love.

CHURCH HISTORY

CH201 Church History I (3 credits)

An overview of Christian history, tracing the significant doctrinal and ecclesiological developments in the context of the times from the close of the apostolic age through the ecumenical councils. It also covers the rise of the Papacy and scholasticism up to the dawn of the Reformation.

CH202 Church History II (3 credits)

A survey of the history of the Reformation and its development of three major branches in their historical contexts up to the present day. The course focuses on the development of the Roman Catholic and Eastern Orthodox communions. Special attention is given to the elaboration of Reformation doctrine by Puritan and Continuing Reformation leaders and their impact on the birth of the contemporary evangelical movement.

CH210 History of Christian Thought (3 credits)

This course examines the development of Christian thought and practices from the apostolic Fathers to the modern period, emphasizing the development of doctrines and theology. Essential thinkers of the early church, the Reformation, and the 17^{th} – 18^{th} centuries will be highlighted.

CH300 History of Korean Christianity (3 credits)

This course introduces students to the history of the Korean church, including how evangelistic work began and how the Korean church has grown. It explores the development of the church, evangelistic strategies, persecution, growth, and mission. In light of an evangelical missiology, it reflects critically on various aspects of the Korean mission.

CH303 Asian-American Church: Theology and History (3 credits)

An overview of sociological and psychological studies of Asian Americans.

CH304 Augustine (3 credits)

A study of the life, theology, and influence of Augustine of Hippo, with attention to Augustinian thought in the Middle Ages, the Reformation, and modern times.

CH305 Martin Luther (3 credits)

Particular emphasis is given to his doctrines of justification, predestination, sacraments, and his methods of reforming the church. The relationship of later Lutheran orthodoxy to Luther and his influence on the Reformed tradition will also be examined.

CH306 John Calvin (3 credits)

A study of the life and doctrine of John Calvin, including a detailed analysis of his *Institutes of the Christian*

Religion with particular attention paid to the relationship of Calvin's thought to that of Luther, Zwingli, Beza, Turretin, and later Reformed orthodoxy.

CH307 John Wesley (3 credits)

Examines John Wesley's role in the Revival and the Revival's involvement in moral and social reform in the context of social and religious conditions in 18th-century Britain.

CH308 Seminar on Augustine, Luther, Calvin, or Wesley (3 credits)

A study of the life, theology, and influence of Augustine of Hippo, Martin Luther, John Calvin, and John Wesley during the Middle Ages, the Reformation, 18 century England, and modern times.

CH310 World Christianity (3 credits)

This course overviews how Christianity became a world religion and how it is expressed globally. This course will introduce the main trends and issues of World Christianity, such as the global Pentecostal Movement, the role of local initiatives and indigenous responses, and the demographic shifts of World Christianity.

COMPUTER AND INFORMATION TECHNOLOGY

CIST101 Introduction to Business Computing (3 credits)

An introduction to computer uses in management, computer software, hardware concepts, and systems analysis. Applications will include electronic spreadsheets, database management software, and other special-purpose tools. Word processing tools will be used for most graded assignments. Programming will be studied in the context of spreadsheet macros.

CIST104 Introduction to E-Commerce (3 credits)

This course teaches students how to conduct business online and manage the technical issues of constructing an electronic-commerce website. Students will implement a simple transaction-enabled business-to-consumer website, examine strategies and products available for building electronic-commerce sites, examine how such sites are managed, and explore how they can complement an existing business infrastructure. (Prerequisite: CIST101)

CIST301 Introduction to Management Information Systems (3 credits)

An undergraduate business major course emphasizes information technology's importance in today's businesses. (Prerequisite: CIST104)

COMPUTER SCIENCE

ASSOCIATE DEGREE OF ARTS IN COMPUTER SCIENCES

MATH221 Discrete Mathematics (3 Credits)

This course aims to understand and use (abstract) discrete structures that are the backbones of computer science. This class is meant to introduce logic, proofs, sets, relations, functions, counting, and probability, emphasizing applications in computer science.

CS101 Introduction to Computer Science & Object-Oriented Programming (3 Credits)

This subject is aimed at students with little or no programming experience. It aims to provide students with an understanding of computation's role in solving problems. It also aims to help students, regardless of their major, to feel justifiably confident in their ability to write small programs that allow them to accomplish worthwhile goals. The class will use the Matlab™ programming language.

CS102 World Wide Web and the Internet (3 Credits)

Provides a broad introduction to the World-Wide Web and Internet-related software, including e-mail, HTML, Telnet, and FTP. Includes discovery of ethical and privacy issues in e-commerce. Specifically, this course introduces students to the languages and protocols of the web and a wide range of tools and technologies to participate in important web development creatively. A critical social issue explored is the WWW and Internet's impact on personal privacy and computer system security. The course emphasizes several essential skills, including critical thinking and ethical reasoning regarding the issues of personal privacy and computer security in the WWW environment.

CS121 Object-Oriented Programming I (4 Credits)

This course teaches students how to develop object-oriented solutions to computational problems. Students learn fundamental concepts of object-oriented programming and basic object-oriented design principles,

further develop the programming skills learned in previous courses, write medium-sized object-oriented programs in a modern programming language, and – as the first course required for computer science majors and minors – get a more profound introduction to the field of computer science.

CS122 Object-Oriented Programming II (4 Credits)

The purpose of this course is to give students a thorough introduction to computer data structures and algorithms in the context of object-oriented programming. Students are also expected to gain experience and practice with sophisticated object-oriented programming. The course focuses on developing skills and expertise in individual person software development.

CS221 Computer Networking (3 Credits)

This course will explore research topics in computer networks, primarily at the IP layer and above. You will gain exposure to burgeoning areas of computer networks, learn how to use the tools commonly used for networking research today, and learn the underlying principles and architecture upon which the modern Internet is constructed today.

CS222 Database Design & Application Development (3 Credits)

An introduction to database design and development. Database normalization, data integrity, concurrent updates, and data security will also be discussed and practiced. Emphasis will be on using at least two popular database management systems to build and maintain relational databases. The student will create databases, queries, custom forms, and reports.

BACHELOR OF ARTS IN COMPUTER SCIENCES

CS495 Senior Project (3 Credits)

Offers a focused team-based design experience incorporating appropriate engineering standards and multiple realistic constraints. Projects are proposed by industry and/or other partners and are completed within a defined development process.

CS331 Computer Architecture/Organization I (3 Credits)

The first course in the Systems series helps students understand the essential operation of computing

hardware, how it works, and how it interfaces with software. Upon completing this course, students should understand the role played by compilers, assemblers, instruction sets, and hardware. Students will also learn system-level programming and apply their knowledge of computer architectures to programming for performance.

CS355 Data Structures and Algorithms (3 Credits)

Prerequisite: Programming II

This course examines fundamental data structures and algorithmic techniques used in modern computing. Students study arrays, linked lists, stacks, queues, trees, graphs, and hash tables. The course also introduces algorithm analysis, time and space complexity, sorting and searching algorithms, and efficient problem solving. Emphasis is placed on implementing and evaluating data structures using a programming language.

CS370 Advanced Discrete Mathematics (3 Credits)

This course provides the mathematical foundations necessary for computer science and artificial intelligence. Topics include logic, set theory, relations, functions, combinatorics, graph theory, and mathematical reasoning. Students develop skills in formal problem solving and learn how discrete structures support algorithms, programming languages, and computational systems.

CS372 Introduction to Artificial Intelligence (3 Credits)

Prerequisites: Data Structures, Discrete Mathematics

This course introduces the principles and techniques used to build intelligent computer systems. Topics include problem solving through search algorithms, knowledge representation, reasoning under uncertainty, machine learning fundamentals, and intelligent agents. Students explore practical applications such as game playing, recommendation systems, and natural language processing while gaining an understanding of ethical and societal implications of AI.

CS375 Machine Learning (3 Credits)

Prerequisites: Data Structures, Probability for AI (or Statistics)

This course introduces algorithms and models that enable computers to learn from data. Topics include supervised learning, unsupervised learning, classification, regression, clustering, model evaluation, and feature engineering. Students gain hands-on experience implementing machine learning models using modern software tools and programming libraries.

CS380 Probability and Statistics for Artificial Intelligence (3 Credits)

Prerequisite: Discrete Mathematics

This course introduces probability theory and statistical methods used in artificial intelligence and data science. Topics include probability distributions, conditional probability, Bayesian inference, hypothesis testing, estimation, and statistical modeling. Students learn how probabilistic reasoning supports machine learning, decision making, and predictive analytics.

CS355 Deep Learning (3 Credits)

Prerequisites: Machine Learning, Probability for AI

This course explores advanced machine learning techniques based on neural networks. Topics include artificial neural networks, backpropagation, convolutional neural networks (CNNs), recurrent neural networks (RNNs), and modern deep learning architectures. Students implement deep learning models for applications such as image recognition, speech processing, and predictive modeling.

CS382 Natural Language Processing (3 Credits)

Prerequisites: Machine Learning

This course examines computational methods for understanding and generating human language. Topics include text processing, language modeling, sentiment analysis, machine translation, information extraction, and conversational AI systems. Students develop practical NLP applications using modern AI frameworks.

CS385 AI Capstone Project (3 Credits)

Prerequisites: Completion of major AI coursework

The capstone project provides students with the opportunity to design and implement a substantial artificial intelligence application. Students work individually or in teams to identify a real-world problem, develop an AI-based solution, and present their results in a formal report and presentation. The course emphasizes research, system design, ethical considerations, and professional communication.

CS431 Computer Architecture/Organization II (3 Credits)

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

networks. The course delves into more advanced techniques and will enable students to understand how these three building blocks can be integrated to build a modern shared-memory multicore system. Topics include superscalar execution, out-of-order execution, register renaming, memory disambiguation, branch prediction, and speculative execution

CS410 Operating Systems and File Organization (3 Credits)

Provides a basic working knowledge of computer operating system commands, functions, and management using the Windows, Linux, and Unix operating environments. Topics include memory management, process management, device management, file management, and operating system tools. Introduces command structures and explores operations using GUI and Command Language Interfaces. Students will demonstrate proficiency by completing various task-related laboratory assignments. Focuses on the main topics covered in the A+ Operating Systems Technologies Examination.

CS440 Software Engineering (3 Credits)

The course will cover topics in developing reliable software other than programming, including testing, bug finding, verification, and methodologies for constructing robust code. The emphasis is on modern technology for developing reliable software at a reasonable cost. The course will be offered for different units, depending on whether students plan to do the homework assignments. The assignments will focus on applying these techniques to realistic software systems.

CS330 Systems Analysis & Design (3 Credits)

Successful contemporary information systems analysis, design, implementation, and evaluation are complex endeavors. It requires technical understanding, business acumen, knowledge of systems analysis theory and methods, and the ability to be an effective change agent within multifaceted organizations.

CS445 Digital Communication / Design (3 Credits)

Advanced techniques in the design of digital systems. Hardware description languages, combinational and sequential logic synthesis and optimization methods, partitioning, and mapping to stable structures. Emphasis on reconfigurable logic as an implementation medium. Memory system design. Digital communication includes serial/parallel and synchronous/asynchronous methods.

CS420 Programming Languages (3 Credits)

The topics covered in this course include name binding, scope, control flow, data types, type systems, object orientation, scripting languages, functional languages, and possibly runtime systems, polymorphism, and concurrency. By the end of this course, students will understand key issues related to programming language design, such as the paradigm (procedural, functional, etc.) and implementation (interpreter, compiler, virtual machine, etc.). Students will gain first-hand experience through written and programming assignments in different languages to facilitate learning these fundamental concepts.

CS430 Data Mining (3 credits)

This course introduces fundamental techniques for discovering patterns and extracting knowledge from large datasets. Topics include data preprocessing, classification, clustering, association rule mining, and anomaly detection. Emphasis is placed on applying data mining methods to real-world datasets and interpreting the results.

CS435 Data Visualization (3 credits)

This course covers principles and techniques for visualizing complex data. Students learn how to represent and communicate data effectively through graphical methods, including charts, dashboards, and interactive visualizations. The course emphasizes best practices in data presentation and the use of modern visualization tools.

CS446 Numerical Computation (3 Credits)

This course aims to introduce students to numeric and algorithmic techniques used to solve a broad range of mathematical problems, emphasizing computational issues and parallel processing. In addition, students will become familiar with one or more array-oriented numeric programming environments: Matlab, Scilab, or some similar package.

CS447 Advanced Data communication (3 Credits)

This is a first-class on the fundamentals of data communication networks, their architecture, principles of operations, and performance analyses. One goal will be to give some insight into the rationale of why networks are structured the way they are today and to understand the issues facing the designers of next-generation data networks. Much of the class will focus on network algorithms and their performance. Students are expected to have a strong mathematical background and an understanding of probability theory. Topics discussed will include layered network architecture, Link Layer protocols, high-speed packet

switching, queueing theory, Local Area Networks, and Wide Area Networking issues, including routing and flow control.

CS448 Computer graphics (3 Credits)

This course aims to provide an introduction to the theory and practice of computer graphics. The course will assume a good background in programming in C or C++ and a background in mathematics, including familiarity with the theory and use of coordinate geometry and linear algebra, such as matrix multiplication. Students will use the standards-based OpenGL library in several programming projects illustrating the theory and practice of programming computer graphics applications.

CS453 Advanced Artificial intelligence (3 Credits)

This course will be a survey of the field of Artificial Intelligence. It is the course of an application and will focus on problems in the field of AI and techniques and algorithms for solving those problems. Students are expected to have prior knowledge of AI fundamentals. Still, they will be expected to have good programming skills and a grasp of basic theoretical techniques for analyzing computer algorithms. Students will also be expected to have a good command of the English language. The course will include coverage of how to write scientific papers, both through discussion in lectures and through writing papers for homework assignments.

CS454 Human-computer Interaction (3 Credits)

Human-Computer Interaction (HCI) studies the principles and methods for building compelling user interfaces. A fundamental precept of HCI is that users should focus on solving problems rather than dealing with the intricacies of complex software. Interfaces must be accessible, meaningful, visually consistent, comprehensive, accurate, and oriented around the tasks that users tend to perform. The course will provide a balance of practical and theoretical knowledge, giving students experience ordinarily not offered by other courses in computer science.

CS455 Information theory (3 Credits)

This course will explore the basic concepts of Information theory. It is a prerequisite for research in this area and highly recommended for students planning to delve into communications, data compression, and statistical signal processing. The intimate acquaintance that we will gain with measures of information and uncertainty – such as mutual information, entropy, and relative entropy – would be invaluable also for

students, researchers, and practitioners in fields ranging from neuroscience to machine learning. Also encouraged to enroll are students of statistics and probability, who will gain an appreciation for the interplay between information theory, combinatorics, probability, and statistics.

CS456 Software testing (3 Credits)

This course studies software testing and maintenance methodologies for object-oriented, component-based, concurrent, distributed, and web software. Topics include approaches to automatic test case generation, test oracles, coverage analysis, prioritized testing, construction of tools, regression testing, and impact analysis. A primary focus will be program-based software testing and maintenance approaches.

CS457 Information assurance (3 Credits)

A comprehensive, in-depth study of the legal and ethical issues in computer security, as well as privacy laws and issues and strategies available to an enterprise, is provided in this course. Federal, State, and local codes and regulations and how they influence an enterprise's security policy relating to information assurance program development, and implementation are discussed. This course may integrate the concepts and technology of current security products and protocols into scalable, practical solutions for defending the enterprise.

CS499 Internship (3 Credits)

Students will gain practical experience through supervised internships in technology-related environments, including organizations, institutions, or church-affiliated systems requiring IT support, software development, or data management.

CMS200 Service Learning (1 credit)

Students will perform community service at an organization of their choice, such as a local church or charity.

ECONOMICS

ECON101 Fundamental Economics (3 credits)

This course aims to introduce students to the basic concepts of economic theory and for them to master and apply these ideas to various problems encountered in daily life. (Prerequisite: BMAT101).

ECON201 Microeconomics (3 credits)

Microeconomics is concerned with analyzing economic phenomena from the individual's perspective, primarily focused on the determination of prices and the role of prices in allocating scarce resources. This course covers the basic concepts and tools needed to undertake such analysis. The functioning of competitive and noncompetitive product markets is also studied, as is the performance of the markets for resources. (Prerequisite: ECON101 or BCOM101)

ECON202 Introduction to Macroeconomics (3 credits)

Macroeconomics is a major branch of economics that deals with the economy's performance, structure, and behavior as a whole. Macroeconomists study and seek to understand the determinants of aggregate economic trends with a particular focus on national income, unemployment, inflation, investment, and international trade. This course examines the causes and consequences of short-run fluctuations in national income and the determinants of long-run economic growth. (Prerequisite: BCOM102)

ECON301 International Economics (3 credits)

The economic space of the market and the political space of the nation have never coincided perfectly, and globalization has increased the gap. This course examines the economic factors driving this process, particularly the determinants of international trade, international factor movements, and the foreign exchange market. It examines the emergence of multinational corporations and analyzes their role in international markets and national politics. It also considers the interaction between global markets and national development. (Prerequisite: ECON202)

ECON305 History of Economic Development (3 credits)

This course examines theories and evidence that explain economic development. Selected topics include the growth incentive in the constitutional framework, the debate over the profitability of slavery, the role of immigration in economic development, and the pros and cons of the factory system. (Prerequisite: ECON301)

ECON351 Environmental and Resource (3 credits)

This course analyzes environmental concerns and the economics of resource use. Specifically, a contract will be made between governmental solutions to environmental issues and market-based environmental

reforms. Issues addressed include animal extinction and common ownership problems, pollution, water management, global warming/global cooling, and land management. The underlying theme of the course is the ability to use economic theory to develop appropriate incentive structures for using economic resources. (Prerequisite: ECON305 or MGMT321)

ECON401 Managerial Economics (3 credits)

Economic analysis provides the framework for considering the problems of resource allocations that confront managers in business, government, and non-profit environments. This course examines consumer choice and demand for products, production and cost functions, alternative market structures, and the profit criteria for long-run planning and investment decisions. (Prerequisite: ECON351 or BLAW320)

ECON405 Economics of Labor and Discrimination (3 credits)

This course teaches economic analysis of labor markets, including labor supply and demand issues, wage determination, unemployment, job searches, education, and other human capital investments. Emphasis is placed on the analysis of data on labor market outcomes relative to ethnicity and gender. Theories of discrimination are addressed. Policy issues and programs such as minimum wage, comparable worth pay programs, and affirmative action are discussed. (Prerequisite: ECON401)

ENGLISH

ENGL101/BCOM101 Business Communication I (3 credits)

Students will be expected to read text assignments and prepare discussion questions in advance of each class, work through the learning guide on their own, and critically examine current business news while developing and increasing their communication skills.

ENGL102/BCOME102 Business Communication II (3 credits)

As a follow-up to the 101 courses, this course expands on skills learned at that level. Reading and developing discussion materials and critical analysis of current business news are required. This course focuses on improving reading and writing skills (Prerequisite: ENGL 101 or BCOM101).

ENGL103 Theological English I (3 credits)

This course is designed to improve oral and written communication skills, theme organization, reading

comprehension, public speaking skills, effective writing, and academic research in theological settings.

ENGL104 Theological English II (3 credits)

This course builds upon ENGL103 and is designed to improve further the skills developed in that course, such as oral and written communication, theme organization, reading comprehension, public speaking, effective theological writing, and academic theological research. (Prerequisite: ENGL103)

ENGL401/BCOM401 Business Communications III (3 credits)

In today's fast-paced business environment, communicating effectively with a wide variety of audiences is more essential than ever. This course focuses on the art of communication and its effects on people, organizations, and other business stakeholders. It focuses on two aspects of business communications: persuasive communications and effective presentations using information visualization. Students will improve their day-to-day oral business communication skills through practical presentations and learn to tailor their communication to their audiences. (Prerequisite: BCOM102 or ENGL102)

FINANCE

FINS101 Basic Finance (3 credits)

This course introduces corporate finance and capital markets, emphasizing the financial aspects of managerial decisions. It covers all areas of general finance, including the valuation of real and financial assets, risk management and financial derivatives, the trade-off between risk and expected return, and corporate financing and dividend policy. (Prerequisite: ECON101 or BMAT101)

FINS151 Personal Finance (3 credits)

This survey course is oriented towards identifying and solving personal financial problems. The subject matter ranges from determining one's financial condition to estate planning, including controlling credit usage, making major purchase decisions, buying insurance, making investments, and planning retirement. (Prerequisite FINS101)

FINS301 Corporate Finance (3 credits)

This course focuses on financial decision-making in modern corporations. Fundamental issues include capital budgeting/corporate investment, capital structure, corporate sources of funding, dividend policy and corporate contingent claims, international finance, and financial risk management. Some areas of corporate

finance covered in separate elective courses, such as leasing, mergers, acquisitions, and working capital management, will be omitted or examined in less detail. Course concepts are integrated into the standard theories of risk and return, valuation of assets, and market structure. (Prerequisite: BLAW151 or ACCT202)

FINS302 Financial Issues for Small Business (3 credits)

This course examines the application of financial principles to the management of privately held, owner-managed businesses; and operational, investment, and financial value drivers within the context of enterprises that are often capital-constrained and organizationally flat. Businesses may range from "Mom-and-Pop" lifestyle-type businesses to old family enterprises to high-growth early-stage companies. Students will leave the course with a solid understanding of financial statement analysis, working capital management, capital structure issues, and business valuation principles. (Prerequisite FINS301)

FINS354 Financial Statement Analysis (3 credits)

This course teaches the fundamentals of financial planning and analysis applied to "for-profit" business organizations. Financial statement structure and analysis are discussed to use this skill to create a financial model for a business. This model, built around the "operating/investing/financing" activities of a business, is utilized to predict the financial results of a firm's strategic plans and objectives. (Prerequisite: BLAW313 or ACCT301)

FINS401 Investments (3 credits)

This course focuses on the applications of financial theory to investments. Topics include portfolio optimization and asset pricing theories and their applications to problems in contemporary financial practice. The course also explores the applications of various financial instruments in investment management and introduces the basic techniques of portfolio performance evaluation. (Prerequisite FINS354)

FINS405 Real Estate Finance (3 credits)

This course is designed to give the student a basic understanding of the instruments, methods, procedures, institutions, and money markets involved in financing real property. Particular emphasis is on the mathematics of real estate financing and practical problems. (Prerequisite FINS354)

FOUNDATIONS OF THE BIBLE

BS200 History of Israel (3 credits)

This course aims to understand Israel's history, including its culture and religion. It focuses on a background study of the Old Testament to explore the history of Israel from the tribal periods to the post-exilic periods. This study will help students to increase their awareness of history and provide them with a better understanding of Old Testament writings.

BS202 Historical Geography of the Bible (3 credits)

This course studies historical events in the Bible and their relationship with the geography of Israel. The events of the Bible were recorded in the context of their geographical background, history, and Jewish culture. After the course, the student should better understand these events from a Biblical perspective.

BS210 Background of the New Testament World (3 credits)

This course aims to understand the historical, cultural, and religious background of the Bible at the time of New Testament writings. This study focuses on the various circumstances of emergent Christianity in the contexts of Judaism, Hellenistic religions, and the social history of the early Roman Empire. It will help the students understand the New Testament's life context for the appropriate interpretation.

BS220 Inter-Testamental Period History (3 credits)

This course is an overview of politics, history, and society during the inter-Testamental period, from the close of the Old Testament canon in the fifth century BC to the first century AD until the compilation of the New Testament. In particular, it focuses on the literature, religious thought, and theology that influenced the development of Judaism and Christianity.

BS230 Interpretation of the Bible (3 credits)

Foundational for all biblical studies, this course introduces students to the proper principles and methods for correctly interpreting Scripture. It will trace the history of interpreting the Bible, the need for appropriate presuppositions, the nature of pre-understanding, the goals for interpretation, essential methods for performing the task, and an introduction to the various genres of both testaments as the requisite basis for modern biblical interpretation.

BS250 Biblical Hermeneutics (3 credits)

This course will survey criticism of the New Testament from the late eighteenth century to the present. Particular emphasis is placed on the development of critical methodologies for the interpretation of the Bible. This course will help the student to explore the science of biblical interpretation with examination and explanation of the various systems of the discipline.

FINE ARTS

ART120 Western Art History (3 credits)

This introductory art history survey course examines the Western world's art, aesthetics, and philosophical ideas, focusing on Renaissance to Modern times. Through visual aids, students will be introduced to works of art in painting, sculpture, and architecture in the Western World. The course includes a series of assignments and tests to assess a student's understanding and comprehension of the reading and lecture material. Writing is an essential component of this course, and students must have writing skills.

ART121 Theories of Design & Color (3 credits)

This course is designed to demonstrate knowledge of the nature of design, including essential elements of engineering design, the design process, and design methods, with appropriate application of engineering methods for each stop of the design process.

FOREIGN LANGUAGES

LAN101/102 Spanish I, II (6 credits)

This course introduces the Spanish language by focusing on fundamental listening, speaking, reading, and writing skills. From the first day of class, the emphasis is on communication in Spanish, both in speaking and writing. At the end of this two-semester sequence, actively participating students will have a firm grounding in the principles of Spanish grammar and basic oral proficiency in the language. (LAN101 is prerequisite to LAN101)

LAN111/112 Biblical Greek I, II (6 credits)

This course sequence studies the grammar and syntax of the Greek New Testament. The first semester covers

the essentials of Greek grammar and the development of a basic working vocabulary. In the second semester, the student is introduced to the fundamental tasks of exegesis and textual criticism. Students translate selected New Testament texts, practice exegetical methods and do introductory grammatical layouts. (LAN111 is a prerequisite to LAN112)

LAN121/122 Biblical Hebrew I, II (6 credits)

This course sequence studies the basic principles of phonology, morphology, and syntax of Biblical Hebrew. The course will include translation and analysis of selected portions of the Hebrew Bible. (LAN121 is a prerequisite to LAN122)

LAN131/132 Chinese I, II (6 credits)

This overview course sequence provides coordinated practice in listening, speaking, reading, and writing and additional insight into Chinese culture and society. This sequence presents three modes of communication – interactive, interpersonal, and presentational – to build proficiency in the Chinese language in real-life situations. (LAN131 is a prerequisite to LAN132)

LAN141/142 Korean I, II (6 credits)

This overview course sequence provides coordinated practice in listening, speaking, reading, and writing and additional insight into Korean culture and society. This sequence presents three modes of communication – interactive, interpersonal, and presentational – to build proficiency in the Korean language in real-life situations. (LAN141 is a prerequisite to LAN142)

HISTORY

HIS140 American History (3 credits)

This course will examine the meaning of empire in its relationship to the historical development of what we now call the United States of America. Starting with the thirteen colonies, this course will examine the relationship of ideas, geography, borders, immigration, culture, economies, and the military to the expansion of US power in the world.

HUMANITIES

HUM101 Spiritual Classics (3 credits)

An introductory course to Christian spirituality, this course draws on the wealth of Christian devotional literature, including Augustine, St. Francis, and Bunyan. As part of the general education curriculum, the course is designed to engage the student in reflection on aesthetic, ethical, and social values through analyzing, interpreting, and evaluating written texts.

HUM102 Introduction to Philosophy and Theology (3 credits)

This course is a survey of the nature and content of philosophy and theology; this course is designed to engage the student in reflection on aesthetic, ethical, and social values through analyzing, interpreting, and evaluating written texts.

HUM103 Introduction to Christian Ethics (3 credits)

This course gives students a basic understanding of ethical thinking. It explores the application of ethical modes of thought to topics such as abortion, euthanasia, capital punishment, sexuality, and ecological issues with diverse types of ethical theory.

HUM104 Religions of the World (3 credits)

This course is intended to enable students to understand better the historical development and central texts of major world religions, such as Buddhism, Confucianism, Hinduism, and Islam. A part of general education is designed to engage the student in reflecting on aesthetic, ethical, and social values through analyzing, interpreting, and evaluating written texts.

HUM105 Multi-Cultural Leadership in Education (3 credits)

This course focuses on developing leadership skills in a multicultural society. At the end of the period, students are expected to have gained the skills to lead a multicultural group.

MATHEMATICS

MATH101/BMAT101 College Algebra (3 credits)

This course is an introduction to the nature of mathematics as a logical system. The structure of the number

system is considered axiomatically and extended by logical reasoning to cover essential algebraic topics: algebraic expression, functions, and theory of equations.

MATH102/BMAT102 Calculus (3 credits)

This course explains expanded mathematics functions with applications, and an introduction to differential calculus, with a laboratory component. Topics include a review of algebra and its functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms, exponential functions, derivatives, and differential equations. (Prerequisite: MATH101 or BMAT101)

MATH204/BMAT204 Probability (3 credits)

A calculus-based course in the theory of probability. Topics include sample spaces, combinatorics, axioms and rules of probability, conditional probability and independence, discrete and continuous random variables, mathematical expectation, and the moment-generating function. (Prerequisite: MATH102 or BMAT102)

MANAGEMENT

MGMT101 Principles of Management: Faith-based Perspectives (3 credits)

This course examines management theory and practice in the context of the Christian faith, providing an in-depth view of both Christian and secular perspectives. It focuses on the basic roles, skills, and functions of management, with special attention to managerial responsibility for the efficient achievement of goals. Special attention is given to social responsibility, managerial ethics, and the importance of multinational organizations.

MGMT301 Process and Operations Management (3 credits)

In a dynamic, competitive world, a company's effectiveness depends significantly on how well the firm's resources are managed. Management of a company's critical performance dimensions – quality, speed, flexibility, and cost – requires a thorough understanding of the physical and information processes necessary for developing and manufacturing products and delivering them to the customers. This course focuses on managerial tools for understanding these processes and prepares students to constantly use the analysis results to improve a firm's operational performance. This course is taught through lectures, readings, and case studies. (Prerequisites: ENGL101 or BCOM101, MATH102 or BMAT102, MGMT101)

MGMT311 Leadership (3 credits)

Issues related to strategic planning, team building, decision-making, communication, and professional knowledge. (Prerequisite: ENGL102 or BCOM102)

MGMT321 Human Resource Management (3 credits)

This course focuses on management concerns such as staffing, training and development, compensation, and labor-management relations. Constraints on management discretion, including legislation, court decisions, labor, unions, and labor markets, are reviewed. (Prerequisite: MGMT311 or BLAW151)

MGMT371 Internship (3 credits)

Supervised and mentored field-based training at local churches and/or church-related organizations. Under the guidance of faculty, the student plans, prepare, and executes a ministerial program/event by integrating theological and biblical content learned across the disciplines of study during his/her academic experience. The minimum requirement for this course is to complete at least half of the entire program of study.

MGMT401 Organizational Behavior (3 credits)

This course focuses on management concerns such as staffing, training and development, compensation, and labor-management relations. Constraints on management discretion, including legislation, court decisions, labor unions, and labor markets, are reviewed. (Prerequisite MGMT101, PSY130)

MGMT405 International Business (3 credits)

This course gives students a basic understanding of international business in the context of the environmental and cultural issues facing global organizations. It presents balanced coverage of business, government, and individual managers regarding their relationships and linkages.

MGMT411 Strategic Management (3 credits)

Students understand the fundamental nature of strategic management, covering several essential themes. The course combines a broad theoretical background of strategic management with practical implications regarding how businesses are run, offering different levels of course content to different needs of participants. (Prerequisites: ACCT301, MKGT351, MGMT401, ENGL401, BLAW401)

MGMT421 Principle of E-commerce (3 credits)

This foundational course focuses on the principles of e-commerce from a business perspective. It overviews business and technology topics, business models, virtual value chains, and innovation and marketing strategies. In addition, some of the major issues associated with e-commerce are examined, such as security, privacy, intellectual property rights, authentication, and encryption. (Prerequisite: CIST104)

MGMT431 Labor Relations (3 credits)

Introduces students to labor relations and collective bargaining; covers the parties (union and management), the legal framework, union structure and administration, the employer role, union organizing, bargaining issues, the negotiation process, grievances and arbitration, and public sector labor relations. (Prerequisite: BLAW401)

MGMT441 New Venture Creation (3 credits)

Creating a successful new venture requires a broad range of core skills that MBA candidates are typically in the process of developing. The new venture creation process provides an opportunity to refine these skills and integrate them into a cohesive plan for a new venture. Additionally, communication of a new business venture's strategy, business model, and competitive advantage, no matter how straightforward, can be a daunting task. This class is designed to give students the hands-on experience of developing these skills while producing a viable plan for a new venture. (Prerequisites: ENGL102 or BCOM102, BLAW320, MKTG351)

MGMT451 Supply Chain Management (3 credits)

A capstone study of the performance/communication process related to recognizing, understanding, planning, implementing, and evaluating performance competencies. The course looks at performance challenges in the logistics arena and how to approach and resolve them proactively. It also focuses on creating positive relationships and ensuring effective workplace communication. (Prerequisites: ENGL102 or BCOM102, MATH204 or BMAT204)

MGMT461 Senior Field Project (3 credits)

This course places students in real-world entrepreneurial firms to study and analyze the problems of an actual business. A comprehensive final report to the firm is required. (Prerequisites: ENGL401 or BCOM401,

ACCT301, MKGT351, MGMT401, BLAW401)

MGMT 462 Strategic Issues in Management (3 credits)

This is the capstone course for primary business students. Students integrate all their knowledge in business studies (accounting, finance, marketing, etc.) in solving business problems. This is the final course for seniors. All lower-level business courses are prerequisites, and the approval of the student's faculty advisor is required.

MGMT471 Internship (3 credits)

This internship is intended to prepare students for and provide sponsor companies with beginning management experience. Sponsors are asked to make every effort to expose interns registered to field operations, office operations, and project management activities. (Prerequisite: MGMT371, School approval)

MARKETING

MKTG101 Fundamentals of Marketing (3 credits)

Major concepts and theories relevant to the study and practice of marketing are introduced. Topics include the changing global marketplace, marketing processes and planning, the use of market research, an understanding of consumers and customers, decision-making and the marketing mix, market segmentation, positioning, and product differentiation. This introductory subject prepares students for further study across the broad spectrum of product, service, consumer, business-to-business, industrial, global and social marketing. (Prerequisite: BCOM101 or ENG101)

MKTG301 Marketing Promotion (3 credits)

This course uses an IMC perspective to examine several theories and models from advertising, sales promotion, and international markets. The planning, implementation, and evaluation of advertising and promotional programs will be covered. (Prerequisite: MKTG101)

MKTG302 Consumer Behavior (3 credits)

This course is designed to provide knowledge of the psychological foundations of consumer behavior and the mechanisms of influence most likely to lead consumers to change their attitudes, beliefs, and actions. It

shows the engagement of these mechanisms in building persuasive communications. (Prerequisite: MKTG301)

MKTG 330 E-Marketing (3 credits)

This course focuses on delivering the basic knowledge of Internet marketing and applying a basic understanding of marketing to Internet applications, using case studies and class discussions. Students are expected to participate in class discussions and presentations actively. (Prerequisite: MKTG101)

MKTG351 Research & Analysis (3 credits)

Marketing decisions are among the most difficult for businesspeople to make, mainly because of the uncertainty involved. This creates situations in which poor decisions are often made due to inadequate information. Marketing research aims to improve the information available to decision-makers, thereby facilitating better marketing decisions. This course provides instruction in the use and analysis of such market research.

MKTG401 Marketing Research (3 credits)

This course emphasizes managerial applications of market research techniques, including methods of design, analysis, and interpretation of market research studies; assessing the value of information, sampling, sources of bias, instrument construction; interpretation of scanner data, geographic and demographic data, and applications of integrated research systems. (Prerequisite: MKTG351)

MKTG405 International Marketing (3 Credits)

This course examines the complexity and diversity of marketing activities for product development, pricing, promotion, and the direct flow of goods and services on a global scale. Different cultures and political systems are discussed, and emphasis is placed on managerial decision-making strategies.

MKTG411 Retail Marketing (3 credits)

This course is designed to help students understand the nature and function of distribution systems, focusing on retail and the development and implementation of effective distribution strategies. Students will learn to identify retail challenges and opportunities in managing distribution channels and power and conflict in retailing. (Prerequisite: MKTG351)

MUSIC

MUS100 Music Appreciation (3 credits)

An introduction to music as an art. Students become acquainted with musical masterpieces and their styles and periods. Class sessions include lectures, listening to music, and various participatory activities. They are not intended for credit for Bachelor of Music candidates.

MUS101-104 Choir I-IV (2 credits)

Choral Ensemble: Study, rehearsal, and a concert performance of various periods and styles of choral literature. In addition, the class group participates in school and off-campus performances and appearances in weekly on-campus chapel services. Open to all students.

MUS105 Fundamentals of Music (3 credits)

An introduction to the building materials of music. Intended for students with little or no musical background. Principal topics include staff notation, scales, keys, rhythm and meter, intervals, and triads. Not intended for credit for Bachelor of Music candidates.

MUS106 University Chorus (3 credits)

Choral Ensemble: Study, rehearsal, and a concert performance of various periods and styles of choral literature. In addition, the class group participates in school and off-campus performances and appearances in weekly on-campus chapel services. Open to all students.

MUS111-114 Class Piano I-IV (2 credits)

Basic musicianship through elementary keyboard skills; includes basic playing skills such as reading, fingering, technique, and elementary repertoire. It also has functional and theoretical skills such as intervals, chord spelling, chord types, simple progressions, voice leading, and harmonization. Courses will meet for 30 minutes weekly. Functional keyboard skills for satisfying the piano proficiency requirement. To be taken concurrently with MUS121, MUS122, MUS221, and MUS222 by students who are not piano or organ majors. Note that each course is a prerequisite for the next one in the sequence.

MUS116 Contemporary Christian Music Instrumental Study (2 credits)

Weekly private or group lessons with an instructor as a second major for Contemporary Christian music students.

MUS117 Contemporary Pop Music Instrumental Study (2 credits)

Weekly private or group lessons with an instructor as a second major for Contemporary Pop Music major students.

MUS121/122 Music Theory I/II (3 credits)

Review of theory fundamentals. Introduction for the tonal procedures of the Common Practice period, including diatonic harmony, part-writing, simple analysis, and two-part counterpoint. Note that each course is a prerequisite for the next one in the sequence.

MUS126/127 Jazz Harmony I/II (3 credits)

An introduction to Harmony and Theory as it applies to Jazz. The course covers triads, diminished, augmented, suspended 4^{th}, 6^{th}, and 7^{th}.

MUS131/132 Sight Singing & Ear Training I/II (2 credits)

Foundation work in sight-singing, including rhythmic and melodic dictation, error detection within a diatonic framework, and keyboard harmony. To be taken concurrently with MUS 121 and 122. Note that each course is a prerequisite for the next one in the sequence.

MUS152 Introduction to Contemporary Pop Music (3 credits)

This course is to introduce Contemporary Pop Music. The students will know the development of Contemporary Pop Music with history and theory.

MUS201 Applied Music (3 credits)

One 60-minute lesson per week. In addition to their private lessons. Students may be required to attend a student recital each semester. Students must earn 12 hours before moving to the following higher number.

A-Piano

B-Organ

C-Voice

D-Composition

E-Conducting

F-Strings (Violin, Viola, Cello, and Double-bass)

G- Woodwinds (Flute, Oboe, Clarinet, and Bassoon) or Brass (Trumpet, Trombone, Horn, and Tuba)

Prerequisite: admission to one of the Bachelor of Music programs.

MUS202 Elective Music Lesson (2 credits)

One 60-minute private lesson in the student's choice of area. The student can be a music or non-music major.

A-Piano

B-Organ

C-Voice

D-Composition

E-Conducting

F-Strings (Violin, Viola, Cello, and Double-bass)

G- Woodwinds (Flute, Oboe, Clarinet, and Bassoon) or Brass (Trumpet, Trombone, Horn, and Tuba)

MUS206 Contemporary Christian Music Private Lesson (3 credits)

60-minute private lessons for Contemporary Christian Music major students.

MUS208 Contemporary Pop Music Private Lesson (3 credits)

60-minute private lessons for Contemporary Pop Music major students.

MUS211 Introduction to Music Theory (3 credits)

Introduction to the tonal procedures of the Common Practice period, including diatonic harmony, part-writing, and simple analysis. Intended for students with less musical background. This course is a prerequisite for MUS 221, 222 Music Theory or intensive fundamental study of music theory.

MUS221/222 Music Theory III/IV (3 credits)

Continuation of harmonic practices, to include chromatic harmony, modulation, analysis, and two-part counterpoint. Note that each course is a prerequisite for the next one in the sequence.

(Prerequisites: MUS122)

MUS226/227 Jazz Harmony III/IV (3 credits)

An introduction to Harmony and Theory as it applies to Jazz. The course covers triads, diminished, augmented, suspended 4^{th}, 6^{th}, 7^{th}, tension chords including 9^{th}, 11^{th}, 13^{th}, substitute chords, etc.

MUS231 Sight Singing and Ear Training III (2 credits)

Continued development of sight-singing, including rhythmic and melodic dictation, error detection within a diatonic framework, and keyboard harmony. To be taken concurrently with MUS221 and MUS222. Note that each course is a prerequisite for the next one in the sequence. (Prerequisite: MUS132).

MUS251 Live Performance Workshop (2 credits)

Ensembles provide students with a weekly live playing workshop to support the ongoing development of ensemble techniques.

MUS262 Diction for Singers (2 credits)

Designed for vocal music majors. The study of the pronunciation, enunciation, and expression of the German, French, Italian, and English languages in singing.

MUS311 Choral Conducting (2 credits)

Fundamental conducting elements include baton technique, score reading, cueing, expression, interpretation, and rehearsal skills, emphasizing these techniques in practical conducting experiences involving vocal and instrumental ensembles. Not for the choral conducting majors (Prerequisite: MUS222).

MUS312 Chapel Worship Band (2 credits)

The band serves during chapel but also provides music and art for various worship gatherings throughout the semester.

MUS314 Accompanying (2 credits)

Developing musical sensitivity at the keyboard to enhance the performance of vocalists or instrumentalists. Practical participation will be required and designed for piano majors.

MUS315 Service Playing (2 credits)

Techniques for church organists include hymn playing, improvisation, accompaniment of anthems and sacred solos, and music for weddings and funerals.

MUS321/322 Computer Music Application-Sibelius I/II (3 credits)

Developing computer music skills and comprehension of MIDI using Sibelius music composition software.

MUS321/322 Computer Music Application-Sibelius I/II (3 credits)

Developing computer music skills and comprehension of MIDI using Apple's Logic software.

MUS326 Orchestration and Music Technology (3 credits)

A study of techniques used in the creation of computer music for various instrumental and vocal ensembles. Students acquire abilities with hardware and software for notation and MIDI sequencing. These techniques will be utilized to complete a composition series and arrange projects. It is also recommended that the students acquire knowledge of the standard band and orchestral instruments regarding playing ranges, technical limitations, and tone-color possibilities in solo and combination. The course provides guidance and practice in scoring for various combinations of devices.

MUS331 Music History I (3 credits)

A study of music history from the Middle Ages through the early Renaissance with some attention to the music of the ancient Greeks. Stylistic developments, musical forms, and contributions of representative composers of the Middle Ages and Early Renaissance Era are discussed.

MUS332 Music History II (3 credits)

Developments in music during the mid-late Renaissance and Baroque Era, with particular emphasis given to major French, German, and Italian composers.

MUS333 Music History III (3 credits)

Stylistic developments from the Galant style and Viennese classicism to the early Romantic era.

MUS334 Music History IV (3 credits)

Development of music from the mid-Romantic era to the present day, followed by an introduction to ethnomusicology and a survey of topics in traditional and non-western musical cultures.

MUS335/336 Jazz History I/II (3 credits)

A survey of music in the Jazz idiom. Students will develop a knowledge of the periods, styles, and forms.

MUS351 Worship and Music (3 credits)

A study of choral and instrumental repertoire for use in churches: discussing topics pertaining to the administration of church music programs, church staff relationships, children's choir techniques, and others. The format will include lectures, reading sessions, and class projects.

MUS352 Introduction to Church Music (3 credits)

A fundamental study of the history and theology of church music to introduce the student to its development.

MUS353 Hymnology (3 credits)

A study of the origins and development of Christian hymnody concerning the theological emphases of various periods from the early Church to the present.

MUS361 Opera Workshop (2 credits)

Basic techniques in acting and the technical aspects of theatre are utilized in an opera scene performance.

MUS371 Song Writing (3 credits)

The practical application and technique of working songwriting.

MUS400 Recital (3 credits)

Solo recital in major applied instrument or voice, compositional recital of works written by the student-composer while pursuing the composition degree, or concert of a significant component for the conducting majors. A public performance of at least 45 minutes is required. The recital must be presented before the end of the 8th semester of applied study. Students are expected to work with applied-music instructors in planning realistic dates for and the repertoire of recitals.

MUS401 Applied Music (3 credits)

One 60-minute lesson per week. In addition to their private lessons, students may be required to attend a student recital each semester.

A-Piano

B-Organ

C-Voice

D-Composition

E- Conducting

F-Strings (Violin, Viola, Cello, and Double-bass)

G- Woodwinds (Flute, Oboe, Clarinet, and Bassoon) or Brass (Trumpet, Trombone, Horn, and Tuba)

Prerequisite: Completion of four semesters of applied music, MUS222, MUS231, and the piano proficiency

MUS405 Yearly Concert (2 credits)

Contemporary Pop Music and Contemporary Christian Music, major students will have a yearly concert.

MUS406 Contemporary Christian Music Private Lesson (3 credits)

60-minute private lessons for Contemporary Christian Music major students.

MUS408 Contemporary Pop Music Private Lesson (3 credits)

60-minute private lessons for Contemporary Pop Music major students.

MUS411 Practical Piano Pedagogy (3 credits)

Approaches and materials for children and high school students at the elementary and intermediate levels and adult students at the beginner through advanced levels. The focus will include the job market, methods, curriculum building, musicianship training, technical development, practice strategies, memorization, musical style and interpretation, ensemble playing, philosophical bases, piano laboratory technology, and professional etiquette as a clinician/ adjudicator.

MUS412 Organ Pedagogy (3 credits)

Methods, techniques, and repertoire for teaching at beginning, intermediate, and advanced levels of study, with emphasis on style and interpretive problems.

MUS413 Vocal Pedagogy (3 credits)

A study of the principles of vocal techniques and a survey of practical teaching literature for voice.

MUS421 Advanced Theory (3 credits)

Advanced study of music theory and harmony in common practice, including an analytical study of chromatic harmony. Components include composition, literature analysis, and practical keyboard application (Prerequisite: MUS222).

MUS422 Form and Analysis (3 credits)

Techniques of harmonic, structural, and stylistic analysis of the small and large homophonic and contrapuntal forms of music from the Renaissance through the Romantic periods. Advanced analysis of music compositions with emphasis on harmony and form (Prerequisite: MUS222).

MUS423 Counterpoint I (3 credits)

A study of sixteenth-century modal polyphony in two, three, and four parts (Prerequisite: MUS222).

MUS424 Counterpoint II (3 credits)

A study of eighteenth-century style with the writing of invention and choral-prelude forms in two and three parts (Prerequisite: MUS222).

MUS425 Analysis of Post-Romantic Music (3 credits)

Theories of musical structure in the post-tonal idiom, with analytical applications to literature from major composers of the 20th century. Compositional exercises will provide orientation to diverse styles and demonstrate the creative application of theoretical concepts (Prerequisite: MUS222).

MUS426 Orchestration and Music Technology (3 credits)

A study of techniques used in the creation of computer music for various instrumental and vocal ensembles. Students acquire abilities with hardware and software for notation and MIDI sequencing. These techniques will be utilized to complete a series of composition and arranging projects. Students should also acquire knowledge of the standard band and orchestral instruments regarding playing ranges, technical limitations, and tone-color possibilities in solo and combination. The course provides guidance and practice in scoring for various combinations of instruments.

MUS431 Studio Recording (3 credits)

A study of the practical skills needed to record and mix music in a professional studio.

MUS432 Arrangement (3 credits)

A study of the musical concepts of melody, rhythm, harmony, and form as applied to the principles and techniques of arrangement.

MUS433 Directing & Conducting (3 credits)

Techniques of conducting and directing. Discussion and study of terminology, tempo, phrasing, and articulation.

MUS440 Internship (3 credits)

This field education course offers practical work related to a student's major. Students will have experience at an organization of their choices, such as a local church, local community, school, choir, orchestra, and music association. The minimum requirement for this course is to complete at least half of the entire program of study.

MUS441 Piano Literature (3 credits)

A comprehensive investigation of keyboard music from a historical and stylistic viewpoint, emphasizing major keyboard works and composers from the Baroque to the present.

MUS442 Organ Literature (3 credits)

Exploration of organ music from the Medieval period to the present.

MUS443 Vocal Literature (3 credits)

The art song and concert aria from Mozart to the present.

MUS444 Choral Literature (3 credits)

Literature for large and small vocal ensembles, including madrigals, masses, and motets, from 1500 to the present.

MUS445 Orchestral Literature (3 credits)

Survey of orchestral literature from 1700 to the present.

MUS446 Church Music Literature (3 credits)

Church music repertoire for all choirs and handbells: supplementary materials such as teaching aids will also be included.

MUS451 Live Performance Workshop (2 credits)

Ensembles provide students with a weekly live playing workshop to support the ongoing development of ensemble techniques.

NEW TESTAMENT

NT200 Introduction to the New Testament (3 credits)

This course is an introductory survey of New Testament studies, emphasizing the use of the New Testament in Christian ministry, with attention to New Testament background, history, theology, canon, textual transmission, literary genres, critical methods, and special introductory problems of selected New Testament books.

NT202 Synoptic Gospels (3 credits)

This course is an exegetical examination of the Synoptic Gospels, concentrating on exegetical methods in narrative materials, Synoptic comparisons, identification of theology, and interpretive problems of each gospel. (Prerequisites: NT 200 and BS250).

NT203 Gospel of John (3 credits)

An exegetical study of the fourth Gospel and 1 John, emphasizing Johannine narrative techniques, theology, historicity, and the relation between the Gospel of John and 1 John (Prerequisites: NT200 and BS250).

NT204 Pauline Literature (3 credits)

An exegetical study of selected portions of the Pauline letters with attention to selected theological issues and their application to contemporary church life (Prerequisites: NT 200 and BS250)

NT205 General Epistles (3 credits)

This course introduces an extensive study of New Testament letters to churches of the eras focusing on the

general lives of the Christians (Prerequisites: NT200 and BS250).

NT300 Romans (3 credits)

This course provides students with a close reading of the text of Paul's epistle to Roman Christians, with particular attention to the historical and contemporary function of the letter in the church's life. This course is a detailed exegesis of the entire book of Romans, examining this most commented-on book in the New Testament in the light of its historical, rhetorical, sociological, theological, and ethical contexts. This study stresses Paul's theology, considering the epistle's distinctive emphases: Paul's teachings on Judaism, salvation history, the power of sin, righteousness, the Holy Spirit, and the future of Israel.

NT304 Acts of the Apostles (3 credits)

This course is an exegetical study of the entire narrative of Acts that explores Luke's perspective on God's aim for the people of God and their mission. This study will deal with the textual, historical, rhetorical, exegetical, theological, and ethical concerns raised by the only canonical book about early Christian history. Emphasis will be on the structure and the major themes found in the Book of Acts, with the Gospel of Luke employed for background purposes.

NT305 1 Corinthians (3 credits)

This course will explore the historical background and principal theological emphases of Paul's letter to a first-century Gentile church. This study seeks to discover the early Corinthian church's situation and discern Paul's pastoral and theological responses.

NT306 Letter of James (3 credits)

This course explores a close reading of the Epistle of James with special attention given to the epistle's literary, socio-historical, and theological understandings. This course also examines the relationship between faith and action in the life of the Christian. In this course, students will investigate the theological and disciplinary issue of the relationship between biblical exegesis and the disciplines of theology and ethics.

NT310 The Parables of Jesus (3 credits)

The parable of the Gospels is one of the most famous stories taught by Jesus. This course focuses on a close study of the parables of Jesus in a historical, cultural, and literary context to find the original message of the parable. Special attention will be paid to the recent literary analysis of some of the main parables of the Synoptic Gospels.

NT320 The Gospel of Mark as a Story (3 credits)

This course offers an exegetical study of the Gospel of Mark, with careful attention given to the text's social, rhetorical, literary, and theological dimensions and implications. The course allows the student to explore Mark's parabolic presentation of the Jesus story and to engage in literary and sociological interpretations while reading the text. The primary purpose of this course is to enable the student to begin developing an understanding of the gospel as a story of Jesus.

NT350 New Testament Theology (3 credits)

This course treats the general content and historical development of New Testament theology from the perspective and methodology of contemporary biblical theology discipline. The emphasis of this course is on examining the distinctive contributions of the biblical authors and on the issues of unity and diversity within the canon of the New Testament.

OLD TESTAMENT

OT200 Introduction to the Old Testament (3 credits)

An introductory survey of Old Testament studies emphasizing the use of the Old Testament in Christian ministry, with attention to Old Testament backgrounds, history, theology, canon, textual transmission, literary genres, critical methods, and special introductory problems of selected Old Testament books.

OT202 The Pentateuch (3 credits)

This course is an exegetical study of selected portions from the Pentateuch in its cultural and historical setting, with attention to its critical problems, theological content, literary features, and modern exposition (Prerequisites: OT200 and BS250).

OT203 Historical Books (3 credits)

This course will include an interpretive, literary, and theological study of selected portions from Joshua; Judges; 1 and 2 Samuel, and 1 and 2 Kings (Prerequisites: OT200 and BS250).

OT204 The Major Prophets (3 credits)

This course is an interpretive, literary, and theological study of selected readings from the Major Prophets.

The course will introduce Old Testament prophetic literature addressing hermeneutics, theology, and application (Prerequisites: OT200 and BS250).

OT205 The Minor Prophets (3 credits)

This course is an interpretive, literary, and theological study of selected readings from the Minor Prophets. The course will introduce Old Testament prophetic literature addressing hermeneutics, theology, and application (Prerequisites: OT200 and BS250).

OT206 Wisdom Literature (3 credits)

This course concentrates on studying the wisdom books of the Old Testament, from Job to the Song of Solomon. These books are considered for their doctrinal and practical values, with Job, the Messianic Psalms, and Ecclesiastes receiving special attention (Prerequisites: OT200 and BS250).

OT301 Genesis (3 credits)

This course is designed to acquaint students with the book of Genesis, its theological messages, and its implications for contemporary life. Students are required to read the book in its entirety and extensively analyze some issues of the book (Prerequisites: OT200 and BS250).

OT305 Nehemiah (3 credits)

This course examines the history of Israel under Persian rule as described in the book of Nehemiah. Students consider the significance of return from exile, the rebuilding of the Temple, the preservation of the covenant people, the social and religious reforms of the post-exilic community, and biblical principles of leadership (Prerequisites: OT200 and BS250).

OT306 Psalms (3 credits)

This course pays special attention to examples of the various types of Psalms, which have made significant contributions to the Judeo-Christian tradition. Psalms are mainly analyzed for their theological meaning in relation to Christian preaching, teaching, and other aspects of the Christian life (Prerequisites: OT200 and BS250).

PSYCHOLOGY

PSY106 Psychology of Religious Experience (3 credits)

This is an introductory course designed to help students understand the many forms of religious experience with the survey of various theoretical, empirical, and clinical literature on religion.

PSY130 Introduction to Psychology (3 credits)

This course provides a general introduction to the principles of psychology. Included are perception, learning, motivation, intelligence, and social behavior.

SCIENCE

SCI101 Chemistry (3 credits)

Covers basic principles related to modern chemistry. This course explores what the periodic table tells, how it does so, and why this knowledge is relevant; history and concepts in the development of 19th and 20th-century chemistry and physics; the wave/particle duality of electrons in atoms; and the design and application of new materials and pharmaceuticals.

SCI102 Biology (3 credits)

This course covers genetics, physiology, ecology, taxonomy, and evolution principles with special reference to contemporary life situations.

SCI103 Physics (3 credits)

The course is concerned with an introduction to the fundamental laws underlying physics and general application in other areas of science. Mechanics and thermodynamics are treated quantitatively with a special emphasis on problem-solving.

SOCIAL SCIENCE

SOC101 Sociology of Religion (3 credits)

An introduction to sociology, this course examines the meaning of religion as a dimension of social life:

religion, myth, and symbolic reality; churches as organizations and institutions; the social identity of the faithful; secularization and revival.

SOC102 Marriage and Family (3 credits)

This course aims to enable students to understand better marriage and family life dynamics, children and adolescents, aging issues, and family life varieties. Married students are encouraged to participate in the marriage enrichment workshop.

SOC103 Race and Ethnic Relations (3 credits)

This course aims to enable students to understand relationships between racial and ethnic groups better using sociological concepts. The topics include race and ethnicity as social constructs; slavery and its effects on race and ethnic relations; the relationship between race, class, and gender; social movements organized based on race/ethnicity; immigration, poverty; and segregation.

SOC104 Education and Cultural Diversity (3 credits)

This course is intended to give students a broad understanding of multicultural education by exploring issues related to culture, social class, ethnicity and race, gender, and language. Specific attention is given to understanding the history of Asian Americans, Hispanics, African Americans, and Native Americans.

SOC105 Seminar on Urban Problems (3 credits)

This course is intended to study the interrelationship of people and the structures and systems under which they live in urban settings. It also examines the impact of inner-city demographics, race relations, and social and economic problems on the church's ministry; and surveys resources for understanding the ethos of the city, the international urbanization milieu, and the church's role both biblically and socially.

SOC107 Moral Development and Moral Education (3 credits)

This course is intended to enable students to understand changes in moral development during childhood, adolescence, and adulthood in the formation and resolution of ethical dilemmas.

SOC108 Theories of Faith Development (3 credits)

This course focuses on the development of faith throughout a person's life. Students will study various theories from different perspectives in theology.

SOC110 Introduction to Sociology (3 credits)

This course offers a basic understanding of sociological principles for those who wish to take only one semester of sociology. The goal is to acquaint the student with core sociological concepts they can apply to understand contemporary American society. The course format is the application of concepts (e.g., culture, class, primary groups, bureaucracy, deviance) to concrete issues (e.g., family, church, education, politics, ethnic groups, and mass media).

SOC146 Christianity and Economic Thoughts (3 credits)

This course investigates various perspectives influencing economic thought in different periods and places. Students should be aware of the major contributors to economic thoughts, including Adam Smith, Karl Marx, David Ricardo, Alfred Marshall, John Keynes, Milton Friedman, Henry George, and Ludwig von Mises. This course also biblically evaluates major economic thought from a Christian perspective.

CC200 Introduction to Christian Counseling (3 Credits)

This course aims to equip Christian counselors with introductory knowledge and understanding of Christian counseling, including its necessity and unique qualities, various theories and practices of counseling, marriage and family counseling, the ethical responsibilities of counselors, etc.

SOCIETY, CULTURE, AND MISSION

ME201 Introduction to Christian Mission (3 credits)

A study of personal and group evangelism methods, equipping laypersons to evangelize, the use of the church and para-church structures in evangelism, care of new converts and discipleship, use of apologetics, and current issues in evangelism.

ME202 Introduction to the Church Through its Mission and Ecumenical Involvement (3 credits)

An introductory course to the church's mission with attention to the biblical foundations of mission, its historical developments, its socio-cultural context, methodological implementation, identification of current issues confronting the church in mission, and the growth in ecumenism.

ME205 Evangelism in Multicultural Society (3 credits)

This course aims to help students understand the importance of, and the principles and practice of, cross-cultural church evangelism and development in diverse cultural settings. It gives students practical suggestions for delivering the Gospel and developing churches into self-governing, self-supporting, self-propagating indigenous organizations.

ME300 Christianity and Postmodernism (3 credits)

This course examines the relationship between postmodernity, popular culture, and Christianity, exploring new concepts of church existence which are true to the postmodern context. This course also looks at popular culture as a primary vehicle for understanding postmodern values and ideas, particularly about religion. Popular culture is examined as a means by which the church can create new forms of communication and evangelism. Also explored are strategies for addressing the challenge of revitalizing the local church and its outreach to the marginalized who are seeking God.

STATISTICS

BSTA202 Statistics for Management I (3 credits)

This course covers the basic topics of applied statistics, including sample mean and variance, random variables, elementary finite probability, binomial and normal distributions, sampling, point and interval estimation, control charts, and hypothesis testing, as they apply in business situations. (Prerequisite: BMAT101 or CIST101)

BSTA301 Statistics for Management II (3 credits)

Includes analysis of variance, regression, correlation, time series, indexing, non-parametric statistics, bivariate distributions, and chi-square tests. Uses extensive statistical computer package in analyzing data and applying statistical tests in business situations. (Prerequisites: BMAT102, BSTA202)

BSTA403 Statistical Method (3 credits)

This course allows students to become statistically literate, develop a conceptual understanding of basic statistical principles, learn to use technology (Microsoft Excel in particular) to analyze data and as an aid to conceptual understanding, and use statistics to help understand real-world problems. (Prerequisite: BSTA301)

THEOLOGY AND ETHICS

TH200 Systematic Theology (3 credits)

This course is an introduction to Christian theology's contents, methods, and resources. Attention will be given to understanding traditional and contemporary formulations of Christian doctrines of God, Christ, and the Holy Spirit and to understanding churches with a view to the clearest possible understanding of the Christian faith.

TH301 Christology (3 credits)

This course is an introduction to the contents, methods, and resources of Christian theology in regard to the doctrine of Christ. Attention will be given to understanding its traditional and contemporary formulations of the doctrine of Christ.

TH302 Doctrine of the Holy Spirit (3 credits)

This course focuses on the theology and doctrine of the Holy Spirit.

TH305 Contemporary Theology (3 credits)

This course focuses on general theology from a contemporary point of view and the differences and similarities between fundamental and modern theology.

TH310 Theology in a Scientific Age (3 credits)

This course is designed to give students a basic understanding of the dialogue between theology and science. It examines various theological issues concerning science based on its history and philosophy.

ES200 Christian Social Ethics (3 credits)

This course is designed to provide an introduction to Christian social ethics. Students are encouraged to develop analytical and critical thinking on various social issues such as globalization, war and peace, poverty, and racism from a Christian perspective.

ES205 Ethics and Economic Life (3 credits)

This course is designed to introduce students to studying the economic dimensions of the Christian faith and

life. It is also focused on Christian responsibility in relation to contemporary economic issues.

ES206 Christian Ethics of Peace and War (3 credits)

This course introduces students to Christian perspectives of the basic concepts and meanings of peace and war, including "just" war, terrorism, and the use of nuclear weapons. The historical background of these issues is explored to understand peace and participation in war from the biblical period to the present. This course critically examines denominational positions on issues of violence and non-violence and the use of nuclear weapons.

MARTIAL ARTS

SSST003 Basic technical principles (3 credits)

As a pre-step for acquiring specialized Taekwondo skills, it focuses on acquiring the skills to understand and develop the characteristics of Gyeorugi and Poomsae techniques according to the Taekwondo competition.

SST055 Subject Summer Sports (3 credits)

Among a wide range of experiences in the field of outdoor activities, water skiing and windsurfing are used to develop a sense of adventure and mental strength and to develop physical and mental health.

SST53I Winter Sports (3 credits)

By cultivating the skill acquisition of skiing and snowboarding, it is developed and utilized as one of the additional programs of Taekwondo

SST005 Basic Technology Application (3 credits)

It aims to cultivate Taekwondo knowledge and practical skills as a pre-step for acquiring professional Taekwondo skills.

SST007 Basic Competition (3 credits)

Cultivate the mental, physical, and skills that can run away as a professional, and cultivate the leadership qualities of life sports and elite sports.

SST091 Eastern and Western Thoughts and Taekwondo Theory (3 credits)

Teaching Taekwondo to the people of the world focuses on developing the ability to integrate Taekwondo's humanistic values and culture through recognizing the diverse minds and ideas of the East and the West.

SST093 Taekwondo Coaching (3 credits)

It focuses on developing skills that can be applied in the field of competition based on the basic professional knowledge that a Taekwondo instructor should have

SST009 Competition (3 credits)

The purpose is to develop and acquire skills such as various kicking techniques, joint kicks, technical kicks, and new techniques of Taekwondo Gyorugi and to increase the ability to apply them in the field.

SST095 Taekwondo Judgment (3 credits)

The goal of this lecture is to target the mental and physical qualities of the referee and the duty that the referee must observe for smooth operation in the game.

SST071 Taekwondo Map English (3 credits)

In keeping with the global era, the purpose is to enable students who are going to intern overseas to teach Taekwondo in English.

SST011 Poomsae (3 credits)

It focuses on improving the leadership ability to teach Taekwondo globally through Taekwondo techniques that can be applied in real life by understanding the Taekwondo Poomsae principle and competition.

SST077 Exercise Injuries and Treatment (3 credits)

Prevent injuries that may occur during Taekwondo training and learn about first aid and rehabilitation.

SST079 Taekwondo International Relations (3 credits)

Aiming for the globalization of Taekwondo, cultivating the essential English understanding and fluency required for Taekwondo instruction, especially effective communication skills, and cultivating qualifications as an international leader by following books related to the major.

SST083 Taekwondo Training and Development by Life Cycle (3 credits)

It is intended to properly explain the basic aspects of learning and life inherent in the life cycle and to set the physical activity of Taekwondo related to the life cycle and apply it to the field.

SST053 Taekwondo Culture and Demonstration Performance (3 credits)

As a component of Taekwondo, the purpose is to understand the theory related to the demonstration in general and to cultivate the ability to apply the value and contents of the demonstration.

SST055 Taekwondo Personality Education (3 credits)

The purpose is to discover the personality elements that can be acquired through Taekwondo training and to understand their value by applying them to the Taekwondo training process. And the purpose is to learn developmental factors based on the effect of Taekwondo training.

SST063 Taekwondo Education (3 credits)

Based on the basic understanding of physical education theory, the characteristics and goals of Taekwondo education are explored, and the basic principles and methods of the Taekwondo curriculum are identified. Based on the understanding of the field analysis method of the Taekwondo teaching method, you will know the basics.

SST013 Gyeonggi Poomsae (3 credits)

The goal is to develop Poomsae's strength and weakness control, gaze, and central movement and improve health and athletic ability.

SST023 Taekwondo Technical System Theory (3 credits)

This subject can theoretically understand and explain the technical system of the Taekwondo movement.

SST089 Exploration of Martial Arts Culture (3 credits)

According to the context of various cultural discourses, the meaning of martial arts and the original meaning of the martial arts field that have been changed or created are widely lectured.

SST061 Taekwondo Marketing (3 credits)

Learn the principles and functions of Taekwondo marketing and learn marketing techniques, functions, and strategies that can be applied to the actual Taekwondo industry.

SST043 Painting Management (3 credits)

Various issues and theories related to taekwondo management are comprehensively studied to be utilized in the field.

SST029 Humanities of Taekwondo (3 credits)

It outlines the humanistic values of Taekwondo and delves into philosophical and ideological issues based on that foundation.

SST019 Taekwondo Movement Analysis (3 credits)

It understands the structure and system of the Taekwondo technique kinematically and deals with depth analysis of motion image.

SST015 Taekwondo Demonstration (3 credits)

Acquiring the basic knowledge (essence, characteristics, classification, components, aesthetic world, artistic value, formation, and program, etc.) necessary for the demonstration and the skills related to the demonstration, the qualifications and abilities of a leader are cultivated.

SST077 Exercise Injuries and Treatment (3 credits)

Prevent injuries that may occur during Taekwondo training and learn about first aid and rehabilitation.

SST079 Taekwondo International Relations (3 credits)

Aiming for the globalization of Taekwondo, cultivating the essential English understanding and fluency required for Taekwondo instruction, especially effective communication skills, and cultivating qualifications as an international leader by following books related to the major.

SST083 Taekwondo Training and Development by Life Cycle (3 credits)

It is intended to properly explain the basic aspects of learning and life inherent in the life cycle and to set the physical activity of Taekwondo related to the life cycle and apply it to the field.

SST053 Taekwondo Culture and Demonstration Performance (3 credits)

As a component of Taekwondo, the purpose is to understand the theory related to the demonstration in

general and to cultivate the ability to apply the value and contents of the demonstration.

SST055 Taekwondo Personality Education (3 credits)

The purpose is to discover the personality elements that can be acquired through Taekwondo training and to understand their value by applying them to the Taekwondo training process. And the purpose is to learn developmental factors based on the effect of Taekwondo training.

SST063 Taekwondo Education (3 credits)

Based on the basic understanding of physical education theory, the characteristics and goals of Taekwondo education are explored, and the basic principles and methods of the Taekwondo curriculum are identified. Based on the understanding of the field analysis method of the Taekwondo teaching method, you will know the basics.

SST019 Taekwondo Movement Analysis (3 credits)

It understands the structure and system of the Taekwondo technique kinematically and deals with depth analysis of motion images.

SST029 Humanities of Taekwondo (3 credits)

It outlines the humanistic values of Taekwondo and delves into philosophical and ideological issues based on that foundation.

SST43B Painting Management (3 credits)

Various issues and theories related to taekwondo management are comprehensively studied to be utilized in the field.

SST051 Taekwondo Performance (3 credits)

Cultivate qualifications and practical skills as a leader through comprehensive practice and concept establishment of the overall practical system necessary for Taekwondo instruction and technical performance

SST061 Taekwondo Marketing (3 credits)

Learn the principles and functions of Taekwondo marketing and learn marketing techniques, functions, and strategies that can be applied to the actual Taekwondo industry.

SST089 Exploration of Martial Arts Culture (3 credits)

According to the context of various cultural discourses, the meaning of martial arts and the original meaning of the martial arts field that have been changed or created are widely lectured.

SST023 Taekwondo Technical System Theory (3 credits)

This subject can theoretically understand and explain the technical system of the Taekwondo movement.

NURSING

NUR301 Professional Nursing Concepts and Role Transition (3 credits)

This course supports the transition of licensed registered nurses to baccalaureate-level professional nursing practice. Students examine nursing knowledge, professional identity, nursing theories, standards of practice, role development, accountability, and reflective practice. Emphasis is placed on integrating prior RN experience with contemporary professional nursing expectations, clinical judgment, person-centered care, and lifelong learning.

NUR302 Health Policy, Finance, and Healthcare Systems (3 credits)

This course examines healthcare policy, regulation, payment structures, resource allocation, organizational systems, and major forces affecting nursing and healthcare delivery. Students analyze the nurse's role in policy implementation, advocacy, ethical stewardship, and systems improvement. Applied activities emphasize systems thinking, healthcare finance concepts, access to care, regulatory awareness, and the evaluation of policy effects on patients, communities, nursing practice, and organizations.

NUR303 Quality, Safety, and Interprofessional Nursing Practice (3 credits)

This course develops competencies in patient safety, quality improvement, interprofessional communication, teamwork, care coordination, and risk reduction. Students use quality and safety frameworks, human-factors concepts, error-prevention strategies, and performance data to analyze healthcare processes. Emphasis is placed on collaborative problem solving, shared decision-making, professional communication, and the design of practical improvements that support safe, reliable, person-centered care.

NUR305 Nursing Informatics and Healthcare Technologies (3 credits)

This course integrates nursing science, information science, data literacy, and healthcare technology to support safe and effective professional practice. Topics include electronic health records, clinical decision support, data quality, privacy and security, telehealth, interoperability, patient-facing technologies, data visualization, and responsible use of emerging technologies, including artificial intelligence. Students evaluate how technology influences communication, workflow, clinical judgment, quality, safety, and health outcomes.

NUR311 Community and Population Health Nursing with Practice Experience (3 credits)

This course applies population-health and community-health principles to the assessment and improvement of health outcomes across diverse communities. Students use epidemiologic information, community assessment, prevention strategies, health education, and evidence to identify priorities and plan interventions. Faculty-guided practice learning includes direct and indirect experiences with individuals, families, communities, and/or populations and emphasizes collaboration, advocacy, health equity, cultural responsiveness, and evaluation of outcomes.

NUR312 Health Promotion, Wellness, and Social Determinants of Health (3 credits)

This course examines health promotion, disease prevention, chronic-disease self-management, wellness, and factors that shape health across the lifespan. Students consider behavioral, environmental, social, economic, spiritual, and cultural influences on health and healthcare access. Emphasis is placed on assessment, patient education, motivational approaches, prevention planning, self-management support, and evidence-based strategies for improving individual and population health.

NUR313 Evidence-Based Nursing Practice (3 credits)

This course introduces a structured approach to evidence-based nursing practice. Students develop searchable clinical questions, locate and evaluate scholarly evidence, distinguish research designs and levels of evidence, appraise the quality and applicability of findings, and integrate evidence with clinical expertise and patient preferences. The course culminates in an evidence-translation proposal addressing a nursing practice problem relevant to the student's professional setting or area of interest.

NUR314 Advanced Health Assessment and Clinical Reasoning for RNs (3 credits)

This course strengthens health assessment, clinical reasoning, and clinical judgment for licensed registered nurses across the lifespan. Students integrate focused and comprehensive assessment findings with

pathophysiology, pharmacologic considerations, risk factors, functional status, and patient preferences to identify priorities and support safe care decisions. Case-based and practice-oriented learning addresses health promotion and prevention, chronic disease, restorative care, and supportive/palliative care.

NUR401 Nursing Leadership and Systems Practice Experience (3 credits)

This course develops leadership and management competencies for professional nursing practice in complex healthcare systems. Students examine leadership approaches, delegation, team performance, change management, conflict management, staffing/resource issues, quality improvement, and organizational culture. A faculty-guided systems practice experience requires students to apply leadership principles in an authentic practice environment and to demonstrate accountability, collaboration, communication, and systems-based improvement.

NUR402 Nursing Scholarship and Quality Improvement (3 credits)

This course advances the RN's ability to use nursing scholarship and data for practice improvement. Students review basic quantitative and qualitative methods, ethical considerations, measurement, descriptive and inferential concepts, quality-improvement methods, and interpretation of practice data. Emphasis is placed on translating evidence into measurable improvement, selecting meaningful indicators, evaluating outcomes, and communicating findings to professional audiences.

NUR403 RN-to-BSN Synthesis and Capstone (3 credits)

This culminating course integrates knowledge and competencies developed throughout the RN-to-BSN curriculum. Students complete a faculty-guided capstone project and competency portfolio demonstrating synthesis of person-centered care, population health, evidence-based practice, quality and safety, collaboration, systems thinking, informatics, professionalism, and leadership. The course includes summative assessment of program learning outcomes and requires students to reflect on professional growth and plans for continued learning.

NUR404 Ethics, Spiritual Care, and Culturally Responsive Nursing (3 credits)

This course examines ethical, legal, spiritual, and cultural dimensions of professional nursing practice. Students apply ethical reasoning to complex care situations, examine professional obligations and patient rights, and develop approaches to respectful communication and care across diverse values, beliefs,

backgrounds, and life circumstances. Consistent with GCU's mission, the course includes spiritually sensitive assessment and care while emphasizing patient autonomy, professional boundaries, compassion, and evidence-informed practice.

NUR 321 Transition to Professional Nursing Practice (3 credits)

This course prepares nursing students for the transition from academic training to professional practice. It emphasizes the development of a professional identity, integration of evidence-based practice, and understanding of the legal, ethical, and socio-political responsibilities of the nurse. Students will explore current trends in healthcare, leadership principles, and strategies for career advancement.

NUR 322 Adults in Health and Illness I (3 credits)

This course introduces students to the nursing care of adult clients experiencing common, self-limiting, and chronic health conditions. Emphasis is placed on the nursing process, clinical reasoning, and evidence-based interventions across biopsychosocial systems. Students begin developing competencies in assessment, planning, and implementation of care in medical-surgical settings.

NUR 323 Medical-Surgical Nursing I (3 credits)

This foundational course introduces students to the principles of adult health nursing, focusing on the care of clients with acute and chronic medical conditions. Emphasis is placed on the nursing process, clinical reasoning, and evidence-based interventions across body systems. Students develop core competencies in assessment, planning, and implementation of care in medical-surgical settings.

NUR 324 Women's Health and Illness (3 credits)

This course examines the unique health needs of women across the lifespan, with a focus on physiological, psychological, social, and cultural influences on health and illness. Students explore reproductive and sexual health, prenatal and postpartum care, menopause, and chronic conditions prevalent among women. Emphasis is placed on health promotion, disease prevention, and evidence-based interventions within diverse populations. Through case studies and clinical application, students develop skills in assessment, communication, and advocacy to support women's health in a variety of healthcare settings.

NUR 325 Children and Adolescence in Health and Illness (3 credits)

This course focuses on the health and developmental needs of infants, children, and adolescents across

diverse healthcare settings. Students explore common acute and chronic conditions, growth and development milestones, and age-appropriate nursing interventions. Emphasis is placed on family-centered care, cultural competence, health promotion, and disease prevention. Through case studies and clinical application, students develop skills in assessment, communication, and evidence-based care tailored to pediatric populations. Ethical considerations and advocacy for vulnerable youth are also addressed to prepare students for holistic, developmentally appropriate nursing practice.

NUR 326 Management of Health Care Delivery (3 credits)

This course examines the organizational, financial, and operational aspects of delivering healthcare services in complex systems. Students explore leadership strategies, quality improvement, resource management, and policy influences that shape healthcare delivery. Emphasis is placed on systems thinking, interprofessional collaboration, and evidence-based decision-making to enhance patient outcomes and organizational performance. Through case studies and applied projects, students develop the skills to lead and manage healthcare teams effectively in diverse and evolving environments.

NUR 327 Medical-Surgical Nursing II (3 credits)

This advanced course builds on prior knowledge to address complex and critical health conditions in adult clients. Students refine their clinical judgment and leadership skills while managing care for patients with multi-system disorders. The course emphasizes emergency care, critical thinking, and interprofessional collaboration.

NUR 328 Adults in Health and Illness II (3 credits)

This advanced course focuses on the nursing management of adults with complex and acute health conditions. Students refine their clinical judgment and leadership skills while caring for patients with multi-system disorders. The course emphasizes interprofessional collaboration, critical thinking, and safe, patient-centered care.

NUR 329 Strategies for Professional Practice (3 credits)

This course prepares students for the transition into professional nursing roles by exploring strategies essential for success in complex healthcare environments. Topics include professional communication, ethical decision-making, time and stress management, career planning, and interprofessional collaboration. Emphasis is placed on reflective practice, leadership development, and the integration of evidence-based

strategies to navigate real-world challenges. Students will develop a professional portfolio and engage in activities that foster accountability, resilience, and lifelong learning.

NUR 330 Practicum in Complex Nursing (3 credits)

This clinical practicum provides students with immersive learning experiences in managing patients with complex, multi-system health conditions. Emphasis is placed on advanced clinical reasoning, interprofessional collaboration, and the integration of evidence-based interventions. Students apply the nursing process to deliver safe, high-quality care in acute and community-based settings, addressing internal and external factors that influence health outcomes. The course fosters leadership, critical thinking, and the performance of complex nursing skills essential for professional practice in dynamic healthcare environments.

GRADUATE DEGREE PROGRAMS

GCU's master's degree programs are designed to extend undergraduate training, providing professional skills for church-related or other ministries, competent business management, and musical performance. GCU offers Master of Arts degrees in Christian Education, Mission Studies, and World Christianity; our carefully designed and considered curricula prepare students for professional services after graduation.

MASTER OF ARTS IN CHRISTIAN EDUCATION (MACE)

PURPOSE

The Master of Arts in Christian Education (MACE) program aims to equip and prepare students to become competent leaders in the educational ministries of the Church. The MACE degree is designed to help students develop their philosophy of Christian education and sharpen existing pedagogy while being exposed to in-depth teaching methodologies. The program is designed to offer a balance between educational theories and practices.

OBJECTIVES

Upon completion of the Master of Arts in Christian Education (MACE) program, students will demonstrate the following:

- the fundamental Christian understanding of the Bible, theology, and various educational theories,

- the ability to apply Christian educational theory and skills to educational ministries, and
- The ability to integrate Christian educational disciplines and social and behavioral sciences in serving the Christian community effectively and professionally.

COMPONENTS AND REQUIREMENTS

Courses

The program requires 60 semester hours for graduation: 18 courses (54 credits) and a final project/thesis (6 credits). In addition, MACE students must maintain a grade point average of 3.0 or more to be eligible for graduation, with no more than one course completed with a grade of "C-" or below.

Course Distribution

The program's courses comprise four fields of specialization that students may select: religious heritage, cultural context, personal and spiritual formation, and capacity for ministerial and public leadership. MACE students must complete four courses (12 credits) in School Core, seven courses (21 credits) in MACE Core, Final Project/Thesis (6 credits), and seven courses (21 credits) of Electives.

Final Project/Thesis

Students will write a thesis or a project as a part of graduation requirements. They will examine the implications and possibilities of theological study for future ministry or life enrichment. A Project/Thesis Seminar will be provided for each candidate in their second year, with faculty members to help and guide them to complete their project/thesis. A tutorial for writing the thesis will be held in an informal arrangement with a faculty member; the faculty member will meet the student as needed to offer guidance and criticism. The spring term Thesis Tutorial is *pro forma,* allowing the candidate to complete the final form of the thesis/project for presentation to the Thesis Committee.

Institutional Requirement

GCU requires all students to attend WS501 Institutional Requirement (chapel) every semester through graduation. Students will receive a Pass/Fail grade on Institutional Requirements.

CURRICULUM

School Core 4 courses + RP700 (18 credits)

Courses	Credit Hours
NT501 Introduction to the New Testament	3
OT501Introduction to the Old Testament	3
TH506 Life and Doctrine of Christ	3
RW500 Research and Writing	3
RP700 Final Project/Thesis	6

MACE Core (8 courses; 24 credits)

Courses	Credit Hours
CE500 Foundation of Christian Education	3
CE516 Philosophy of Christian Education	3
CE517 Teaching/Learning Methods	3
CE530 Church's Educational Ministry	3
CE580 Christian Education and Human Development	3
CE590 Christian Education and Psychology	3
CE601 The Bible in Christian Education	3
CE702 Education Practicum	3

Electives (6 courses; 18 credits)

To complete the program, students are to take seven courses as electives in the areas of their interest.

CE702 Education Practicum is available every semester upon request; please consult your Academic Advisor for details.

SUGGESTED COURSE SEQUENCING

The expected completion of this program consists of two academic years (four semesters).

First Semester	Credit Hours
CE500 Foundation of Christian Education	3
CE517 Teaching /Learning Methods	3
NT501 Introduction to the New Testament	3

Two Electives	6
Total	**15**

Second Semester	**Credit Hours**
CE516 Philosophy of Christian Education	3
CE590 Christian Education and Psychology	3
OT501 Introduction to the Old Testament	3
CE702 Education Practicum	3
One Elective	3
Total	**15**

Third Semester	**Credit Hours**
CE530 Church's Educational Ministry	3
TH506 Life and Doctrine of Christ	3
RW500 Research and Writing	3
Two Electives	6
Total	**15**

Fourth Semester	**Credit Hours**
CE580 Christian Education and Human Development	3
CE601 The Bible in Christian Education	3
One Elective	3
RP700 Final Project/Thesis	6
Total	**15**
Total Course Hours Required for Graduation	**60**

MASTER OF ARTS IN MISSION STUDIES AND WORLD CHRISTIANITY (MAMSWC)

PURPOSE

The Master of Arts in Mission Studies and World Christianity (MAMSWC) aims to integrate academic and practical theology studies with modern mission studies, concentrating on urban or global studies. The program includes biblical and theological foundations, cross-cultural perspectives, and analysis of historical

and contemporary issues in mission, ministry skills, and missionary partnership opportunities. It integrates evangelism, community development, church planting, strategies, social concerns, contextual theology, and God's global mission.

OBJECTIVES

Upon completion of the Master of Arts in Mission Studies and World Christianity program, students will:

- be able to comprehend the Bible and its introductory, critical, historical, geographical, and cultural background based on hermeneutics,
- clarify the various concepts of mission, including evangelism, social responsibilities, urban mission, and *Missio Dei,*
- understand the characteristics of urban and global mission issues and trends,
- distinguish the different cultural and social customs to understand indigenous peoples and to connect with social agencies such as welfare departments closely, and
- develop skills to manage and mobilize resources for world evangelism.

COMPONENTS AND REQUIREMENTS

Course Requirements

The program requires 60 semester hours for graduation: 18 courses (54 credits) and a final project/thesis (6 credits). In addition, MAMSWC students must maintain a grade point average of 3.0 or more to be eligible for graduation, with no more than one course completed with a grade of "C-" or below.

Course Distribution

The program's courses comprise four fields of specialization that students may select: religious heritage, cultural context, personal and spiritual formation, and capacity for ministerial and public leadership. The MAMSWC students must complete four courses (12 credits) in School Core, seven courses (21 credits) in MAMSWC Core, six credits in Final Project/Thesis, and seven courses (21 credits) in Electives.

Final Project/Thesis

Students will write a thesis or a project as a part of graduation requirements. They will examine the implications and possibilities of theological study for future ministry or life enrichment. A Project/Thesis Seminar will be provided for each candidate in their second year, with faculty members to help and guide

them to complete their project/thesis. A tutorial for writing the thesis will be held in an informal arrangement with a faculty member; the faculty member will meet the student as needed to offer guidance and criticism. The spring term Thesis Tutorial is *pro forma,* allowing the candidate to complete the final form of the thesis/project for presentation to the Thesis Committee.

Institutional Requirement

GCU requires all students to attend WS501 Institutional Requirement (chapel) every semester through graduation. Students will receive a Pass/Fail grade on Institutional Requirements.

CURRICULUM

School Core: 4 courses + RP700 (18 credits)

Courses	Credit Hours
NT501 Introduction to the New Testament	3
OT501Introduction to the Old Testament	3
TH506 Life and Doctrine of Christ	3
RW500 Research and Writing	3
RP700 Final Project/Thesis	6
Total	**18**

MAMSWC Core (8 courses; 24 credits)

Courses	Credit Hours
CH502 History of Christianity II	3
ME501 Evangelism and Discipleship	3
ME502 Biblical Foundation of Mission	3
ME505 History of Christian Mission	3
ME510 Indigenous Church Planting and Growth	3
ME520 Christian Mission and Anthropology	3
TH501 Systematic Theology	3
ME521 Mission Practicum	3
Total	**21**

Electives (6 courses; 18 credits)

To complete the program, students are to take seven courses as electives in the areas of their interest.

SUGGESTED COURSE SEQUENCING

The expected completion of this program consists of two academic years (four semesters).

First Semester	**Credit Hours**
ME500 Introduction to the Christian Mission	3
ME502 Biblical Foundation of Mission	3
NT501 Introduction to the New Testament	3
Two Electives	6
Total	**15**

Second Semester	**Credit Hours**
ME505 History of Christian Mission	3
OT501 Introduction to the Old Testament	3
TH501 Systematic Theology I	3
Two Electives	6
Total	**15**

Third Semester	**Credit Hours**
ME530 World Religion: Beliefs and Practices	3
TH506 Life and Doctrine of Christ	3
RW500 Research Writing	3
ME521 Mission Practicum	3
One Elective	3
Total	**15**

Fourth Semester	**Credit Hours**
CH502 History of Christianity II	3
ME510 Indigenous Church Planting and Growth	3
One Elective	3
RP700 Final Project/Thesis	6

Total 15

Total Course Hours Required for Graduation 60

MASTER OF ARTS IN MUSIC (MAMUS)

PURPOSE

The Master of Arts in Music degree will allow talented musicians who have completed an undergraduate degree in music to pursue intensive graduate studies in performance. The Master of Arts in Music degree is offered with applied concentrations in piano, organ, voice, contemporary pop music, orchestral instruments, composition, conducting, church music, and contemporary Christian music.

OBJECTIVES

Graduates of the Master of Arts in the Music program will demonstrate the following:

- Comprehension of the fundamental knowledge of general music theories and histories,
- Specialized skills in and knowledge of piano, organ, voice, contemporary pop music, orchestral instruments, composition, conducting church music, or contemporary Christian music,
- Exhibition of a higher standard of technical ability, artistry, and difficulty, and achievement of a level of depth and breadth of repertoire.

ADMISSIONS

Admission for graduate studies in the School of Music is contingent upon formal application and an audition in a performance area (piano, organ, voice, contemporary pop music, orchestral instruments, conducting, church music, or contemporary Christian music). The graduate studies program requires that all applicants have a bachelor's degree in music. Before acceptance to the graduate music degree program, the applicant must complete an application to the School of Music, present an audition in their principal area of concentration, and demonstrate a musical background sufficient to understand advanced musicianship studies. In addition, interviews are required of church music majors. The School of Music faculty conducts auditions and interviews. Applicants may schedule auditions and interviews by contacting the office of the School of Music.

AUDITIONS

- **Piano (performance)**

The audition requires performing three memorized pieces from three contrasting stylistic periods.

- **Organ**

The audition requires the performance of a major work by J. S. Bach and a romantic or a modern composition of the student's choice.

- **Voice**

The audition requires the performance of four songs from memory, one in the following languages: French, German, English, and Italian.

- **Instruments**

The audition requires the performance of at least two compositions of contrasting styles drawn from the standard solo repertoire of the student's selected instrument.

Composition: Applicants must submit scores and recordings of a recital from their B.A. in Composition to the Dean of the School of Music.

Conducting: Applicants must submit concert programs and an audio/video recording of at least thirty minutes of music that provide examples of the applicant's conducting ability. The applicant will be asked to rehearse and conduct a university chorus or orchestra. Following the audition conducting, applicants will be interviewed by the admissions committee. The interview will include questions concerning the literature rehearsed, rehearsal techniques, repertoire, and personal goals.

Church Music: Applicants must complete an audition for their primary instrument. The applicants will perform three pieces in contrasting styles. (excluding the Church Music-General)

DIAGNOSTIC EXAMINATIONS

The applicant will be required to take diagnostic examinations in functional keyboard skills and music theory at the audition. The results of these two examinations will be factors in considering admission to the program. One week before the applicant's first semester of study, the applicant will take a music history diagnostic examination covering the Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century periods. The test results will be used for advisement and may require remediation.

GENERAL REQUIREMENTS

To qualify for the Master of Arts in a Music degree program, a graduate student must achieve a grade point

average of at least 3.0. Successful completion of a graduate course requires a grade of "B" or higher.

University Core

GCU requires all non-theology major students (BABM, BAM, MBA & MAM) to be equipped with basic Biblical understanding and Christian worldviews. MAM students take two University Core courses (6 credits) during their study. Music majors may choose two of the following courses:

- OT501 The Introduction to the Old Testament
- NT501 The Introduction to the New Testament
- TH501 Systematic Theology I
- CH501 History of Christianity

MAM with church music majors must complete **all four course**s (12 credits) of the University Core.

Requirements for Graduation

To qualify for the MAMUS degree, a student must complete the required course work, give a successful recital in the student's area of concentration, and complete comprehensive oral examinations coordinated by the director of graduate studies and evaluated by a three-person faculty committee. All students must complete 48 credits, including University Core plus WS501 Institutional Requirement.

Institutional Requirement

GCU requires all students to attend WS501 Institutional Requirement (chapel) every semester through graduation. Students will receive a Pass/Fail grade on Institutional Requirements.

CURRICULUM

There are eight majors in the Master of Arts in a Music degree program:

- Keyboard (Piano or Organ)
- Voice
- Composition
- Conducting (Choral, Orchestral)
- Church Music
- Orchestral Instruments

KEYBOARD (PIANO OR ORGAN) MAJOR

Performance (21 credits)		Credit Hours
MUS601 A/D Applied Music	(3 x 4)	12
MUS614 Accompanying (Piano Major)		3
MUS615 Service Playing (Organ Major)		3
MUS500 Recital I		3
MUS600 Recital II		3
	Total	**21**

Music Theory Requirements (9 credits)	Credit Hours
MUS621 Advanced Theory	3
MUS622 Form and Analysis	3
MUS623 Counterpoint I	3
MUS624 Counterpoint II	3
MUS625 Analysis of Post-Romantic Music	3
MUS626 Orchestration and Music Technology	3
Total	**9**

Music History and Literature Requirements (6 credits)	Credit Hours
MUS631 Music History I	3
MUS632 Music History II	3
OR	
MUS633 Music History III	3
MUS634 Music History IV	3
Total	**6**

Special Topics (Choose 4 courses, 12 credits)	Credit Hours
MUS641 Piano Literature	3
MUS642 Organ Literature	3
MUS644 Choral Literature	3
MUS651 Worship and Music	3
MUS611 Piano Pedagogy (Piano Major)	3
MUS612 Organ Pedagogy (Organ Major)	3

Total	**12**

Additional Requirement: Oral Examination

VOICE MAJOR

Performance Requirements (Choose 6 courses, 18 credits)	**Credit Hours**
MUS601 C Applied Music	(3 x 4) 12
MUS500 Recital I	3
MUS600 Recital II	3
Total	**18**

Music Theory Requirements (Choose 3 courses, 9 credits)	**Credit Hours**
MUS621 Advanced Theory	3
MUS622 Form and Analysis	3
MUS623 Counterpoint I	3
MUS624 Counterpoint II	3
MUS625 Analysis of Post-Romantic Music	3
MUS626 Orchestration and Music Technology	3
Total	**9**

Music History and Literature Requirements (6 credits)	**Credit Hours**
MUS631 Music History I	3
MUS632 Music History II	3
OR	
MUS633 Music History III	3
MUS634 Music History IV	3
Total	**6**

Special Topics (Choose 5 courses, 15 credits)	**Credit Hours**
MUS602 Class Piano (for non-keyboard majors; may be taken up to 3 times for credit)	3
MUS641 Piano Literature	3
MUS643 Vocal Literature	3
MUS644 Choral Literature	3
MUS645 Orchestral Literature	3

MUS651 Worship and Music	3
MUS613 Vocal Pedagogy	3
MUS661 Opera Workshop	3
MUS662 Diction for Singers	3
Total	**15**

Additional Requirement: Oral Examination

COMPOSITION/CONDUCTING MAJOR

Performance and Major Requirements (21 credits)	**Credit Hours**
MUS601-D/E Applied Music	(3 x 4) 12
MUS600 Recital	3
MUS700 Final Project	3
MUS703 Bibliography	3
Total	**21**

Music Theory Requirements (Choose 3 Courses, 9 credits)	**Credit Hours**
MUS621 Advanced Theory	3
MUS622 Form and Analysis	3
MUS623 Counterpoint I	3
MUS624 Counterpoint II	3
MUS625 Analysis of Post-Romantic Music	3
MUS626 Orchestration and Music Technology	3
Total	**9**

Music History and Literature Requirements (6 credits)	**Credit Hours**
MUS631 Music History I	3
MUS632 Music History II	3
OR	
MUS633 Music History III	3
MUS634 Music History IV	3
Total	**6**

Special Topics (Choose 4 courses, 12 credits)	Credit Hours
MUS602 Class Piano (may be taken up to 3 times for credit)	3
MUS641 Piano Literature	3
MUS643 Vocal Literature	3
MUS644 Choral Literature	3
MUS645 Orchestral Literature	3
MUS651 Music and Worship	3
Total	**12**

Additional Requirements – Oral Examination

Composition majors must also

- Write and present a paper with musical excerpts (suggested paper length of 20 pages)
- Compose and perform at least one original piece per semester in consultation with and as directed by their instructors.

Conducting majors must present at least one conducting project/performance in consultation with and as directed by their instructors. Attending choir class is a required part of applied music for conducting majors.

ORCHESTRAL INSTRUMENTS (STRINGS, WOODWINDS, AND BRASS) MAJOR

Performance and Major Requirements (18 credits)	Credit Hours
MUS601-F/G Applied Music	(3 x 4) 12
MUS500 Recital I	3
MUS600 Recital II	3
	Total 18

Music Theory Requirements (Choose 3 courses, 9 credits)	Credit Hours
MUS621 Advanced Theory	3
MUS622 Form and Analysis	3
MUS623 Counterpoint I	3
MUS624 Counterpoint II	3
MUS625 Analysis of Post-Romantic Music	3
MUS626 Orchestration and Music Technology	3
	Total 9

Music History and Literature Requirements (6 credits)	Credit Hours
MUS631 Music History I	3
MUS632 Music History II	3
OR	
MUS633 Music History III	3
MUS634 Music History IV	3

Special Topics (Choose 5 courses, 15 credits)	Credit Hours
MUS602 Class Piano (may be taken up to 3 times for credit)	3
MUS641 Piano Literature	3
MUS643 Vocal Literature	3
MUS644 Choral Literature	3
MUS645 Orchestral Literature	3
MUS651 Worship and Music	3
	Total 15

Additional Requirement – Oral Examination

CHURCH MUSIC MAJOR

Performance Requirements (12 credits)	Credit Hours
MUS601- A/B/C/D/E/F/G Applied Music	(3 x 3) 9
MUS500 Recital I	3
	Total 12

Church Music Requirements (9 credits)	Credit Hours
MUS651 Worship and Music	3
MUS652 Church Music Seminar	3
MUS700 Final Project (General)	3
MUS749 Practical Church Music	3
	Total 9

Music Theory Requirements (Choose 2 courses, 6 credits)	Credit Hours
MUS621 Advanced Theory	3
MUS622 Form and Analysis	3
MUS623 Counterpoint I	3
MUS624 Counterpoint II	3
MUS625 Analysis of Post-Romantic Music	3
MUS626 Orchestration and Music Technology	3
	Total 6

Music History and Literature Requirements (6 credits)	Credit Hours
MUS631 Music History I	3
MUS632 Music History II	3
MUS633 Music History III	3
MUS634 Music History IV	3
	Total 6

Special Topics (choose 5 courses, 15 credits)	Credit Hours
MUS602 Class Piano (for non-keyboard majors; may be taken up to 3 times for credit)	3
MUS641 Piano Literature	3
MUS643 Vocal Literature	3
MUS644 Choral Literature	3
MUS645 Orchestral Literature	3
MUS651 Worship and Music	3
	Total 15

Additional Requirement – Oral Examination

SUGGESTED COURSE SEQUENCING

Students are required to participate with an advisor in planning the course of study and selecting courses each semester to meet the program and curriculum requirements and the needs of the individual's goals. The following suggested course sequencing is recommended semester courses over eight semesters to meet the program requirements and complete the program within eight semesters of full-time enrollment. An

individual student's course plan may differ if, in consultation with the advisor, alternate courses are selected to complete the program requirements and approved for the curriculum as documented in this Catalog.

First Semester (12 credits)	Credit Hours
MUS601-A/B/C/D/E/F/G Applied Music	3
MUS621 Advanced Music Theory	3
MUS631 Music History I	3
OR	
MUS633 Music History III	3
Elective Course	3
	Total 12

Second Semester (14 credits)	Credit Hours
MUS500 Recital I	3
MUS601-A/B/C/D/E/F/G Applied Music	3
MUS622 Form and Analysis	3
MUS632 Music History II	3
Or	
MUS634 Music History IV	3
Elective Course	3
	Total 14

Third Semester (12 credits)	Credit Hours
MUS601-A/B/C/D/E/F/G Applied Music	3
MUS623 Counterpoint I	3
MUS703 Techniques and Materials (for composition/conducting majors)	3
Elective Course	3
	Total 12

Fourth Semester (12 credits)	Credit Hours
MUS600 Recital II	3
MUS601-A/B/C/D/E/F/G Applied Music	3
MUS624 Counterpoint II	3
Elective Course	3
	Total 12

Music Electives	Credit Hours
MUS511 Choral Conducting	3
MUS521 Computer Music Application-Sibelius I	3
MUS522 Computer Music Application-Sibelius II	3
MUS523 Computer Music Application-Apple Logic I	3
MUS524 Computer Music Application-Apple Logic II	3
MUS531 Studio Recording	3
MUS532 Arrangement	3
MUS533 Directing & Conducting	3
MUS571 Songwriting	3
MUS602 Class Piano (for non-keyboard majors)	3
MUS611 Piano Pedagogy	3
MUS611 Choral Conducting	3
MUS612 Organ Pedagogy	3
MUS613 Vocal Pedagogy	3
MUS614 Accompanying	3
MUS615 Service Playing	3
MUS625 Analysis of Post-Romantic Music	3
MUS626 Orchestration and Music Technology	3
US641 Piano Literature	3
MUS642 Organ Literature	3
MUS643 Vocal Literature	3
MUS644 Choral Literature	3
MUS645 Orchestral Literature	3
MUS646 Church Music Literature	3
MUS651 Worship and Music	3

MUS652 Church Music Seminar	3
+MUS653 Hymnology	3
MUS661 Opera Workshop	3
MUS662 Diction for Singers	3
MUS748 Church Music and Technology	3
MUS749 Practical Church Music	3
MUS750 Church Music Composition	3
MUS751 Practical Worship Leading	3

MASTER OF DIVINITY PROGRAM (MDiv)

PURPOSE

The Master of Divinity (MDiv) program aims to prepare students for ordained ministry in the church of Jesus Christ. This program is designed to provide professional training for church-related ministries and give its graduates a proficient understanding of the church and its ministries in the contemporary world. The program's curriculum educates, and trains dedicated Christians who seek to serve as ordained ministers, evangelists, missionaries, and other ministry leaders.

OBJECTIVES

Having completed the Master of Divinity program, students will demonstrate:

- An ability to read and interpret the Bible in its diverse contexts accurately,
- an ability to think theologically on various contemporary issues, with an advanced historical and theological understanding of Christian tradition,
- an ability to communicate the word of God to societies and cultures,
- an ability to practice various spiritual disciplines in their personal and public lives and ministries regularly and consistently, and
- an ability to perform core ministry skills to serve local congregations or people in their professions.

COMPONENTS AND REQUIREMENTS

Course Requirements

The program requires 90 semester hours (28 Courses – 84 credits, plus Final Project/thesis – 6 credits) for graduation. MDiv students must also maintain a grade point average of 3.0 or higher to be eligible for graduation with no more than 3 courses completed with a grade of "C-" or below.

Course Distribution

The program's courses comprise four fields of specialization that students may select: religious heritage, cultural context, personal and spiritual formation, and capacity for ministerial and public leadership. MDiv students must complete three courses (9 credits) in School Core, twelve courses (36 credits) in MDiv Core, a Final Project/Thesis (6 credits), and thirteen courses (39 credits) of Electives.

Biblical Language Requirement

Students enrolled in the MDiv program must take two Biblical language courses (LAN511 Biblical Greek and LAN521 Biblical Hebrew).

Final Project/Thesis

Students will write a thesis or a project as a part of graduation requirements. They will examine the implications and possibilities of theological study for future ministry or life enrichment. A Project/Thesis Seminar will be provided for each candidate in their second year, with faculty members to help and guide them to complete their project/thesis. A tutorial for writing the thesis will be held in an informal arrangement with a faculty member; the faculty member will meet the student as needed to offer guidance and criticism. The spring term Thesis Tutorial is *pro forma,* allowing the candidate to complete the final form of the thesis/project for presentation to the Thesis Committee.

Institutional Requirement

GCU requires all students to attend WS501 Institutional Requirement (chapel) (6 semesters). Students will receive a Pass/Fail grade on Institutional Requirements.

Biblical Reading Requirement

MDiv students must know and understand the Bible; therefore, they must read it at least three times before graduation. Students will fill out a Reading Completion Form and submit it to their faculty advisor or the Dean of the School. Students will receive a Pass/Fail grade on the Bible Reading Requirement.

CURRICULUM

School Core (15 credits)

Courses	Credit Hours
NT501 Introduction to the New Testament	3
OT501Introduction to the Old Testament	3
RW500 Research and Writing	3
RP700 Final Project/Thesis	6
Total	**15**

Department Core (36 credits)

Courses	Credit Hours
BS 506 Biblical Exegesis	3
CE500 Foundation of Christian Education	3
CH501 History of Christianity I	3
CH502 History of Christianity II	3
LAN511 Biblical Greek	3
LAN521 Biblical Hebrew	3
ME500 Introduction to the Christian Mission	3
PT510 Introduction to Preaching	3
PT530 Introduction of Pastoral Ministry	3
PT700 Supervised Ministry & Internship	3
TH501 Systematic Theology I	3
TH502 Systematic Theology II	3
Total	**36**

Electives (39 credits)

Students are to take 13 courses (39 credit hours) as electives in the areas of his/her interest to complete the program.

MASTER OF BUSINESS ADMINISTRATION (MBA)

PURPOSE

The primary purpose of GCU's Master of Business Administration (MBA) degree is to provide training for students interested in understanding the working nature of business in a competitive environment. Following GCU's Mission Statement, it also promotes a Christian worldview and the Christian consciousness of its students, academically and professionally, preparing them for social responsibility and dedication to advancing God's kingdom. Courses in the MBA program integrate theories and practices from various disciplines, including University Core, accounting, economics, finance, marketing, production operations, and strategic management. This program aims to develop students into broadly educated business managers and executives who understand the nature of business with tools and techniques applicable to various business situations.

The capstone project for the MBA program gives students a chance to integrate all of the theories, skills, and tools studied during the program in a learning experience highlighting the nature of competition and the kind of strategic maneuvering that must be done to succeed.
Students can choose from the following concentrations:

- MBA with a concentration in Finance
- MBA with a concentration in International Business
- MBA with a concentration in Marketing
- MBA with a concentration in Human Resource Management
- MBA with a concentration in Culinary and Food Service Management
- MBA with a concentration in Service Business Management
- MBA with a concentration in Music Business Management
- MBA with a concentration in Sports Administration Management
- MBA with a concentration in Artificial Intelligence and Business Transformation

OBJECTIVES

Having completed the Master of Business Administration (MBA), students will demonstrate:

- advanced knowledge in each of the primary functional areas of business administration,
- an ability to solve semi-structured business problems and unstructured business problems, and

- competency and readiness to serve the community with a biblical worldview and professional skills.

COMPONENTS AND REQUIREMENTS

Course Requirements

CURRICULUM

Department Core (24 Credit Hours)

Students must complete eight required core courses (24 credit hours).

Concentration Courses (12 Credit Hours)

Students must select and complete four courses (12 credit hours) from their chosen concentration. Courses used to satisfy core requirements may not be counted twice.

Additional Requirements

WS501 Institutional Requirement: Required every semester.

Pre-MBA: Students without an undergraduate business degree must complete 12 additional credit hours before beginning the MBA curriculum.

Total MBA Degree Requirements: 36 Credit Hours (excluding Pre-MBA and WS501 requirements).

Pre-MBA Courses (12 credit hours) include

- Accounting Principles
- Basic Finance
- Fundamentals of Marketing
- Principles of Management

Institutional Requirement

GCU requires all students to attend WS501 Institutional Requirement (chapel) every semester through graduation. Students will receive a Pass/Fail grade on Institutional Requirements. This requirement will serve students to identify themselves as spiritual servants in their fields and be equipped with basic Biblical understanding and Christian worldviews.

CURRICULUM

Department Core (24 credits)

Courses	Credit Hours
BUSN600 Managerial Accounting	3
BUSN620 Managerial Economics	3
FINS500 Finance	3
MRKT590 Marketing Management	3
MGMT600 Research Methods	3
HRDV500 Management: Christian Perspective	3
BUSN500 Business Environment, Law and Christian Ethics	3
BUSN530 Business Strategy (Capstone Course)	3

Finance Concentration Elective(s) (12 credits)

Courses	Credit Hours
FINS520 Investments	3
FINS530 Capital Budgeting and Corporate Investments	3
BUSN550 Intermediate Microeconomics	3
FINS550 Institutions and Financial Markets	3
FINS600 International Finance	3
FINS620 Financial Strategies	3

International Business Concentration Electives (12 credits)

Courses	Credit Hours
INTB 500 International Business (Requisite Course)	3
FINS 600 International Finance	3
INTB 550 International Law and Business	3
INTB 580 Cross-Cultural Management	3
MRKT600 International Marketing	3

Marketing Concentration Electives (12 credits)

Courses	Credit Hours

MRKT 520 Sales Management	3
MRKT 550 Marketing Channel Management	3
MRKT 570 Promotional Management	3
MRKT 592 Consumer Behavior	3
MRKT600 International Marketing	3
MRKT610 AI Data Storytelling & Brand Communication	3
MISY500 Introduction to Marketing Information Systems	3

Human Resource Management Concentration Electives (12 credits)

Courses	Credit Hours
ORLD510 Leading Organizational Change	3
MORS510 Negotiations	3
BUSN650 Leading and Managing	3
ADPH520 Organizational Effectiveness	3
BUSN700 Business Plan Analysis	3

Culinary & Foodservice Management Concentration Electives (12 credits)

Courses	Credit Hours
BISC530 Managing Service Operations	3
BISC540 Culinary & Foodservice Business Management	3
BISC550 Culinary & Foodservice Store Management	3
BISC570 Culinary & Foodservice Selection	3
BISC601 Food and Beverage Management	3

Service Business Management Concentration Electives (12 credits)

Courses	Credit Hours
BISM532 Global Business Manner	3
BISM542 Service Process Management	3
BISC552 Service strategy and Consulting	3
BISC655 Servant Leadership and Organization Management	3
BISC572 Service Marketing	3

Music Business Management Concentration Electives (12 credits)

Courses	Credit Hours
BISM532 Concert Management	3
BISM542 Graduate Artists & Repertoire Seminar in Music Business	3
BISC552 Global Music Management	3
BISC572 Promotions and Publicity in the Music Industry	3
BISC655 Music Business Internships: Information for Students	3

Sports Administration Management Concentration Electives (12 credits)

Courses	Credit Hours
SPMG550 Advanced Theories in Sports Administration	3
SPMG570 Philosophy and Ethics in Sports Leadership	3
SPMG592 Quantitative Research in Sports Administration	3
SPMG500 Research Seminar in Sports Management	3
SPMG502 Financial Management in Sports Administration	3
SPMG512 Technology and Digital Transformation in Sports Administration	3

Artificial Intelligence and Business Transformation Concentration Electives (12 credits)

Courses	Credit Hours
AIBU501 Artificial Intelligence Applications in Business Administration	3
AIBU510 Generative AI for Managers	3
AIBU520 AI Strategy and Business Transformation	3
AIBU530 AI Business Model Innovation	3
AIBU540 AI Entrepreneurship and Venture Development	3
AIBU550 AI-Driven Business Simulation and Decision Making	3
AIBU560 Artificial Intelligence and Global Business	3
AIBU570 Strategic Foresight with Artificial Intelligence	3
AILE520 Leadership Coaching and Team Dynamics in the AI Era	3
AILE530 Organizational Change and Digital Transformation	3
AILE540 AI Ethics and Governance	3
AIDC520 AI Content Strategy and Digital Branding	3

Suggested Course Sequencing

First Semester	Credit Hours
BUSN600 Managerial Accounting	3
BUSN620 Managerial Economics	3
MRKT590 Marketing Management	3

Second Semester	Credit Hours
FINS500 Finance	3
HRDV500 Management: Christian Perspective	3
Al Concentration Course I	3

Third Semester	Credit Hours
MGMT600 Research Methods	3
BUSN500 Business Environment, Law and Christian Ethics	3
AI Concentration Course II	3

Fourth Semester	Credit Hours
BUSN530 Business Strategy	3
AI Concentration Course III	3
AI Concentration Course IV	3

MASTER OF ATRS IN MARTIAL ART (Taekwondo)

The Master of Martial Arts (Taekwondo) cultivates high-level masters of Taekwondo based on a systematically researched and developed academic program. The department will educate talented individuals who will play a vital role in the academic growth of Taekwondo. To qualify for the Master of Arts in Taekwondo degree program, a graduate student must achieve a grade point average of at least 3.0. Completing a graduate course requires a grade of "B" or higher.

Vision

This program develops students into world-class sports coaches who can strengthen Korea's international sports competitiveness and help the nation tap into the global market to enhance its prestige through sports.

Mission

Systematize coaching theories and practices.

Provide a curriculum that enables students to become competent sports coaches.

Provide students with the opportunity to develop both personal and international communication skills.

Learning Outcomes

To promote scientific, cultural, and spiritual dimensions of TKD in a variety of settings.

To administer and assess TKD programs as appropriate for an intermediate-level TKD professional.

To communicate effectively using solid leadership with the expectations of TKD professionals.

To lead a holistic life of service of practice in action as appropriate for a mature leader of a society.

University Core

GCU requires all non-theology major students (BABM, BAM, MBA, MAM &MAMA) to have basic Biblical understanding and Christian worldviews. MAMA students take two University Core courses (6 credits) during their study. Taekwondo majors may choose two of the following courses:

- OT501 The Introduction to the Old Testament
- NT501 The Introduction to the New Testament
- TH501 Systematic Theology I
- CH501 History of Christianity

Requirements for Graduation

To qualify for the MAMA degree, a student must complete the required coursework and conduct comprehensive oral examinations coordinated by the director of graduate studies. Students can prepare their thesis in the 4th semester under the approval of advisory professors after acquiring 45 credits or more by the end of their 3rd semester. All students need to complete 60 total credits, including University Core plus WS501 Institutional Requirement.

Institutional Requirement

GCU requires all students to attend WS501 Institutional Requirement (chapel) every semester through graduation. Students will receive a Pass/Fail grade on Institutional Requirement.

CURRICULUM

Theology & Bible Courses (6 credits) + RW500 + RP700	Credit Hours
NT501 Introduction to the New Testament	3
OT501Introduction to the Old Testament	3
TH501 Systematic Theology 1	3
CH 501 History of Christianity	3
RW500 Research and Writing	3
RP700 Final Project/Thesis	6
Total	15

MAMA (Taekwondo) (15 courses; 45 credits)	Credit Hours
SST503 Taekwondo Technical System Theory	3
SST515 Taekwondo Movement Analysis	3
SST555 Taekwondo Personality Education	3
SST577 Exercise Injuries and Treatment	3
SST579 Taekwondo International Relations	3
SST583 Taekwondo Training and Development by Life Cycle	3

SST593 Taekwondo Coaching Practice	3
SST595 Taekwondo Judgment Law	3
SST601 Taekwondo Teaching Technique	3
SST704 Study of Taekwondo Marketing	3
STT504 Therapy Through Poomsae	3
STT702 Sociology of Sport	3
STT502 Taekwondo Counseling & Psychotherapy	3
STT503 Therapy Through Sparring	3
STT504 Exercise Physiology	3
STT836 Martial-art School Management	3
STT509 Competition	6
STT513 Gyeonggi Poomsae	6
STT515 Taekwondo Demonstration	6
SST501 Research of Taekwondo History	3
STT709 Research of Taekwondo Program	3
STT605 Research of Sport Psychology	3
SST 701 Field Practice and Internship	3
STT825 Research of Taekwondo Biomechanics	3
Total	45

MASTER OF SCIENCE IN COMPUTER SCIENCE (MSCS)

PURPOSE

The Master of Science in Computer Science (MSCS) program is designed to provide advanced academic and practical training in the field of computer science, preparing graduates for professional careers and leadership roles in technology-driven environments. The program integrates theoretical foundations with applied knowledge in areas such as artificial intelligence, data science, software development, and computing systems.

The curriculum emphasizes problem-solving, and the design and implementation of complex computing systems. It also provides opportunities for specialization through focused study in Artificial Intelligence or Data Science. Graduates of the program will be equipped with the technical expertise and analytical skills necessary to address contemporary challenges in industry, research, and global technological development.

OBJECTIVES

Upon completion of the Master of Science in Computer Science program, students will:

• demonstrate advanced knowledge of computer science principles, including algorithms, data structures, and computing systems,

• analyze complex computing problems and design effective and efficient solutions,

• apply mathematical and statistical foundations to areas such as artificial intelligence, machine learning, and data analysis,

• design, implement, and evaluate software systems and data-driven applications,

• develop expertise in specialized areas such as artificial intelligence and data science,

• evaluate the performance, scalability, and security of computing systems,

• demonstrate professional, ethical, and social responsibility in computing practice, and

• communicate technical concepts effectively and collaborate in diverse and multidisciplinary environments.

LEARNING OUTCOMES

Graduates of the Master of Science in Computer Science (MSCS) program will be able to:

- Apply advanced algorithms, data structures, and computing principles to solve complex problems
- Design, implement, and evaluate software systems and data-driven applications
- Analyze and interpret data using statistical and machine learning techniques
- Develop and deploy solutions in specialized areas such as artificial intelligence and data science
- Assess the performance, scalability, and security of computing systems
- Demonstrate ethical responsibility and professional standards in computing practice
- Communicate technical information effectively and collaborate in team-based environments

ADMISSION REQUIREMENTS

Applicants must meet the following requirements:

• A bachelor's degree in computer science or a related field,

• A minimum GPA of 3.0 (or equivalent),

• Official transcripts from all institutions attended,

• One or Two letters of recommendation,

• A statement of purpose, and

• A resume or curriculum vitae.

Applicants without a computer science background may be required to complete prerequisite courses.

COMPONENTS AND REQUIREMENTS

Course Requirements

The Master of Science in Computer Science (MSCS) program requires the completion of 36 semester credit hours for graduation. The program consists of core courses (15 credits), concentration courses (7 credits), elective coursework (5 credits), Bible & Theology Requirement (6 credits) and a capstone project or master's thesis (3 credits).

Students must complete all degree requirements with a minimum cumulative grade point average (GPA) of 3.0 or higher. No more than one course with a grade of "C-" or below may be applied toward the degree.

Students are required to select a concentration in Artificial Intelligence or Data Science and complete the required coursework within the selected concentration area.

The program culminates in the successful completion of either a capstone project or a master's thesis, demonstrating the application of advanced knowledge and skills in computer science.

Institutional Requirement

GCU requires all students to attend WS501 Institutional Requirement (chapel) every semester through graduation. Students will receive a Pass/Fail grade on Institutional Requirements.

Department Core (15 credits)

Courses	Credit Hours
CS501 Advanced Algorithms	3
CS502 Advanced Software Engineering	3
CS503 Probability and Statics for Computing	3
CS510 Machine Learning	3
CS531 Distributed Systems	3

Concentration Requirements (7 credits)

Artificial Intelligence Concentration

Courses	Credit Hours
CS511 Deep Learning	3
CS512 Natural Language Processing	4

Data Science Concentration

Courses	Credit Hours
CS520 Data Mining	3
CS526 Data Engineering	4

Electives

Students must complete five credits from the following:

Courses	Credit Hours
CS514 Computer Vision	3
CS523 Big Data Analytics	3
CS525 Advanced Database Systems	2
CS533 Human-Computer Interaction	2

Bible & Theology Requirement (6 credits)

Courses	Credit Hours
BS501 Bible Survey	3
ES500 Christian Ethics and Society	3

As part of MSCS curriculum, GCU requires all students to complete designated Bible and Theology coursework. This requirement includes BS501 Bible Survey and ES500 Christian Ethics and Society, for a total of 6 credit hours.

Capstone/ Thesis (3 Credits)

Students must complete one of the following:

CS590 Capstone Project (3 credits)

Application of advanced computer science principles to a comprehensive, real-world project involving system design, implementation, and evaluation. Students may work independently or in teams under faculty supervision, culminating in a written report and formal presentation.

CS595 Thesis (3 credits)

Independent research conducted under faculty supervision on a specialized topic in computer science. The thesis requires a written document and an oral defense demonstrating original research, critical analysis, and technical depth.

SUGGESTED COURSE SEQUENCING

First Semester

CS501 Advanced Algorithms (3 credits)

CS503 Probability and Statistics (3 credits)

CS510 Machine Learning (3 credits)

Second Semester

CS502 Advanced Software Engineering (3 credits)

CS531 Distributed Systems (3 credits)

Elective (3 credits)

Third Semester

Concentration Course (4 credits)

Elective (3 credits)

BS501 Bible Survey (3 credits)

Fourth Semester

ES500 Christian Ethics and Society (3 credits)

Concentration Course (3 credits)

Capstone/Thesis (3 credits)

MASTER OF SCIENCE IN NURSING (MSN)

PURPOSE

The Master of Science in Nursing (MSN) program prepares registered nurses for advanced professional and leadership roles in nursing education and nursing administration. The curriculum integrates advanced nursing knowledge, evidence-based practice and scholarship, leadership, healthcare policy and ethics, quality and patient safety, informatics and digital health, organizational improvement, and supervised specialty practice. Consistent with the mission of Georgia Central University, the program develops ethical, service-oriented nursing leaders prepared to serve diverse healthcare and educational settings.

Objectives

Graduates of the Master of Science in Nursing are expected to:

- Prepare graduates for advanced leadership roles in nursing and healthcare systems.
- Promote evidence-based nursing practice, scholarly inquiry, and application of research to professional decision-making.
- Develop effective nurse educators and nursing administrators.
- Strengthen ethical decision-making, professional leadership, and interprofessional collaboration.
- Apply quality improvement, patient safety, informatics, and healthcare technology to improve healthcare and educational outcomes.
- Develop advanced professional competencies through graduate coursework and supervised specialty practice experiences.
- Prepare graduates to respond to organizational, educational, cultural, and technological changes in contemporary healthcare.

Learning Outcomes

Upon completion of the Master of Science in Nursing program, students will be able to:

1. Apply advanced nursing knowledge and evidence-based practice to professional decision-making in healthcare and educational settings.
2. Analyze and apply research and scholarly evidence to improve nursing practice, education, and organizational outcomes
3. Demonstrate leadership and advanced professional competencies in nursing education or nursing administration.

4. Apply ethical decision-making and interprofessional collaboration in diverse healthcare and educational environments.
5. Use quality improvement, patient safety, informatics, data, and healthcare technology to improve professional practice and outcomes.
6. Demonstrate advanced specialty competencies through supervised practice experiences.
7. Evaluate and respond to organizational, educational, cultural, and technological changes affecting contemporary nursing and healthcare.

Concentration

1. **Nurse Educator**

   The Nurse Educator concentration prepares graduates for advanced educational roles in academic and healthcare settings. Students develop competencies in curriculum development, teaching and learning, learner assessment, professional development, and supervised nursing education practice.

   - Nursing schools, colleges, and universities
   - Hospital and healthcare-system education departments
   - Clinical training and professional development programs

2. **Nursing Administration**

   The Nursing Administration concentration prepares graduates for leadership and administrative roles in healthcare organizations. Students develop competencies in healthcare finance, workforce development, organizational leadership, quality improvement, strategic planning, and supervised nursing administration practice.

   - Hospitals and healthcare systems
   - Long-term care and post-acute care organizations
   - Clinics and other healthcare organizations

Career Opportunities

Depending on prior professional experience, licensure, and employer requirements, graduates may pursue positions such as:

Nurse Educator/Education Roles

- Nurse Educator
- Nursing Faculty

- Clinical Nurse Educator
- Staff Development / Professional Development Educator
- Clinical Education Coordinator
- Nursing Program Coordinator
- Healthcare Training Specialist

Nursing Administration/ Leadership Roles

- Nurse Manger
- Nursing Administrator
- Nursing Supervisor
- Director or Assistant Director of Nursing
- Healthcare Administrator
- Clinical Operations Manger
- Quality Improvement or Patient Safety Coordinator

Admission Requirements

Applicants to the MSN program must meet the following requirements:

- Hold a Bachelor of Science in Nursing (BSN) from an appropriately accredited institution
- Hold a current Registered Nurse (RN) license
- Have a minimum cumulative GPA of 3.0
- Submit professional references
- Submit a statement of professional goals or purpose.

Program Distribution

The MSN program consists of four components:

1. Common MSN / Institutional Requirements – 33 credits
2. Concentration Courses – 9 credits

Students must complete one concentration in either Nurse Educator or Nursing Administration.
The MSN program requires a total of 42 semester credits for graduation.

PROGRAM CURRICULUM (Total Credits: 42)

3. MSN Core and Institutional Requirements (33 Credits)

Courses	Credit Hours
MSN501 Advanced Pathophysiology and Clinical Reasoning	3
MSN502 Advanced Pharmacology and Medication Management	3
MSN503 Advanced Health Assessment and Clinical Reasoning	3
MSN504 Evidence-Based Practice, Research and Nursing Scholarship	3
MSN505 Healthcare Policy, Ethics, and Systems Leadership	3
MSN506 Nursing Informatics, Data Analytics, and Digital Health	3
MSN621 Organizational Leadership and Change Management	3
MSN624 Quality Improvement and Patient Safety	3
MSN701 Scholarly Project: Design, Implementation, Evaluation, and Dissemination	3
BS501 Bible Survey	3
ES500 Christian Ethics and Society	3
	Total 33

4. Specialty Courses (9 credits)
   1) Nurse Educator Concentration (9 credits)

Courses	Credit Hours
MSN611 Curriculum Development in Nursing Education	3
MSN612 Teaching & Learning Strategies in Nursing Education	3
MSN615 Nurse Educator Practicum	3
	Total 9

2) Nursing Administration Concentration (9 credits)

Courses	Credit Hours
MSN622 Healthcare Finance and Budgeting	3
MSN623 Human Resources & Workforce Development in Nursing	3
MSN625 Nursing Administration Practicum	3
	Total 9

SUGGESTED COURSE SEQUENCING

Nurser Educator Concentration

TERM1

MSN501 Advanced Pathophysiology and Clinical Reasoning (3 credits)

MSN502 Advanced Pharmacology and Medication Management (3 credits)

MSN504 Evidence-Based Practice, Research and Nursing Scholarship (3 credits)

BS501 Bible Survey (3 credits)

TERM2

MSN503 Advanced Health Assessment and Clinical Reasoning (3 credits)

MSN505 Healthcare Policy, Ethics, and Systems Leadership (3 credits)

MSN506 Nursing Informatics, Data Analytics, and Digital Health (3 credits)

ES500 Christian Ethics and Society (3 credits)

TERM3

MSN621 Organizational Leadership & Change Management (3 credits)

MSN624 Quality Improvement & Patient Safety (3 credits)

MSN611 Curriculum Development in Nursing Education (3 credits)

MSN612 Teaching and Learning Strategies in Nursing Education (3 credits)

TERM4

MSN615 Nurse Educator Practicum (3 credits)

MSN701 Scholarly Project: Design, Implementation, Evaluation, and Dissemination (3 credits)

Nursing Administration Concentration

TERM1

MSN501 Advanced Pathophysiology and Clinical Reasoning (3 credits)

MSN502 Advanced Pharmacology and Medication Management (3 credits)

MSN504 Evidence-Based Practice, Research and Nursing Scholarship (3 credits)

BS501 Bible Survey (3 credits)

TERM2

MSN503 Advanced Health Assessment and Clinical Reasoning (3 credits)

MSN505 Healthcare Policy, Ethics & Leadership (3 credits)

MSN506 Nursing Informatics, Data Analytics, and Digital Health (3 credits)

ES500 Christian Ethics and Society (3 credits)

TERM3

MSN621 Organizational Leadership & Change Management (3 credits)

MSN622 Healthcare Finance and Budgeting (3 credits)

MSN623 Human Resources & Workforce Development in Nursing (3 credits)

MSN624 Quality Improvement & Patient Safety (3 credits)

TERM4

MSN625 Nursing Administration Practicum (3 credits)

MSN701 Scholarly Project: Design, Implementation, Evaluation, and Dissemination (3 credits)

GRADUATE COURSE DESCRIPTIONS

I. SCHOOL OF DIVINITY

ADMINISTRATION

AD500 Church Administration and Leadership (3 credits)

This course explores the church as an organization and ministry as a vocation of organizational leadership. It draws on organizational studies and theology to develop a practical leadership theory focusing on the local church congregation and church-related nonprofit organizations.

BIBLICAL INTERPRETATION

BS500 Biblical Hermeneutics (3 credits)

This course surveys criticism of the New Testament from the late eighteenth century to the present. Particular emphasis is laid on the development of critical methodologies for the interpretation of the Bible. This course will help students explore the science of biblical interpretation by examining and explaining the systems of various hermeneutic disciplines.

BS501 Bible Survey (3 credits)

This course helps students lay a foundation for other courses by reading the entire Bible, both the Old and New Testaments. The major events, persons, and histories of the Bible are introduced and the major themes of each book. Finally, the redemptive-historical thread of the Bible, from Genesis to Revelation, is traced. Required course for all MBA and MAM students. For all School of Divinity students, this course may be replaced by OT501 or NT501.

BS506 Biblical Exegesis (3 credits)

This course introduces students to interpreting Biblical texts using various genres and literary forms by applying textual criticism, traditional criticism, redaction criticism, the social-scientific approach, the narrative approach, etc.

BS503 Historical Geography of the Bible (3 credits)

This course studies historical events in the Bible and their relationship to the geography of the land of Israel. The events of the Bible are recorded in the context of their geographical background, history, and Jewish

culture. After the course, the student should better understand these events from a Biblical perspective.

BS504 Women in the New Testament (3 credits)

A socio-historical study of the role of women in the world of early Christianity through the writings of the New Testament. Feminist methods of interpretation will be studied to help analyze and appropriately selected women's stories from the Gospels and texts dealing with women in the Pauline letters.

BS505 Religions of the Ancient Near East (3 credits)

Study of the religions of Mesopotamia (Sumeria, Babylonia, Assyria), Egypt, Anatolia, and Syria-Palestine (Canaan, Aram) through analysis of literature and archaeological remains. Special attention is given to general religious questions and the interrelationship between Israel and other ancient Near Eastern cultures.

BIBLICAL LANGUAGES

LAN511 Biblical Greek (3 credits)

This Biblical language course focuses on the essentials of koine Greek grammar, syntax, and vocabulary preparatory to reading the Greek New Testament.

LAN521 Biblical Hebrew (3 credits)

This is a Biblical language course focusing on introducing the essentials of Hebrew grammar, syntax, and vocabulary preparatory to studying the Hebrew Old Testament

CHRISTIAN EDUCATION

CE500 Foundations of Christian Education (3 credits)

This course introduces the educational foundation for ministry in the church, including the historical, theological, and philosophical aspects that underlie the dynamics of the teaching-learning process. It also includes an understanding of different learning styles and practical guidelines for delivering Christian education that is both biblical and contemporary.

CE503 Principles of Teaching (3 credits)

This course examines basic principles and concepts in Christian teaching to improve the Christian educator's ability as a teacher. These principles will be synthesized as models for teaching, presented in planning teaching-learning experiences, and used in actual practice teaching opportunities.

CE510 Applied Learning Theory (3 credits)

This overview course examines past and present learning theories with an emphasis on Christian views of the learner and information processing. Students will be exposed to various theories of education related to teaching and learning styles for eventual use in a parish education program.

CE516 Philosophy of Christian Education (3 credits)

In this course, students will explore questions about Christian education's purpose, ends, and means and assess Christian philosophy through readings, discussion, and lectures. Students will be required to discuss and debate philosophical controversies in modern education and recognize Christian education's goal.

CE517 Teaching Methods (3 credits)

Theoretical, research-based, and practical aspects of classroom teaching. Topics include classroom management, planning, evaluation, and teaching strategies emphasizing technology integration, team planning, and investigating teaching methods for church schools.

CE518 History of Christian Education (3 credits)

This course surveys the history of Christian Education from Biblical times to the present day. It identifies and examines individuals and movements who contributed to the theories and practice of Christian Education.

CE520 Biblical Models of Education (3 credits)

This course examines the components of a model of education in the Church. It also examines several models of education and teaching in the Old and New Testaments. Particular attention will be given to Jesus Christ as the Master Teacher. Students will explore the implications of using these models in educational ministry.

CE530 The Church's Educational Ministry (3 credits)

A study of the meaning and significance of the church's educational ministry with an emphasis on the enhancement of skills for planning, leadership development, and curricula development for church education.

CE540 Teaching Children in the Church (3credits)

This course examines how to involve preschool and elementary children in ministry in the local church, the community, and missions. Attention will be given to how children learn to serve and how teachers can recognize and cultivate their students' God-given talents. How to motivate children and avoid obstacles that discourage their involvement will be discussed. Including will be resources that encourage children to be active in ministry at their age level. This course is a specialized study of developing and evaluating children's ministries and resources for specific programs such as Bible clubs, kids' crusades, children's church, music, drama, and other children's activities.

CE550 Youth Ministry in the Church (3 credits)

This course introduces students to the historical development of youth ministry in the Church, with a critical emphasis on the formation of Biblical theology and the philosophy of ministry to adolescents. Attention will be given to the related study of contemporary postmodern culture, understanding the unique needs of adolescents, and the application of basic programming models of ministry to youth in grades 6-12.

CE560 Teaching/Learning Styles (3 credits)

Educators must understand and respond to each student's learning style and needs to be based on personalities, traits, and learning theories. Every classroom is made up of individuals with diverse strengths, backgrounds, and approaches to learning. This course explains how to identify students' learning styles and intelligence, engage students in learning activities that best suit those styles and intelligence, and develop teaching strategies and lesson plans that work to students' strengths.

CE570 Curriculum Survey (3credits)

This course introduces students to the principles of curriculum development and structure. It surveys available curriculum resources for Sunday school, Bible study, youth groups, and other educational settings in the Church. A particular emphasis is placed on the evaluation of each curriculum in terms of theology, use of the Bible, and teaching methods for various age groups.

CE580 Christian Education & Human Development (3 credits)

This course examines theories of human development and their application to religious education as a lifelong process central to the Church's mission and Christian educators.

CE585 Christian Education and Spiritual Discipline (3 credits)

This course explores the relationship between spirituality and Christian education for spiritual discipline by examining biblical texts, spiritual theology, and spiritual books, focusing on classics. After defining the term "spirituality," the course explores the historical understanding of spirituality for teachers and teaching methods, the relationship between spirituality and Christian education, and how to use this relationship with students and the immigrant church.

CE590 Christian Education Psychology (3 credits)

This course introduces Christian psychological principles, theories, and methodologies and relates them to teaching and learning issues in schools.

CE601 The Bible and Christian Education (3 credits)

A study of the use of the Bible in Christian education. Topics include how the Bible shapes personal faith and corporate life, purposes and methodologies for presenting biblical material in the Christian educational context, and criteria for selecting Bible study materials from developmental and cultural perspectives.

CE610 Theory and Practice of Christian Education (3 credits)

This is an advanced course designed for students intending to specialize in Christian education. It aims to help students determine and develop their theologically based theories and models for educational ministry.

CE615 Biblical Theology and Christian Education (3 credits)

This course exposes students to a Biblical model of education grounded in Reformed theology and offers a comprehensive Biblical rationale for the praxis of Christian education. Students will gain a new understanding of the educational implications of theological concepts.

CE620 Educational Leadership Development (3 credits)

A course designed to develop strategies and skills in preparing lay persons and staff for effective ministries. Students are taught to understand and develop their leadership style and philosophy of leadership and ministry based on theological, philosophical, and leadership principles.

CE630 Current Issues in Christian Education (3 credits)

This is a reading course. Students will explore current issues in the field of Christian education.

CE633 Theology of Christian Education (3 credits)

This course ensures consistency between theology and Christian education in Church's ministries. It examines the implications of theological prepositions, assumptions, and traditions for Christian education. Theological approaches are examined from the perspectives of Reformed theology.

CE640 Teaching the Bible (3 credits)

A study of uses of the Bible in Christian Education. Topics include the ways in which the Bible shapes personal faith and corporate life, purposes and methodologies for presenting biblical material in the Christian educational context, and criteria for selecting Bible study materials from developmental and cultural perspectives.

CE642 Christian Education in Multi-Cultural Contexts (3 credits)

Christian education in the immigrant church should be applied in the context of the differing cultures of the first and second generations. This course shows how this context affects the role of the Christian educator. Leadership in a multi-cultural context is a core issue in this course.

CE650 The Christian Home (3 credits)

This course addresses a fundamental examination of the family: its origins, members, purposes, and roles in society and the church, from the Biblical perspective. Principles and practices for promoting and maintaining Christian living in the home will be emphasized. Some "alternative" models, needs, and issues of the modern family, and the ways local churches can target ministry to meet those needs, will also be discussed and evaluated in the light of Biblical principles.

CE660 Ministry with Second Generation Asian-Americans (3 credits)

Challenges abound for pastors and educators serving second-generation Asian-American congregations. This course will examine the particular context of ministry in Asian-American congregations with specific attention paid to youth and young adult ministry, Asian vs. American cultures, and resolving conflicts in family and church situations.

CE670 Collegiate and Young Adult Ministry (3 credits)

This course is designed especially for those who will take responsibility for collegiate and young adult ministry in the congregation. It begins with an exploration of the college sub-culture today and its implications for ministry. Other topics to be explored include the particular developmental challenges of collegiate and young

adults, ministry with young people in crisis, changing family patterns, and emerging new strategies in ministry with the age group. The course will also focus on young adults and how churches reach out to include them in their congregations.

CE680 Christian Education in a Changing World (3 credits)

This course addresses the question, "How does the Church educate people to discern what God is calling them to do and be in new, complex, and challenging contexts?" Through readings, field explorations, and creating their own curriculum resources, students will explore and construct Christian educational responses to these ongoing changes of the world.

CE702 Education Practicum (3 credits)

This course facilitates the student's mastery of skills and competence in designing, executing, and evaluating an educational ministry event or program of the student's own choosing. A student plans prepares and executes an educational program/event at a local church or a related educational organization, integrating theological and educational content. Completing at least half of the program of study towards the MACE is a prerequisite for this course.

CHURCH AND ITS MISSION

ME500 Introduction to the Christian Mission (3 credits)

An introductory course to the mission of the church with attention to the biblical foundations of mission, its historical developments, its socio-cultural context, its methodological implementation, identification of current issues confronting the church in mission, and the growth in ecumenism.

ME501 Evangelism and Discipleship (3 credits)

A study of methods of personal and groups evangelism, equipping laypersons and church leaders to evangelize, use of the church and para-church structures in evangelism, care of new converts and discipleship, use of apologetics, as well as current issues in evangelism.

ME502 Biblical Foundation of Mission (3 credits)

This course reviews perspectives in both the Old and New Testament of the Mission of God, the redemptive history of Israel as a chosen people, and Jesus Christ, the Son of God who fulfilled God's covenant to save the

people. The course will focus on His Great Commission, a final command to make people of all nations into disciples of Jesus Christ, and on recognizing the responsibility of all Christians to complete this commission.

ME503 Introduction to World Christianity (3 credits)

Explores the nature of the movement of the Christian faith and the historical, theological and missiological implications that this movement has on the life of Christian communities. Focusing on the current demographic transformation of Christianity, students are exposed to emerging theological and historical dynamics both in continuity and discontinuity with Western historical and the theological Christian encyclopedia.

ME505 History of Christian Mission (3 credits)

A historical survey of the Christian mission with attention to patterns, methods and approaches to the Christian mission in history. Topics include monasticism, Catholic missionary orders, Pietism, Colonialism, and the rise of Ecumenism.

ME506 Mission and Biblical Worldview (3 credits)

This course studies the biblical basis of mission and its principles and examines God's purpose in missions in the life of the local church and the student, and through the history of missions. Students will understand and develop their biblical world perspectives while examining major worldviews.

ME510 Indigenous Church Planting and Growth (3 credits)

A study of church planting in diverse cultural settings and the nurturing and developing of new churches in contemporary culture, including an evaluation of the modern church growth movement. Strategies that cause those churches to grow, flourish, and reproduce will be examined.

ME520 Christian Mission and Anthropology (3 credits)

This course investigates the relationship between mission and anthropology with respect to the fundamental belief in the biblically based mission. The student will learn the principles of cultural anthropology: race and culture, social organization and kinship, primitive religions, cultural dynamics, and cross-cultural communication for effective mission work.

ME521 Mission Practicum (3 credits)

This course offers the opportunity to experience and practice a mission field in culturally diverse settings. This

practicum is designed to be a mission-training field through such experience. After participating in a mission project, students are required to submit a report, including self-evaluation and assessment for future mission work.

ME530 World Religions: Beliefs and Practices (3 credits)

A study of religious perspective in human experience and its bearing on the acceptance or rejection of the Gospel. This course focuses on Christian evangelism in relation to religious beliefs and practices.

ME540 Postmodern Issues for Mission (3 credits)

This course is an in-depth examination of the effects of cultural change in five key areas that directly affect Christian mission and theology: postindustrial technology, post-literate communication, postmodern philosophies, post-colonial politics, and post-orthodox spiritualities.

ME550 Urban Life and the Mission of the Church (3 credits)

A study of the impact of the inner city's demographics, race relations, and social and economic problems on the church's ministry, with emphasis on the evangelical church's effectiveness in the inner city. The course examines the mission of modern science and uses survey resources for understanding the ethos of the city, the international urbanization milieu, and the role of the church both scripturally and socially. Students will also evaluate models of ministry in urban settings.

ME560 Mission History of Korean Church (3 credits)

A history of Korean Christianity from AD 1880 to AD 1919. The history of the Korean Church will be studied in terms of the development of Christian mission through the missionary movement in Korea and the response of the church to political, intellectual, and social pressures.

ME600 Intercultural Communication (3 credits)

An examination of the need to minimize misunderstanding in different cultures as they consider the speaker's differing world views and audience. Contextualization in communication is necessary for all missionaries to meaningfully communicate the Word of God to cultures outside their own. Communication does not happen with words alone, but by being and doing of human behavior. Methods of information delivery, from interpersonal to mass communication, will be studied to determine the advantages and disadvantages of each in a cross-cultural context.

ME602 Leadership and Community Development (3 credits)

Students learn key principles of developing leadership and ministry teams within the church. The class explores the theology and ideology of and techniques for community organizing and allows students to visit community organizing projects and develop a particular organizing campaign.

ME620 Mission Project (3 credits)

This course is a directed and practical study in a selected mission field. The students will participate in the mission project of the selected mission field, including identification and evaluation of ethnic groups, exploring how to contact them, how they make decisions, how to disciple them, and how to nationalize the ministry for evangelizing the world.

ME521Mission Practicum (3 credits)

This course offers the opportunity to experience and practice a mission field in culturally diverse settings. This practicum is designed to be a mission-training field through such experience. After participating in a mission project, students are required to submit a report, including self-evaluation and assessment for future mission work.

CHURCH HISTORY

CH501 History of Christianity I (3 credits)

This course provides historical analysis from a theological perspective. Christianity is essentially a historical religion. This course reviews the history of Christianity from its earliest days through the Middle Ages, up to the Reformation.

CH502 History of Christianity II (3 credits)

This course, a follow-up to CH501, examines Church history from the Protestant Reformation through the modern period.

CH503 Modern Evangelicalism (3 credits)

This course deals with the historical development and theological issues of the movement of modern evangelicalism.

CH504 History of American Christianity (3 credits)

This course focuses on a detailed examination of a specific topic, doctrine, theologian, or movement of American Christianity.

CH505 History of Christian Thoughts (3 credits)

This course examines the development of Christian thought and practice from the apostolic Fathers to the modern period with an emphasis on the development of doctrines and theology. Especially important thinkers will be highlighted in the early church, Reformation, and the 17th and 18th centuries.

CH506 Race and American Christianity (3 credits)

An intensive consideration of the power of race in American Christian cultures, with an emphasis on recent critical theories of race.

CH510 History of Korean Christianity (3 credits)

This course introduces students to the history of the Korean church, including how evangelistic work began and developed and how the Korean church has grown. It explores the development of the church, evangelistic strategy, persecution, growth, and mission. It also reflects critically, in the light of evangelical missiology, on various aspects of Korean mission.

CH600 Inter-Testamental History (3 credits)

This course will explore the history of the Old Testament era and the New Testament era. The course will focus on the history leading up to the birth of Jesus Christ.

CH610 History of Reformation (3 credits)

This course begins with Luther's inner discovery of salvation and discusses the political, social, religious, purposeful aspects of the Protestant Reformation.

CH611 History of Philosophy and Christian Thought (3 credits)

A survey of the development of the main schools of philosophy and the principal developments in Christian doctrine and thought. The course concentrates on philosophical movements from Heraclitus to contemporary existentialism. Each school of thought is evaluated from a distinctively Reformed perspective.

CH612 Modern Christianity as a Global Phenomenon (3 credits)

This course surveys major developments within the church in Europe, North and South America, Africa, Asia, and the Pacific from roughly 1600 to the present, and the things and events that have shaped the church as an indigenous social institution. Special attention will be given to the critical role of various forms of outreach and missions in Christianity's global expansion as well as the significant role of non-Western initiatives in shaping global Christianity.

DENOMINATIONAL REQUIREMENTS

DR501 Denominational Comprehensive (3 credits)

This course is a denominational requirement ordination as a pastor or a minister. Requirements for this course may differ by each denomination. Contact the School for more information.

NEW TESTAMENT

NT501 Introduction to the New Testament (3 credits)

This course explores the background, literary art, theological teaching, and contemporary message of the New Testament, from Matthew to Revelation.

NT505 Background of the New Testament World (3 credits)

The purpose of this course is to understand the historical, cultural, religious background of the Bible at the time of the New Testament writings, focusing on the various circumstances facing emerging Christianity in the context of Judaism, the Hellenistic religions, and the social history of the early Roman Empire. It will help students to understand the life context of the New Testament for appropriate interpretation.

NT510 Interpretation of the Parables (3 credits)

This course examines the meaning of Jesus' parables in the Synoptic Gospels. It addresses issues of the parables' historical and canonical contexts, their forms of communication, the history of their interpretation, and their relevance for the Church and Christian life today. Prerequisite: NT501

NT600 Synoptic Gospels (3 credits)

This course introduces the synoptic problem, exegetical methods (source criticism, form criticism, and redaction

criticism, and others), and the distinctive theologies of each gospel. Included are the evaluation of various critical approaches to the Gospels, the life of Christ, consideration of historical reliability, and survey of central themes in the teaching of Jesus. Prerequisite: NT501

NT601 Book of Acts (3 credits)

This course is an exegetical study of the entire narrative of Acts that explores Luke's perspective on God's aim for the people of God and their mission. This study will deal with the various textual, historical, rhetorical, exegetical, theological, and ethical concerns that the only canonical book about early Christian history raises. Emphasis will be upon the structure and the major themes found in the Book of Acts, with the Gospel of Luke employed for background purposes. Prerequisite: NT501

NT602 Gospel of John (3 credits)

An exegetical study of the fourth Gospel and First John, emphasizing Johannine narrative techniques, theology, historicity, and the relation between the Gospel of John and First John. Prerequisite: NT501

NT603 Pauline Literature (3 credits)

An exegetical study of selected portions of the Pauline letters with attention to selected theological issues and their application to contemporary church life. This study also includes consideration of the life, mission, and theology of the Apostle Paul, and evaluation of the individual letters in their relationship to apostolic history and the life of the church. Prerequisite: NT501

NT604 General Epistles (3 credits)

A close reading of the general epistles with special attention given to literary, socio-historical, and theological understandings of the epistles. May include readings from any or all of the general epistles in a given semester. Prerequisites: NT501 and BS500

NT605 Book of Revelation (3 credits)

An exegetical study of the book of Revelation focuses upon the background materials of Jewish prophecy and apocalypse, the structure of the book, its relationship to other New Testament writings, and an examination of the perceptual framework which forms its imagery. Prerequisite: NT501and BS500

NT606 New Testament Exegesis (3 credits)

The course introduces the history of biblical interpretation from the Old Testament to current times, with particular emphasis on cultural interpretation. Students will apply methods of their choice to interpreting Biblical texts. Prerequisite: NT501

NT607 Romans (3 credits)

This course entails a close reading of the text of Paul's letter to Roman Christians, with particular attention to the historical and contemporary function of the letter in the life of the church. This course is a detailed exegesis of the entire book of Romans, examining the most commented-on book in the New Testament in light of its historical, rhetorical, sociological, theological, and ethical contexts. The theology of Paul is stressed, with consideration of the distinctive emphases of the epistle: Paul's teaching on Judaism, salvation history, the power of sin, righteousness, the Holy Spirit, and the future of Israel. Prerequisite: NT501

NT608 Letter of James (3 credits)

This course entails a close reading of the letter of James, with special attention given to literary, socio-historical, and theological understandings of the epistle. Also examined are the relationships between faith and action in the life of a Christian. Students investigate and communicate with the theological, disciplinary issue of the relationship between biblical exegesis and the disciplines of theology and ethics. Prerequisite: NT501

NT610 Theology of the New Testament (3 credits)

This course examines the general content and historical development of New Testament theology from the perspective and methodology of the contemporary biblical theology discipline. Students examine the distinctive contributions of biblical authors and the issues of unity and diversity within the canon of the New Testament. Prerequisite: NT501

NT612 Cross-Cultural Representations of Jesus (3 credits)

This course explores some of the theological, ideological, pictorial, and mass media representations of Jesus that have emerged from the cultural appropriations of the gospels. Special attention will be given to the hermeneutics behind the images as well as their ethical ramifications.

NT611 Hermeneutical Method (3 credits)

This course examines the content, text, and interpretation of the Bile, including an introduction to various

critical approaches to biblical studies.

OLD TESTAMENT

OT501 Introduction to the Old Testament (3 Credits)

This course surveys the history and literature of Israel to the end of the United Monarchy, dealing with Israelite economic, social, political, cultural, and religious life. The Old Testament is illuminated by the study of archaeology, geography, and ancient Near Eastern texts.

OT503 Pentateuch (3 Credits)

An exegetical study of selected portions from the Pentateuch in its cultural and historical setting, with attention to its critical problems, theological content, literary features, and modern exposition. Prerequisite: OT 501.

OT504 Historical Books (3 credits)

The course is an interpretive, literary, and theological study of selected portions from Joshua, Judges, First and Second Samuel, and First and Second Kings. Prerequisite: OT 501.

OT505 Wisdom Literature (3 credits)

This course examines wisdom books of the Old Testament (Job through Song of Solomon). These books are considered for their doctrinal and practical values, with Job, the Messianic Psalms, and Ecclesiastes receiving special attention. Prerequisites: OT501 and BS500.

OT506 Major Prophets (3 credits)

This course is an interpretive, literary, and theological study of selected portions from the Major Prophets, including an introduction to Old Testament prophetic literature and addressing issues of hermeneutics, theology, and application. Prerequisite: OT 501.

OT507 Minor Prophets (3 credits)

This course offers book studies of the Minor Prophets, which build on the methodology of interpretation and what has been previously learned by emphasizing the study of books as whole. Accordingly, there is a special focus on the initial survey of books as wholes, the interpretation of parts of books in the context of the book, and the synthesis of books. In addition, attention is given to thinking, valuing, and living biblically by learning how to apply Scripture to life and ministry. Prerequisite: OT 501.

OT508 Book of Psalms (3 credits)

This course examines the nature and characteristics of Hebrew poetry as demonstrated in the Psalms. Special attention will be given to examples of various types of Psalms which have made significant contributions to the Judeo-Christian tradition. Psalms are analyzed for their religious meanings in relation to Christian preaching, teaching, and other aspects of the Christian life. An exposition of selected Psalms is presented, focusing on knowing God and worshipping Him in everyday life. Special emphasis on the homiletic value of the book. Prerequisite: OT 501.

OT600 History of Israel (3 credits)

The purpose of this course is an understanding of the history of Israel, including its culture and religion. This course will focus on background study of the Old Testament to explore the history of Israel from the tribal periods to the post-exilic periods. Students will increase their awareness of history and provide them with a better understanding of the Old Testament writings.

OT603 Inter-Testamental Period (3 credits)

An overview of politics, history, and society during the inter-Testamental period, from the close of the Old Testament canon in the fifth century BC to the first century AD, up to the beginnings of New Testament writings. The course particularly focuses on the literature, religious thoughts, and theology that influenced the development of Judaism and Christianity.

OT605 Old Testament Exegesis (3 credits)

A study of words, poetics, textual criticism, syntax, biblical theology, and practical exegetical exposition in the different genres of the Hebrew Bible. Prerequisite: OT 501.

PRACTICAL THEOLOGY AND SPIRITUALITY

PC500 Introduction to Pastoral Care (3 credits)

As an introduction to the caring ministry of the church, this course will give special attention to the psychological and theological aspects of human need as well as perspectives on pastoral response. Emphasis is given to conceptualizing one's ministry to persons and families in practical situations.

PC505 Pastoral Counseling (3 credits)

This course introduces basic concepts and models for effective pastoral counseling. Areas covered include initial assessment, establishing the counseling relationship, crisis intervention, maintaining a caring and helpful relationship, and referral in pastoral counseling.

PC510 Pastoral Leadership: Building Christian Communities (3 credits)

The aim of the course is to help the student better understand the dynamics and critical issues of ministering with groups. This course provides encouragement and insight for students who are seeking to begin or develop Christian organizations.

PT530 Introduction of Pastoral Ministry (3 credits)

A study of practical theology in relation to the missions of religious institutions, communities of faith, and lived religious experience: how faithful people live out their faith in social, political, and cultural settings.

PT531 Worship & Music in the Emerging Church (3 credits)

Worship & Music in the Emerging Church is an elective, three-credit-one-semester course that provides a historical and theological framework for understanding the emerging church phenomenon and offers practical resources for leading emerging worship experiences.

PT532 Immigration, Religion and the American Church (3 credits)

This course introduces a biblical and historical understanding of human migration, examining the concepts, major trends, critical issues, and challenges associated with contemporary realities from a Christian perspective. Particular attention will be paid to the importance of South-North migration, the formation and missionary significance of new immigrant congregations, Christian ministry in a context of religious plurality, and the ongoing de-Europeanization of American Christianity.

PT533 Urban Ministries (3 credits)

This course examines the issues, dynamics, interactions, and theologies that influence ministry in the urban context. Strategies of ministry are examined for both the local church and other contexts of ministry.

PT534 Ministry for Diaspora Societies (3 Credits)

This course explores a ministerial field established in the late twentieth century to study dispersed ethnic

populations, which are often termed, diaspora peoples.

PT600 Field Education/Mentored Ministry: Pastoral Leadership (3 credits)

This course engages students in daily ministry activities, partnering them with experienced ministers to explore the role of a leader in a church organization. It provides supervised and mentored field-based training in a local church, with leadership opportunities in a congregation, under the teaching and counsel of an experienced pastor. Students are expected to complete a project based on their experiences during the course.

PT700 Supervised Ministry & Internship (3 credits)

This course is a supervised practice of ministry in approved ministerial settings. Each case involves at least 100 hours of ministry in the same program under a qualified supervisor of ministry.

SP605 Spirituality (3 credits)

This course focuses on the student's spiritual development through Bible study, prayer, personal discipline, the readings of spiritual classics such as Bunyan, Augustine, Bernard, Francis and others, and small group sharing. A portion of each session is devoted to "spiritual formation" groups modeled on similar groups in the local church.

SP606 Spirituality and Preaching (3 credits)

This course will assist students in learning, cultivating, enriching, and integrating the essentials for Christian spirituality with their preaching vocations. The history and theology of the connection between spirituality and preaching; how biblical exegesis for preaching impacts and is impacted by spirituality; and ways in which spirituality shapes and is shaped by homiletical style, design, form, and diversity.

SP 610 Spiritual Discipline (1 credit)

This course is designed to exercise and elevate students' spiritual formation and development. Thus, it requires that students give their devotional attention to a variety of sermons provided in university chapel services for their spiritual discipline and application.

PREACHING

PT510 Introduction to Preaching (3 credits)

This course focuses on the introduction to the theology, history, literature, art, and practice of preaching. This is a foundational class that prepares students for other courses in homiletics.

PT511 Preaching Practicum (3 credits)

This practicum includes the application and practice of preaching skills and delivery techniques.
It involves the student finding a ministry setting in which to preach. Prerequisite: PT510.

PT512 Topics in Preaching and Worship (3 credits)

This course will examine various topics in the field of preaching/homiletics. Specific topics will be described as they are offered.

PP535 Text Driven Preaching (3 credits)

This course is a continuing advanced study of sermon delivery mechanics focused on text-driven sermons from varying genres. This course deals with a definition of text-driven preaching, practical sermon preparation, various resources available for sermonic development, and learning how to plan for regular preaching opportunities based on challenges related to a contemporary preaching ministry.

PP545 Narrative Preaching (3 credits)

This course analyzes the structures and methods for preparing biblical " Big Idea " messages from the Old and New Testament narratives. The course will biblically focus on narrative preaching while upholding a commitment to biblical exposition. Students will prepare sermon outlines and preach in class on assigned texts. The course will emphasize narrative preaching from Old and New Testament narrative passages. Students will also study preaching style, audience analysis, and other significant aspects of the preaching event.

PP555 Technology of Preaching (3 credits)

This course will examine the significant effect that technology has had on preaching in terms of how people interact with the audience and communicate God's message. This course also examines the function and use of technology tools in preaching ministry. It asks critical questions about technology and its use. In addressing issues such as virtual community, media arts, worship, preaching, internet-based ministry, Christian education,

and online spirituality, emphasis will be placed on how we can use emerging technology successfully in effective preaching. It seeks to equip students with discernment in this new area of ministry.

PP575 Preaching in the Postmodern Context (3 credits)

This course is a comprehensive study of the various philosophies and cultural implications of postmodernism with a specific view of employing the principles of expository preaching in addressing people within that culture.

PP550 Christ-Centered and Evangelistic Preaching (3 credits)

This course emphasizes Christ-centered preaching. We will first concentrate on critical components of expository messages and then focus on ensuring such sermons remain faithful to the redemptive message of all Scripture by considering Biblical Theology principles as they apply to various texts and genres of Scripture. The course will include lectures by the professor, presentations of course material by the students, and presentations of sermons reflecting redemptive principles by the students.

PP585 Apologetic Preaching in the Postmodern Context (3 credits)

This course is designed to equip students to understand cultural, doctrinal, moral, and other contextual issues to proclaim God's Word faithfully. Students will study various apologetic approaches and will be able to understand the nature of apologetics, specifically as it relates to the preaching ministry. The seminar will address the nature of worldviews and the uniqueness and reasonableness of the Christian worldview. This course will give special attention to communicating and defending the Christian worldview in the postmodern context by proclaiming God's Word.

RESEARCH AND WRITING

RW500 Research and Writing (3 credits)

This course aids students in completing research projects in any content area course by assisting in writing effective research papers using a step-by-step process approach. Course content includes selecting and narrowing topics; writing thesis statements; outlining; locating, and documenting sources; taking notes; writing introductions, body paragraphs, and conclusions; and writing rough and final drafts. Students work with projects already assigned in other content area courses.

RP700 Final Project/Thesis (6 credits)

A student will write a thesis project, or credo, working out the implications and possibilities of pastoral study for future ministry or life enrichment.

THEOLOGY AND ETHICS

ES500 Christian Ethics and Society (3 credits)

The course studies the structure and content of Christian ethics and the goal, nature, and norm of Christian living. It attempts to construct a biblically rooted paradigm to major contemporary social issues such as human rights, politics, economics, poverty, racism, sexism, and biomedical concerns.

ES502 Theology, Ethics and the Economy (3 credits)

Economics, a major biblical theme, provides the structure for much of church and civic and family life. This course will explore both contemporary economic dynamics and issues and the ethical basics that address these issues.

ES503 Christian Ethics and Leadership (3 credits)

This course examines leadership issues from the view of Christian ethics, focusing on the ways Christian leaders can assess the values that influence their actions. It is also intended to make students recognize the qualities they see as valuable for their own leadership roles, both personally and professionally.

ES507 Social Ethics (3 credits)

Explores questions of how the church can engage purposefully in ethical reflection upon contemporary social problems and issues. Guides students in preparing models of pastoral-prophetic ministry for the local church; includes lectures, discussion, and group case analysis.

ES508 Churches and City: Ethical Issues in Urban Ministry (3 credits)

Study of the ministries of churches and church-related agencies in the cultural context of urban areas. Attention is given to economic, political, cultural, religious structures and dynamics that challenge urban ministry; empirical and normative analyses of issues of care and justice engaging these churches; and resources for theological reflection and transformational practice.

ES510 Church, Ethics, and Public Policy (3 credits)

A study of the church's public ministry through readings, case studies, faculty presentations, and student projects. Topics include analysis of public issues, their communal and organizational context, relevant theological and ethical resources.

ES511 Christian Ethics of Peace and War (3 credits)

This course explores the various forms of peaceful approaches to war historically, from the biblical period, the medieval period, reformed times to the present day. It critically examines each denominational position on peace and war, from the Moravian to mainstream denominations. The course is intended to provide a theological understanding of the issues of peace, war, and nuclear weapons.

ES512 African American Religion and Culture (3 credits)

This course offers a view of cultural practices that have been a social glue for African Americans. It explores ways in which religion has intersected with black folk tradition, ritual, music, art, literature and other cultural forms. Ethical subjects and issues will also be discussed.

ES513 Black Theology and Ethics (3 credits)

The contributions of leading Black theologians will be discussed, both historical and recent, and womanist theologians, identifying critical and ethical issues that these theologians explore.

ES514 Christianity and Politics (3 credits)

This course considers how and in what ways Christian social ethics has supported or distanced itself from democratic practices, with attention to whether the practices of Christian institutions can be related to the textual claims.

ES515 Contemporary American Religion and Politics (3 credits)

This course examines religion in American public life from the perspectives of public theologies and civil religion. It embraces social movements, electoral politics, and parachurch groups, including the religious right and mainline Protestant advocacy, denominational divisions, and congregations committed to prophetic witness and evangelical activism.

TH500 Introduction to Theology and Philosophy (3 credits)

This course encourages students to think critically about the relationship between the nature and contents of philosophy and Christian theology in terms of truth and human understanding. It is also intended to help students comprehend the various issues arising from the relevant philosophical themes and texts.

TH501 Systematic Theology I (3 credits)

This course provides a systematic presentation of the Christian faith. Using biblical constructs, historical developments, and confessional statements, students explore the Doctrine of the Word, the Doctrine of God, the Doctrine of Humanity, and the Doctrine of Christ.

TH502 Systematic Theology II (3 credits)

As a continuation of Systematic Theology I, this course is a systematic presentation of the Christian faith with a focus on complete understanding rather than partial systematic theology. The course is also an introduction to the contents, methods, and resources of Christian theology. Attention is given to the understanding of traditional and contemporary formulations of Christian doctrines on God, Christ, and the Holy Spirit, and to the understanding of Churches with a view to the clearest possible understanding of the Christian faith.

TH505 Doctrine of God (3 credits)

The problem of God has become increasingly perplexing in contemporary theology, and the challenges arising have provoked thoughtful and creative responses. This course uses both traditional and contemporary wide-ranging sources to address issues surrounding the nature and existence of God.

TH506 Life and Doctrine of Christ (3 credits)

This course is an introduction to the contents, methods, and resources of Christian theology. Attention is given to the understanding of traditional and contemporary formulations of the doctrine of Christ.

TH508 Doctrine of the Holy Spirit (3 credits)

This course is designed to give students a basic understanding of the Holy Spirit by reviewing relevant doctrines, the work of Christ, and Trinitarian and eschatological aspects. It explores various perspectives and issues, from the traditional to the contemporary.

TH604 Reformed Theology (3 credits)

This course studies Calvin's *Institutes of the Christian Religion*, classical confessional documents of the Reformed tradition and theologies of contemporary Reformed theologians and compares them with other theological traditions. Prerequisite: TH500.

TH605 Contemporary Theology (3 credits)

This course deals with developments from Schleiermacher through contemporary theologians while emphasizing Barth, Bonhoeffer, and Moltmann. Prerequisite: TH500.

TH606 Apologetics (3 credits)

This course examines the efforts of classical and contemporary theologians to defend the Christian faith. In a seminar format, students probe how Christians answer modern challenges such as materialism, scientism, religious pluralism, cultic religions, and secularism in the modern church. This course also surveys the problems of post-modernism.

TH607 Religion and Sociology (3 credits)

This curse provides students with a basic understanding of the different traditions of various religions. It also examines the meaning of religion as a dimension of social life: religion, myth, and symbolic reality, churches as organizations and institutions.

TH608 Women and Religion (3 credits)

This course relates reviewing of anthropological, sociological, and psychological theory related to women and, specifically, women and religion. Topics include women's spirituality and religious leadership, the social, political, and economic forces that shape their lives, and the religious imagery of women.

TH609 Dialogue on Christianity and Science (3 credits)

This course is designed to give students a basic understanding of the relationship between theology and science. It examines issues of theology and science from the perspectives of theology (including constructive theology) and historical and contemporary science.

TH610 Hispanic Religion and Culture: Church, State, and Immigration (3 credits)

Introduction to history, culture, economics, and politics of the Hispanic presence in the United States. The

religious dimension of the U.S. Latino/a experience is highlighted.

TH611 Asian Theologies of Liberation and Indigenization (3 credits)

An introduction to the major themes and figures of Asian Christian theologies, particularly focusing on the two predominant themes of liberation and indigenization. This course examines some of the most renowned examples of Asian liberation theologies, such as Minjung theology and Dalit theology, and the various intercultural and interreligious attempts at theologies of indigenization.

WORSHIP STUDIES

WS500 Christian Worship (3 credits)

Introduction to the history, theology, and practice of Christian worship, including the Sunday gathering, sacraments, weddings, funerals, and daily prayers.

WS501 Institutional Requirement

This course is required for all students of GCU to express and learn the importance of worship and praise. GCU students will have a chance to share their faith with other students and faculty members and to be reminded of God's love.

WS502 Worship & Sermon (3 credits)

The history, theology, and practice of Christian worship including the Sunday gathering, sacraments, weddings, funerals, and daily prayers and the preparation and the delivery of sermons.

WS503 Church Music & Hymnology (3 credits)

A study of the origins and development of Christian music and hymnody, with reference to the theological emphasis of various periods from the beginnings to the present.

II. SCHOOL OF MUSIC

MUS500 Recital I (3 credits)

Solo recital in major applied instrument or voice. A 60-minute public performance is required to be presented before the end of the second semester of applied study. Students are expected to work with instructors in planning realistic dates and repertoire for recitals.

MUS501 Review of Music Theory (3 credits)

Review of harmony, form and analysis. Intensive review of diatonic and chromatic harmony, formal stereotypes, and basic analytical techniques. Credits earned in this course may not be applied to the Master of Arts in Music degree.

MUS505 Yearly Concert I (3 credits)

30-minute public ensemble concert for Contemporary Pop Music or Contemporary Christian Music majors. The performer must arrange the concert program and be the main performer.

MUS511 Choral Conducting (3 credits)

Advanced conducting including baton technique, score reading, cueing, expression, interpretation and rehearsal skills with an emphasis on applying these techniques in practical conducting experiences involving vocal and instrumental ensembles. Not for conducting majors.

MUS521/522 Computer Music Application-Sibelius I/II (3 credits)

Advanced computer music skills and comprehension of MIDI with the use of Sibelius music composition software.

MUS523/524 Computer Music Application-Apple Logic I/II (3 credits)

Advanced computer music skills and comprehension of MIDI with the use of Apple's Logic software.

MUS523/524 Computer Music Application-Apple Logic I/II (3 credits)

Advanced computer music skills and comprehension of MIDI with the use of Apple's Logic software.

MUS531 Studio Recording (3 credits)

A study of the practical skills needed to record and mix music in a professional studio.

MUS532 Arrangement (3 credits)

An advanced survey of the musical concepts of melody, rhythm, harmony, and form as applied to the principles and techniques of arrangement.

MUS533 Directing & Conducting (3 credits)

Techniques of conducting and directing. Discussion and study of terminology, tempo, phrasing, and articulation.

MUS570 Church Music (3 credits)

This course teaches church music from the early to the present period, including studying major composers of church music and their works. Students will be required to attend and review a minimum of one live church performance by the end of each semester.

MUS571 Songwriting (3 credits)

The practical application and technique of working songwriting.

MUS600 Recital II (3 credits)

This is a public performance course, the content of which varies according to the major:

- Solo recital in major applied instrument or voice.
- Compositional recital of works written by the student composer while pursuing the composition degree.
- Choral concert of the major composition for choral conducting majors
- Concert of the major composition for conducting majors.

A public performance of at least 45 minutes but not exceeding 60 minutes is required. The recital must be presented before the end of the fourth semester of applied study. Students are expected to work with instructors in planning realistic dates and repertoire for recitals. Prerequisite: MUS500

MUS601 Applied Music (3 credits)

One 60-minuteslesson per week. In addition to their private lessons, students may be required to attend a student's recital each semester.

A-Piano

B-Organ

C-Voice

D-Composition

E-Choral Conducting

F-Strings (Violin, Viola, Cello, and Double-bass)

G- Woodwinds (Flute, Oboe, Clarinet, and Bassoon) or Brass (Trumpet, Trombone, Horn, and Tuba)

MUS602 Class Piano (3 credits)

Basic musicianship through elementary keyboard skills includes basic playing skills such as reading, fingering, technique, and elementary repertoire. It also includes functional and theoretical skills such as intervals, chord spelling, chord types, simple progressions, voice leading, and harmonization. Courses will meet in 30 minutes weekly. Functional keyboard skills for satisfying the piano proficiency requirement may be repeated for two semesters, but not for piano or organ majors.

MUS 603 University Chorus (3 credits)

Choral Ensemble: Study, rehearsal, and a concert performance of choral literature of various periods and styles. In addition, the group participates in school and off-campus performances and appearances in the weekly on-campus chapel services. Open to all students.

MUS605 Yearly Concert II (3 credits)

A 60-minute public ensemble concert is required for Contemporary Pop Music or Contemporary Christian Music major students. The performer must arrange the concert program and be the main performer.

MUS606 Contemporary Christian Music Private Lesson (3 credits)

60-minute private lessons for Contemporary Christian Music major students.

MUS611 Piano Pedagogy (3 credits)

Approaches and materials for children and high school students at the elementary and intermediate, and adult students at the beginner through advanced levels. Focus will include the job market, methods, curriculum building, musicianship training, technical development, practice strategies, memorization, musical style and interpretation, ensemble playing, philosophical bases, piano laboratory technology, and professional etiquette as a clinician/adjudicator.

MUS612 Organ Pedagogy (3 credits)

Methods, techniques, and repertoire for teaching at beginning, intermediate, and advanced levels of study, with emphasis on style and interpretive problems.

MUS613 Vocal Pedagogy (3 credits)

A study of the principles of vocal techniques and a survey of practical teaching literature for voice.

MUS614 Accompanying (3 credits)

Developing musical sensitivity at the keyboard to enhance the performance of vocalists or instrumentalists. Practical participation will be required. Designed for piano majors.

MUS615 Service Playing (3 credits)

Techniques for church organists include hymn playing, improvisation, accompaniment of anthems and sacred solos, and music for weddings and funerals.

MUS621 Advanced Theory (3 credits)

Advanced study of music theory and harmony in common practice including analytical study of chromatic harmony. Components include composition, literature analysis and practical keyboard application.

MUS622 Form and Analysis (3 credits)

Techniques of harmonic, structural, and stylistic analysis of small and large homophonic and contrapuntal forms of music from the Renaissance through the Romantic periods. Advanced analysis of music compositions with emphasis on harmony and form.

MUS623 Counterpoint I (3 credits)

A study of sixteenth century modal polyphony in two, three, and four parts.

MUS624 Counterpoint II (3 credits)

A study of eighteenth-century style with the writing of invention and choral-prelude forms in two and three parts.

US625 Analysis of Post-Romantic Music (3 credits)

Theories of musical structure in the post-tonal idiom, with analytical applications to literature from major composers of the 20th century. Compositional exercises will provide orientation to diverse styles and demonstrate the creative application of theoretical concepts. Prerequisite: MUS222

MUS 626 Orchestration (3 Credits)

A study of techniques used in the creation of computer music for various instrumental and vocal ensembles. Students acquire abilities with hardware and software for notation and MIDI sequencing. These techniques will be utilized to complete a series of composition and arranging projects. It is also recommended that the students acquire knowledge of the standard band and orchestral instruments regarding playing ranges, technical limitations, and tone-color possibilities in solo and combination. Guidance and practice in scoring various combinations of instruments.

MUS627 Advanced Jazz Harmony (3 credits)

Advanced music theory applied to Contemporary Christian Music and Jazz repertoire.

MUS631 Music History I (3 credits)

A study of music history from the Middle Ages through the early Renaissance with some attention to the music of the ancient Greeks. Stylistic developments, musical forms, and contributions of representative composers of the Middle Ages and Early Renaissance Era are discussed.

MUS632 Music History II (3 credits)

Developments in music during the mid-late Renaissance and Baroque Era, with particular emphasis given to major French, German, and Italian composers.

MUS633 Music History III (3 credits)

Stylistic developments from the Galant style, from Viennese classicism to the early Romantic era.

MUS634 Music History IV (3 credits)

Development of music from the mid-Romantic era to the present day, followed by an introduction to ethnomusicology and a survey of topics in traditional and non-western musical cultures.

MUS641 Piano Literature (3 credits)

A comprehensive investigation of keyboard music from a historical and stylistic viewpoint, emphasizing major keyboard works and composers from the Baroque to Classical era.

MUS642 Organ Literature (3 credits)

Exploration of organ music from the Medieval period to the present.

MUS643 Vocal Literature (3 credits)

The art song and concert aria from Mozart to the present.

MUS644 Choral Literature (3 credits)

Literature for large and small vocal ensembles, including madrigals, masses, and mottes, from 1500 to the present.

MUS645 Orchestral Literature (3 credits)

Survey of orchestral literature from 1700 to the present.

MUS646 Church Music Literature (3 credits)

Church music repertoire for all choirs and handbells. Supplementary materials such as teaching aids will also be included.

MUS651 Worship and Music (3 credits)

A study of choral and instrumental repertoire for use in churches: discussing topics pertaining to the administration of church music programs, church staff relationships, children's choir techniques, and others. The format will include lectures, reading sessions, and class projects.

MUS652 Church Music Seminar (3 credits)

A study of historical and contemporary developments in hymnody; liturgical music; church choir literature and techniques; and church music philosophy, education, and administration. It may be repeated for credit as topics vary.

MUS653 Hymnology (3 credits)

A study of the origins and development of Christian hymnody, with reference to the theological emphasis of various periods from the beginnings to the present.

MUS661 Opera Workshop (3 credits)

Basic techniques in acting and technical aspects of theatre are utilized in the performance of an opera scene.

MUS662 Diction for Singers (3 credits)

Designed for vocal music majors. The study of the pronunciation, enunciation, and expression of the German, French, Italian, and English languages in singing.

MUS700 Final Project (3 credits)

Final project for the degrees in composition or in conducting. For Composition majors, the project consists of the composition and public performance of an original major musical work. The degree in conducting consists of a public concert and paper.

MUS703 Bibliography (3 credits)

Concepts and practice used in research methodology. Introduction to research materials, including print materials and electronic databases. Course requirements include the development of topic databases and research papers.

MUS 748 Church Music and Technology

This course equips students with essential technical skills for modern church music ministry. It covers the basics of sound systems, including microphones, mixing, and live audio setup, as well as introductory concepts in live streaming and video production. Students will also learn basic audio and video editing for platforms such as YouTube and social media, enabling them to create effective worship and ministry content.

MUS 749 Practical Church Music

This course explores the practical aspects of church music ministry, focusing on organizing and leading praise teams and choirs, managing resources, and developing effective church music administration.

MUS 750 Church Music Composition

This course introduces the fundamentals of composing choral music and arranging for praise teams. Students will learn basic techniques in writing for choir (SATB), including voice leading, harmony, and text setting, as well as practical skills for arranging contemporary worship songs for band settings. Emphasis is placed on creating musically and theologically appropriate works for church worship contexts.

MUS 751 Practical Worship Leading

This course focuses on the practical skills needed for effective worship leading. Students will learn how to lead praise in a clear and engaging manner, utilize instruments effectively, and develop basic arranging techniques. Emphasis is placed on maximizing the efficiency and musical cohesion of the worship team through thoughtful planning, communication, and execution.

III. SCHOOL OF BUSINESS ADMINISTRATION

DEVELOPMENT SKILLS

ADPH520 Organizational Effectiveness (3 Credits)

The nature of work groups and teams and their impact on organizational effectiveness is the focus of this advanced management course. The course discusses how groups control their members and how group members learn roles, rules, and norms. The course is designed to help students understand socialization and how socialization tactics result in a standardized or individualized role orientation.

ADVANCED BUSINESS

BUSN500 Business Environment, Law and Christian Ethics (3 Credits)

This course develops skills for inquiry into the business environment from a legal and ethical perspective. Students explore the relationships between modern business and the environment and the ethical issues that arise when diverse interests intersect. Relevant topics will include contracts, commercial law (sales, secured transactions, and creditors remedies), forms of business entities (including limited liability companies and corporations), agency, employer-employee relationships, real property concepts, bankruptcy, and negligence strict liability concepts. Students will examine corporate governance and business ethics, emphasizing case studies.

BUSN530 Business Strategy (Capstone Course) (3 Credits)

This is the capstone course for the SBA and should be taken in the student's final term. Students systematically analyze a firm's internal and external environments and apply concepts and theories related to formulating and implementing business-level and corporate-level strategies. The influence of other functional areas (marketing, finance, accounting, etc.) on strategic thinking is emphasized in teaching students the linkage between strategic problems, management interpretations, solutions, and firm performance. Enrollment priority is given to seniors

who have applied for graduation.

BUSN550 Intermediate Microeconomics (3 Credits)

The main aim of this course is to provide a further understanding of microeconomic theory, building on the foundation they received in ECON201: Principles of Microeconomics. The course covers the theories of the consumer and the firm through economic models. Students will learn to express economic models in mathematical terms and manipulate those models, then use algebra and calculus. Calculus is not a prerequisite, but students will learn some calculus during the semester and will benefit from having previously taken a calculus course. The models covered in the course fall into eight classes: utility maximization, profit maximization, cost and expenditure minimization, and general equilibrium—prerequisite: ECON201 or equivalent.

BUSN600 Managerial Accounting (3 Credits)

The student examines advanced management accounting topics related to management information needs for planning, control, and decision-making. Topics include the interpretation of standard cost variances; application of quantitative techniques; evaluation of divisional performance; activity-based costing; and the behavioral impact of accounting systems—prerequisite: ACCT201 or equivalent.

BUSN620 Managerial Economics (3 Credits)

The student examines the application of microeconomic theory to managerial responsibilities within an organization. This course emphasizes economic principles' quantitative and qualitative application to business analysis. Prerequisite: ECON101 or equivalent

BUSN650 Leading and Managing

This course examines multiple theories, approaches, and research-based understandings of the theoretical constructs of leadership and management. Emphasis will be placed on the evolution of leadership and management theories. Enduring elements, ongoing issues, emerging trends, and contemporary research will be examined.

BUSN700 Business Plan Analysis

This course demonstrates how starting a new venture is risky and often ends in failure. An effective business plan is an effective tool for entrepreneurs who want to reduce risks and ensure success. This course focuses on

the critical components of a business plan. The primary course assignment is to prepare a business plan for a business opportunity chosen by the student.

ADVANCED FINANCE

FINS500 Finance (3 Credits)

The student examines the general nature of financial management, the American financial system, taxes, and the major financial decisions of corporations. Specific attention is given to present value and capital budgeting; risk and asset pricing; financial analysis and forecasting; financial decisions and market efficiency; and capital structure. The problem-solving methodology illustrates the theories and tools in financial decision-making—prerequisite: FINS101 or equivalent.

FINS520 Investments (3 Credits)

Principles and methods of investing in securities of business and government. This course studies the practical management of portfolios containing fixed-income and equity investments. It examines the issues and procedures for security analysis and portfolio management, emphasizing the application of analytical techniques and portfolio management theories for individual investors.

FINS530 Capital Budgeting and Corporate Investment (3 Credits)

The student examines the corporate investment decision process, which includes working capital management, financial statement analysis, determination of cash flow, risk-return analysis, forecasting, and asset investment.

FINS550 Institutions and Financial Markets (3 Credits)

Students develop a unified framework for understanding financial intermediaries and markets. They examine the structure, regulation, and operation of banking and non-banking financial institutions; analyze how central bank operations affect financial institutions; and develop an understanding of money and capital markets, the flow of funds through the economy, and the role of financial and futures markets.

FINS 600 International Finance (3 Credits)

The course content focuses on the environment in which the international financial manager operates. Students study the risks of doing business overseas and the tools available to minimize those risks. Foreign exchange risk, political risk, working capital management, long-term investments and financing, and accounting and control are examined within this context.

FINS620 Financial Strategies (3 Credits)

This course is a final, comprehensive finance offering that makes use of cases and/or simulations to enhance the real-world applicability of the finance degree and to integrate all previous coursework

HUMAN RESOURCES

HRDV500 Organizational Behavior/ Human Resource Management (3 Credits)

An introduction to human resources development. Primary topics are training and development, career management, organizational development and change. A wide variety of secondary topics may also be covered in this course, including learning principles, evaluation of human resources development interventions, employee orientation and socialization, performance management and coaching, diversity, and employee counseling. This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations, including individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design—prerequisite: MGMT101 or equivalent.

INTERNATIONAL BUSINESS

INTB500 International Business (3 Credits)

The student is introduced to the language and terminology of international business and significant international political and economic policies that affect modern international companies. Special attention is given to fundamental international finance, accounting, law, management, and marketing concepts.

INTB550 International Law and Business (3 Credits)

This course surveys trends and practices that are part of the adjudication process across national boundaries. Students study the interrelationships among countries as these affect individuals and business organizations attempting to operate internationally. The course content focuses on transnational business activities.

MARKETING SCIENCE

MISY500 Introduction to Marketing Information Science (3 Credits)

This course introduces the fundamentals of management information systems: components of information systems (hardware, software, databases, and data communication technologies) and uses examples and cases to demonstrate important uses of information systems in organizations. Topics include transaction processing, e-commerce, supply chain systems, customer relationship management systems, marketing information systems, decision support systems, knowledge management systems, and ethics and security issues. Depending upon the course section (day or evening, MWF or TT), a portion of this course may be offered in a distance education format.
Prerequisite: CIST101 or equivalent.

ADVANCED MANAGEMENT

MGMT600 Research Methods (3 Credits)

This course introduces a range of research methods applicable to both academic and professional inquiries into information practices, texts, and technologies. It explores the applications, advantages, and limitations of methodologies from both qualitative and quantitative traditions. Students will learn how to design and implement a research methodology and critically evaluate existing research. Emphasis is placed on developing a comprehensive understanding of the research process, including data collection, analysis, and interpretation.
Prerequisite: BSTA202 or an equivalent course.

ADVANCED MARKETING

MRKT520 Sales Management (3 Credits)

A study of the dynamics of human behavior that affects marketing decisions. Included in this analysis is an examination of effective marketing practices and procedures and the analytical techniques required before basic marketing decisions.

MRKT550 Marketing Channel Management (3 Credits)

A study of distribution processes and institutional structures as subsystems of marketing strategy. The focus is on channel structure, product assortment considerations, promotional activities, pricing strategies, and physical logistics necessary to achieve channel objectives. Governmental, economic, and competitive aspects affecting channel management are included.

MRKT570 Promotional Management (3 Credits)

Students examine promotional methods to communicate to potential customers the messages that support the objectives of the marketing plan. Each of the four elements of the promotion mix is covered: advertising, publicity, sales promotion, and personal selling. Specific focus is applied to building differentiated value perceptions in the customers in relation to competitors' products

MRKT590 Marketing Management (3 Credits)

The student examines the life cycle management of a product from inception to the point where it is no longer offered. Specific topics covered in the course include the product development cycle, product assortment decisions, branding, pricing, and others that make up the marketing mix and that are dynamic throughout the product life cycle. Specific emphasis is placed on identifying marketing problems, investigating alternative solutions, and rendering appropriate strategies and decisions. Techniques associated with a situational analysis of problems are stressed prerequisite: MKTG101 or equivalent.

MRKT600 International Marketing (3 Credits)

Students are exposed to several aspects of international marketing. This includes the international marketing environment and the international marketing mix--product, pricing, distribution, and promotion--as well as emerging issues in international trade, such as trading blocs, trade barriers, and standardization/adaptation.

NEGOTIATION SKILLS

MORS510 Negotiations (3 Credits)

This course is designed to improve student's skills in all phases of negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multiparty negotiations, buyer-seller transactions, the resolution of disputes, the development of negotiation strategy, and to the management of integrative and distributive aspects of the negotiation process. The course is based on simulated negotiations in various contexts, including one-on-one, multi-party, cross-cultural, third-party, and team negotiations.

ORGANIZATIONAL SKILLS

ORLD510 Leading Organizational Change (3 Credits)

This course prepares students to lead organizational change efforts to improve executive functioning and quality of work life. Using case studies, students will develop change interventions and change management strategies using group simulations, demonstrating change agent competencies in systems thinking, action research,

consultation skills, project management, and strategic visioning.

CULINARY & FOODSERVICE MANAGEMENT

BCF500 Introduction to Coffee Business

This graduate-level course provides an advanced examination of the global coffee industry, emphasizing the interconnected dynamics of production, supply chains, market development, sustainability, and consumer culture. Students will critically analyze industry trends, business models, and emerging challenges affecting the coffee sector. Through strategic evaluation and applied research, students will develop leadership perspectives for innovation, entrepreneurship, and organizational management within the global coffee industry.

BCF501 Coffee Barista

This graduate-level course examines advanced coffee extraction theory, quality assurance systems, and operational excellence in specialty coffee environments. Students will analyze the scientific variables influencing extraction, flavor development, and sensory outcomes while evaluating industry standards and best practices. Emphasis is placed on leadership in barista training, quality management, customer experience strategy, and the development of sustainable operational systems within professional coffee enterprises

BISC530 Food Service Management (3 credits)

This course delves into the concepts and management theories of the food service business. The objective of this course is to cultivate professional managers or supervisors. It aims to enhance management skills, enabling individuals to embrace management rationalization and develop effective plans by learning the procedures of food service planning.

BISC540 Culinary &Foodservice Business Management (3 credits)

This course focuses on analyzing the burgeoning global Culinary &Foodservice industry and effectively incorporates shifts in taste and aroma trends into business management. It is a practical subject that develops a program positioning the coffee industry within the tourism sector. Additionally, it includes application in retail settings, providing learners with real-world examples of coffee's cultural integration.

BISC550 Culinary &Foodservice Store Management (3 credits)

As the coffee industry's share in the global service sector expands, there are noticeable shifts in store formats, brewing techniques, and sales approaches. This course offers practical study in comprehending these changes and implementing them to modernize service systems in retail settings. It includes detailed sales analysis segmented by time, period, and menu, which is then applied to managing employee workflows and calculating material inventory. This approach ensures a comprehensive understanding of contemporary trends and practices in the coffee industry, equipping learners with the skills to apply these insights effectively in real-world scenarios.

BISC570 Culinary &Foodservice Selection (3 credits)

In this class, we'll explore how the coffee production industry is transitioning from large-scale factory production to smaller, more localized operations. This shift emphasizes the selection and blending of coffee that reflects regional characteristics. Consequently, choosing green beans as raw materials becomes increasingly vital. This lecture responds to this trend and encompasses everything from the process of processing green coffee beans to the methods of selecting them.

BISC601 Food and Beverage Management (3 credits)

This course offers to develop confidence in your ability to manage your business’s finances and learn key operational functions like menu design, income statement analysis, pricing, margin analysis, supply chain management, guest service processes, and employee engagement and performance.

SERVICE BUSINESS MANAGEMENT

BISM531 Global Business Manner (3 credits)

The course typically covers etiquette and communication strategies in a global business context, focusing on cultural sensitivity and international business practices. Students learn to navigate cross-cultural interactions, understand diverse business customs, and communicate effectively with international colleagues and clients.

BISM548 Managing Service Operation (3 credits)

This course teaches students how to effectively design, manage, and improve service organizations. The learning objectives are 1) Creating distinctive and sustainable service strategies. 2) Executing service models

that enable customers, employees, and owners to thrive simultaneously. 3) Productively leveraging data and analytics. 4) Adapting to evolving customer needs and changing competitive landscapes.

BISC551 Service Business Strategy (3 credits)

This course equips professionals with a simplified framework they can immediately apply to create value for customers, employees, and suppliers while maximizing returns and an organization's competitive edge.

BISC658 Servant Leadership and Organization Management (3 credits)

This course focuses on developing strong character and leadership skills. It explores seven dimensions associated with strong character, including authenticity, integrity, courage, humility, and compassion. Also, this course enhances a student's credibility as a leader and considers the power of perception and experience in building a culture of service leadership.

BISC577 Service Marketing (3 credits)

This course explores the differences between marketing goods and services. It extends the traditional strategic marketing mix to include elements specific to services, considering their distinct features.

MUSIC BUSINESS MANAGEMENT

BISM532 Concert Management (3 credits)

This course emphasizes the principles and practices of concert promotion and facilities management. Topics include management of large venues and club settings, box office operations, crowd control, labor relations, and production techniques such as sets, lighting, sound, and costumes. Additional areas of focus include special event planning, tour coordination, contracts and riders. Case studies will explore entrepreneurial aspects such as investment capital, staffing and administration, market identification, goal setting, strategic sequencing, budgeting, and break-even analysis.

BISM542 Graduate Artists & Repertoire Seminar in Music Business (3 credits)

This seminar provides an in-depth examination of the processes involved in Artists and Repertoire (A&R), music production, and manufacturing. Students will analyze criteria for music evaluation across various genre categories. The course also explores the role of the recording studio as a creative and technical space

for both producers and artists, emphasizing the collaborative dynamic and decision-making processes that shape recorded music.

BISC552 Global Music Management (3 credits)

Examination of current global music management issues. Topics include international market research, selection of international target markets, planning and decision-making, how to utilize the global reach of the Internet, how to measure and predict global music trends, and cultural diversity issues in the music industry

BISC572 Promotions and Publicity in the Music Industry (3 credits)

A thorough investigation of product support through traditional and new media. Promotional, publicity, and marketing plans are prepared using promotional strategies such as cooperative advertising, merchandizing, public relations, contests, sweepstakes, in-stores, television, and radio appearances, and tour support. Sales applications through retail and distribution of prerecorded products are also examined.

BISC655 Music Business Internships: Information for Students (3 credits)

Current internships include placements at technology and digital companies; publicity, branding, and marketing firms; music publishers; performance venues; music broadcasting organizations; music producers and music providers to film and television; record companies; talent management companies and booking agencies; and festival, venue, concert, and event promoters.

SPORTS ADMINISTRATION MANAGEMENT

SPMG550 Advanced Theories in Sports Administration (3 credits)

This course explores advanced concepts and theoretical frameworks in the field of sports administration. It focuses on the application of strategic management, marketing, organizational behavior, and policy development within professional, collegiate, and amateur sports organizations. Students will critically analyze current trends, leadership practices, and governance models in sports and apply theoretical knowledge to real-world administrative challenges. Emphasis is placed on evidence-based decision-making, ethical considerations, and innovation in sports management practices.

SPMG570 Philosophy and Ethics in Sports Leadership (3 credits)

This course examines the philosophical foundations and ethical principles that guide leadership in the sports industry. Students will explore major ethical theories, moral reasoning, and philosophical perspectives as they relate to decision-making and leadership practices in sports settings. Topics include fairness, equity, integrity, sportsmanship, doping, gender and inclusion, as well as the ethical responsibilities of coaches,
administrators, and athletes. Through case studies and critical discussions, students will develop a personal leadership philosophy and learn how to navigate complex ethical dilemmas in sports leadership roles.

SPMG592 Quantitative Research in Sports Administration (3 credits)

This course provides an in-depth examination of quantitative research methods as applied to the field of sports administration. Students will learn how to design research studies, collect and analyze numerical data, and interpret statistical results to inform decision-making in sports contexts. Topics include hypothesis testing, survey design, regression analysis, and the use of statistical software. Emphasis is placed on applying quantitative methods to real-world issues in sports management, such as fan behavior, performance analysis, marketing strategies, and organizational effectiveness.

SPMG500 Research Seminar in Sports Management (3 credits)

This seminar-style course is designed to engage students in critical analysis and discussion of current research topics and emerging issues in sports management. Students will review scholarly literature, present research findings, and participate in peer discussions to enhance their understanding of research methodologies and theoretical developments in the field. The course emphasizes the development of independent research skills, scholarly writing, and the ability to critically evaluate research relevant to sports organizations, policy, and leadership. It also serves as preparation for thesis or dissertation work.

SPMG502 Financial Management in Sports Administration (3 credits)

This course examines the principles and practices of financial management within the context of sports organizations. Students will learn to analyze financial statements, develop budgets, manage revenues and expenditures, and evaluate funding sources, including sponsorships, ticket sales, broadcasting rights, and public subsidies. The course also covers financial planning, risk management, and economic impact analysis in both professional and amateur sports settings. Emphasis is placed on strategic financial decision-making to ensure the sustainability and growth of sports organizations.

SPMG512 Technology and Digital Transformation in Sports Administration (3 credits)
This course explores the impact of emerging technologies and digital innovation on the sports industry. Students will examine how digital tools—such as data analytics, artificial intelligence, virtual and augmented reality, wearable technology, and social media platforms—are transforming sports management, fan engagement, performance analysis, and operational efficiency. The course also addresses digital strategy, cybersecurity, and ethical considerations in the use of technology. Emphasis is placed on preparing future sports administrators to lead and adapt in an increasingly tech-driven environment.

Artificial Intelligence and Business Transformation

AIBU501 Artificial Intelligence Applications in Business Administration (3 credits)
This graduate course examines the application of artificial intelligence across major business functions, including management, marketing, finance, human resources, operations, customer service, and strategic planning.

AIBU510 Generative AI for Managers (3 credits)
This course examines the capabilities, limitations, and managerial applications of generative artificial intelligence.

ABIU520 AI Strategy and Business Transformation (3 credits)
This course examines how organizations develop and implement artificial intelligence strategies.

AIBU530 AI Business Model Innovation (3 credits)
This course examines how artificial intelligence changes value creation, customer relationships, revenue models, operations, products, and competitive positioning.
Students evaluate existing AI-enabled business models and develop an innovative AI-supported business model.

AIBU540 AU Entrepreneurship and Venture Development (3 credits)
This course examines entrepreneurship in AI-enabled markets.

AIBU550 AI-Driven Business Simulation and Decision Making (3 credits)

This applied course uses business simulations and AI-supported analysis to develop managerial decision-making skills.
Students make strategic decisions involving marketing, finance, operations, competition, pricing, investment, and resource allocation.

AIBU560 Artificial Intelligence and Global Business (3 credits)
This course examines the impact of AI on international business, multinational corporations, global markets, supply chains, labor, competition, and technology strategy.
Students analyze AI adoption across different countries and cultural environments.

AIBU570 Strategic Foresight with Artificial Intelligence (3 credits)
This course introduces strategic foresight as a managerial discipline for understanding emerging trends and uncertainty.

AIBU575 Scenario Planning and Futures Management with AI (3 credits)
This advanced MBA course examines scenario planning and future-oriented strategic management. Students construct alternative future scenarios, analyze uncertainty, identify strategic risks and opportunities, and develop organizational responses.

AILE530 Organizational Change and Digital Transformation (3 credits)
This course examines organizational change theory in the context of AI adoption and digital transformation.

AILE540 AI Ethics and Governance (3 credits)
This course examines ethical and governance issues associated with artificial intelligence.

AIDC510 AI Data Storytelling and Business Communication (3 credits)
Students learn to transform data and analytical findings into effective managerial narratives, visual presentations, and strategic recommendations.

AIDC520 AI Content Strategy and Digital Branding (3 credits)

This course examines AI-supported content strategy, customer engagement, brand positioning, digital communication, and generative content development.

AIDC530 Digital Marketing Analytics with AI (3 credits)
Students use AI-supported analytical tools to evaluate digital marketing campaigns, customer behavior, engagement, conversion, and marketing performance.

SCHOOL OF COMPUTER SCIENCE

CS501 Advanced Algorithms (3 credits)
This course provides an in-depth study of advanced algorithmic techniques and their theoretical foundations. Topics include advanced data structures, graph algorithms, randomized algorithms, and computational complexity, including NP-completeness. Emphasis is placed on analyzing efficiency, proving correctness, and solving complex computational problems.

CS502 Advanced Software Engineering (3 credits)
This course examines advanced principles of software engineering with a focus on designing, developing, and maintaining large-scale software systems. Topics include software architecture, design patterns, DevOps practices, automated testing, and project lifecycle management.

CS503 Probability and Statistics for Computing (3 credits)
This course presents probabilistic and statistical methods essential for computing applications. Topics include probability distributions, statistical inference, regression analysis, Bayesian methods, and applications to machine learning and data analysis.

CS510 Machine Learning (3 credits)
This course provides a comprehensive study of machine learning algorithms and their theoretical and practical foundations. Topics include supervised and unsupervised learning, model evaluation, optimization, and generalization techniques.

CS511 Deep Learning (3 credits)

This course explores advanced deep learning methods, including neural network architectures such as convolutional and recurrent networks. Topics include optimization techniques, regularization, and applications in vision and sequence modeling.

CS512 Natural Language Processing (4 credits)

This course introduces computational approaches to processing and analyzing human language data. Topics include text representation, language models, syntactic and semantic analysis, and neural approaches to NLP.

CS513 Advanced Artificial Intelligence (3 credits)

This course covers advanced topics in artificial intelligence, including knowledge representation, reasoning, planning, and intelligent agents. Emphasis is placed on designing systems capable of solving complex real-world problems.

CS514 Computer Vision (3 credits)

This course focuses on methods for enabling machines to interpret and analyze visual information. Topics include image processing, feature extraction, object recognition, and deep learning approaches to vision tasks.

CS515 Numerical Computation (3 credits)

This course covers numerical methods used in scientific and engineering computation. Topics include linear algebra techniques, optimization methods, and numerical stability, with applications to machine learning and data analysis.

CS520 Data Mining (3 credits)

This course explores techniques for extracting patterns and knowledge from large datasets. Topics include classification, clustering, association rule mining, anomaly detection, and data preprocessing.

CS521 Data Visualization (3 credits)

This course examines principles and techniques for visualizing complex data. Topics include visual encoding, interactive visualization, and effective communication of data-driven insights.

CS523 Big Data Analytics (3 credits)

This course introduces techniques for processing and analyzing large-scale datasets. Topics include distributed computing, data pipelines, and scalable storage systems.

CS525 Advanced Database Systems (2 credits)

This course covers advanced topics in database systems, including data modeling, indexing, query optimization, and distributed and NoSQL databases.

CS526 Data Engineering (4 credits)

This course focuses on the design and implementation of data engineering systems for processing and managing large-scale data. Topics include data pipelines, extract-transform-load (ETL) processes, data warehousing, and distributed data processing frameworks. Students will explore tools and techniques for building reliable, scalable, and efficient data systems, including data integration, storage architectures, and workflow orchestration. Emphasis is placed on practical applications in cloud-based environments and real-world data infrastructure.

CS530 Programming Languages (3 credits)

This course examines programming language design and implementation. Topics include syntax, semantics, type systems, and programming paradigms.

CS531 Distributed Systems (3 credits)

This course studies the design and implementation of distributed systems. Topics include concurrency, communication, fault tolerance, and scalability.

CS532 Cybersecurity (3 credits)

This course introduces key principles of cybersecurity, including cryptography, network security, and system protection.

CS533 Human-Computer Interaction (2 credits)

This course focuses on the design and evaluation of user interfaces. Topics include usability, user-centered design, and interaction techniques.

CS590 Capstone Project (6 credits)

Application of advanced computer science principles to a comprehensive, real-world project involving system design, implementation, and evaluation. Students may work independently or in teams under faculty supervision, culminating in a written report and formal presentation.

CS595 Thesis (6 credits)

Independent research conducted under faculty supervision on a specialized topic in computer science. The thesis requires a written document and an oral defense demonstrating original research, critical analysis, and technical depth.

SCHOOL OF NURSING

Master of Science in Nursing

MSN501 Advanced Pathophysiology and Clinical Reasoning (3 credits)

Provides an in-depth examination of physiologic and pathophysiologic processes across the lifespan. Students integrate cellular, organ-system, and multisystem mechanisms with current evidence to explain complex clinical presentations and strengthen advanced nursing judgment.

MSN502 Advanced Pharmacology and Medication Management (3 credits)

Examines pharmacodynamics, pharmacokinetics, pharmacotherapeutic principles, medication safety, and evidence-informed medication management across diverse populations. Emphasis is placed on clinical reasoning, patient education, interprofessional communication, polypharmacy, safety, ethics, and economic considerations within the RN's legal scope.

MSN503 Advanced Health Assessment and Clinical Reasoning (3 credits)

Develops advanced assessment, communication, clinical reasoning, recognition of changes in health status, and documentation skills for graduate-prepared registered nurses. Students integrate physical, psychosocial, cultural, spiritual, and functional assessment findings with evidence to prioritize nursing actions and appropriate referrals.

MSN504 Evidence-Based Practice, Research, and Nursing Scholarship (3 credits)

Develops graduate-level competence in clinical inquiry, research appraisal, evidence synthesis, implementation, and scholarly communication. Students formulate practice questions, evaluate quantitative and qualitative evidence, address research ethics, and design evidence-informed approaches to practice improvement.

MSN505 Healthcare Policy, Ethics, and Systems Leadership (3 credits)

Examines health policy, regulation, ethics, advocacy, systems thinking, leadership, finance, and organizational decision-making relevant to graduate nursing roles. Students evaluate stakeholder perspectives, health equity, ethical issues, and system consequences while developing evidence-informed leadership strategies.

MSN506 Nursing Informatics, Data Analytics, and Digital Health (3 credits)

Prepares graduate nurses to use informatics, data analytics, digital health, artificial intelligence, clinical information systems, and cybersecurity principles to support quality, safety, education, leadership, and evidence-informed decision-making. Students evaluate data quality, workflow, technology usability, ethical risks, and implementation strategies.

MSN611 Curriculum Development in Nursing Education (3 credits)

Examines educational philosophy, curriculum theory, professional standards, needs assessment, competency-based education, program outcomes, curriculum mapping, sequencing, and evaluation in academic and clinical nursing education. Students develop a standards-aligned curriculum proposal.

MSN612 Teaching and Learning Strategies in Nursing Education (3 credits)

Focuses on evidence-informed teaching and learning for diverse nursing learners in classroom, online, laboratory, and clinical environments. Students design and facilitate learning using active learning, case-based instruction, coaching, inclusive pedagogy, educational technology, and reflective teaching practices.

MSN613 Assessment & Evaluation in Nursing Education (3 credits)

Students learn principles and methods of learner assessment, program evaluation, test construction, and competency measurement. Emphasis is placed on fairness, reliability, validity, and continuous quality improvement in educational settings.

MSN614 Technology & Simulation in Nursing Education (3 credits)

This course prepares students to integrate educational technologies, simulation modalities, and digital tools into nursing instruction. Students design simulation scenarios, evaluate learner performance, and apply best practices in technology-enhanced learning.

MSN615 Nurse Educator Practicum (3 credits)

Provides supervised specialty practice in academic or clinical nursing education. Students apply educator competencies in teaching, curriculum implementation, learner assessment, professional development, evaluation, scholarship, and leadership under faculty oversight and with an approved preceptor or practice partner.

MSN621 Organizational Leadership and Change Management (3 credits)

Explores advanced leadership theory, organizational behavior, systems thinking, governance, communication, decision-making, change management, innovation, and resilience in complex healthcare organizations. Students develop an evidence-informed organizational change strategy.

MSN622 Healthcare Finance and Budgeting (3 credits)

Applies financial-management principles to nursing and healthcare leadership. Students analyze budgets, reimbursement, cost and productivity data, capital decisions, staffing economics, resource allocation, and financial performance to support responsible organizational decision-making.

MSN623 Human Resources and Workforce Development in Nursing (3 credits)

Examines strategic workforce leadership, staffing, recruitment, retention, performance management, professional development, labor relations, diversity, workplace well-being, succession planning, and workforce analytics. Students develop a workforce improvement strategy relevant to nursing services.

MSN624 Quality Improvement and Patient Safety (3 credits)

Focuses on improvement science, patient safety, regulatory readiness, risk, performance measurement, reliability, human factors, patient experience, equity, and organizational learning. Students use evidence and data to design and evaluate a quality or safety improvement initiative.

MSN625 Nursing Administration Practicum (3 credits)

Provides supervised specialty practice in nursing administration. Students apply leadership, finance, workforce, quality, safety, policy, informatics, and strategic-planning competencies in an approved healthcare organization under faculty oversight and with an approved nurse-leader preceptor or practice partner.

MSN701 Scholarly Project: Design, Implementation, Evaluation, and Dissemination (3 credits)

Culminating master's course in which students design, implement, evaluate, and disseminate an evidence-informed scholarly project relevant to nursing education or nursing administration. The project integrates evidence, ethics, stakeholder engagement, data, quality improvement, systems thinking, and specialty practice.

MSN702 Scholarly Project II: Implementation & Evaluation (3 credits)

Students implement and evaluate their approved scholarly project. Activities include data collection, analysis, outcome measurement, and dissemination of findings. Students complete a written scholarly report and present results to academic or organizational stakeholders.

ADVANCED DEGREE PROGRAMS

DOCTOR OF MINISTRY (DMIN)

PURPOSE

The purpose of the Doctor of Ministry (DMin) degree is to enhance the multicultural ministry practices of individuals who hold a Master of Divinity (or its educational equivalent) and have demonstrated substantial experience in ministerial leadership. This program integrates theological reflection with social science perspectives, combining theory and practical ministry. It is designed to promote excellence in ministry by strengthening pastoral theology, deepening pastoral analysis, and refining ministerial skills.

OBJECTIVES

Upon completion of the DMIN program, participants will:

- Integrate theological reflection with ministerial knowledge to analyze and assess the suitability of solutions to ministry issues and problems, using theological resources and appropriate social science research to develop these solutions,
- advance in their capability of theological reflection, systematic thinking, and reflective practice skills to implement the philosophy and goals of their present ministries,
- demonstrate higher effectiveness as a goal in developing the ministerial growth of church and congregations concerning worship, preaching, fellowship, discipleship, compassion and care, education, and services, and
- demonstrate deeper awareness of the impact of multiple cultures on society and the responsibility of the church for public witness, social justice engagement, and evangelism; and demonstrate flexibility in advanced ministerial leadership, as well as the ability to conduct a spiritually- and organizationally apt practice of the theology of the laity.

CONCENTRATIONS

The degree program has been organized into three concentrations to effectively and systematically pursue its educational goals and objectives.

Concentration 1: Theology of Ministry Studies

This concentration focuses on the theology of ministry and on sharpening specific ministry skills in critical

areas. With a concentration in Theology of Ministry, pastors and ministry leaders are given the opportunity to clarify the philosophy, nature, and values of ministry.

Concentration 2: Church & Congregation Ministerial Development

This is a practical concentration focusing on students' personal ministry development in such areas as worship, preaching, fellowship, discipleship, compassion and care, education, small groups, children, Christian education, counseling, stewardship, music and worship, teaching, youth, ministry to women and service.

Concentration 3: Multicultural Studies for Evangelism

This concentration provides advanced training in the practice of multicultural ministry by analyzing and contextualizing culture and society and empowering believers to effectively communicate the gospel to a pluralistic society through public engagement.

PROGRAM LEARNING OUTCOMES

Upon completion of the Doctor of Ministry program, students will be able to:

- Students learn to integrate theological reflection with knowledge of the practice of ministry to assess the suitability of various solutions to a ministry problem.
- Students will gain knowledge of ministry development, personal leadership styles, and the art of spiritual leadership and learn how to apply this knowledge in ministry practice.
- Students are familiar with implementing a reasonable solution to a ministry problem by analyzing multicultural aspects of evangelism.

EDUCATIONAL ASSESSMENT

GCU provides assessments for prospective Doctor of Ministry students. These assessments are intended to give the DMin program a clearer sense of the ability of the student to perform doctoral-level work and to develop prospective students' understanding of their own personal and professional strengths and areas of vulnerability, as well as their learning and leadership styles. This assessment also assists prospective students in thinking through their vision for ministry and how it will be enriched through the Doctor of Ministry program.

DMin assessment focuses on three areas:

1. Integrate theological reflection with knowledge of the practice of ministry
2. gain knowledge of ministry development
3. implementing a reasonable solution to a ministry problem

Students will be given an electronic survey when the assignments are due in their class, evaluating the learning experience of that class.

Students will complete a survey annually (annual program assessment), providing feedback on their learning experience thus far in the DMin program.

After students successfully defend your project, they will be asked to complete an electronic exit survey (ATS GSQ).

ADMISSION REQUIREMENTS

Applicants to the program must have a Bachelor of Arts degree and a Graduate level degree from an accredited college or university. No exceptions can be made to this requirement. Applicants must have completed a Master of Divinity degree or equivalent at an accredited institution. Other two-year master's programs may be considered, but the applicant must complete the required Master of Divinity courses to enter the DMin program. Applicants must have maintained an average of 3.3 (on a standard 4-point scale) in their Master of Divinity work.
Applicants must demonstrate to the Doctor of Ministry Program Committee that they have sustained a sound moral and religious character in campus life.

Field experience: Applicants for the DMin program must have a minimum of three years of full-time ministry experience at a church or similar organization after receiving an MDiv degree and must have demonstrated excellent professional performance. The DMin Program Committee must approve any exceptions.
Applicants must submit two recommendation letters, one from a pastor and one from a professor.
Applicants must submit a two-to-three-page Statement of Academic Purpose describing their goals and reasons for desiring a DMin degree.

TUITION AND FEES*

Application fee	$100.00
International Student Fee (I-20 (F-1, J-1) visa students only)	$1,000.00
Admission Fee	$1,000.00
New Student Orientation Fee	$100.00

Enrollment Fee ($600.00 per semester)	$2,400.00
Tuition ($4,500.00 x 3 semesters or $500.00 per credit; total 27 credits)	$13,500.00
Proposal Guidance Fee	$1,000.00
Dissertation Tuition Fee (9 units; 1 semester)	$4,500.00
Dissertation Advisement Fee	$1,000.00
Continuance Fee (until graduation)	$600.00 ($1,500.00 for I-20 (F-1, J-1) visa holders/semester
Graduation Fee (includes Dissertation Binding Fee; 10 copies)	$2,000.00
TOTAL (minimum; does not include Continuance Fees)	$25,600.00
I-20 (F-1, J-1) TOTAL (minimum; does not include Continuance Fees)	$27,600.00

*Costs are subject to change; contact the Office of Admissions for the most up-to-date information.

CURRICULUM MAP & GRADUATION REQUIREMENTS

The Doctor of Ministry degree is designed to be completed within three to four academic years, although a maximum of six years may be granted in special cases. It commonly requires three semesters of coursework. For graduation, students must earn 36 credits (9 courses/27 credits and Final Doctoral Project/9credits); the 9 courses are comprised of 3 core courses, 1 research methodology course, 3 concentration courses, and elective courses.

Required Courses (6 Courses: 18 Credits)

Core Courses (3 Courses; 9 Credits)

M601 Research and Methodology (3 Credits)

M602 Exploring the Contours of Ministry (3 credits)

M611 Understanding and Leading Church Organizations (3 credits)

Concentrations (3 Courses: 9 Credits)

A. Theology of Ministry Studies

M612 Christian Theological and Ethical Practice in a Postmodern Era (3 credits)

M627 Historical and Theological Legacies for Korean Church (3 credits)

M630 Biblical Theology of Church Ministry in Context (3 credits)

B. Multicultural Studies for Evangelism
M615 Understanding of Evangelicalism for the Modern Ministry (3 credits)
M621 Church as Evangelist (3 credits)
M624 Intercultural Training Process (3 credits)

C. Church & Congregation Ministerial Development
M604 Growing Churches in a Post-Church World (3 credits)
M609 Revitalizing Church and Community (3 credits)
M617 Pneumatology for Church Ministry (3 credits)

Electives (3 Courses: 9 Credits)
Doctoral Project (3 courses: 9 credits)
Institutional Requirement (no credit)

GCU requires all students enrolled in the Semester Program to attend WS501 Institutional Requirement (chapel) every semester through graduation. Students will receive a Pass/Fail grade for this non-credit course.

DMIN ROADMAP TO GRADUATION

1. First Section
   Core courses (3)

2. Second Section
   Concentration courses (3)

3. Third Section
   Electives (3 courses)
4. Fourth Section
   Project (3 Courses)

SEMESTER AND INTENSIVE PROGRAMS

The DMin degree is offered in two ways: a semester program and an intensive program.

Semester Program

A residency program offers a sixteen-week course of study, one day per week, during the regular semester. International students who want to maintain student visa status must take this program.

Intensive (or Cohort-based) Program

A two-week-long session in March, June, and October each year, chiefly at the Atlanta campus but also in various locations across the country and selected locations outside the United States. Each session of the Intensive Program will cover 2 or 3 courses from the DMin program and provide full credit for those courses to attending students.

Final Doctoral Project

In addition to completing twenty-seven credit hours of coursework, students must complete a Final Doctoral Project. This is a supervised project, which may be done in a local ministry setting, mission field, or research project. Students must present a doctoral project proposal to the Dean of the School of Divinity. Students advance to candidacy status after completing all course/seminar work and approving their proposal. Then, under the advice of their major professor, students should write the project and present it to the Dean of the School of Divinity.

COURSE DESCRIPTIONS

M601 Research and Methodology (3 credits)

This course aims to make students proficient in theological research and academic writing methods, with particular reference to the project, including thinking logically and theologically, writing a thesis, researching theological topics, and writing skills.

M602 Exploring the Contours of Ministry (3 credits)

This course helps the student to reflect upon him- or herself in terms of personality and characteristics as a would-be minister. To perceive ministry, the student must study various materials relevant to ministry, including spiritual formation, counseling skills, and psychology.

M603 Changing Churches and Communities in a Multi-Cultural World (3 credits)

This course helps students understand how the church should be related to communities in a multicultural context and how the church should seek the significance of the gospel in various cultural experiences.

M604 Growing Churches in a Post-Church World (3 credits)

In the post-Christian environment, the opportunity for the mission has returned to the church's doorstep. In understanding the "modern" (self-confident, secular, and rationalistic, etc.) and the "postmodern" (related to the deconstruction of modernity), the church must redefine itself as a mission outpost. This course will help the student identify the issues the church must wrestle with to establish a missionary presence worldwide.

M605 Leadership and Post-Modernism (3 credits)

This course is aimed at understanding postmodernism in the development of pastoral leadership. Students will share their ministerial settings and conflicts with the phenomenon of postmodernism as a method of interdisciplinary learning. With theological and theoretical reflection, students will learn how to apply their leadership in the immigrant church.

M606 The Biblical Principle of Leadership (3 credits)

This course is designed to show the biblical principles of leadership. It helps students to develop an integrated theology of church leadership based on the Bible, drawing upon various biblical materials and diverse experiences from local churches.

M607 The Shaping of a Leader (3 credits)

This course focuses on how God shapes and develops leaders for unique contributions. Students learn how God shapes leaders through life experiences and developmental transitions, understanding the essentials of leadership shaping, a focused understanding of their developmental stages and potential transitions, and insights into recognizing and facilitating leaders' organic growth.

M608 Spirituality and Pastoral Care (3 credits)

This course provides instruction in spirituality and pastoral care as an experience in process education. Students discover how pastoral care must be responsive to cultural developments to facilitate pastoral growth. The course explores the heart of pastoral care with spirituality: ministry with the sick, injured, and dying, and learning from that ministry

M609 Revitalizing Church and Community (3 credits)

This course explores theories and theologies of congregational and community changes and transformation. Students will analyze how these changes occur and discover various methods church leaders can use during such transformations in church and community. The framework for this learning will be the student's congregation in its social, political, economic, cultural, and religious context.

M610 Ministry with Groups (3 credits)

This course uses diagnostic questions to understand and meet a group's needs. These questions will be used to understand their formation as a new Doctor of Ministry group and to work with groups such as governing bodies, committees, task forces, and study/growth groups in the parishes where they minister.

M611 Understanding and Leading Church Organizations (3 credits)

This course looks at the church system from various perspectives: structural, human relations, political, open system, and symbolic/cultural. Students will explore the interactions between organizational theory, theological perspectives, and the practice of ministry.

M612 Christian Theological and Ethical Practice in a Postmodern Era (3 credits)

This course examines recent theological and ethical responses to the postmodern era. It provides a comprehensive understanding of historical and cultural development and examines the contours of postmodernism in relation to Christian theology. The course focuses on the nature and stakes of various postmodern theological and ethical discourses from a practical perspective.

M613 The Skilled Counselor (3 credits)

This course introduces students to advanced counseling skills. Included are topics such as empathy, concreteness, confrontation, self-disclosure, attending, listening, responding, decision-making, and action planning.

M614 Cross-Culture Ministry (3 credits)

This course helps students understand cultures quite different from their own culture. It explores how various cultural voices can be harmonized in terms of ministry.

M615 Understanding of Evangelicalism for the Modern Ministry (3credits)

A theological and historical examination of evangelicalism for church ministries in various modern cultural environments, with reference to pastoral and ecclesiastical stances. The course deals with particular issues in relation to modern ministry, such as theological uniqueness, biblical interpretation, church growth, missions, ethics, the charismatic movement, spirituality, evangelism, and politics.

M617 Pneumatology for Church Ministry (3 credits)

This advanced seminar aims to thoroughly examine and apply the biblical, historical, and contemporary perspectives of the doctrine of the Holy Spirit to the present church context. It seeks to help DMin students to gain insights into diagnosing and analyzing their congregations. It also helps students design viable strategies to cope with pneumatologically issues that might emerge from their ministry. Attention will be given to the relationship between the doctrines of the Holy Spirit and changing ministry environments and its implications for ministry in the church and personal spirituality.

M620 Intellectual Challenges in Modern Ministry (3 credits)

This course is designed to provide biblical, historical, and theological foundations for the reasonableness of the Christian faith, thereby seeking to help church ministers to be able to profess their faith in reasonable ways and to be able to defend Christian truths against contemporary intellectual challenges.

M621 Church as Evangelist (3 credits)

A comprehensive introduction to church evangelism as an interdisciplinary theological field (missiology), a socio-historical reality, a biblical-theological imperative, a point of tension in the inner life of the contemporary church around the world, and a strategic challenge to the church's outreach in the world.

M622 Christian Mission and Social Transformation (3 credits)

This course is an overview of the perspective of evangelical missiology in the contemporary church. Its primary intent is not so much to provide practical training for missionary participation in the modern mission field as it is to give pastors a theological frame of reference to make choices and decide when to become involved in missionary service, especially in relation to social transformation.

M623 Non-Western Indigenous Mission Movement (3 credits)

In the midst of the conflict between Western cultures and the Muslim world, the non-Western mission

movement has been inaugurated and has experienced continual growth. Church leaders must become aware of a new paradigm of mission development and the unique synergy of emerging mission forces. This course will examine how churches and missionaries join forces in a new paradigm for a dynamic mission.

M624 Intercultural Training Process (3 credits)

This course is designed to develop teaching and learning skills with an anthropological view of education as the transmitter of culture. Formal and informal educational systems will be introduced for pastors, teachers, and missionary educators seeking to fine-tune their instruction to differing cultures' thinking styles, pedagogical expectations, and values.

M625 Methodology of Ministry in Postmodernism Thought (3 credits)

This course explores effective ministerial methods in a postmodern world. Christian pastors need a discreet approach to ministry in a secular and humanistic postmodern society that denies the absolute truth that Christianity espouses. In this course, students will learn creative ways of ministering while identifying Christian doctrine based on Biblical teaching.

M626 The Ministry of Paul (3 credits)

This course explores the sense of calling and mission which compelled Paul. It examines Paul's journeys, his teaching, and ministry work. The study draws from the Acts of the Apostles and many portions of the Pauline Epistles.

M627 Historical and Theological Legacies for Korean Church (3 credits)

This course provides students with a historical and theological understanding of the Korean Church. Through its short history, the Korean Church has produced unique ministries. The course examines the Korean Church in light of its theological and ministerial legacies throughout its history.

M628 Ethical Responsibility of the Church in Society and the State (3 credits)

This course explores the ethical duties of the Church to society and the state. It examines interactions between ecclesiastical and political authorities and institutions in the modern world. With biblical teaching as its basis, the course instructs students as to the sources and methods for Christian ethical analysis and decisions in the areas of economic and social justice, human rights, war and peace, and the role of the Church in politics. Ultimately this course will discuss the relevance of the ethical responsibility of the Church to society and the

state.

M629 Pastoral Care & Counseling (3 credits)

This course provides knowledge and understanding of pastoral care and counseling with applicable theory from a biblical foundation and its practice in the contemporary world. The pastors provide their congregations with care and counseling in times of spiritual, psychological, emotional, and physical crisis. This course offers pastoral counseling as it differs in function from other forms of counseling. Pastoral counselors are different from others in that they must be called by God and committed to serving His hurting flocks under the authority of His Words and the Holy Spirit. This issue will be dealt with and clarified in this course.

M630 Biblical Theology of church Ministry for the Context

This course offers theological principles and frameworks of church ministry based on the Bible; these theological principles and frameworks serve as a foundation to design and practice church ministry to adapt to a rapidly changing society. Also, this course gives how to do theology for creating a ministry for specific contexts and needs.

M635 Text Driven Preaching

This course studies a particular genre of biblical literature that utilizes language-specific exegetical tools and elementary communication principles to produce text-driven sermons from biblical texts. This course is a continuing advanced study of sermon delivery mechanics focused on text-driven sermons from varying genres. This course deals with a definition of text-driven preaching, practical sermon preparation, various resources available for sermonic development, and learning how to plan for regular preaching opportunities based on challenges related to a contemporary preaching ministry.

M645 Narrative Preaching

This course will build on the philosophy and methodology of narrative preaching. This course analyzes the structures and methods for preparing biblical " Big Idea " messages from the Old and New Testament narratives. The course will biblically focus on narrative preaching while upholding a commitment to biblical exposition. Students will prepare sermon outlines and preach in class on assigned texts. The course will emphasize narrative preaching from Old and New Testament narrative passages. Students will also study preaching style, audience analysis, and other significant aspects of the preaching event.

M650 Christ-Centered and Evangelistic Preaching

This course emphasizes Christ-centered preaching. We will first concentrate on critical components of expository messages and then focus on ensuring such sermons remain faithful to the redemptive message of all Scripture by considering Biblical Theology principles as they apply to various texts and genres of Scripture. The course will include lectures by the professor, presentations of course material by the students, and presentations of sermons reflecting redemptive principles by the students.

M655 Technology of Preaching

Is it legitimate to use technology to communicate the gospel? This course will examine the significant effect that technology has had on preaching in terms of how people interact with the audience and communicate God's message. This course also examines the function and use of technology tools in the preaching ministry. It asks critical questions about technology and its use. In addressing issues such as virtual community, media arts, worship, preaching, internet-based ministry, Christian education, and online spirituality, emphasis will be placed on how we can use emerging technology successfully in effective preaching. It seeks to equip students with discernment in this new area of ministry.

M660 New Biblical Interpretation and Narrative Preaching (3 credits)

This course introduces students to principles and skills for interpreting the Bible through the art of narrative reading. Students will gain an understanding of the shape of narrative preaching and have opportunities to practice writing and delivering sermons in narrative form.

M661 Hermeneutical Methodology and Ministerial Application (3 credits)

This course is an examination of the content, canon, text, and interpretation of the Bible, including an introduction to various critical approaches to biblical studies.

M662 Gospel of Mark & Narrative Preaching (3 credits)

The narrative is a mode of communication that relates the experience in language that can be read and reread to form an understanding about the world and ultimately about who we are. This course examines genres of language in a collection of stories from the Gospel of Mark.

M663 Biblical Principles for Transforming the Church (3 credits)

This course introduces principles and methods for transforming the Church. Students will learn ways and systems of the church's growth.

M664 Exegesis and Narrative Preaching (3 credits)

This course develops the skill of exegesis of the text as narrative art and provides practice writing and delivering sermons in narrative form.

M665 Theory and Practice of Christian Education (3 credits)

This course is an introductory survey of the context of Christian Education, emphasizing methods of applying practical theology to educational ministry, with attention to descriptive, interpretive, normative, and pragmatic tasks in the context of Christian Education.

M675 Preaching in Postmodern Context: Dialogue and Storytelling

This course is a comprehensive study of the various philosophies and cultural implications of postmodernism with a specific view of employing the principles of expository preaching in addressing people within that culture.

M685 Apologetic Preaching in the Postmodern Context

This course is designed to equip students to understand cultural, doctrinal, moral, and other contextual issues to proclaim God's Word faithfully. Students will study various apologetic approaches and will be able to understand the nature of apologetics, specifically as it relates to the preaching ministry. The seminar will address the nature of worldviews and the uniqueness and reasonableness of the Christian worldview. This course will give special attention to communicating and defending the Christian worldview in the postmodern context by proclaiming God's Word.

M900 Final Doctoral Project (9 credits)

The final Doctoral Project demonstrates candidates' ability to apply the general methodology to their Doctor of Ministry studies. The subject matter must represent ministerial research or work that is needed in the church today. Ordinarily, the project is to be undertaken in the setting where the candidate carries on his or her own ministry.

DOCTOR OF MUSICAL ARTS (DMA)

PURPOSE

The purpose of the DMA degree program is to educate the most talented musicians at the highest musical level for achievement in their major field and to provide opportunities for students with verified accomplishments for professional musicianship. The program focuses on the highest level of technical understanding and artistic interpretation through a diverse performance structure with academic foundations in historical, theoretical, and pedagogical coursework. Students graduating from the program can expect to obtain practical knowledge for becoming professional musicians, including performers and/or effective instructors at the university or college level.

OBJECTIVES

Upon completion of the program, students will demonstrate:

- Advanced and scholarly knowledge for future success as a professional musician.
- Musical mastery of the major field and the associated solo, chamber, and symphonic/operatic repertoire.
- The ability for independent research using appropriate databases, printed and electronic resources, general reference materials, and specific resources.
- Competency to teach at the university or college level and at the post-secondary level.

ADMISSION REQUIREMENTS

1. Degrees and Transcripts

- Applicants must hold a bachelor's degree
- Applicants must hold a master's degree in the applied area or its equivalent and have evidence of a high level of performance.
- Applicants must have an MA grade point average (GPA) of 3.0 or higher (on a 4.0 scale).
- Official transcript(s) from all previous degree-awarding institutions must be submitted in English or a notarized translation.

2. Recommendations

Applicants must submit two letters of recommendation. The Office of Admissions provides Recommendation Forms.

3. Personal Statement

Applicants must submit a statement explaining their specific goals in pursuing a DMA degree and their

expectations for achieving their academic goals at GCU.

4. I-20 (F-1, J-1) Admission-International Students

International applicants should follow the general admission requirements of GCU's admission policies as prescribed in the Catalog.

ADMISSIONS PROCEDURE

Applicants must submit the following:

- DMA Application Form (GCU website)
- Official Transcripts
- Two Recommendation Letters
- Personal Statement
- A DMA program Audition Form.

Audition Requirements:

a. Applicants must complete an interview and present a vocal or instrumental recital/audition. The recital/audition should be equivalent to the solo recital required for completing the applicant's Master's degree. The program should include works of contrasting historical periods and styles chosen to demonstrate musicianship and technical proficiency.

b. Live auditions are strongly encouraged. However, applicants who are unable to be present for a live audition may submit video-recorded auditions

c. All auditions will be scheduled by the end of December and must be completed or submitted by the middle of February.

d. Audition Repertoire Requirements:

Piano. The audition program must be performed from memory and include works or movements of works from each of four historical periods: Baroque through Beethoven, Romantic, Impressionistic, and Twentieth century.

Voice. The audition program must include English, French, German, and Italian repertoire. It must consist of an opera aria that demands advanced technical expertise and a repertoire drawn from a minimum of three historical periods.

Organ. The audition program must include a major work of J.S. Bach and at least one lyrical

and one virtuosic selection.

Composition. Applicants must submit scores and recordings of a recital from their M.M. or M.A. in composition to the Dean of the School of Music. (Materials will not be returned. Do not submit originals.)

Conducting. Applicant must submit a concert program and an audio/video recording of at least thirty minutes of music that provides examples of the applicant's conducting ability. The applicant will be asked to rehearse and conduct a university chorus or orchestra.

Instruments. The audition must include contrasting styles drawn from the standard solo repertoire of the student's selected instrument.

Church Music. Applicants must complete an audition for their primary instrument. (excluding the Church Music-General)

Diagnostic Examinations:

At the audition time, applicants must take diagnostic examinations in music history and music theory. The results of these two examinations will be included when considering the candidate for admission to the program and used to advise the applicant as prerequisite courses to take.

ESTIMATED COSTS FOR THE PROGRAM

1. Estimated Costs
    a. Application Fee -$100.00
    b. International Students Fee - $1,000.00 (only for I-20 (F-1, J-1) visa status students)
    c. Admission Fee - $1,000.00
    d. New Students Orientation Fee - $100.00
    e. Enrollment Fee - $600.00 per semester
    f. Tuition - $550.00 per credit
    g. Proposal Guidance Fee - $600.00
    h. Dissertation 9 units - $4,950.00 (9 units)
    i. Dissertation Advisement Fee - $1,500.00
    j. Music Facility Fee - $500.00 per semester
    k. Comprehensive Exam Fee - $2,000.00
    l. Recital Fee - $2,250.00 ($750.00 ×3 times)

m. Graduation Fee - $2,000.00

2. Estimated Expenses: Individual budgets may vary considerably. The following student standard budget should be considered when calculating the cost of attendance at GCU: (1) Housing and household costs, (2) Transportation costs, (3) Personal expenses, (4) Food costs, (5) Medical/dental costs, and (6) Books and supplies.

3. Housing Matters: GCU does not provide student housing; however, GCU will provide information on housing matters for new students to find a residence near the university.

GENERAL REQUIREMENTS OF THE DMA PROGRAM

1. University Core

GCU requires all non-theology major students to be equipped with basic Biblical understanding and Christian worldviews. DMA students take two University Core courses (6 credits) during their course of study. Music majors may choose two of the following courses:

- OT501 The Introduction to the Old Testament
- NT501 The Introduction to the New Testament
- TH501 Systematic Theology I
- CH501 History of Christianity

DMA with church music majors must complete **all 4 course**s (12 credits) of the University Core.

2. Good Standing and Time Limit

The doctoral degree must be completed within seven years of the first semester of admission as a doctoral student. It is strongly recommended that all requirements for the degree except the document and final oral examination must be completed within a period of five years. A candidate for the doctoral degree who fails to complete all degree requirements within five years after passing the comprehensive examination and being admitted to candidacy will be required to take the comprehensive examinations again and to be admitted to candidacy a second time. To be eligible for graduation, a student must maintain a 3.0 average on the graduation transcript and a 3.0 average on the program of study (no course with a grade below “C” may be placed on the program of study)

3. Components

The DMA curriculum requires a minimum of 60 credit hours of acceptable graduate credit beyond a 30 semester-hour master's degree. A master's degree in the applied area (or its equivalent) and evidence of a high level of performance are required for admission into this curriculum. 60 credit hours include 51 credits for course work and 9 credits for the final research project (dissertation/lecture-recital with written documents).
The required courses consist of 51 credits hours which are distributed as follows: Each Major Field Core Courses (15 credits), Supportive Core Courses (15 credits), Recital Courses (9 credits), and Elective/Minor Courses (12 credits). Also, 9 credits will be added to the Final Research Project.

4. Comprehensive Examinations

Comprehensive Examinations are designed to evaluate the student's ability to assimilate and integrate knowledge, apply historical and theoretical concepts, demonstrate skills, and draw conclusions. The examinations, consisting of written and oral segments, are scheduled at or near the completion of coursework. Successful completion of the written examination is a prerequisite for scheduling the oral comprehensive examination.

5. Recitals

Recitals are required for all doctoral students. Programs for all recitals and performances must be approved at the beginning of the semester, in advance, by the major professor and the GCU DMA Program Advisory Committee. The first full recital must be presented prior to scheduling the written examination. The last recital may not be scheduled until the oral comprehensive examination has been satisfactorily completed and degree candidacy established. Recital projects presented in partial fulfillment of degree requirements will be evaluated by the full membership of the Advisory Committee. (excluding the Church Music – General)

6. Final Research Project (Dissertation/Lecture-Recital with Written Document)

The DMA degree program requires the completion of an approved dissertation/lecture-recital with a written document that demonstrates the student's ability to perform independent research and constitutes a distinct contribution to knowledge in their major field. All Final Research Project courses may be repeated for credit. Students often take more than the minimum required to complete the project. Candidates may choose a dissertation or lecture-recital with a written document. The subject of the dissertation should be related to the major. The two parts of the lecture-recital and written document will present the same general information.
The lecture recital should consist of a 30-minute public performance and a 30-minutes lecture.

7. Requirements for Candidacy

a. An average of 3.0 has been maintained on all doctoral courses taken and on all completed courses on the program of study.
b. Written and oral comprehensive examinations have been passed, and scores reported to the Office of Academic Affairs.
c. A final research project prospectus has been approved.

8. Final Research Project Approval and Defense

a. The student is responsible for the development of a proposal for the final research project. The proposal is developed with guidance provided by the major professor or designated professor.
b. When the major professor is satisfied with the completed final research project, he/she will certify that it has his/her approval and is ready to read. The major professor will then schedule a final oral defense.

9. Submission of the Dissertation/Lecture-Recital with Written Document

CONFERRAL OF DEGREES

When it is certified that the candidate has completed all required work and met all financial obligations, the degree will be recommended by a vote of the DMA Program Committee. Upon approval of the GCU Board of Trustees, the Doctor of Musical Arts degree will be conferred, normally in May.

GENERAL TIMELINE FOR THE DMA PROGRAM

Steps	Requirements	Timeframe	Evidence of Certification
1	Course Work (51 credits)	During the first six semesters	• Five or Six semesters of coursework • Normal credit units are nine (three courses) per semester • Evaluation of satisfactory academic progress
2	Comprehensive Examination	In the six semesters	• Registration for a comprehensive exam • Comprehensive exam covers the two major/minor fields

			• The DMA program committee implements a comprehensive exam • Candidate status is given to students who pass the comprehensive exam
3	Final Research Project Proposal (3 credits)	In the six semesters	• Registration for final research project proposal • Supervisor advises and guides the proposal • The proposal will be evaluated and approved by the final project committee
4	Final Research Project (9 credits)	In the seventh semester	• Registration for the final research project • Final research project will be evaluated and approved by the final project committee
5	Oral Defense	Three months before the end of each semester	• All members of the final research project committee and the DMA program committee may participate in the oral defense • The final research project committee submits a final report, and the DMA program committee makes a final decision

CURRICULUM AND COURSE DESCRIPTIONS

Curriculum

The program of study for the DMA includes coursework in five areas: major field courses, supportive courses, recitals, elective/minor courses, and a final research project. A minimum of 60 hours is required beyond a 30 semester-hours master's degree. All such credit must have a "B" or better grade and be approved by the major professor and advisory committee. Minimum credit hour requirements beyond the master's degree for each of the five program areas are listed below:

- Major Field Courses 15 credit hours
- Supportive Courses 15 credit hours

- Recitals 9 credit hours
- Elective/Minor Courses 12 credit hours (6 for Church Music)
- Final Research Project 9 credit hours
- University Core 6 credit hours (12 for Church Music)

A final program of study must be submitted to the Office of Academic Affairs before applying for admission to candidacy. The final program of study must show all graduate courses relevant to the doctoral program, including courses from the master's degree. All candidates for the DMA complete a dissertation or written documentation as part of their degree work. Credit hours for these documents are included in the final category of coursework detailed above. Requirements for the dissertation/written document vary between areas.

(1) Major Field Core (Choose 3 courses, 15 credits)	**Credit Hours**
Piano, Voice, Contemporary Pop Music, Organ, Composition, Conducting, Strings (Violin, Viola, Cello, Double Bass, etc.), Woodwinds (Flute, Oboe, Clarinet, Bassoon, etc.), Brass (Trumpet, Trombone, Horn, Tuba, etc.), Church Music, and Contemporary Christian Music. (For example, Voice major students can take MUS801, MUS741, MUS713, and MUS821.)	
MUS801 A B Applied Music	each 3
MUS711 Survey of Piano Pedagogy	3
MUS741 Seminar in Literature and Performance	3
MUS713 Survey of Vocal Pedagogy	3
MUS742 Piano Literature	3
MUS743 Organ Literature	3
MUS744 Vocal Literature	3
MUS745 Choral Literature	3
MUS746 Orchestral Literature	3
MUS747 Church Music Literature	3
MUS851 Contemporary Pop Music Education	3
MUS852 Survey of Organ Pedagogy	3
MUS853 Survey of Music Composition Pedagogy	3
MUS854 Conducting Pedagogy	3
MUS855 Survey of Instrumental Pedagogy	3
MUS856 Survey of Church Music Education	3

MUS857 Contemporary Christian Music in Education	3
MUS821 Doctoral Seminar	3
	Total 15

(2) Supportive Core (15 credits)	**Credit Hours**
MUS703 Research in Music and Bibliography	3
MUS726 Analytical Techniques	3
One additional theory course	3
Any two history courses	each 3

(3) Recitals (9 credits)	**Credit Hours**
MUS811 First Doctoral Recital	3
MUS812 Second Doctoral Recital	3
MUS813 DMA Chamber Music Recital	3
	Total 9

(4) Electives/Minor Area (Choose 4 courses, 12 credits)	**Credit Hours**
MUS714 Advanced Accompanying	3
MUS621 Advanced Theory	3
MUS622 Form and Analysis	3
MUS623 Counterpoint I	3
MUS624 Counterpoint II	3
MUS625 Analysis of Post-Romantic Music	3
MUS631 Music History I	3
MUS632 Music History II	3
MUS633 Music History III	3
MUS634 Music History IV	3
MUS651 Worship and Music	3
MUS653 Graduate Seminar I	3
MUS654 Graduate Seminar II	3
MUS661 Opera Workshop	3
MUS762 Advanced Diction for Singers	3
MUS816 Performance Practice	3

Total 12

(5) Final Research Project (9 credits)	Credit Hours
MUS911 Dissertation	9
MUS912 Lecture Recital and Written Document	9
	Total 9

COURSE DESCRIPTION

MUS742 Piano Literature (3 Credits)

This class is a major class for master and doctoral students and studies composers and piano literature that are important for different genres and times of music.

MUS743 Organ Literature (3 Credits)

The organ had an important place in classical music, particularly since the 16th century when three of the most important organist composers were before 1650. Influenced partly by Sweelinck and Frescobaldi, the North German school rose to great prominence from the mid-17th century onwards. Leading members of this school included Georg Philipp Telemann and Johann Sebastian Bach, whose contributions to organ music continue to reign supreme.

MUS744 Vocal Literature (3 Credits)

The aim is to develop the musical interpretation and music research skills required for master's and doctoral students by studying the information and knowledge of artists songs more specifically and in-depth.

MUS745 Choral Literature (3 Credits)

It is a subject that has the knowledge to study and play on the characteristics of times and representative works of choral music.

MUS746 Orchestral Literature (3 Credits)

This graduate course is a course to study orchestral works, expand orchestral music, and study the musical background and life of composers, and the musical style, composition techniques, and

harmonic analysis of each country to study the knowledge of orchestral works.

MUS747 Church Music Literature (3 Credits)

Church Music Literature is an academic study of the literature used in church music and related to church music history.

MUS621 ADVANCED THEORY (3 Credits)

This course is an advanced study of music theory and harmony in common practice, including the analytical study of chromatic harmony. Components include composition, literature analysis, and practical keyboard application.

MUS622 FORM AND ANALYSIS (3 Credits)

This course is designed to study techniques of harmonic, structural, and stylistic analysis of the forms of various musical periods. Students will review the basic principles of the forms, such as motive, phrase, and variation principles. In addition to studying fundamental elements, students will learn the skill of advanced analysis of music compositions with an emphasis on harmony and form.

MUS623 COUNTERPOINT I (3 Credits)

This course is a study of sixteenth-century modal polyphony in two, three, and four parts and aims at an understanding of the tonal contrapuntal repertoire.

MUS624 COUNTERPOINT II (3 Credits)

This course is designed to be the second course in a two-course sequence with MUS623. The focus is on a study of eighteenth-century style with the writing of invention and choral-prelude forms in two and three parts.

MUS625 ANALYSIS OF POST-ROMANTIC MUSIC (3 Credits)

This course covers theories of musical structure in the post-tonal idiom, with analytical applications of literature from major composers of the 20th century. This seminar course will examine an in-depth philosophical shift from post-romantic music and interpretation. Selected musical works will be examined in detail with special emphasis. Compositional exercises will provide orientation to diverse styles and demonstrate the creative application of theoretical concepts. Prerequisite: MUS222

MUS631 MUSIC HISTORY I (3 Credits)

This course is a study of music history from the Middle Ages through the early Renaissance with some attention to the music of the ancient Greeks. Stylistic developments, musical forms, and contributions of representative composers of the Middle Ages and Early Renaissance era are discussed.

MUS632 MUSIC HISTORY II (3 Credits)

This course provides instruction in the development of music during the mid-late Renaissance and Baroque eras, with particular emphasis given to major French, German, and Italian composers.

MUS633 MUSIC HISTORY III (3 Credits)

This course focuses on stylistic development during the Classic and Romantic eras. Emphasis will be placed upon developing and changing musical style and language in the work of representative composers.

MUS634 MUSIC HISTORY IV (3 Credits)

This course provides instruction on the development of music from the late Romantic era to the present day, followed by an introduction to ethnomusicology and a survey of topics in traditional and non-western musical cultures.

MUS651 WORSHIP AND MUSIC (3 Credits)

This course studies choral and instrumental repertoire for use in churches: discussing topics pertaining to the administration of church music programs, church staff relationships, children's choir techniques, and other topics. The format includes lectures, reading sessions, and class projects.

MUS661 OPERA WORKSHOP (3 Credits)

This course provides basic techniques in acting and technical aspects of theatre that are utilized in opera performances. Topics will include the musical and dramatic preparation from the operatic and operetta repertoire through performing roles and scenes. This course will also provide the history and literature of opera.

MUS703 RESEARCH IN MUSIC AND BIBLIOGRAPHY (3 Credits)

This course shows concepts and practices used in research methodology in all music areas and introduces

research materials, including print materials and electronic databases. Course requirements include the development of topic databases and research papers. Students will be provided with an extensive overview of the elements for conducting graduate-level research in various fields of music with an emphasis on analysis and a review of selected research studies. Students will become acquainted with and learn to use various materials for music research.

MUS711 SURVEY OF PIANO PEDAGOGY (3 Credits)

This course is designed to provide an in-depth study of advanced piano pedagogy. The focus will include job market, methods of curriculum building, musicianship training, technical development, practice strategies, memorization, musical style, interpretation, playing for an ensemble, philosophical bases, piano laboratory technology, and professional etiquette as a clinician/adjudicator. This course is conducted with practice teaching and observation to obtain practical experience.

MUS713 SURVEY OF VOCAL PEDAGOGY (3 Credits)

This course studies the principles of vocal techniques and the graduate survey of practical teaching literature for voice. Vocal pedagogy is applied to the teaching of singing and helps to define how accurate singing technique is accomplished. The topics covered are voice anatomy, acoustics, physiology, hygiene, and vocal development. This course will also provide basic principles related to the function of these systems to produce "voice."

MUS714 ADVANCED ACCOMPANYING (3 Credits)

This course helps to develop musical sensitivity at the keyboard to enhance the performance of singers or instrumentalists. Practical participation will be required. The contents will be principles of accompanying, practical experience in accompanying, and facility in sight-reading. This course is designed for piano majors.

MUS726 ANALYTICAL TECHNIQUES (3 Credits)

This course is a supportive core course for graduate students and is designed to integrate theoretical and analytical concepts with repertoire and musical aspects. Through investigation of musical works from a broad variety of musical periods, a variety of analytical techniques and understanding fundamental systems of musical language will be applied. This course is a study for the development of skills to build critical, analytical interpretations of music.

MUS741 SEMINAR IN LITERATURE & PERFORMANCE (3 Credits)

This course is a graduate seminar course that surveys the development of literature and performance. Students will be exposed to important styles and composers of literature and selections of standard literature. The focus will be the development of interpretive understanding of each genre through discussion, analysis, performance, and listening. Working knowledge of appropriate repertoire will be explored as well.

MUS742 CONTEMPORARY MUSICAL PRACTICE (3 Credits)

This course gives the opportunity to explore innovative approaches to composing and performing music while learning to study, interpret, and perform contemporary music. The topics will be materials and techniques of 20^{th}-century music in analytical studies.

MUS762 ADVANCED DICTION FOR SINGERS (3 Credits)

This course is designed to study the pronunciation, enunciation, and expression of the German, French, Italian, and English languages in singing and provides effective knowledge to obtain an advanced proficiency in lyric diction. Students are expected to apply these rules and guidelines in their own performances. This course is conducted with observation and discussion through the performance of a variety of musical works in different languages.

MUS801 APPLIED MUSIC (3 Credits)

This course is a 60-minute weekly lesson for doctoral students. In addition to their private lessons, students may be required to attend a student's recital each semester.

A-Piano

B-Organ

C-Voice

D-Composition

E-Conducting

F-Strings (Violin, Viola, Cello, Double Bass, etc.)

G- Woodwinds (Flute, Oboe, Clarinet, Bassoon, and etc.) or Brasses (Trumpet, Trombone, Horn, Tuba, and etc.)

H-Church Music

MUS811 FIRST DOCTORAL RECITAL (3 Credits)

MUS812 SECOND DOCTORAL RECITAL (3 Credits)

MUS813 DMA CHAMBER MUSIC RECITAL (3 Credits)

These recitals are required for all doctoral students. A solo performance of at least 60 minutes is required for instrument and voice majors, and a 50-minute performance is required for composition and choral conducting majors. The repertoire for solo recitals may not have been performed at any previous recitals for a bachelor's or master's degree. In addition, all doctoral students are required to participate in a chamber music recital.

MUS816 PERFORMANCE PRACTICE (3 Credits)

This course allows practical performance experience in a variety of research involving treatises, scores, recording, evaluation of editions, and examination of performance practice problems. Students can integrate the research and analysis of music with performance.

MUS821 DOCTORAL SEMINAR (3 Credits)

This course is a graduate seminar in which students explore historical developments of various performance areas with a concentration on their literature, important pedagogical principles, and a variety of topics of interest to music doctoral students. Specific subjects relevant to the student's concentration area will be examined.

MUS851 Contemporary Pop Music Education (3 Credits)

This course is to study how to teach contemporary music in a music academy or arts high school. The students need to teach applied music in voice or instrument, music theory, jazz harmony, sight-singing & listening improvisation techniques, etc., based on jazz theory. The students acquire pedagogical skills through presentation and teaching based on exact theory.

MUS852 Survey of Organ Pedagogy (3 Credits)

This course provides an in-depth study of the principles, methods, and practices currently used in organ instruction. Students will develop accurate organ techniques and explore both historical and contemporary pedagogical approaches. The course includes a comprehensive survey of teaching methodologies, enabling students to critically evaluate and apply various instructional strategies. By the end of the semester, students will demonstrate advanced pedagogical knowledge and skills necessary to teach organ at all levels, from beginner to advanced.

MUS853 Survey of Music Composition pedagogy (3 Credits)

This course is designed for students who are interested in creating original music and teaching music composition. Emphasizing music-making as a core form of human expression across cultures and eras, the course encourages students to explore and share their own compositional processes. Students will examine various pedagogical approaches to teaching composition and engage in critical discussions about instructional strategies. By the end of the semester, students will be able to articulate and refine their own compositional techniques and develop effective, personalized methods for teaching music composition.

MUS854 Conducting Pedagogy (3 Credits)

This course is to assist pedagogues who want to be independent and communicative conductors. This course entails the development of conducting techniques with emphasis given to clarity of gesture, score study and preparation, rehearsal technique, and choral (or instrumental) performance practices. The students exercise strategies for teaching conducting through musicianship. The students will demonstrate musical ideas clearly and efficiently through conducting gestures.

MUS855 Survey of Instrumental Pedagogy (3 Credits)

This course is a study of pedagogical methods and materials for use in teaching instrumental music. This is for string, woodwind, brass, or percussion students and they anticipate a career as a professional musician or as an instrumental teacher in an individual and ensemble at various instructional levels. This course includes practical and effective disciplinary techniques and also explores a variety of methods for instrumental music education in both concert band and ensemble contexts. Students will discuss strategies and utilize proven teaching methods of successful music educators. Workshops will address rehearsal techniques, conducting skills, repertoire selection and preparation, and instructional warm-ups.

MUS856 Survey of Church Music Education (3 Credits)

This course is to study church music education. The students survey church music education and analyze church music. And then, the students suggest the development of church music education. Students need to find active music groups and choirs in church. The students need to study theories of instruction, curriculum design and assessment, music in early childhood, music technology, multiculturalism and music, and fine arts integration.

MUS857 Contemporary Christian Music in Education (3 Credits)

This course is to study how to teach Contemporary Christian music. Students acquire pedagogical skills, music selection, and administrative experience. Students share educational methods, materials, and appropriate choral and instrumental literature useful for developing various music groups in a church music ministry.

MUS911 Dissertation (9 Credits)

A dissertation is required for all DMA candidates in composition and conducting. It is also an option for other DMA candidates. It involves the highest level of research and a distinct contribution to knowledge in the field.

MUS912 Lecture Recital with Written Document (9 Credits)

The lecture recital with the written document will have the same subject and include the same research as well as the same general information. However, all DMA candidates must prepare a different presentation organization for the lecture recital because the written document will not be a transcript of the lecture recital.

DOCTOR OF PHILOSOPHY (PhD) IN INTERCULTURAL STUDIES

PURPOSE

As an Asian-American Christian higher education institution, GCU has been serving Korean pastors, missionaries, and Christian leaders in North America and from other parts of the globe and other non-Korean students, through various academic and professional degree programs, since 1993. The PhD supports GCU's vision and mission by promoting rigorous scholarship committed to proclaiming and embodying the gospel of God's Kingdom in various intercultural contexts, advancing theological and missiological research from non-Western Christian perspectives, and bringing Western and non-Western Christian heritages together to meet the various challenges and needs in the missional or ministerial endeavors in a largely post-Christendom era. The PhD is intended to equip students for vocations of teaching and research in theological schools, colleges, and universities or for the academic study of missional and ministerial practice.

AREAS OF EMPHASIS

The PhD offers courses primarily in the following three emphasis areas of Intercultural Studies: (1) historical-theological studies; (2) global/contextual studies; (3) ministerial development & leadership studies.

OBJECTIVES

The PhD is purported to prepare students to be interdisciplinary scholars who are sensitive to all three areas of emphasis in the field of intercultural studies.

Having completed the PhD program, students will have demonstrated:

1) advanced knowledge of the discipline of intercultural studies and research methodologies appropriate to do advanced interdisciplinary research in its emphasis areas,
2) deeper understanding and application of relevant theoretical missiological knowledge and critical examinations of mission theologies and practices with both Western and non-Western Christian perspectives,
3) an ability to analyze contemporary challenges and needs in various intercultural contexts,
4) an advanced ability to engage in learning, research, and teaching in academic and professional settings,
5) integration of comprehensive interdisciplinary knowledge of scholarly literature and effective intercultural practices, and
6) organization of an interdisciplinary scholarly qualitative research work in the discipline of intercultural studies.

ADMISSION POLICY

Admission Requirements

DEGREES AND TRANSCRIPTS

- Applicants must hold a bachelor's degree.
- Applicants must hold a Master of Divinity degree, Master of Arts in Missiology or Intercultural Studies, or equivalent from a fully accredited institution. Those who do not hold a master's degree relating to theological studies must take additional/approved elective courses.
- Applicants must have a grade point average (GPA) of 3.3 or higher on the standard four-point scale.
- Official transcript(s) from all previous degree-awarding institutions must be submitted in English or in a notarized translation.

FIELD EXPERIENCE

Applicants must have at least three years of cross-cultural or intercultural work experience (e.g., mission agencies, mission fields, or Christian ministries in an intercultural context). Applicants who have teaching

experience in a multicultural or intercultural setting will also be considered. Applicants must submit a certification of their field experience.

RECOMMENDATIONS

Applicants must submit two letters of recommendation: one from a colleague or mentor in the field of cross-cultural or intercultural work and one from an academic advisor, such as a former professor. The recommendation forms may be obtained from the GCU Office of Admissions.

ACADEMIC PURPOSE STATEMENT

Applicants must submit a two-page statement including (1) their specific goals in pursuing a PhD degree; (2) their prospective research topics and areas of interest; and (3) their expectations for achieving their academic goals at GCU.

ACADEMIC RESEARCH PAPER

Applicants must present evidence of potential for original academic research at the doctoral level by submitting a sample of unpublished writing or a recent academic research paper if nothing has been published. This writing sample should be written in one of the applicant's contemporary research languages (preferably Korean or English) and an academic writing format and should be 20-25 pages in length.

ADMISSION DOCUMENTS

PhD Application form (available at the GCU website)

1. Official Transcripts
2. Sample research paper
3. Certification of field experience
4. Two recommendation letters
5. Academic purpose statement

ADMISSION PROCEDURES

1. Applications for admission to the PhD program must be approved by the PhD Program Committee as well as the Office of Admissions. As noted above, applicants must submit the Admission Documents.
2. Each applicant must submit all necessary documents to the Office of Admissions, accompanied by a non-refundable application fee of 100 USD. All the original application documents must be received no later than 30 days prior to the beginning of the semester in which the student seeks enrollment. Applicants who

have submitted all the required documents will be contacted for an interview with the PhD Program Committee.

3. It takes approximately 30 days to process the application. After their portfolios are reviewed, applicants will be notified as to approval or disapproval of their applications.
4. Leveling Evaluations: Each applicant's portfolio will be evaluated by the PhD Program Committee, and applicants who do not have sufficient field experience in cross-cultural, biblical, theological, and/or historical foundation, or who do not meet the language competency requirement, can satisfy these prerequisites by taking additional/approved courses prior to matriculation in the program. Some students may be admitted on condition of completion of leveling work prior to matriculation in the program. As noted above, if applicants have taken courses in biblical languages for their MDiv, these requirements can be waived; however, those who have not taken courses in biblical languages must take additional courses to fulfill the biblical language requirement. These courses are offered at GCU. Also, applicants who do not have sufficient GRE or MAT scores must take the GCU Barrier Exam (GBE); finally, those who lack coursework in mission studies can take additional courses provided by GCU.

I-20 (F-1, J-1) ADMISSIONS - INTERNATIONAL STUDENTS

International applicants who come with I-20 (F-1, J-1) VISAs and DS-2019 should follow the general admission requirements of GCU's admission policies as described in the Catalog.

DOCTOR OF PHILOSOPHY (PH. D) IN INTERCULTURAL STUDIES DEGREE FEES

Application fee		$100.00
International Student Fee (I-20 (F-1, J-1) VISA students only)		$1,000.00
Admission Fee		$1,000.00
New Student Orientation Fee		$100.00
Enrollment Fee	($600.00 x =8 semesters)	$4,800.00
Tuition	($650.00 per credit; total 48 credits)	$31,200.00
Proposal Guidance Fee		$1,000.00
Dissertation Tuition Fee		$7,800.00 (12 units)
Dissertation Advisement Fee		$1,000.00
Continuance Fee (until graduation)	$600 ($1,500 for I-20 (F-1, J-1) VISA holders) /semester	
Graduation Fee	(includes Dissertation Binding Fee; 10 copies)	$2,000.00

Audit Fee	$400 per course
TOTAL (minimum; does not include Continuance Fees)	$49,000.00
I-20 (F-1, J-1) TOTAL (minimum; does not include Continuance Fees)	$51,000.00

Please note that costs are subject to change; contact the Office of Admissions for the most up-to-date information.

OTHER EXPENSES

Individual budgets may vary considerably. Items to consider when calculating the total cost of attendance at GCU: (1) housing and household costs, (2) transportation costs, (3) personal expenses, (4) medical/dental costs, and (5) books and supplies.

HOUSING INFORMATION

GCU does not have dormitories or apartments; however, GCU will provide information on housing matters for new students to find residences near the University.

GENERAL REQUIREMENTS OF THE PH.D. PROGRAM

RESIDENCE

Students are expected to take coursework seminars and courses offered on the main campus to meet the residency requirement. During the residency period, students will be able to have regular face-to-face interactions with faculty and their colleagues, make full use of various other educational opportunities available on the main campus, and utilize the facilities and resources of GCU and other Universities in the greater Atlanta area.

COMPONENTS OF THE DOCTORAL PROGRAM

The Ph.D. requires 60 credit hours, including 42 credit hours for coursework, 6 credits for comprehensive exams and dissertation proposals, and 12 credit hours for dissertation research. In addition, the Institutional Requirement must be met, with a passing grade for each semester. Students must also maintain a grade point average (GPA) of 3.3 or above. Detailed components of courses are listed in the curriculum for the program at the end of this bulletin. Students are required to take three courses each semester to maintain full-time status. Coursework generally comprises four or five semesters.

SATISFACTORY ACADEMIC PROGRESS (SAP) ASSESSMENT

The minimal requirements for Satisfactory Academic Progress (SAP) include maintaining a minimum cumulative grade point average (GPA) of 3.3 and the timely completion of all program requirements. The Ph.D. Program Committee is responsible for monitoring each student's SAP and maintaining official SAP review reports. These reports must be signed by the student, the students' advisor, and the Program Director. All signed documents will be filed in the Office of Academic Affairs.

COMPREHENSIVE EXAMINATIONS

Upon completion of all required coursework and satisfactory SAP reviews, the Chair of the Ph.D. Program Committee will issue an official letter to the student outlining the procedures for taking the comprehensive examinations. Eligible students must register for the comprehensive examinations during the regular registration period and complete the exams within one year of finishing their coursework.

Comprehensive examinations are normally scheduled for the first week of October (Fall semester) and the last week of March (Spring semester). The exams are fully administered by the Ph.D. Program Committee and consist of eight questions covering four core areas within the Intercultural Studies program. The examinations span two consecutive days, with students answering questions in two areas each day.

The four examination areas are:

1. Mission Theologies
2. Ecclesiology
3. Globalization, Anthropology, and Contemporary Culture
4. Ministry Development and Leadership

The Ph.D. Program Committee will evaluate the comprehensive examinations with one of the following outcomes:

- Pass with Distinction
- Pass
- Fail with Opportunity for Re-examination

- Terminal Fail (resulting in dismissal from the program)

A student who fails the comprehensive examinations twice will be dismissed from the Ph.D. program at GCU.

Record of Results: The Ph.D. Program Committee will notify both the student and their advisor of the examination results through an official letter, once evaluations are completed. The results will be documented in the students' official file and recorded in the Office of Academic Affairs.

ADVANCEMENT TO DOCTORAL CANDIDACY

Students will advance to doctoral candidacy after passing the comprehensive exams. Once granted, candidacy is valid only until the program deadline unless otherwise decided by the Ph.D. Program Committee. Therefore, students are strongly encouraged to plan research that can be completed and integrated into their dissertation during their candidacy period. Leaves of absence do not extend the candidacy period. An extension of candidacy is granted only with a valid academic reason that the dissertation advisor can support. To make a petition for an extension of candidacy, students must apply for Extension of Candidacy, which includes a detailed work plan, and is signed by the student, the student's advisor, and the Director of the Ph.D. Program. The Ph.D. Program Committee reviews applications for a candidacy extension.

DISSERTATION PROPOSAL AND ORAL DEFENSE

After passing comprehensive examinations and advancing to candidacy, the student develops a dissertation proposal with the guidance of his or her dissertation committee, which consists of two faculty members: the First Reader and the Second Reader. The first Reader will be the primary advisor for the dissertation proposal. Upon the recommendation of the dissertation committee, an oral defense of the proposal will be held. Final approval comes from the Ph.D. Program Committee.

Proposal Overview and Format:

Students will need to begin thinking about a dissertation topic early in their program, although they will concentrate on preparing a dissertation proposal after the comprehensive exams. Students are encouraged to work closely with her/his faculty advisor or dissertation advisor (if one is selected) in choosing a topic for the dissertation. The dissertation proposal is a comprehensive statement on the extent and nature of the student's dissertation research interests. Students submit a draft of the proposal to their dissertation advisor. The student

must provide a written copy of the proposal to the Program Committee no later than two weeks before the proposal defense date.

The major components of the proposal are as follows, with some variations across Areas and disciplines:

- A detailed statement of the problem is to be studied and the context within which it is to be seen. This should include a justification of the importance of the problem on both theoretical and educational grounds.
- A thorough review of the literature is pertinent to the research problem. This review should prove that the field's relevant literature has been thoroughly researched. Good research is cumulative; it builds on the thoughts, findings, and mistakes of others.
- A statement on the overall design of the proposed study, which includes:
    - its general explanatory interest
    - the comprehensive theoretical framework within which this interest is to be pursued
    - the model or hypotheses to be tested or the research questions to be answered
    - a discussion of the conceptual and operational properties of the variables
    - an overview of strategies for collecting appropriate evidence (sampling, instrumentation, data collection, data reduction, and data analysis)
    - a discussion of how the evidence is to be interpreted

Proposal Defense:

The student and his/her dissertation advisor are responsible for scheduling a formal meeting to defend the proposal before the Program Committee. At the end of this meeting, the dissertation committee members will sign the Cover Sheet for the Dissertation Proposal and indicate their approval or rejection of the proposal. This signed form is then submitted to the Director of the Ph.D. Program. If a student is required to make revisions, an addendum is required with each member of the committee's written approval stating that the proposal has been revised to their satisfaction.

DISSERTATION RESEARCH & WRITING

A dissertation should

- clearly state its thesis and significance
- delineate a coherent scope and appropriate boundaries for a well-defined project
- locate its project in appropriate scholarly literature
- demonstrate intellectually and methodologically rigorous scholarship

- support the stated purposes of the project with sound research method
- analyze its material critically
- use language which demonstrates command of the discipline but is sufficiently jargon-free to be accessible to a broad range of theological scholars
- include a bibliography that opens the project to perspectives beyond the author's denominational and scholarly tradition
- successfully employ the linguistic skills appropriate to the project

The Dissertation Committee:

When a student passes the comprehensive exams, the Ph.D. Program Committee will form a dissertation committee for him or her in consultation with his/her dissertation advisor. A dissertation committee comprises at the minimum of two faculty members (First Reader and Second Reader), who will guide the student in preparing a dissertation proposal, writing a dissertation, and preparing for an oral defense. The dissertation advisor (First Reader) will serve as the chairperson of this dissertation committee.

Writing Dissertation:

Upon approval of the dissertation proposal by the Ph.D. Program Committee, the student can proceed to the dissertation writing stage. The dissertation committee, primarily the First Reader, supervises his/her dissertation writing process. The length of a completed dissertation must be at least 250 pages (not including BIBLIOGRAPHY and APPENDICES). See further *GCU Doctoral Dissertation Writing Guidelines.*

Dissertation Examination:

The dissertation committee also reads and examines the student's dissertation and guides him or her for an oral defense. After completing dissertation writing, the dissertation committee will recommend an external examiner from another research university or institution specializing in the relevant field of study. The CV of the proposed external examiner will be submitted to the Ph.D. Program Committee for approval. After completing internal and external examinations of the dissertation, the dissertation committee will submit a consolidated written evaluation to the Ph.D. Program Committee.

Oral Defense:

The student must submit one copy of the complete dissertation, with an abstract, no less than two weeks before the oral defense. The monograph for oral defense should be 1,000 to 1,500 words, or approximately six pages

in length, and should include the following:

- A summary of the problem
- the primary research questions or hypotheses
- the methods used to conduct the study
- the most important findings and conclusions.

Dissertation Format:

Students should follow the *Georgia Central University Doctoral Dissertation Guidelines* to produce the final dissertation draft. The GCU dissertation guidelines are available on the GCU website.

Filing the Dissertation:

Students are required to file with the Office of Academic Affairs two approved copies of the dissertation, in separate packets, on archival paper, typographically perfect and bearing the original signatures of the committee. Prospective graduates should consult the GCU Calendar for fall and spring semester filing deadlines. Note that prospective graduates are also required to pay a dissertation filing fee.

CONFERRAL OF THE DEGREE

When it is certified that the candidate has completed all required work and met all financial obligations, the degree will be recommended by a vote of the Ph.D. Program Committee. Upon approval of the GCU Board of Trustees, a Doctor of Philosophy degree will be conferred on the candidate, normally in May.

COURSE FORMAT AND MODE OF DELIVERY

The coursework seminars will be offered on the main campus. However, instructors are strongly encouraged to use GCU's online learning management system (EEAA Communication) to enhance student learning in their geophysical classes.

16-week format: students may take 16-week courses on the main campus during a given semester.

Intensive format: students may take two or three intensive courses offered on the main campus during the intensive course offering weeks in Spring, Summer, and Fall semesters every year.

TIME LIMIT FOR DEGREE COMPLETION

The Ph.D. requires 60 credits for the degree and takes from five to (a maximum of) seven years of study. A

petition for an extension beyond the seven-year program deadline may be considered case-by-case. Students are strongly encouraged to be enrolled full-time throughout their coursework stage. While remaining in the program, they must maintain their enrolled student status every semester (at least one enrollment activity per semester). (Note: an international student with a valid I-20 must retain a full-time student status [9 or more credits enrolled per semester] or its equivalency while remaining in the program.) A request for a leave of absence may also be considered on a case-by-case basis. Students who fail to retain their enrolled status any semester without an approved leave of absence may be terminated from the program. See the Registration and Student Statuses section of this Handbook.

GENERAL TIMELINES FOR THE PH.D. PROGRAM

Steps	Requirements	Timelines	Evidence for Certification
1	Course Work (42 credits)	During the first four or five semesters (2-2.5 years)	Enrolling in coursework seminars and research methodologies courses Typically, 9-12 credits (three to four courses) enrolled per semester Review of students' satisfactory academic progress at the end of each semester
2	Comprehensive Examinations (3 credits)	In the fifth or sixth semester (2.5-3 years)	Enrolling Comprehensive Exams Preparation 8 questions covering the five different areas, answered over two consecutive days Comprehensive exams are implemented and overseen by the Ph.D. Program Committee Candidacy status will be given to students who pass comprehensive exams
3	Dissertation Proposal/ Oral Defense (3 credits)	In the sixth or seventh semester (3-3.5 years)	Enrolling Dissertation Proposal Preparation The first reader of the dissertation committee will be appointed to advise and guide the dissertation proposal The dissertation proposal will be evaluated by the dissertation committee and approved by the PhD Program Committee

4	Dissertation Research & Writing (12 credits)	In the seventh or eighth semester (3.5-4 years)	Enrolling in Dissertation Research and Writing The dissertation committee (the first and second readers) guides the dissertation writing The dissertation will be evaluated by the dissertation committee and an external reader and approved by the PhD Program Committee
5	Dissertation Oral Defense	Three months before the end of each semester (4.5-5 years)	All members of the dissertation committee and the Ph.D. Program Committee may participate in the oral defense The dissertation committee submits a final report, and the Ph.D. Program Committee makes a final decision

DOCTORAL (PH.D. &DMIN) PROGRAM DIRECTOR

Sung Shik Jang, PhD
Professor of Systematic Theology
sungjang@gcuniv.edu

CURRICULUM

The Ph.D. in Intercultural Studies is designed as a five-year program, requiring a minimum of two years (four semesters) of coursework seminars followed by two to three years of comprehensive examinations and dissertation writing and defense. The minimum number of required credits for the degree is 60. And the length of the program may vary depending on the total number of credits attempted each semester and/or on the number of additional required credits (e.g., language requirements). The program operates year-round, with full-load enrollment available in the fall and spring semesters. A few doctoral seminars may also be available in a weeklong intensive format during summer.

Foundational (Choose 5 courses, 15 credits)	**Credit Hours**
PIC702: Christian Mission, Anthropology, and Globalization	3

PIC714: Theology of Mission & Evangelism	3
PICC715: Global Theologizing & World Christianity	3
PICC742: Intercultural Communication	3
PICF713: Biblical Principles for Transforming Culture	3
	Total 15

Research Methodologies (Choose 2 courses, 6 credits)

PICR720: Qualitative Research Methods	3
PICR721: Quantitative Research Methods	3
PICR722: Historiographic Research Methods	3
PICR723: Research Design	3
	Total 6

Core Electives (Choose 4 courses, 12 credits)

PICC723: History of Christian Mission	3
PICC730: Theological Studies on New Paradigms of Church Ministry for Mission	3
PICC731: Systematic Theology for Mission	3
PICC732: Biblical Mission and Strategies	3
PICC741: Methodology of Ministry in Postmodernism Thoughts	3
PICC750: Cross-Cultural Leadership	3
PICC751: Education in Intercultural Context	3
	Total 12

Electives (Choose 3 courses, 9 credits)

PIC711: World Mission and Church (Missional Church)	3
PICC743: Indigenous Church Planting and Growth	3
PICE760: Partnership in Mission & Ministry	3
PICE762: Christian Encounter to Other Religions	3
PICE765: Trends of World Missions	3
PICE766: Christian Mission and Social Transformation	3
PICE767: Business as a Mission	3
PICE768: Studies on Ecumenical Involvement in Mission	3
PICE769: Mission and Biblical Worldview	3
PICE772: Global Contextual Studies Seminar	3
PICE776: Postmodern Issues for Mission	3

PICE778: Cross-Cultural Discipleship	3
	Total 9

Comprehensive Examinations & Dissertation (18 credits)	
PICD780**:** Orientation for Comprehensive Exam and Dissertation	0
PICD781: Comprehensive Exam Preparation	3
PICD782: Dissertation Proposal Preparation	3
PICD783: Dissertation Research & Writing	12
	Total 18

Total Credits: 60

COURSE DESCRIPTIONS

FOUNDATIONAL COURSES

PIC702 Christian Mission, Anthropology, and Globalization (3 Credits)

This course reviews and assesses the discipline of cultural anthropology from a Christian perspective. And the course will examine how to describe, interpret, and analyze the similarities and differences in human cultures (race, primitive religions, etc.). Students will be trained to utilize cultural anthropology to develop a missionary strategy (e.g., understanding another culture, preparing to enter another culture, facilitating the gospel communication in an intercultural context, and strategy to plant a church in another culture). The course will also explore the relationship between cultural anthropology and globalization.

PIC714 Theology of Mission & Evangelism (3 Credits)

This course offers a biblical theology of mission and evangelism, focusing on God's redemptive plan and works documented in the Old and New Testaments. Students will be able to articulate a theological frame for God's mission to the world and the unfinished task of fulfilling Jesus' Great Commission.

PICC715 Global Theologizing & World Christianity (3 Credits)

This course is designed to offer an advanced study of theology for missions in the age of globalization. The course will explore how Christianity in the South and North are interconnected and can be in partnership for world evangelization. Also, the following topics will be addressed in class: human perception of the truth,

dialogue, religious pluralism, relativism, contextualization, ecumenism partnership, local theologies, and global theologies.

PICC742 Intercultural Communication (3 Credits)

This course is about sending and receiving messages across languages and cultures. It explores the wide range of communication processes and problems within any society or social context of people from diverse religious, social, ethnic, and educational backgrounds. The course seeks to understand how people with different ethnic and cultural backgrounds act, communicate, and perceive the world around them, thus minimizing faux pas in personal and public communication and utilizing a form of learned communication to share the Gospel effectively.

PICF713 Biblical Principles for Transforming Culture (3 Credits)

This course focuses on the Church's biblical principles to lead cultural changes in her mission endeavors. The course will also explore how to restore the very impact the earliest biblical Christian churches had on their surrounding communities and societies, even in the twenty-first-century world.

RESEARCH METHODOLOGIES COURSES

PICR720 Qualitative Research (3 Credits)

This course takes an anthropological approach to research and collecting data from cultural norms and behaviors through participation, observation, interview, and observation research work in particular cultural settings. Focus groups and cognitive interviews are now a standard part of developing valid and reliable survey instruments. They are particularly useful in developing surveys to gather data on the experiences and responses of the participants. All intercultural studies find data on cultural issues and communities through this research work.

PICR721 Quantitative Research Methods (3 Credits)

This course takes a quantitative approach to the research and collection of data, the numerical representation and manipulation of observations to describe and explain the phenomena that those observations reflect. Quantitative research is defined as social research that employs empirical methods and statements. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology, and geology.

PICR722 Historiographic Research Methods (3 Credits)

This course examines the principles, theories, and methodology of scholarly historical research and presentation and the writing of history based on critical analysis, evaluation, and selection of authentic source materials, and composition of these materials into a narrative, subject to scholarly methods of criticism.

PICR723 Research Design (3 Credits)

This course examines the guiding principles of dissertation writing in practical exercises with topics that students want to research. It is a total guide, from research methods, analysis of data and interpretation of samples, and completion of dissertation research. The design of the course is a blueprint for dissertations. Research design is the framework that has been created to seek answers to research questions.

CORE ELECTIVE COURSES

PICC723 History of Christian Mission (3 Credits)

This course is an overview of the history of Christianity from the early church to the present. It concerns the Christian religion, Christendom, and the church. Students will investigate the socio-historical and cultural mechanisms that engender theological ideas, statements, and systems. The course will focus on the historical development of theology, namely, on the relationship between theology and its cultural contexts.

PICC730 Theological Studies on New Paradigms of Church Ministry for Mission (3 Credits)

This course deal with paradigm shifts of church ministry for mission by exploring David Bosch's *Transforming Mission*, a scholarly, in-depth study of major missionary paradigms from the first century until the present. Bosch's point is that the Christian faith is "intrinsically missionary." Jesus' Proclamation of the Kingdom of Heaven; the Beatitudes; Luke's understanding of mission that highlights repentance and forgiveness of sins, as well as economic justice and peace-making; and Paul's understanding of mission, which focuses on the church as an eschatological community in awaiting the ultimate renewal of all things with the Parousia, serve as major criteria to make paradigm shifts for church ministry and mission.

PICC731 Systematic Theology for Mission (3 Credits)

This course is an introduction to the contents, methods, and resources of Christian theology. Attention will be given to the understanding of the traditional and contemporary formation of Christian doctrines of God, Christ, and the Holy Spirit and to the understanding of Churches with a view to the clearest possible understanding of

the Christian faith.

PICC732 Biblical Mission and Strategies (3 Credits)

This course focuses on God's mission from the strategic point of view on his redemption. The entire Bible, particularly the Pauline epistles, gives rich strategic views in terms of vision statements, dedication, resource management – human and financial – and leadership performances that every cross-cultural work must bear in mind.

PICC741 Methodology of Ministry in Postmodern Thoughts (3 Credits)

This course is designed to examine the relationship of theology and philosophy respectively in various stages of history—ancient, medieval, modern, and postmodern era, critically assess the current thought trends with a biblical perspective, explore the impacts of postmodern thoughts on Christian theology and practices in ministry and mission, and develop a strategy to advance Christian ministry and mission in the postmodern world.

PICC750 Cross-Cultural Leadership (3 Credits)

This course investigates the interrelationship of cross-cultural leadership and followership, i.e., how leaders lead followers, how followers follow leaders, and the interconnection between the two. Each social setting places specific demands, constraints, and requirements of legality and procedure upon leaders and followers. Several theoretical and experiential tools from the Bible, social sciences, and political anthropology are provided to illuminate contextual variations. These tools include 1) social power in relation to leaders and followers, 2) four frames and four regimes to study complex organizations, and 3) servanthood.

PICC751 Education in Intercultural Context (3 Credits)

This course is concerned with exploring Christian education, particularly the meaning and function of inclusive education in the cross-cultural context of a world characterized by social, economic, and political change. Christian education in an intercultural context is concerned with issues of equity, social justice, and participation. The course will provide an inter-disciplinary approach and focus on research and ideas that will contribute to an awareness and understanding of cross-cultural insights and questions.

ELECTIVE COURSES

PIC711 World Mission and Church (3 Credits)

This course reviews the Biblical mandate of the World Mission and provides strategic models for effective fulfillment of the Great Commission. The course attempts to find strategic models in Biblical texts: The Acts of the Apostles and the Pauline corpus.

PICC743 Indigenous Church Planting and Growth (3 Credits)

To truly fulfill the Great Commission, new churches must be planted in every group of people throughout the world. To plant churches in these diverse cultural settings, we must understand multiple issues that are unique to cross-cultural settings and then use appropriate strategies to cause those churches to grow, flourish, and reproduce. This course focuses on how and why we must plant indigenous churches that are self-governing, self-supporting, and self-propagating.

PICE760 Partnership in Mission & Ministry (3 Credits)

This course stresses the building of teams and partnerships for success. The course explores ways that cultural diversity can hinder developing leadership in partnerships and studies how to maximize the diverse talents of partners, how to resolve partner conflicts with finesse, and use the synergistic power of team planning to achieve goals in ministry.

PICE762 Christian Encounters with Other Religions (3 Credits)

A study of the religious perspective in human experience and their bearing on the advocacy of the acceptance or rejection of the Gospel. It examines methods of confronting different religions for Christian evangelism in relation to religious beliefs and practices.

PICE765 Trends of World Missions (3 Credits)

This course presents the big picture of what God is doing around the world and offers a new strategy and method of missionary work for our radically changing world. The course examines the historical issues of missions, paradigm shifts, people groups, and emerging forces of missions on different continents.

PICE766 Christian Mission and Social Transformation (3 Credits)

This course is an overview of the perspective of evangelical missiology in the contemporary church. Its basic intention is not so much to provide practical training for missionary participation in the contemporary mission field; but rather to enable pastors, giving them a theological frame of reference to make choices and decide

when they should become involved in missionary service, especially in relation to social transformation.

PICE767 Business as a Mission (3 Credits)

Covers mission enterprise as a task of the laity in the Biblical sense. Business can be utilized as a means of mission outreach to the world. The course will provide tools for example of the Business as a Mission (BAM) principle, which is a popular strategy of mission enterprise.

PICE768 Studies on Ecumenical Involvement in Mission (3 Credits)

An introductory course on the mission of the church with attention to historical developments, its socio-cultural context, methodological implementation, identification of current issues confronting the church in mission, and the growth of ecumenism based on the Bible.

PICE769 Mission and Biblical Worldview (3 Credits)

This course studies the biblical basis of missions and their principles and examines God's purpose in missions in the life of the local church and students and a panorama of the history of missions. Through this study, students will understand and develop their biblical world perspectives and their lifestyles, including an examination of major worldviews.

PICE772 Global Contextual Studies Seminar (3 Credits)

This course focuses on discussions of the deep development of global contextual studies. This seminar is designed for students who concentrate on global contextual studies. It aims to provide students with specific knowledge and research related to their interests and areas of emphasis.

PICE776 Postmodern Issues for Mission (3 Credits)

This course deal with postmodern challenges to Christianity, in which postmodernism is characterized by the mandates of postmodern ideology: "openness" (without the restraint of reason) and "tolerance" that rejects all moral absolutes. Moreover, postmodernism is gaining a clear and growing following in popular culture; Christians today face unique challenges as we seek to communicate the gospel in a compelling way. To speak to the "it's true for me because I believe it" mentality, Christian communicators must understand and critique the foundations of postmodern relativism. Christians must also develop new and creative pre-evangelistic approaches to establish common ground with our secular culture.

PICE778 Cross-Cultural Discipleship (3 Credits)

This course aims to identify a practical methodology of cross-cultural discipleship. Its aim is first to understand the *people* to whom we go. The Great Commission is about making *local* disciples of different nationals by reaching out to them; it also assumes that making disciples in cross-cultural settings may be one of the most critical ministries that the Church of Jesus Christ faces today.

COMPREHENSIVE EXAMINATIONS & DISSERTATION

PICD780 Orientation for Comprehensive Examinations and Dissertation (0 Credit)

This course offers orientation for the whole serial process of comprehensive exams and dissertation proposal preparation and writing.

PICD781 Comprehensive Examinations Preparation (3 Credits)

Comprehensive examinations require mastery of the field. They are composed of eight questions covering the five foundational courses, the four core elective courses, and the one research course in the Intercultural Studies program.

PICD782 Dissertation Proposal Preparation (3 Credits)

This course is designed to prepare students for dissertation proposals under a mentor's guidance. Upon the completion of the dissertation proposal, students will submit the proposal to the PhD Program Committee and take an oral test before the Committee.

PICD783 Dissertation Research & Writing (12 Credits)

This course provides the opportunity for dissertation research & writing. During these 12 credits, students will stay in contact with their faculty mentors and receive their guidance.

DOCTOR OF PHILOSOPHY(PHD) IN BUSINESS ADMINISTRATION

PURPOSE

Georgia Central University's Doctor of Philosophy in Business Administration (PHDBA) program focuses on theoretical knowledge that can be applied to business and business management. The PHDBA has the dual purpose of contributing to business theory and further developing professional practice (e.g.,

contributing to professional knowledge in business). Additionally, the PHDBA prepares students to integrate learned theory and practices in business with the context of current issues encountered within the business environment. Students develop proficiency in applied research by improving their methodological and analytical skills. They will integrate the University's core values and ethical foundations into the dissertation process and critical thinking skills used throughout the program.

The PHDBA program also delivers a professional academic curriculum. The program integrates business theory and practice, enabling students to conduct applied research in relevant areas in today's rapidly changing business environment. In addition to developing a strong understanding of the theoretical underpinning of business disciplines, students develop advanced analytical and research skills in increasingly high demand in numerous sectors of the economy. The PHDBA program offers students the opportunity to complete concentrations in Marketing, Organizational Leadership, Management, and Christian Ethics and Not-for-Profit Management. Tuition and fees specific to the PHDBA program may be found in the "Tuition and Fees" section in the University Catalog.

OBJECTIVES

1. Identify and synthesize the global implications of research conducted while critically considering the interrelated activities in the functional areas of business.
2. Apply advanced knowledge of and competence in the latest academic theories, concepts, and technology-enabled opportunities.
3. Inspire students to become selfless leaders in business suited to for-profit or not-for-profit corporate entities.
4. Assess the ethical obligations and responsibilities of business for responsible management.
5. Address complex challenges by applying industry rules and regulations frameworks to draw prescriptive conclusions, leveraging real-world experience and knowledge.

LEARNING OUTCOMES

Graduates of the Doctor of Philosophy in Business Administration (PHDBA) program will be able to:

1. Design, direct, and shape organizational processes in support of organizational objectives
2. Influence the context and environment in which decisions get made.
3. Selflessly lead initiatives that enable generations to improve and innovate
4. Identify change initiative behaviors and develop solutions for managing change
5. Implement the best practices in coaching, delegating, and performance management
6. Understand and use tools for enhancing managerial performance

JOBS ATTAINABLE THROUGH THIS PROGRAM

Graduates who earn a Doctor of Philosophy in Business Administration (PHDBA) degree from GCU can work in the following professional careers:

1. Business Consultant: Providing advice and guidance to businesses.
2. C-Suite Executive: High-level roles such as CEO, COO, or CTO.
3. Economist: Analyzing economic data and making predictions.
4. Information Systems Manager: Managing IT systems and infrastructure.
5. Educator: Teaching business-related courses.
6. Government Program Manager: Overseeing government business programs.
7. Accountants and Auditors: Ensuring accurate financial records.
8. Management Analysts: Advising company managers on revenue and cost reduction.
9. Market Research Analysts: Analyzing market data.
10. Postsecondary Teachers: Teaching business courses at colleges and universities.
11. Top Executives: High-level roles in organizations.
12. Hospitality Industry Businesses.
13. Other specialized areas of business.

ADMISSIONS REQUIREMENTS

1. Graduate Application Form for Admission
2. 3.0 or higher GPA in a business-related master's degree from an accredited academic institution
3. Two letters of recommendation (one professional and one academic reference)

4. Resume

5. Official graduate transcripts (international transcripts may require outside evaluation at the student's expense)

6. Professional Goal Statement

a. An explanation of how a candidate's professional experience and academic background make them ideal for doctoral study.

b. A description of specific interest in which the student explains how conducting business research will help fulfill the student's career objectives.

c. A description of future goals upon completion of the PHDBA program.

International Student Admissions at Georgia Central University is authorized under federal law to enroll nonimmigrant alien students by issuing Form I-20, with which students may apply for an F-1 Nonimmigrant Student visa. Please refer to the Georgia Central University Catalog for complete international admissions policies.

Recommendations

Applicants must submit two letters of recommendation: one from a colleague or mentor in the field of business studies and one from an academic advisor, such as a former professor or department chair. The recommendation forms may be obtained from the GCU Office of Admissions.

Academic Purpose Statement

Applicants must submit a two-page statement including (1) their specific goals in pursuing a PhD degree, (2) their prospective research topics and areas of interest; and (3) their expectations for achieving their academic goals at GCU.

Academic Research Paper

Applicants must present evidence of potential for original academic research at the doctoral level by submitting a sample of unpublished writing or a recent academic research paper if nothing has been published. This writing sample should be written in one of the applicant's contemporary research languages (preferably Korean or English) and an academic writing format and should be 20-25 pages in length.

Admission Documents

Ph. D Application form (available at the GCU website)

1. Official Transcripts
2. Sample research paper
3. Certification of field experience
4. Two recommendation letters
5. Academic purpose statement

ADMISSION PROCEDURES

1. Applications for admission to the PhD program must be approved by the PhD Program Committee as well as the Office of Admissions. As noted above, applicants must submit the Admission Documents.
2. Each applicant must submit all necessary documents to the Office of Admissions, accompanied by a non-refundable application fee of 100 USD. All the original application documents must be received no later than 30 days prior to the beginning of the semester in which the student seeks enrollment. Applicants who have submitted all the required documents will be contacted for an interview with the PhD Program Committee.
3. It takes approximately 30 days to process the application. After their portfolios are reviewed, applicants will be notified as to approval or disapproval of their applications.
4. Leveling Evaluations: Each applicant's portfolio will be evaluated by the PhD Program Committee, and applicants who do not have sufficient field experience can satisfy these prerequisites by taking additional/approved courses before matriculation in the program. Some students may be admitted on the condition that they complete the leveling work before matriculating in the program. Additionally, applicants who do not have sufficient GRE or MAT scores must take the GCU Barrier Exam (GBE). Those who lack coursework in mission studies can also take additional courses provided by GCU.

I-20 (F-1, J-1) ADMISSIONS - INTERNATIONAL STUDENTS

International applicants who come with I-20 (F-1, J-1) VISAs and DS-2019 should follow the general admission requirements of GCU's admission policies as described in the Catalog.

DOCTOR OF PHILOSOPHY (PH.D) IN BUSINESS ADMINISTRATION DEGREE FEES

Application fee	$100.00
International Student Fee (I-20 (F-1, J-1) VISA students only)	$1,000.00
Admission Fee	$1,000.00

New Student Orientation Fee		$100.00
Enrollment Fee	($800.00 x =5 semesters)	$4,000.00
Tuition	($700.00 per credit; total 48 credits)	$33,600.00
Proposal Guidance Fee		$1,000.00
Dissertation Tuition Fee		$8,400.00 (12 units)
Dissertation Advisement Fee		$1,000.00
Continuance Fee (until graduation)		$600 ($1,500 for I-20 (F-1, J-1) VISA holders) /semester
Graduation Fee	(includes Dissertation Binding Fee; 10 copies)	$2,000.00
Audit Fee		$400 per course
TOTAL	(minimum; does not include Continuance Fees)	$51,200.00
I-20 (F-1, J-1) TOTAL (minimum; does not include Continuance Fees)		$53,200.00

Please note that costs are subject to change. For the most up-to-date information, contact the Office of Admissions.

OTHER EXPENSES

Individual budgets may vary considerably. Items to consider when calculating the total cost of attendance at GCU: (1) housing and household costs, (2) transportation costs, (3) personal expenses, (4) medical/dental costs, and (5) books and supplies.

HOUSING INFORMATION

GCU does not offer dormitories or apartments; however, the University will provide information on housing options for new students to find residences near campus.

GENERAL REQUIREMENTS OF THE PH.D. PROGRAM

RESIDENCE

Students are expected to take coursework seminars and courses offered on the main campus to meet the residency requirement. During the residency period, students will have regular face-to-face interactions with faculty and their colleagues, utilize various educational opportunities available on the main campus, and access the facilities and resources of GCU and other Universities in the greater Atlanta area.

SATISFACTORY ACADEMIC PROGRESS (SAP) ASSESSMENT

At the end of each semester, the Ph.D. Program Committee will review students for their Satisfactory Academic Progress (SAP). The Director of the Ph.D. monitors each student's academic status and progress. The purpose of the SAP review is to provide information to the Office of Academic Affairs to determine students' academic standing and financial aid eligibility and to help students critically self-assess their progress toward their degree each year. The minimum requirements for SAP include a minimum grade point average (GPA) of 3.3, as well as the timely completion of program requirements. The Ph.D. The Program Committee is responsible for maintaining each student's SAP review reports, which are signed by the student, their advisor, and the Director. Reports will be placed in the student's file in the Office of Academic Affairs.

COMPREHENSIVE EXAMINATIONS

Upon completion of the required coursework and SAP reviews, the Chair of the Ph.D. Program Committee will send an official letter to the student outlining the procedures for taking comprehensive examinations. Qualified students must register for the comprehensive exams during the regular registration period and complete the comprehensive exams within one year after finishing their coursework. Comprehensive exams are generally scheduled for the Fall semester during the first week of October and the Spring semester during the last week of March. The exams are entirely guided and controlled by the PhD Program Committee and are composed of 8 questions covering the four different areas in the Intercultural Studies program. Exams will continue for two consecutive days. The four distinct areas are 1) Business Administration Theories, 2) Hospitality Industry Management, 3) Marketing and Business Strategies 4) Finance and Accounting. Students will take exams in two areas each day.

The Ph.D. Program Committee will assess the comprehensive examinations as either passed with distinction, passed, failed with possible re-examination, or failed terminally. A terminal failure ends a student's program at GCU. Two losses of the comprehensive exams complete a student's program at the GCU.

Record of Results: The Program Committee will inform the student and their advisor via an official letter of the results as soon as the examiners return them. The results are recorded in the student's file and in the Office of Academic Affairs.

ADVANCEMENT TO DOCTORAL CANDIDACY

Students will advance to doctoral candidacy after passing the comprehensive exams. Once granted, candidacy

is valid only until the program deadline unless otherwise decided by the Ph.D. Program Committee. Therefore, students are strongly encouraged to plan research that can be completed and integrated into their dissertation during their candidacy period. Leaves of absence do not extend the candidacy period. An extension of candidacy is granted only with a valid academic reason that the dissertation advisor can support. To make a petition for an extension of candidacy, students must apply for an Extension of Candidacy, which includes a detailed work plan and is signed by the student, the student's advisor, and the Director of the Ph.D. Program. The Ph.D. Program Committee reviews applications for a candidacy extension.

DISSERTATION PROPOSAL AND ORAL DEFENSE

After passing comprehensive examinations and advancing to candidacy, the student develops a dissertation proposal with the guidance of their dissertation committee, which consists of two faculty members: the First Reader and the Second Reader. The first Reader will be the primary advisor for the dissertation proposal. Upon the recommendation of the dissertation committee, an oral defense of the proposal will be held. Final approval comes from the Ph.D. Program Committee.

Proposal Overview and Format:

Students will need to begin thinking about a dissertation topic early in their program, although they will concentrate on preparing a dissertation proposal after the comprehensive exams. Students are encouraged to work closely with their faculty advisor or dissertation advisor (if one is selected) in choosing a topic for the dissertation. The dissertation proposal is a comprehensive statement on the extent and nature of the student's dissertation research interests. Students submit a draft of the proposal to their dissertation advisor. The student must provide a written copy of the proposal to the Program Committee at least two weeks before the proposal defense date.

The major components of the proposal are as follows, with some variations across Areas and disciplines:

- A detailed statement of the problem is to be studied, along with the context within which it is to be viewed. This should include a justification of the importance of the issue on both theoretical and educational grounds.
- A thorough review of the literature is pertinent to the research problem. This review should prove that the field's relevant literature has been thoroughly researched. Good research is cumulative; it builds on the thoughts, findings, and mistakes of others.
- A statement on the overall design of the proposed study, which includes:

- its general explanatory interest
- the comprehensive theoretical framework within which this interest is to be pursued
- the model or hypotheses to be tested or the research questions to be answered
- a discussion of the conceptual and operational properties of the variables
- an overview of strategies for collecting appropriate evidence (sampling, instrumentation, data collection, data reduction, and data analysis)
- a discussion of how the evidence is to be interpreted

Proposal Defense:

The student and their dissertation advisor are responsible for scheduling a formal meeting to defend the proposal before the Program Committee. At the end of this meeting, the dissertation committee members will sign the Cover Sheet for the Dissertation Proposal and indicate their approval or rejection of the proposal. This signed form is then submitted to the Director of the Ph.D. Program. If a student is required to make revisions, an addendum is necessary, with each committee member providing written approval stating that the proposal has been revised to their satisfaction.

DISSERTATION RESEARCH & WRITING

A dissertation should

- clearly state its thesis and significance
- delineate a coherent scope and appropriate boundaries for a well-defined project
- locate its project in appropriate scholarly literature
- demonstrate intellectually and methodologically rigorous scholarship
- support the stated purposes of the project with a sound research method
- analyze its material critically
- use language which demonstrates command of the discipline but is sufficiently jargon-free to be accessible to a broad range of theological scholars
- include a bibliography that opens the project to perspectives beyond the author's denominational and scholarly tradition
- successfully employ the linguistic skills appropriate to the project

The Dissertation Committee:

When a student passes the comprehensive exams, the Ph.D. Program Committee will form a dissertation

committee for them in consultation with their dissertation advisor. A dissertation committee comprises at the minimum of two faculty members (First Reader and Second Reader), who will guide the student in preparing a dissertation proposal, writing a dissertation, and preparing for an oral defense. The dissertation advisor (First Reader) will serve as the chairperson of this dissertation committee.

Writing Dissertation:

Upon approval of the dissertation proposal by the Ph.D. The Program Committee allows the student to proceed to the dissertation writing stage. The dissertation committee, primarily the First Reader, supervises their dissertation writing process. The length of a completed dissertation must be at least 250 pages (not including BIBLIOGRAPHY and APPENDICES). See further *GCU Doctoral Dissertation Writing Guidelines.*

Dissertation Examination:

The dissertation committee also reads and examines the students' dissertation and guides them through an oral defense. After completing dissertation writing, the dissertation committee will recommend an external examiner from another research university or institution specializing in the relevant field of study. The CV of the proposed external examiner will be submitted to the Ph.D. Program Committee for approval. After completing internal and external examinations of the dissertation, the dissertation committee will submit a consolidated written evaluation to the Ph.D. Program Committee.

Oral Defense:

The student must submit one copy of the complete dissertation, including an abstract, at least two weeks prior to the oral defense. The monograph for oral defense should be 1,000 to 1,500 words, or approximately six pages in length, and should include the following:

- A summary of the problem
- the primary research questions or hypotheses
- the methods used to conduct the study
- the most important findings and conclusions.

Dissertation Format:

Students should follow the *Georgia Central University Doctoral Dissertation Guidelines* to produce the final dissertation draft. The GCU dissertation guidelines are available on the GCU website.

Filing the Dissertation:

Students are required to file with the Office of Academic Affairs two approved copies of the dissertation in separate packets, on archival paper, typographically perfect and bearing the original signatures of the committee. Prospective graduates should consult the GCU Calendar for fall and spring semester filing deadlines. Note that prospective graduates are also required to pay a dissertation filing fee.

CONFERRAL OF THE DEGREE

When it is certified that the candidate has completed all required work and met all financial obligations, the degree will be recommended by a vote of the Ph.D. Program Committee. Upon approval of the GCU Board of Trustees, a Doctor of Philosophy degree will be conferred on the candidate, generally in May.

COURSE FORMAT AND MODE OF DELIVERY

The coursework seminars will be offered on the main campus. However, instructors are strongly encouraged to use GCU's online learning management system (EEAA Communication) to enhance student learning in their geophysical classes.

16-week format: Students may take 16-week courses on the main campus during a given semester.

Intensive format: Students may take two or three intensive courses offered on the main campus during the intensive course offering weeks in the Spring, Summer, and Fall semesters each year.

PROGRAM REQUIREMENTS

The Doctor of Philosophy in Business Administration degree program requires students to complete a minimum of 48 credit hours with a 3.0 Grade Point Average (GPA) or higher to complete the PHDBA program. The PHDBA program must be completed within 4 years. Students will take courses DIS890 and DIS891 (12 credit hours) that are specific to directed research for dissertation development and completion during the final semesters of their studies. PHDBA students must petition to graduate one semester prior to completing program requirements. The PHDBA program office should be contacted to petition to graduate.

CURRICULAR PRACTICAL TRAINING COURSES

The Curricular Practical Training (CPT) courses involve working in an internship capacity for a local business, focusing on the concentration the student has chosen to pursue as part of their degree program.

CURRICULUM

The Curricular Practical Training (CPT) courses involve working in an internship capacity for a local business, focusing on the concentration that the student has chosen to pursue as part of his or her degree program.

Doctoral Business Core (18 credits)	Credit Hours
BUS800 Doctoral Success Seminar	3
BUS801 Christian Business Ethics and Responsible Leadership	3
BUS810 Global Perspectives in Human Resource Management	3
BUS811 Business Statistics	3
BUS830 Foodservice Venture and Commercial Area Analysis	3
BUS834 Real Estate Management	3
BUS840 Analytics for Decision Making	3
BUS850 Contemporary Issues in Business Administration	3
BUS851 Hotel and Restaurant Management	3
BUS852 History of World Tourism	3
BUS853 Global Culture and Tourism	3
BUS860 Understanding and Application of Generative AL	3
BUS861 Human Identity & Ethical Leadership in the age of AL	3
MGT800 Advanced Management Theory	3
MGT802 Organizational Behavior and Social Responsibility	3
MGT841 Strategic Management in Global Organizations	3
MGT860 Strategic Foresight & Scenario Management with AI	3

Advanced Research Methods (12 credits)

Courses	Credit Hours
BUS832 Advanced Research Design and Scholarly Inquiry	3
BUS833 Advanced Quantitative Research Methods	3
BUS835 Advanced Qualitative Research Methods	3
BUS837 Mixed Methods and AI-Assisted Business Research	3

CONCENTRATIONS (12 credits)

Finance, International Business, and Marketing Concentration Electives

Courses	Credit Hours
MRKT 832 Advanced Marketing Theory	3
MRKT 841 Advanced Theories in International Business	3
MRKT 852 Advanced Theories in Finance	3
MRKT 850 Consumer Behavior Theory	3
MRKT 870 Digital and Social Media Management Strategy	3
MRKT 892 Global Marketing Management	3
MRKT 802 Doctoral Seminar in Marketing Research	3
MRKT 803 Dissertation Design and Proposal Writing	3

Human Resource Management Concentration Electives

Courses	Credit Hours
HRMT 832 Advanced Theories in Human Resource Management	3
MORS 810 Organizational Behavior and Work Psychology	3
BUSN 850 Human Capital and Talent Management	3
ADPH 820 Employee Relations and Labor Law	3
BUSN 800 Global Human Resource Management	3
HRMT 803 Dissertation Design and Proposal Writing	3

Culinary & Foodservice Management Concentration Electives

Courses	Credit Hours
BISC 832 Advanced Theories in Culinary and Foodservice Management	3
BISC 840 Strategic Management in the Foodservice Industry	3
BISC 850 Organization Behavior in Culinary and Hospitality Contexts	3
BISC 801 Foodservice Marketing and Brand Management	3
BISC 801 Doctoral Research Seminar in Culinary Management	3
BISC 803 Dissertation Design and Proposal Writing	3

Hospitality Industry Business Management Concentration Electives

Courses	Credit Hours
BISH 832 Advanced Theories in Hospitality Management	3
BISH 842 Hospitality Industry Management	3
BISH 852 Hospitality Accounting	3
BISC 855 Servant Leadership and Organization Management	3
BISC 872 Service Marketing	3
BISC 803 Dissertation Design and Proposal Writing	3

Service Business Management Concentration Electives

Courses	Credit Hours
MRKT 842 Advanced Theories in Service Management	3
MRKT 840 Service Innovation and Business Model Design	3
MRKT 880 Service Operation and Experience Design	3
MRKT 882 Customer Experience Management and Service Design	3
MRKT 801 Doctoral Research in Seminar in Service Management	3
MRKT 803 Dissertation Design and Proposal Writing	3

Music Business Management Concentration Electives

Courses	Credit Hours
BISM 832 Advanced Theories in Music Business	3
BISM 842 Intellectual Property and Music Law	3
BISM 852 Quantitative Research Methods in Music Business	3
BISM 855 Digital Transformation in the Music Industry	3
BISM 801 Doctoral Research Seminar in Music Industry	3
BISM 803 Dissertation Design and Proposal Writing	3

Sports Administration and Management Concentration Electives

Courses	Credit Hours
BISS 850 Advanced Theories in Sports Administration	3
BISS 870 Philosophy and Ethics in Sports Leadership	3
BISS 892 Quantitative Research in Sports Administration	3
BISS 800 Research Seminar in Sports Management	3
BISS 802 Financial Management in Sports Administration	3

BISS 812 Technology and Digital Transformation in Sports Administration	3

Artificial Intelligence and Strategic Leadership Concentration Electives

Courses	Credit Hours
BAI832 Advanced Theories of Artificial Intelligence in Business	3
BAI842 Artificial Intelligence Strategy and Business Transformation	3
BAI852 Strategic Foresight and AI-Enabled Decision Making	3
BAI862 AI Governance, Ethics, and Responsible Leadership	3

Comprehensive Examinations & Dissertation (18 credits)	Credit Hours
DIS891 Comprehensive Exam Preparation	3
DIS892 Dissertation Proposal Preparation	3
DIS893A Dissertation Research I	3
DIS893B Dissertation Research II	3
DIS893C Dissertation Research III	3
DIS893D Dissertation Completion and Defense	3
	Total 18

Total Credits: 60

SUGGESTED TIMELINES FOR THE PH.D. IN BUSINESS ADMINISTRATION

Students are required to consult with an advisor when planning their course of study, selecting courses each semester to meet program and curriculum requirements, and achieving individual goals. The following suggested course sequencing is provided as recommended courses over five semesters.

First Semester	Credit Hours
BUS800 Doctoral Success Seminar	3
MGT800 Advanced Management Theory	3
BUS832 Advanced Research Design and Scholarly Inquiry	3

Second Semester	Credit Hours
BUS801 Christian Business Ethics and Responsible Leadership	3
MGT802 Organizational Behavior and Social Responsibility	3
BUS833 Advanced Quantitative Research Methods	3

Third Semester	Credit Hours
MGT841 Strategic Management in Global Organizational	3
BUS835 Advanced Qualitative Research Methods	3
Concentration Course I	3

Fourth Semester	Credit Hours
BUS850 Contemporary Issues in Business Administration	3
BUS837 Mixed Methods and AI-Assisted Business Research	3
Concentration Course II	3

Fifth Semester	Credit Hours
Concentration Course III	3
Concentration Course IV	3
DIS891 Comprehensive Examination Preparation	3

Sixth Semester	Credit Hours
DIS892 Dissertation Proposal Preparation	3
DIS893A Dissertation Research I	3
DIS893B Dissertation Research II	3

Seventh Semester	Credit Hours
DIS893C Dissertation Research III	3
DIS893D Dissertation Completion and Defense	3

SUGGESTED TIMELINES FOR THE PH.D. IN BUSINESS ADMINISTRATION

Steps	Requirements	Timelines	Evidence for Certification
1	Course Work (42 credits)	During the first four or five semesters (2-2.5 years)	Enrolling in coursework seminars and research methodologies courses Typically, 9-12 credits (three to four courses) enrolled per semester Review of students' satisfactory academic progress at the end of each semester
2	Comprehensive Examinations (3 credits)	In the fifth or sixth semester (2.5-3 years)	Enrolling Comprehensive Exams Preparation 8 questions covering the five different areas, answered over two consecutive days Comprehensive exams are implemented and overseen by the Ph.D. Program Committee Candidacy status will be given to students who pass comprehensive exams
3	Dissertation Proposal/ Oral Defense (3 credits)	In the sixth or seventh semester (3-3.5 years)	Enrolling Dissertation Proposal Preparation The first reader of the dissertation committee will be appointed to advise and guide the dissertation proposal. The dissertation proposal will be evaluated by the dissertation committee and approved by the PhD Program Committee.
	Dissertation Research &	In the seventh or	Enrolling in Dissertation Research and Writing The dissertation committee (the first and second

4	Writing (12 credits)	eighth semester (3.5-4 years)	readers) guides the dissertation writing. The dissertation will be evaluated by the dissertation committee and an external reader and approved by the PhD Program Committee.
5	Dissertation Oral Defense	Three months before the end of each semester (4.5-5 years)	All members of the dissertation committee and the Ph.D. Program Committee may participate in the oral defense The dissertation committee submits a final report and the Ph.D. Program Committee makes a final decision.

DOCTORAL (PH.D) PROGRAM DIRECTOR

Byung Won Lee, PhD
Professor of Business Administration
hospitality@gcuniv.edu

PHDBA COURSE DESCRIPTIONS

BUS800 Doctoral Success Seminar (3 credits)

This course introduces doctoral students to advanced scholarly expectations, academic research, professional development, research ethics, and university resources. Students develop an initial doctoral study plan and scholarly research agenda.

BUS801 Christian Business Ethics and Responsible Leadership (3 credits)

This doctoral course examines business ethics, responsible leadership, corporate accountability, stakeholder responsibility, and decision-making from Christian and contemporary ethical perspectives.

MGT800 Advanced Management Theory (3 credits)

This doctoral seminar examines the historical development and contemporary application of major management theories. Students critically analyze classical, behavioral, systems, contingency, strategic, and emerging management perspectives.

MGT802 Organizational Behavior and Social Responsibility (3 credits)

This course examines advanced theories of individual and organizational behavior, motivation, leadership, organizational culture, team dynamics, power, change, and corporate social responsibility.

MGT841 Strategic Management in Global Organizations (3 credits)

This doctoral course examines strategic management in complex global environments. Topics include competitive advantage, organizational capabilities, global strategy, innovation, environmental analysis, and strategic decision-making.

BUS850 Contemporary Issue in Business Administration (3 credits)

This seminar examines emerging issues affecting contemporary organizations, including artificial intelligence, automation, digital transformation, sustainability, globalization, workforce change, and new business models.

BUS832 Advanced Research Design and Scholarly Inquiry (3 credits)

This course examines advanced research design, scholarly inquiry, literature synthesis, problem formulation, theoretical and conceptual frameworks, validity, reliability, research ethics, and methodological alignment.

BUS833 Advanced Quantitative Research Methods (3 credits)

This course provides advanced preparation in quantitative research methods, including measurement, sampling, survey design, regression, multivariate analysis, statistical inference, and empirical research interpretation.

BUS835 Advanced Qualitative Research Methods (3 credits)

This doctoral course examines case study, phenomenology, grounded theory, ethnography, narrative inquiry, interviewing, coding, thematic analysis, trustworthiness, and qualitative research design.

BUS837 Mixed Methods and AI-Assisted Business Research (3 credits)

This course examines mixed-methods research and the responsible use of artificial intelligence in literature analysis, coding, data exploration, visualization, and scholarly research. Emphasis is placed on transparency, verification, reproducibility, privacy, and researcher accountability.

Finance, International Business, and Marketing Concentration Electives

MRKT832 Advanced Marketing Theory (3 credits)

MRKT832 is an advanced-level course that provides a comprehensive and critical examination of contemporary and classical marketing theories. The course explores the conceptual foundations and theoretical frameworks that underpin modern marketing thought and practice. This course emphasizes understanding how marketing theories have evolved, their relevance in current research, and their application to strategic marketing decision-making. Through in-depth discussions, critical analysis of scholarly literature, and the development of academic writing skills, students will gain the ability to evaluate and apply advanced marketing theories in both academic and practical contexts.

MRKT841 Advanced Theories in International Business (3 credits)

MRKT841 offers a rigorous and critical examination of the foundational and emerging theories in the field of international business (IB). The course is designed to help students understand the complex and dynamic nature of global business environments through the lens of advanced theoretical frameworks. Students will explore how multinational enterprises (MNEs) operate across borders, how institutions influence international strategies, and how globalization impacts business decisions. The course combines theoretical readings, academic debate, and research-oriented assignments to prepare students for scholarly work and strategic thinking in international business contexts.

MRKT852 Advanced Theories in Finance (3 credits)

MRKT852 offers an in-depth examination of advanced financial theories that underpin modern finance research and practice. The course is designed to equip students with a comprehensive understanding of key theoretical models in corporate finance, asset pricing, and financial markets. The course emphasizes the rigorous analysis of academic literature, the development of critical thinking skills, and the application of financial theory to real-world financial decision-making and scholarly inquiry. Students will engage with seminal and contemporary research papers, gaining insight into how financial theories have evolved and how they continue to influence strategic financial management in firms and financial institutions.

MRKT850 Consumer Behavior Theory (3 credits)

MRKT850 provides an advanced, theory-driven examination of consumer behavior from both psychological and sociocultural perspectives. The course is designed to deepen students' understanding of the underlying mechanisms that drive consumer decision-making, attitudes, motivations, and consumption patterns. It emphasizes the development and critical evaluation of theoretical frameworks that inform academic research and strategic marketing practice.

Drawing from disciplines such as psychology, sociology, behavioral economics, and cultural studies, the course explores how consumers perceive, evaluate, and interact with products, brands, and marketing stimuli. Students will engage with foundational and contemporary research to develop analytical and conceptual skills necessary for conducting scholarly inquiry or developing consumer-centric marketing strategies.

MRKT870 Digital and Social Media Management Strategy (3 credits)

MRKT870 examines strategic approaches to managing digital and social media platforms within contemporary marketing practices. The course focuses on how organizations can effectively leverage digital technologies and social media channels to engage consumers, build brand equity, and drive business performance. It blends theoretical insights with practical tools to equip students with the skills needed to navigate the dynamic digital landscape. Students will examine key frameworks in digital marketing strategy, consumer engagement, content management, analytics, and platform governance. The course emphasizes the integration of digital and social media into broader marketing and communication strategies, with a focus on measurable outcomes and ethical considerations.

MRKT892 Global Marketing Management (3 credits)

MRKT892 provides a comprehensive overview of the strategic and operational aspects of marketing in a global context. The course focuses on how companies develop, adapt, and implement marketing strategies across international markets while navigating cultural, economic, legal, and competitive differences. Emphasis is placed on understanding the complexities of global market environments and developing strategies that create value for diverse customer segments worldwide. Students will examine key concepts in global market entry, cross-cultural consumer behavior, international branding, and global marketing mix decisions. Through case studies, discussions, and applied projects, students will learn how to address real-world challenges faced by

multinational corporations and internationalizing firms.

MRKT802 Doctoral Seminar in Marketing Research (3 credits)

MRKT802 is a doctoral-level seminar designed to provide an in-depth exploration of foundational and contemporary topics in marketing research. The course introduces students to the philosophical underpinnings, methodological approaches, and theoretical contributions that shape scholarly inquiry in the field of marketing. Emphasis is placed on critical evaluation of influential research articles, development of theoretical frameworks, and formulation of research questions that contribute to academic literature. Students will engage with a broad range of topics, including both qualitative and quantitative research traditions, as well as various paradigms and schools of thought in marketing. The course is designed to prepare students for conducting original dissertation research and contributing to top-tier academic journals.

MRKT803 Dissertation Design and Proposal Writing (3 credits)

MRKT803 is a doctoral-level course designed to guide students through the process of developing a rigorous and feasible dissertation proposal in the field of marketing. The course focuses on the design, structure, and justification of academic research projects, with an emphasis on aligning theoretical frameworks, research questions, and methodological approaches. Students will refine their research ideas, conduct comprehensive literature reviews, and craft well-structured proposals that lay the foundation for their dissertation work. The course emphasizes scholarly writing, critical thinking, and peer feedback to help students produce high-quality proposals suitable for academic review and eventual execution.

Human Resource Management Concentration Electives

HRMT832 Advanced Theories in Human Resource Management (3 credits)

HRMT832 provides a deep and critical examination of advanced theoretical frameworks in Human Resource Management (HRM). This course explores the evolving role of HRM in organizations through a strategic and multidisciplinary lens, integrating perspectives from organizational behavior, psychology, sociology, and strategic management. Students will critically analyze foundational and contemporary human resource management (HRM) theories that address workforce management, employee motivation, talent development,

and organizational performance. The course emphasizes scholarly inquiry and evidence-based practice, preparing students to engage in research or apply advanced theoretical concepts to complex HR challenges in diverse organizational settings.

MORS810 Organizational Behavior and Work Psychology (3 credits)

MORS810 provides an in-depth examination of organizational behavior and work psychology, concentrating on understanding human behavior in workplace settings. The course explores psychological theories and empirical research related to individual, group, and organizational dynamics. Key topics include motivation, leadership, team processes, organizational culture, job satisfaction, and workplace well-being. Students will learn to apply psychological principles to diagnose and address organizational challenges, enhance employee performance, and improve overall organizational effectiveness. The course integrates theory with practical applications to prepare students for careers in organizational development, human resource management, or applied research.

BUSN850 Human Capital and Talent Management (3 credits)

BUSN850 explores the strategic management of human capital and talent within organizations, emphasizing the role of people as critical assets for achieving competitive advantage. The course covers contemporary theories and practices related to attracting, developing, retaining, and leveraging talent in dynamic business environments. Students will examine how organizations design talent management systems that are aligned with their business strategy to enhance both individual and organizational performance. The course integrates concepts from strategic human resource management, leadership development, workforce planning, and employee engagement to provide a comprehensive understanding of the challenges and solutions in talent management.

ADPH820 Employee Relations and Labor Law (3 credits)

ADPH820 provides a comprehensive examination of employee relations and the legal framework governing labor in contemporary organizations. The course covers the principles and practices that shape workplace relationships between employers, employees, and labor unions, with a strong emphasis on legal compliance and conflict resolution. Students will explore labor laws, collective bargaining, dispute resolution mechanisms, and the impact of regulatory environments on organizational policies and practices. This course equips students

with the knowledge and skills to manage employee relations effectively while navigating complex legal requirements and promoting fair and productive workplace environments.

BUSN800 Global Human Resource Management (3 credits)

BUSN800 provides an in-depth exploration of human resource management practices within the context of international and multinational organizations. The course examines the challenges and strategies involved in managing a diverse global workforce across different cultural, legal, and economic environments. Students will learn how to design and implement effective global human resource management (HRM) policies that align with organizational goals while addressing the complexities of cross-border labor markets. Key topics include global talent acquisition, expatriate management, international labor standards, and integrating global HR strategies with local practices. The course also highlights the impact of globalization on workforce diversity, employee relations, and organizational development.

HRMT803 Dissertation Design and Proposal Writing (3 credits)

HRMT803 is a doctoral-level course designed to guide students through the process of conceptualizing, designing, and writing a rigorous dissertation proposal in the field of Human Resource Management. The course emphasizes the integration of theoretical frameworks, literature review, and research methodology to develop a coherent and feasible research plan. Students will learn how to articulate clear research questions, formulate hypotheses, and justify methodological choices appropriate for their dissertation projects. Through workshops, peer feedback, and faculty mentorship, students will refine their proposals to meet academic standards and prepare for successful dissertation research and defense.

Culinary & Foodservice Management Concentration Electives

BISC832 Advanced Theories in Culinary and Foodservice Management (3 credits)

BISC832 offers an in-depth examination of advanced theoretical frameworks and contemporary research in culinary arts and food service management. The course examines the strategic, operational, and managerial aspects of the culinary and hospitality industries, with a focus on innovation, sustainability, and customer experience. Students will critically analyze current trends, challenges, and best practices within food service operations, supply chain management, menu design, and service quality. The course integrates

interdisciplinary perspectives from business management, nutrition, marketing, and hospitality to prepare students for leadership roles in the culinary and food service sectors.

BISC840 Strategic Management in the Foodservice Industry (3 credits)

BISC840 focuses on the application of strategic management principles within the food service industry. This course examines how food service organizations develop and implement strategies to achieve competitive advantage in a dynamic and highly competitive market. Students will explore industry-specific challenges, including consumer trends, operational efficiency, supply chain complexities, and regulatory considerations. The course emphasizes strategic analysis, decision-making, and leadership skills essential for navigating the unique demands of the food service sector, with a focus on sustainable growth, innovation, and customer satisfaction.

BISC850 Organization Behavior in Culinary and Hospitality Contexts (3 credits)

BISC850 explores the principles and theories of organizational behavior as they apply specifically to the culinary and hospitality industries. The course examines how individual, group and organizational dynamics impact employee performance, customer satisfaction, and overall business success in the culinary and hospitality sectors. Emphasis is placed on understanding motivation, leadership, communication, teamwork, and organizational culture within fast-paced and service-oriented environments. Students will gain insights into managing workforce diversity, resolving conflicts, and fostering positive work environments that enhance employee engagement and operational effectiveness.

BISC801 Foodservice Marketing and Brand Management (3 credits)

BISC801 focuses on the principles and practices of marketing and brand management within the food service industry. The course explores strategies for building strong brands, understanding consumer behavior, and creating effective marketing campaigns tailored to food service businesses. Students will examine the unique challenges of marketing in a competitive and rapidly evolving sector, including digital marketing, customer relationship management, and service quality. The course integrates theory with practical applications, preparing students to develop and manage compelling food service brands that enhance customer loyalty and drive business growth.

BISC801 Doctoral Research Seminar in Culinary Management (3 credits)

BISC801 is an advanced doctoral seminar designed to support students in developing rigorous research skills and scholarly inquiry within the field of culinary management. The course provides a collaborative environment for discussing current research trends, theoretical frameworks, and methodological approaches relevant to culinary and hospitality management. Emphasis is placed on critical analysis of academic literature, research design, and the preparation of dissertation proposals or research papers. Students will engage in peer review, present research ideas, and receive faculty guidance to refine their research questions and methodologies, fostering the development of original contributions to the field.

BISC803 Dissertation Design and Proposal Writing (3 credits)

BISC803 is a doctoral-level course designed to guide students through the process of designing and writing a comprehensive dissertation proposal in the field of culinary and food service management. The course emphasizes the development of a clear research problem, theoretical framework, and appropriate methodology, preparing students to undertake rigorous and original research. Students will learn to review relevant literature critically, formulate research questions or hypotheses, and develop a detailed plan for data collection and analysis. Through faculty mentorship and peer collaboration, students will refine their proposals to meet academic standards and prepare for successful dissertation research.

Hospitality Industry Business Management Concentration Electives

BISM832 Advanced Theories in Hospitality Management (3 credits)

BISM832 delves into advanced theoretical frameworks and contemporary research in hospitality management. The course critically examines key concepts, models, and emerging trends that shape the hospitality industry, including service innovation, customer experience, strategic management, and sustainability. Students will examine how these theories are applied to the operational, managerial, and strategic challenges faced by hospitality organizations in a global context. This course fosters a deep understanding of the interdisciplinary nature of hospitality management, integrating perspectives from marketing, organizational behavior, finance, and technology to prepare students for leadership and research roles in the field.

BISM842 Hospitality Industry Management (3 credits)

BISM842 provides a comprehensive examination of management principles and practices tailored to the hospitality industry. The course covers the operational, financial, and strategic aspects of managing hotels, resorts, restaurants, and other hospitality enterprises. Students will examine key areas, including service excellence, human resource management, marketing, and financial control, within the unique context of the hospitality industry. Emphasizing both theory and practical application, the course prepares students to effectively lead hospitality organizations in a dynamic and competitive global environment.

BISC852 Hospitality |Accounting (3 credits)

BISC852 provides an in-depth understanding of accounting principles and financial management practices specific to the hospitality industry. The course covers the preparation, analysis, and interpretation of financial statements for hotels, restaurants, and other hospitality enterprises. Emphasis is placed on budgeting, cost control, revenue management, and financial decision-making within the unique operational context of hospitality businesses.

Students will learn to apply accounting techniques to support effective management and strategic planning in hospitality organizations.

BISC855 Servant Leadership and Organization Management (3 credits)

BISC855 explores the principles and practices of servant leadership within the context of organizational management, with a focus on the hospitality and culinary industries. This course explores how servant leadership fosters ethical behavior, empowers employees, and cultivates a positive organizational culture, ultimately leading to enhanced performance and service excellence. Students will study the theoretical foundations of servant leadership and apply these concepts to real-world management challenges. Through case studies and experiential learning, students will develop skills to lead with empathy, foster collaboration, and create sustainable organizational change.

BISC872 Service Marketing (3 credits)

BISC872 offers a comprehensive examination of marketing principles as applied to service industries, with a specific focus on the hospitality and food service sectors. The course examines the unique challenges of marketing intangible services, managing customer relationships, and delivering exceptional service

experiences. Students will learn to design and implement effective service marketing strategies that enhance customer satisfaction, loyalty, and competitive advantage. The course integrates theory and practical applications, covering topics such as service quality, branding, digital marketing, and service innovation.

BISC803 Dissertation Design and Proposal Writing (3 credits)

BISC803 is a doctoral-level course aimed at guiding students through the process of designing and writing a robust dissertation proposal in the field of culinary and hospitality management. The course focuses on developing a clear and researchable problem statement, constructing theoretical frameworks, and selecting appropriate research methodologies. Students will learn to conduct comprehensive literature reviews, formulate research questions or hypotheses, and outline detailed plans for data collection and analysis. Through individualized mentorship and peer collaboration, students will refine their proposals to meet academic standards and prepare for successful dissertation research and defense.

Service Business Management Concentration Electives

MRKT832 Advanced Theories in Service Management (3 credits)

MRKT832 offers an in-depth examination of advanced theoretical frameworks and contemporary research in service management. The course explores critical concepts related to service design, delivery, quality, and innovation across various industries. Emphasis is placed on understanding the complexities of managing service operations, customer experiences, and relationships in dynamic and competitive markets. Students will critically analyze current models and develop practical insights to enhance service performance and achieve a sustainable competitive advantage.

MRKT850 Service Innovation and Business Model Design (3 credits)

MRKT850 examines the pivotal role of innovation in service industries and the development of effective business models that foster competitive advantage. This course covers theories and practical approaches to developing, implementing, and managing innovative services and value propositions. Students will learn how to analyze customer needs, leverage emerging technologies, and create sustainable business models tailored to dynamic market environments. The course combines conceptual frameworks with case studies to equip students with the skills to lead service innovation and transform business operations.

MRKT870 Service Operation and Experience Design (3 credits)

MRKT870 focuses on the strategic management of service operations and the design of customer experiences that create value and competitive advantage. The course examines frameworks and methodologies for designing, managing, and improving service processes to deliver superior customer satisfaction. Students will explore how operational decisions impact the overall service experience and learn to apply tools that optimize service delivery in various contexts. Emphasis is placed on integrating operational efficiency with customer-centric experience design, leveraging technology, and managing service touchpoints.

MRKT892 Customer Experience Management and Service Design (3 credits)

MRKT892 explores the strategic importance of managing customer experiences and designing services that create lasting value. The course covers theories and practical approaches to understanding customer behavior, mapping customer journeys, and designing seamless, memorable service interactions. Students will examine how organizations can leverage service design principles to enhance customer satisfaction, loyalty, and competitive advantage. Emphasis is placed on integrating customer-centric strategies with innovation and operational effectiveness to deliver exceptional experiences across multiple touchpoints.

MRKT801 Doctoral Research in Seminar in Service Management (3 credits)

MRKT801 is an advanced doctoral seminar designed to engage students in critical discussions and research related to contemporary issues and theories in service management. The course provides a platform for doctoral candidates to review, analyze, and critique cutting-edge academic literature, develop research ideas, and refine their dissertation topics in the field of service management. Through presentations, peer feedback, and faculty mentorship, students will deepen their understanding of the theoretical foundations and methodological approaches, preparing them to make original research contributions.

MRKT803 Dissertation Design and Proposal Writing (3 credits)

MRKT803 is a doctoral-level course focused on guiding students through the process of designing a rigorous research dissertation and developing a comprehensive proposal. The course covers essential elements, including identifying research problems, reviewing relevant literature, formulating hypotheses or research questions, and selecting appropriate research methodologies. Students will also learn how to structure, write,

and defend a dissertation proposal effectively. The course emphasizes scholarly rigor, ethical research practices, and the alignment of research design with academic standards.

Music Business Management Concentration Electives

BISM832 Advanced Theories in Music Business (3 credits)

BISM832 offers an in-depth examination of advanced theoretical frameworks and contemporary issues in the music industry. The course examines the economic, managerial, legal, and technological forces shaping the global music industry. Students will engage with critical theories related to intellectual property, digital distribution, artist management, branding, and evolving revenue models. Emphasis is placed on applying academic research to real-world challenges faced by music professionals, artists, and organizations. This course prepares students to conduct independent research or pursue leadership roles in the rapidly changing music and entertainment landscape.

BISM842 Intellectual Property and Music Law (3 credits)

BISM842 provides a comprehensive overview of intellectual property (IP) rights and legal frameworks that govern the music industry. The course focuses on copyright law, licensing, contracts, royalties, and emerging legal challenges in the digital music environment. Students will examine how legal principles apply to artists, producers, managers, and record labels, with an emphasis on protecting creative works and navigating the complexities of music-related agreements. By integrating case studies and current legal debates, the course equips students with the knowledge and practical skills necessary to manage legal risks and advocate for rights within the music business.

BISC852 Quantitative Research Methods in Music Business (3 credits)

BISC852 focuses on the application of quantitative research methods within the context of the music business. The course introduces students to key statistical tools and analytical techniques used to examine industry trends, consumer behavior, streaming data, marketing effectiveness, and financial performance. Emphasis is placed on designing empirical studies, collecting and interpreting numerical data, and applying findings to strategic decision-making in music management and policy. Students will gain practical experience using software for data analysis and develop the skills to critically evaluate research and conduct independent studies

relevant to the music and entertainment industries.

BISC855 Digital Transformation in the Music Industry (3 credits)

BISC855 explores the profound impact of digital technologies on the music industry, including how innovation has reshaped music production, distribution, marketing, and consumption. The course examines the evolution of digital platforms, streaming services, social media, and data analytics and their role in redefining business models and artist-fan engagement. Students will critically analyze trends, strategies, and emerging technologies that continue to disrupt and transform the global music ecosystem. Through case studies and applied projects, students will develop a strategic understanding of how to navigate and lead within the digitally-driven music landscape.

BISC801 Doctoral Research Seminar in Music Industry (3 credits)

BISC801 is an advanced doctoral seminar designed to explore key research themes, theoretical frameworks, and methodological approaches in the study of the music industry. The course encourages critical engagement with contemporary academic literature. It fosters the development of original research ideas relevant to the music business, digital transformation, intellectual property, artist management, and global market dynamics. Through scholarly discussions, presentations, and peer feedback, students will refine their research interests and prepare for dissertation work that makes a meaningful contribution to the field of music industry studies.

BISC803 Dissertation Design and Proposal Writing (3 credits)

BISC803 is a doctoral-level course designed to guide students through the development of a comprehensive and academically rigorous dissertation proposal in the field of music and entertainment industries. The course emphasizes the formulation of clear research problems, constructing a theoretical framework, synthesizing literature reviews, and selecting appropriate research methodologies. Students will engage in writing, peer review, and presentations to refine their proposals under the guidance of faculty supervision. The course equips students with the necessary tools and structures to launch their dissertation research with scholarly depth and methodological precision.

Sports Administration and Management Concentration Electives

BISS850 Advanced Theories in Sports Administration (3 credits)

This course explores advanced concepts and theoretical frameworks in the field of sports administration. It focuses on the application of strategic management, marketing, organizational behavior, and policy development within professional, collegiate, and amateur sports organizations. Students will critically analyze current trends, leadership practices, and governance models in sports and apply theoretical knowledge to real-world administrative challenges. Emphasis is placed on evidence-based decision-making, ethical considerations, and innovation in sports management practices.

BISS870 Philosophy and Ethics in Sports Leadership (3 credits)

This course examines the philosophical foundations and ethical principles that guide leadership in the sports industry. Students will explore major ethical theories, moral reasoning, and philosophical perspectives as they relate to decision-making and leadership practices in sports settings. Topics include fairness, equity, integrity, sportsmanship, doping, gender and inclusion, as well as the ethical responsibilities of coaches, administrators, and athletes. Through case studies and critical discussions, students will develop a personal leadership philosophy and learn how to navigate complex ethical dilemmas in sports leadership roles.

BISS892 Quantitative Research in Sports Administration (3 credits)

This course provides an in-depth examination of quantitative research methods as applied to the field of sports administration. Students will learn how to design research studies, collect and analyze numerical data, and interpret statistical results to inform decision-making in sports contexts. Topics include hypothesis testing, survey design, regression analysis, and the use of statistical software. Emphasis is placed on applying quantitative methods to real-world issues in sports management, such as fan behavior, performance analysis, marketing strategies, and organizational effectiveness.

BISS800 Research Seminar in Sports Management (3 credits)

This seminar-style course is designed to engage students in critical analysis and discussion of current research topics and emerging issues in sports management. Students will review scholarly literature, present research findings, and participate in peer discussions to enhance their understanding of research methodologies and theoretical developments in the field. The course emphasizes the development of

independent research skills, scholarly writing, and the ability to critically evaluate research relevant to sports organizations, policy, and leadership. It also serves as preparation for thesis or dissertation work.

BISS802 Financial Management in Sports Administration (3 credits)

This course examines the principles and practices of financial management within the context of sports organizations. Students will learn to analyze financial statements, develop budgets, manage revenues and expenditures, and evaluate funding sources, including sponsorships, ticket sales, broadcasting rights, and public subsidies. The course also covers financial planning, risk management, and economic impact analysis in both professional and amateur sports settings. Emphasis is placed on strategic financial decision-making to ensure the sustainability and growth of sports organizations.

BISS812 Technology and Digital Transformation in Sports Administration (3 credits)

This course explores the impact of emerging technologies and digital innovation on the sports industry. Students will examine how digital tools—such as data analytics, artificial intelligence, virtual and augmented reality, wearable technology, and social media platforms—are transforming sports management, fan engagement, performance analysis, and operational efficiency. The course also addresses digital strategy, cybersecurity, and ethical considerations in the use of technology. Emphasis is placed on preparing future sports administrators to lead and adapt in an increasingly tech-driven environment.

Artificial Intelligence and Strategic Leadership Concentration Electives (12 credits)

BAI832 Advanced Theories of Artificial Intelligence in Business (3 credits)

This doctoral seminar examines advanced theories and current research concerning artificial intelligence in business and organizational environments. Students critically analyze scholarly literature and develop conceptual frameworks for doctoral research.

BAI842 Artificial Intelligence Strategy and Business Transformation (3 credits)

This doctoral course examines how artificial intelligence affects organizational strategy, structure, business

processes, competitive advantage, digital transformation, and innovation.

BAI852 Strategic Foresight and AI-Enabled Decision Making (3 credits)

This course examines strategic foresight, scenario planning, systems thinking, uncertainty, emerging trends, and AI-supported strategic analysis. Students develop advanced research-based scenarios and strategic recommendations.

BAI862 AI Governance, Ethics, and Responsible Leadership (3 credits)

This doctoral seminar examines AI governance, algorithmic accountability, privacy, bias, fairness, transparency, institutional responsibility, Christian business ethics, and responsible leadership.

COMPREHENSIVE EXAMINATION

DIS891 Comprehensive Examination Preparation (3 credits)

After completing required coursework, students prepare for the comprehensive doctoral examination.

DISSERTATION PROPOSAL

DIS891 Dissertation Proposal Preparation (3 credits)

Students develop a formal dissertation proposal under faculty supervision.

DISSERTATION RESEARCH AND WRITING

DIS893A Dissertation Research I (3 credits)

Students begin approved dissertation research, including final research preparation, institutional approvals, data collection, and research implementation.

DIS893B Dissertation Research II (3 credits)

Students continue data collection, analysis, interpretation, and development of dissertation findings under faculty supervision.

DIS893C Dissertation Research III (3 credits)

Students complete major sections of the dissertation manuscript, including findings, discussion, implications, and recommendations.

DIS893D Dissertation Completion and Defense (3 credits)

Students complete the final dissertation manuscript, address committee revisions, and successfully complete the formal oral dissertation defense.

CERTIFICATE PROGRAMS

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL, Non-credit)

MISSION STATEMENT

The purpose of the Certificate program in ESOL is to develop students' academic and intercultural communication skills, vital to life in the United States. The program provides a complete course of instruction as well as electives in the linguistic and pragmatic aspects of the English language, thereby enabling students to acclimate to and fully participate in diverse communities ranging from local to international and college to university.

OBJECTIVES

- Offer a curriculum that is based on consistent quality and continuous research in order to stay abreast of trends in the field.
- Carefully evaluate each student individually during the recruitment process and provide the necessary academic guidance and support in order to enable them to achieve their English language learning goal.
- Build upon students' academic, linguistic, and cultural backgrounds.
- Assess and monitor students' academic progress utilizing an ongoing evaluation process.
- Encourage students to learn about American culture in order to bridge cultural differences and ease the transition into American schools and culture.
- Recruit and maintain highly qualified and experienced instructors who understand students' needs.
- Provide staff development in appropriate instructional, counseling, and assessment strategies for instructors and administrators.

OUTCOMES

- Communicate effectively by speaking clearly and coherently in academic, professional, and social settings.
- Implement the necessary writing skills and grammatical structures accurately and efficiently to produce well-written, well-organized paragraphs and essays.
- Apply essential reading and vocabulary strategies to comprehend, analyze, and explain ideas in texts.
- Demonstrate critical thinking and problem-solving skills by applying new language skills.

- Develop an understanding of the various cultures in the United States.

OVERVIEW

The ESOL Certificate Program is a non-credit program. The program is based on clock hours, and its courses are not applied to credit-bearing certificates or degree programs. Classes meet four days a week, Monday through Thursday, from 9:00 AM to 2:00 PM, for a total of 20 hours of classroom instruction. Our classes range in size, with the maximum set at 12 and the minimum set at 6. We limit classes to 12 students to ensure each student receives quality instruction in order to maximize the learning experience.

The program consists of the following:

- Pre-Beginner Courses: organized into two levels of proficiency, and containing separate classes for Grammar, Writing, Speaking and Listening, and Reading.
- Core courses: organized into six levels of proficiency and containing separate classes for Grammar, Writing, Speaking and Listening, and Reading.
- Specific Purposes Track (SPT) courses: Academic Writing, Speaking and Pronunciation for Academic Study, American Culture, Cross-Cultural Communication, Critical Reading and Writing, American Fiction, and English for Business.
- Summer Track Courses (STC) – Explore America: including Everyday Conversation and Current Events.
- Elective Courses: Current electives include standardized test preparation for TOEFL.

PLACEMENT AND ORIENTATION

Upon registration, new and transfer students are administered placement tests consisting of objective, speaking, and written aspects to determine their individual levels. Students may not select their own level of study and must follow the placement committee's decision. However, to ensure correct placement, class performance is observed during the first three days of the session, and placement adjustments may be made.
In addition to a placement assessment, students are given a brief orientation to Georgia Central University outlining our policies and procedures prior to the beginning of each quarter. Our faculty and staff are always available to assist students with questions and concerns they have.

CURRICULUM

Courses Offered

PRE-BEGINNER COURSES			
Abilities	**Levels**	**Course Numbers**	**Course Titles**
Pre-Beginner 1	Level PB1	ESOL 001	Grammar PBI
			Reading PBI
			Speaking and Listening PBI
			Writing PBI
			Extensive Reading PBI
Pre- Beginner 2	Level PB2	ESOL 002	Grammar PBII
			Reading PBII
			Speaking and Listening PBII
			Writing PBII
			Extensive Reading PBII

CORE COURSES			
Abilities	**Levels**	**Course Numbers**	**Course Titles**
Beginner	Level 1	ESOL 100	Grammar I
			Reading I
			Speaking and Listening I
			Writing I
			Extensive Reading, I
High Beginner	Level 2	ESOL 200	Grammar II
			Reading II
			Speaking and Listening II
			Writing II
			Extensive Reading II
Intermediate	Level 3	ESOL 300	Grammar III
			Reading III
			Speaking and Listening III
			Writing III
			Extensive Reading III
High Intermediate	Level 4	ESOL 400	Grammar IV
			Reading IV
			Speaking and Listening IV
			Writing IV
			Extensive Reading IV
Advanced	Level 5	ESOL 500	Grammar V
			Reading V
			Speaking and Listening V

			Writing V
			Extensive Reading V
Master Advanced	Level 6	ESOL 600	Grammar VI
			Reading VI
			Speaking and Listening VI
			Writing VI
			Extensive Reading VI

SPECIFIC PURPOSES TRACK COURSES (SPT)	
Course Numbers	**Course Titles**
SPT 700	Academic Writing I
SPT 710	Academic Writing II
SPT 720	Speaking & Pronunciation for Academic Study I
SPT 730	Speaking & Pronunciation for Academic Study II
SPT 740	American Culture I: American Studies
SPT 750	American Culture II: Life in Society
SPT 760	Cross-Cultural Communication
SPT 770	Critical Reading and Writing
SPT 780	American Fiction
SPT 790	English for Business

ELECTIVE COURSES (ELC)	
Course Numbers	**Course Titles**
ELC 810	TOEFL Preparation I: Reading and Listening
ELC 820	TOEFL Preparation II: Speaking and Writing

SUMMER TRACK COURSES (STC)		
Abilities	**Course Numbers**	**Course Titles**
Beginning	STC 150	Everyday Conversation 00I
		Current Events 00I
High Beginning	STC 250	Everyday Conversation 0I
		Current Events 0I
Intermediate	STC 350	Everyday Conversation I
		Current Events I
High Intermediate	STC 450	Everyday Conversation 00II
		Current Events 00II
Advanced	STC 550	Everyday Conversation 0II
		Current Events 0II
Master Advanced	STC 650	Everyday Conversation II
		Current Events II

Combined Levels

ESOL Core Levels may be combined as shown below:

ESOL 001 and ESOL 002 may be combined and taught in rotation.
ESOL 100 and ESOL 200 may be combined and taught in rotation.
ESOL 300 and ESOL 400 may be combined and taught in rotation.
ESOL 500 and ESOL 600 may be combined and taught in rotation.

ESOL FACULTY & STAFF

Georgia Central University faculty and staff are all administrative and educational professionals with solid reputations in their respective fields. In addition to having worked in the United States, all ESOL instructors have acquired extensive intercultural and pedagogical skills via vast overseas experience. Moreover, the majority of them hold advanced degrees in Teaching English to Speakers of Other Languages, Linguistics, or Education. GCU's commitment to quality and self-evaluation is evident not only in our teachers' excellence but also in our staff as evidenced by our dedication to professional development locally and nationally.

ADMISSION REQUIREMENTS

I-20 (F-1, J-1) STUDENTS

Submit the following to the Admissions Office:

- A completed Georgia Central University (GCU) application form
- A $100 non-refundable application fee
- A $100 SEVIS DS-2019 processing fee
- A copy of the passport information page
- Bank verification showing sufficient funds to cover one academic year of study (approximately $20,000 USD)
- If the student is not the bank account holder, the individual responsible for tuition, fees, and living expenses must submit an Affidavit of Support
- Proof of immunization against measles, mumps, and rubella (MMR).

- Once all the required documents have been submitted, Georgia Central University will issue a DS-2019 form and acceptance letter within 15 business days.
- It is recommended to apply to Georgia Central University's ESOL program at least 60 days prior to the desired session start date.
- The application may be faxed with supporting documents, but the original documents must be mailed or presented upon arrival.
- The application and supporting documents may be faxed; however, original documents must be mailed or presented upon arrival
- After receiving the DS-2019 form, sign the bottom of the form and pay the $220 SEVIS fee online at https://www.fmjfee.com/i901fee/index.jsp. Print and keep a copy of the Form I-901.
- Visit the U.S. Embassy or Consulate to apply for a student visa. Bring the acceptance letter, DS-2019 form, Form I-901, and any additional documents required by the Embassy or Consulate

NON-I-20 (F-1, J-1) STUDENTS

Submit the following to the Admissions Office:

- Completed GCU application form
- $100 application fee
- Copy of passport information page or resident alien card

COURSES DESCRIPTIONS

Grammar

These courses are based on the idea that students learn more, remember more, and use language more effectively when they learn grammar in context. The grammar is presented in interesting contexts that are relevant to students' lives. Additionally, the courses make sure to point out the obvious connections between grammar and writing, demonstrated through writing models and enhanced by editing practice for relevant application of target points. Students gain knowledge in both grammatical structures and a diverse array of topic areas. They learn how to use English grammar structures accurately in both speaking and writing.

Speaking and Listening

The purpose of these courses is to help students develop the language skills needed to achieve academic success. Students will develop academic literacy skills by connecting to the real world through content, images,

and video from National Geographic Digital Media. In these courses, students learn to become more active and informed listeners in lectures and conversations, as the courses include short, controlled passages at the beginning levels to authentic lectures and video segments at the more advanced levels. Communication skills are taught and practiced through realistic contexts that model the academic classroom. Students also learn to participate more confidently in conversations and group discussions and to give both formal and informal presentations by learning presentation skills, including organization, preparation, and delivery techniques. Instruction and feedback on pronunciation are also provided.

Reading

Reading courses provide the essential reading skills and vocabulary development for maximum academic readiness. The readings tap into students' curiosity about the world, naturally encouraging inquiry and opportunities to synthesize information. They cover a wide range of real-world topics related to travel, natural history, wildlife, food, technology, science, culture, etc. Students learn essential reading skills by performing comprehension activities that cover question types commonly found on standardized tests. A comprehensive, three-part vocabulary development program builds student confidence as they encounter new or unfamiliar words in academic texts.

Writing

In these courses, students are provided with clear explanations and extensive practical activities to help them write great sentences, paragraphs, and essays. Each course contains a wide variety of writing models in carefully selected rhetorical styles that provide practice in working with the writing process to develop a final piece of writing. Students perform structured activities that help them to master writing tasks quickly. The courses provide student writing models to help students focus on specific writing skills and multiple rhetorical structures. Students also engage in timed writing activities that prepare them for success on standardized tests like the TOEFL.

CERTIFICATE PROGRAM IN THEOLOGICAL STUDIES

PURPOSE

This program is designed to equip laypersons for teaching the Bible in the church and the community. The Certificate Program in Theological Studies is a non-degree, credit-bearing certificate program requiring 31 semester credit hours. The program provides students with an undergraduate-level introduction to biblical

studies, theology, church history, biblical interpretation, and spiritual formation.

LEARNING OUTCOMES

Through the course of their studies in this program, students will develop an integrated biblical and theological foundation for their faith and ministry. This will be accomplished through completing core theology courses focused on the study of the 66 books of the Bible. Through these courses, students will learn to respond biblically to the world. These learning outcomes are the pillars of this program:

- A holistic understanding of the Bible
- Theological foundations to draw from and reflect on
- The ability to integrate bible, theology, and culture
- The empowering of lay ministry in the church and society
- The validation of biblical and adaptive responses to contemporary issues

CURRICULUM

Bible (12 Credits)

Old Testament

OT202 The Pentateuch (3 credits)

This course is an exegetical study of selected portions from the Pentateuch in its cultural and historical setting, with attention to its critical problems, theological content, literary features, and modern exposition (Prerequisites: OT200 and BS250).

OT306 Psalms (3 credits)

This course pays special attention to examples of the various types of Psalms, which have made significant contributions to the Judeo-Christian tradition. Psalms are mainly analyzed for their theological meaning in relation to Christian preaching, teaching, and other aspects of the Christian life (Prerequisites: OT200 and BS250).

New Testament

NT202 Synoptic Gospels (3 credits)

This course is an exegetical examination of the Synoptic Gospels, concentrating on exegetical methods in narrative materials, Synoptic comparisons, identification of theology, and interpretive problems of each

gospel. (Prerequisites: NT 200 and BS250).

NT204 Pauline Literature (3 credits)

An exegetical study of selected portions of the Pauline letters with attention to selected theological issues and their application to contemporary church life (Prerequisites: NT 200 and BS250)

Theology (12 Credits)

TH200 Systematic Theology (3 credits)

This course is an introduction to Christian theology's contents, methods, and resources. Attention will be given to understanding traditional and contemporary formulations of Christian doctrines of God, Christ, and the Holy Spirit and to understanding churches with a view to the clearest possible understanding of the Christian faith.

TH301 Christology (3 credits)

This course is an introduction to the contents, methods, and resources of Christian theology in regard to the doctrine of Christ. Attention will be given to understanding its traditional and contemporary formulations of the doctrine of Christ.

CH202 Church History II (3 credits)

A survey of the history of the Reformation and its development of three major branches in their historical contexts up to the present day. The course focuses on the development of the Roman Catholic and Eastern Orthodox communions. Special attention is given to the elaboration of Reformation doctrine by Puritan and Continuing Reformation leaders and their impact on the birth of the contemporary evangelical movement.

BS230 Interpretation of the Bible (3 credits)

Foundational for all biblical studies, this course introduces students to the proper principles and methods for correctly interpreting Scripture. It will trace the history of interpreting the Bible, the need for appropriate presuppositions, the nature of pre-understanding, the goals for interpretation, essential methods for performing the task, and an introduction to the various genres of both testaments as the requisite basis for modern biblical interpretation.

Elective (6 Credits)

OT301 Genesis (3 credits)

This course is designed to acquaint students with the book of Genesis, its theological messages, and its implications for contemporary life. Students are required to read the book in its entirety and extensively analyze some issues of the book (Prerequisites: OT200 and BS250).

NT310 The Parables of Jesus (3 credits)

The parable of the Gospels is one of the most famous stories taught by Jesus. This course focuses on a close study of the parables of Jesus in a historical, cultural, and literary context to find the original message of the parable. Special attention will be paid to the recent literary analysis of some of the main parables of the Synoptic Gospels.

Spiritual Leadership Training (1 Credit)

SP101 Spiritual Discipline (1 credit)

This course is designed to enhance students' spiritual formation and development. Students must give their devotional attention to various sermons provided by the university chapel services for their spiritual discipline and application.

TRANSFERABILITY TO UNDERGRADUATE PROGRAM

Coursework successfully completed in the Certificate Program in Theological Studies with a grade of C- or above may be applied to applicable GCU undergraduate programs in accordance with the University's transfer credit policies and individual program requirements.

COFFEE CERTIFICATION PROGRAM

PURPOSE

The Coffee Certificate Program provides career-focused education and practical training in coffee preparation, brewing, roasting, sensory evaluation, and coffee business fundamentals. The program equips students with the technical knowledge, professional skills, and industry competencies necessary for employment and advancement in the specialty coffee industry. Students develop expertise in beverage preparation, quality control, customer service, workplace professionalism, and entrepreneurial practices applicable to coffee-related careers and business ventures.

LEARNING OUTCOMES

Upon successful completion of the Coffee Certificate Program, students will be able to:

1. Demonstrate Professional Coffee Preparation Skills

Prepare espresso-based and brewed coffee beverages using industry-standard techniques, equipment, and quality control procedures.

2. Apply Coffee Brewing and Extraction Principles

Analyze and adjust brewing variables, including grind size, water temperature, brew ratio, and extraction time, to achieve consistent beverage quality and optimal extraction.

3. Perform Fundamental Coffee Roasting Practices

Explain and apply foundational coffee roasting principles, roast profiling methods, and quality evaluation techniques used in specialty coffee production.

4. Evaluate Coffee Using Sensory Analysis Methods

Assess coffee aroma, flavor, body, acidity, and overall quality through structured sensory evaluation and cupping procedures.

5. Demonstrate Professional Customer Service and Workplace Practices

Apply effective communication, customer service, sanitation, workplace safety, and ethical practices in coffee service environments.

6. Apply Coffee Business and Entrepreneurship Concepts

Explain fundamental principles of coffee shop operations, marketing, inventory management, financial planning, and entrepreneurial decision-making within the coffee industry.

7. Use Industry Equipment Safely and Effectively

Operate coffee brewing, espresso, grinding, and roasting equipment in accordance with established safety and operational standards.

8. Integrate Technical Knowledge and Professional Skills

Demonstrate the competencies necessary for successful employment and continued professional development within the specialty coffee industry.

Institutional Mission Alignment

These learning outcomes support Georgia Central University's mission of inspiring and preparing students for professional careers and leadership in the global community. The program develops practical workplace competencies, ethical decision-making, service-oriented attitudes, and entrepreneurial skills applicable within the coffee, hospitality, and service industries.

PROGRAM MODULES

Introduction to Coffee Module

The Introduction to Coffee Module provides a comprehensive overview of the specialty coffee industry and is designed for individuals who are new to coffee studies. Students explore coffee’s journey from its origins in Ethiopia to its role as a globally traded commodity. Topics include coffee history and cultivation, factors affecting coffee quality, fundamentals of sensory evaluation, roasting principles, coffee freshness, brewing fundamentals, water quality, equipment maintenance, and sanitation practices. The module includes hands-on cupping experiences that introduce students to industry-standard sensory evaluation methods. A written assessment is administered upon completion of the module.

Barista Skills Module

The Barista Skills Module develops the practical competencies required for professional espresso preparation and coffee service. Students learn grinder calibration, espresso extraction, milk steaming and texturing, cappuccino and latte preparation, and introductory latte art techniques. Additional topics include workplace safety, sanitation, customer service excellence, workflow management, and basic coffee shop operations.

Brewing Module

The Brewing Module provides hands-on training in a variety of coffee brewing methods and extraction techniques. Students examine the factors that influence brewing quality, including grind size, brew ratio, water temperature, contact time, and extraction yield. Emphasis is placed on practical application, brewing consistency, strength measurement, and quality evaluation to produce high-quality brewed coffee beverages.

Roasting Module

The Roasting Module introduces students to the science and practice of coffee roasting. Topics include roast profiles, roast levels, roasting cycles, bean development, defect identification, quality control, and flavor development. Students also learn principles of production workflow, workspace management, and operational efficiency in roasting environments.

Sensory Skills Module

The Sensory Skills Module develops the knowledge and practical skills necessary for evaluating coffee quality through sensory analysis. Students learn principles of sensory science, industry-standard cupping protocols, flavor identification, aroma evaluation, physiological sensory training, and consumer testing methods. The module also explores how sensory programs support quality assurance, product development, and business decision-making within the specialty coffee industry.

Module Delivery Format

Each module is delivered over **8 instructional sessions**, with **4 contact hours per session**, for a total of **32 contact hours per module**. The program combines classroom instruction, demonstrations, laboratory activities, hands-on practice, sensory evaluation exercises, and applied learning experiences to develop both technical competencies and professional workplace skills.

STUDENT RESOURCES

GCU offers the following services and resources for students. Please contact the Department of Academic Affairs for more information:

- Computer and internet access
- Library facilities
- Academic Advising
- International Student Advising
- Student Government Association (SGA)
- Student lounge
- University-organized retreats
- Outdoor activities
- Career Advising
- On-Campus employment
- Financial assistance
- Personal counseling

BOARD OF TRUSTEES & ADMINISTRATION

BOARD OF TRUSTEES

Rev. Dr. Paul S. Moon	Chairman of the Board of Trustees, Senior Pastor, KAPC of Pocono
Rev. Dr. Youn Ho Lee	Senior Pastor, Mok Yang Presbyterian Church, Korea
Rev. Dr. Heesoo Kim	Senior Pastor, Sungkwang Presbyterian Church, Korea
Rev. Dr. Joseph Beak	Moderator, Korean Church Council of Greater Atlanta
Mr. Min Woo Chung	Community Member, Businessperson
Ms. Eun Young Lee	Treasurer of the Board of Trustees, Community Member
Rev. Dr. Samuel S. Heo	Senior Pastor, New Jersey Sungdo Church
Rev. Rae Won Kim	Minister of Local Church
Ms. Duksoon Lee	Community Member, Businessperson
Elder Yon Ok Renner	Community Member, Businessperson

Ex-Officio

Rev. Dr. Paul C. Kim	President and Founder of GCU

GCU Alumni Representative

Rev. Dr. Sung Chan Kim	President, GCU Alumni Association

ADMINISTRATIVE PERSONNEL

Rev. Dr. Eui Won Kim

Honorary President; Professor of Old Testament

PhD, Near Eastern Language, New York University

MDiv and ThM, Ministry and Old Testament, Westminster Theological Seminary

BA Philosophy, Soongsil University, Seoul, Korea

Rev. Dr. Paul C. Kim

Founder, President, and CEO

Professor of New Testament

Honorary Ph.D. Georgia Central University

DMin, McCormick Theological Seminary

DMin. Columbia Theological Seminary (Course work)
ThM, Dortmund University, Germany
BA, MDiv, Chong Shin University, Korea

Rev. Dr. Sung Shik Jang
Vice President, Dean of School of Divinity; Professor of Systematic Theology
PhD, Systematic Theology, University of Glasgow, UK
EdD, Philosophy and Education, Columbia University (course work)
ThM, Church History, Westminster Theological Seminary, Philadelphia, PA
MDiv, Asian Center for Theological Studies and Mission, Seoul, Korea
BE, Chemical Engineering, Seoul National University of Science and Technology, Korea

Dr. Hoyeon Lee
Vice President, New Jersey Extension, Associate Professor of Performance & Literature in Piano Pedagogy
DMA, in Piano Pedagogy, Georgia Central University, Atlanta, GA
DMA, in Piano Pedagogy, The Catholic University of America (course works), Washington D.C
MM, in Piano Performance, The Catholic University of America, Washington D.C
BM, Hyupsung University, Korea

Rev. Dr. Kyung Hun Lee
Dean of School of Christianity; Associate Professor of Preaching
PhD, in Preaching, Southwestern Baptist Theological Seminary, Fort Worth, Tx
DMin. Fuller Theological Seminary, Pasadena, CA
MA, in New Testament, Trinity Evangelical Divinity School (course work done)
ThM, in Preaching, Gordon-Conwell Theological Seminary
MDiv, Chongshin Theological Seminary, Korea
BA, Kyungsung University, Korea

Dr. Byungwon Lee
Acting Dean, School of Business Management; Professor of Accounting
PhD, in Accounting & Tourism Management, Kyunghee University, Korea
ThM, in Church History, Yonsei University, Seoul, Korea

MBA, in Tourism Management, Kyunghee University, Korea
BA, in Business Administration, Soongsil University, Korea

Dr. Byungchil Kim

Dean, School of Computer Science; Director of Information Technology
PhD, in Electrical and Computer Engineering, Georgia Institute of Technology, GA
MS, in Electrical and Computer Engineering, Georgia Institute of Technology, GA
BS, in Electrical and Computer Engineering, Georgia Institute of Technology, GA

Dr. Hee Churl Kim

Dean, School of Music; Associate Professor of Choral Conducting
DMA, in Choral Conducting, Georgia Central University
MM, in Choral Conducting, Georgia State University
MM, in Choral Conducting, Chung Ang University
BM, in Music Composition, Chung Ang University, Seoul, Korea

Dr. Chae Nam Lim

Director of Planning and Human Resources Associate Professor of Practical Theology
PhD, in Evangelism, New Orleans Baptist Theological Seminary, LA
ThM, in Pastoral Ministries, New Orleans Baptist Theological Seminary, LA
MACE, in Christian Education, Southern Baptist Theological Seminary, KY
MDiv, Chongshin Theological Seminary, Korea
BA, in English Education, Chosun University, Korea

Rev. Dr. Kyueil Kwak

Director of Distance Education; Associate Professor of Church History & Theology
PhD, in Early Church & Spiritual Theology, Lutheran Theological Seminary, PA
STM, in Historical Theology & Liturgy, Lutheran Theological Seminary, PA
MDiv, Biblical Theological Seminary, PA
BA, in Environmental Science, Korea University, Korea

Rev. Dr. Edmund K Rhee

Director of Institutional Effectiveness & Accreditation Liaison

PhD, in Philosophical Theology, Fuller Theological Seminary, CA

ThM, in New Testament, Fuller Theological Seminary, CA

MDiv, Fuller Theological Seminary, CA

BA, Philosophy, University of California, Berkely, CA

Rev. Dr. Hee Duck Yoo

Director of Students Affairs, Associate Professor of Practical Theology

PhD, in Homiletics, Mid-America Baptist Theological Seminary, TN

ThM, in Homiletics, Southwestern Baptist Theological Seminary, TX

MDiv, Liberty Baptist Theological Seminary, VA

BA, Teajeon Baptist Theological Seminary, Korea

Ms. Eun Mi Park, CPA

CFO, Director of Business Affairs

Certified Public Accountant, Licensed in Maryland

BS, Taxation, University of Seoul, Seoul, Korea

BS, Business, Shamyook University, Korea.

Dr. Mia Lee Kang

Associate Director of Academic Affairs

DMin, Georgia Central University

MDiv Georgia Central University

MACE, Georgia Central University

MA Applied Arts, Ewha Women's University

BS Arts, Ewha Women's University

Ms. Chae Wook Bae

Director of Admissions Affairs

M.M, Georgia Central University

B.A. Georgia Central University

Mr. Jarian R. Jones
Director of Library
MS, in Library Science, University of Buffalo
BS, in Liberal Arts, Excelsior University
State of Georgia Certified Librarian

Mr. Donghyuk Bang
IT Director
MA, in Christian Education, Georgia Central University

Mr. Daniel Kim
Registrar

Ms. Kyung Hee Han
Library Staff

Mr. Samuel Kim
Director of Campus Safety & Security

Rev. Min Soo Kim
Director of Maintenance

PROGRAM DIRECTORS AND STAFF

Dr. Paul C. Kim	Director of the Immanuel Biblical Language Center Director, GCU Press
Dr. Young Hwan Kim	Director of the Internet Resource Project for the Korean American Church
Dr. Sun Bai Kim	Director of the Korean American Theology and Ministry program
Dr. Hee Duck Yoo	Director of the Christian Preaching Center

EXECUTIVE COUNCIL OF UNIVERSITY (ECU)

Dr. Paul C. Kim	Founder and President
Dr. Sung Shik Jang	Vice President / Dean, School of Divinity
Dr. Ho Yeon Lee	Vice President / New Jersey Extension Site
Dr. Kyung Hun Lee	Dean, School of Christianity
Dr. Byungwon Lee	Dean, School of Business Management
Dr. Heechurl Kim	Dean, School of Music
Dr. Byung Chil Kim	Dean, School of Computer Science
Ms. Eun Mi Park, CPA	CFO, Director of Business Affairs
Dr. Chae Nam Lim	Director of Planning and Human Resources
Dr. Mia Lee Kang	Director of Academic Affairs
Dr. Kyueil Kwak	Director of Distance Education
Dr. Edmund K. Rhee	Director of Institutional Effectiveness
Ms. Chae Wook Bae	Director of Admissions Affairs

FACULTY

FULL-TIME FACULTY

BUSINESS ADMINISTRATION

Byungwon Lee

Professor of Accounting

PhD, in Accounting & Tourism Management, Kyunghee University, Korea

ThM, in Church History, Yonsei University, Seoul, Korea

MBA, in Tourism Management, Kyunghee University, Korea

BA, in Business Administration, Soongsil University, Korea

Seongil Choi

Associate Professor of Business Administration

PhD, in F& Business Management, Kyung Hee University, Seoul, Korea

MBA, in F& Business Management, Kyung Hee University, Seoul, Korea

BA, in Business Administration Mokpo National University, Korea

Kyung-il Ghymn

Distinguished Professor of Marketing, School of Business Administration

PhD, in Marketing & International Business, University of Pittsburgh

MBA, in Marketing, University of Hawaii

BA, in English Literature, Kyung Hee University, Korea

Dr. Ghymn has taught for more than forty years; at Pennsylvania State University, San Francisco State University, the University of Nevada, and at Kyung Hee University in Korea. He served as Dean of the School of Business at the United African University of Tanzania, Africa (2010-2011). He has more than 110 articles and publications in academic journals and proceedings to his credit.

CHRISTIAN EDUCATION

Ho Sook Sung

Assistant Professor of Christian Education

PhD, Christian Education, Chongshin University, Seoul, Korea

MA, Christian Education, Chongshin University, Seoul, Korea

MDiv, Chongshin University Theological Seminary, Seoul, Korea

BA, Duksung Women's University, Seoul, Korea

Yong Hwan Kim

Assistant Professor of Practical Theology

PhD, in Educational Studies, Talbot School of Theology, La Mirada, California

MAT, in Youth, Family, and Culture, Fuller Theological Seminary, Pasadena, California

MDiv, Chongshin University

BA, Chongshin University

Jungkun Hong

Assistant Professor of Christian Education

PhD, in Christian Education, BaekSeok University, Seoul, Korea

MA, in Christian Education, Presbyterian University, Seoul, Korea
MDIV, Presbyterian University, Seoul, Korea
BA, Administration, Kyung Sung University, Seoul, Korea

THEOLOGY

Sung Shik Jang

Professor of Systematic Theology

PhD, in Systematic Theology, University of Glasgow, UK
EdD, in Philosophy and Education, Columbia University (course work)
ThM, in Church History, Westminster Theological Seminary, Philadelphia, PA
MDiv, Asian Center for Theological and Mission, Seoul, Korea
BE, Chemical Engineering, Seoul National University of Science and Technology, Korea

Kyung Hun Lee

Associate Professor of Pastoral Theology

PhD, in Preaching, Southwestern Baptist Theological Seminary, Fort Worth, TX
DMin, Fuller Theological Seminary, Pasadena, CA
MA, in New Testament, Trinity Evangelical Divinity School(courses)
ThM, in Preaching, Gordon-Conwell Theological Seminary
MDiv, Chongshin Theological Seminary, Korea
BA, Architecture, Kyungsung University, Korea

Kyueil Kwak

Associate Professor of Church History & Theology

PhD, in Early Church & Spiritual Theology, Lutheran Theological Seminary, PA
STM, in Historical Theology & Liturgy, Lutheran Theological Seminary, PA
MDiv, Biblical Theological Seminary, PA
BA, Environmental Science, Korea University, Korea

Eui Won Kim

Professor of Old Testament

PhD, in Near Eastern Language, New York University

MDiv and ThM, in Ministry and Old Testament, Westminster Theological Seminary
BA, in Philosophy, Soongsil University, Seoul, Korea

Deokkyo Oh
Professor of Church History
PhD, in Reformation & Post Reformation Studies, Westminster Theological Seminary
ThM, in Historical Theology, Chongshin University, Seoul, Korea
MDiv, Chongshin University, Seoul, Korea
BA, in Philosophy (cum laude), Chongshin University, Seoul, Korea

Yon Soo Kim
Associate Professor of New Testament
PhD, in New Testament, Hapdong Presbyterian Theological Seminary, Seoul, Korea
ThM, in New Testament, Fuller Theological Seminary, Pasadena, CA
MA, in Linguistics, University of Texas, Arlington, TX
MDiv, Hapdong Presbyterian Theological Seminary, Seoul, Korea
BA, in Literature, Chongshin University, Seoul, Korea

Hee Duck Yoo
Associate Professor of Practical Theology
PhD, in Homiletics, Mid-America Baptist Theological Seminary, TN
ThM, in Homiletics, Southwestern Baptist Theological Seminary, TX
MDiv, Liberty Baptist Theological Seminary, VA
BA, Teajeon Baptist Theological Seminary, Korea

Chae Nam Lim
Associate Professor of Practical Theology
PhD, in Evangelism, New Orleans Baptist Theological Seminary, LA
ThM, in Pastoral Ministries, New Orleans Baptist Theological Seminary, LA
MACE, in Christian Education, Southern Baptist Theological Seminary, KY
MDiv, Chongshin Theological Seminary, Korea
BA, in English Education, Chosun University, Korea

Guisuck Choi

Associate Professor of Psychological Healing Counseling

DMin, Pastoral Counseling, Evangelical Faith Seminary, Tacoma, Washington.

Mdiv., Christian Counseling, Faith International University, Tacoma, Washington.

BA, Daehan Theological Seminary and University, Korea

Soungock Yim

Associate Professor of Christian Counseling

DMin, Pastoral Counseling, Evangelical Faith Seminary, Tacoma, Washington.

MACM, Christian Counseling, Faith International University, Tacoma, Washington.

BA, Mathematics, Sook Myung Women's University, Seoul, Korea

Sam Seuck Bang

Assistant Professor of Systematic Theology

PhD, Systematic Theology, Vrij Universiteit (Free University), Amsterdam, the Netherlands

MPhil, Living Reformed Theology, Vrij Universiteit (Free University), Amsterdam, the Netherlands

MDiv, Reformed Theological Seminary, Seoul, South Korea

Gimmel Level, Hebrew language Course, Hebrew University, Israel

BA, Philosophy, Kun Kuk University, Seoul, Korea

BA, Jewish Studies, Kun Kuk University, Seoul, Korea

Johann D. Kim

Professor of New Testament

PhD, Biblical Studies (Specialization: New Testament), Union Theological Seminary in Virginia (now Union Presbyterian Seminary), Richmond, Virginia

STM, New Testament Studies, Yale University Divinity School, New Haven, Connecticut

MDiv, Biblical Studies, Fuller Theological Seminary, Pasadena, California

BA, History, University of California, Los Angeles, California

MISSION (INTERCULTURAL) STUDIES

Soo Bong Park

Associate Professor of Missiology & Practical Theology

PhD, in Missiology, University of Birmingham, UK
MA, Oxford Center for Mission Studies, UK
ThM, Methodist Theological University, Seoul, Korea
BA, Methodist Theological University, Seoul, Korea

Joseph Jin Yoon
Assistant Professor of Practical Theology
DMin, Georgia Central University, Atlanta, Georgia
MDiv, Columbia Biblical Seminary of Columbia International University, Columbia, South Carolina.
BA, Midwest University, Wentzville, Missouri

Sung Chan Kim
Associate Professor of Intercultural Studies
PhD, Intercultural Studies, Georgia Central University, Atlanta, Georgia
M.Div. Georgia Central University, Atlanta, Georgia
MDiv, Chongshin University, Seoul, Korea
BA, The Cyber University of Korea, Seoul, Korea

Ji Hoon Shin
Assistant Professor of Missiology
PhD, Missiology, Concordia Theological Seminary, Fort Wayne, Indiana
STM., World Christianity and Missions, Yale University Divinity School, New Haven, Connecticut
MA, Family Ministry and Discipleship in Christian Education, Southern Baptist Theological Seminary, Louisville, Kentucky
MDiv, Chongshin University Theological Seminary, Seoul, Korea
BTh, Theology, Anyang University, Korea

COMPUTER SCIENCE

Byungchil Kim
Assistant Professor of Computer Science
Dean, School of Computer Science
PhD, in Electrical and Computer Engineering, Georgia Institute of Technology, GA

MS, in Electrical and Computer Engineering, Georgia Institute of Technology, GA
BS, in Electrical and Computer Engineering, Georgia Institute of Technology, GA

MUSIC

Hee Churl Kim

Associate Professor of Choral Conducting

DMA, in Choral Conducting, Georgia Central University, Atlanta, GA
MM, in Choral Conducting, Georgia State University, Atlanta, GA
MM, in Choral Conducting, Chung Ang University, Seoul, Korea
BM, in Music Composition, Chung Ang University, Seoul, Korea

Hoyeon Lee

Associate Professor of Performance & Literature in Piano Pedagogy

DMA, in Piano Pedagogy, Georgia Central University, Atlanta, GA
DMA, in Piano Pedagogy, The Catholic University of America (course works), Washington D.C
MM, in Piano Performance, The Catholic University of America, Washington D.C
BM, Hyupsung University, Korea

Hyungi Kim

Assistant Professor of Performance & Literature in Violin

DMA, in Performance & Literature in Violin, Eastman School of Music
MM, in Performance & Literature in Violin Eastman School of Music
BM, in Violin, Seoul National University, Seoul, Korea

Hyun Chul Lee

Assistant Professor of Composition

MM, Composition, Westminster Choir College, Princeton, NJ
BA, Music Composition, Georgia State University, Atlanta, GA

Yeong Su Kim

Assistant Professor of Orchestral Conducting

DMA, Orchestral Conducting, University of Maryland

MM, Catholic University, Washington D.C
MM, Yale University, New Haven, CT
BM, University of Southern California

Jong In Kim
Assistant Professor of Choral Music
DMA, Choral Music, University of Southern Thornton School of Music, Los Angeles, CA
MM, Choral Conducting, University of North Texas, Denton, TX
BM, Vocal Performance (Tenor), University of North Texas, Denton, TX

Michelle Yelin Nam
Assistant Professor of Piano Performance
DMA, Piano Performance, Arizona State University, Tempe, AZ
AD, Piano Performance, Manhattan School of Music, New York, NY
AD, Piano Performance, The Hartt School, University of Hartford, West Hartford, CT
MM, Piano Performance, The Juilliard School, New York, NY
BM, Piano Performance, McGill University, Montreal, Quebec, Canada

ESOL

Haesong (Harrison) Lee
Professor of TESOL
PhD, in Curriculum and Instruction, SUNY, Albany, NY
EdM, in Applied Linguistics, Columbia University, NY
MA, in Applied Linguistics, Columbia University, NY
BA, in Public Administration & English, Hankuk University of Foreign Studies, Seoul, Korea

PART-TIME FACULTY

THEOLOGY

William J. Stauff
Associate Professor of Business Administration
PhD, in Religion, Bethany Divinity College & Seminary
DSC, Bethany Seminary

MBA, Suffolk University
BS, in Business Administration, Northeastern University

Dae Woong Park
Adjunct Faculty of Ministry
DMin, Georgia Central University, Atlanta, GA
ThM, Princeton Theological Seminary
MDiv, New York Theological Seminary
BA, Konkuk University

Daniel Chon
Adjunct Faculty of the New Testament
PhD Cand. Bible and Witness, B. H. Carroll Theological Institute
MDiv, Southwestern Baptist Theological Seminary
MA Philosophy, Korea University, Korea
BA Linguistics, Korea University, Korea

Junhee Lee
Adjunct Faculty of Old Testament
PhD, Biblical Studies, Old Testament, University of Toronto (University of St. Michael's College), Toronto, ON Canada
ThM, Old Testament, Gordon-Conwell Theological Seminary, South Hamilton, MA
MDiv, Biblical Theological Seminary, Hatfield, PA
BA, Hebrew Studies, Konkuk University, Seoul, South Korea
Certificate Program in Hebrew Studies, Ulpan of Mishmar Ha Sharon, Israel

MISSION (INTERCULTURAL) STUDIES

Gregory Geunshik Lee
Adjunct Faculty of Intercultural Studies
Ph.D Cand. Intercultural Studies, Georgia Central University, Atlanta, GA
MDIV, Presbyterian Theological Seminary, CA, USA
BA, Kyung Hee University

Sangsoo Yoon

Adjunct Faculty

PhD in International Development, William Carey International University

DMin, Fuller Theological Seminary, CA

MDiv Equ., Graduate School of Chongshin University, Korea

BA in Community Development, Sungyul University, Korea

Dr. Yoon has served as a missionary to Ukraine since 1991 sent by GMS

MUSIC

Lusia Glagoleva

Adjunct Faculty of Piano

PhD Piano Performance and Pedagogy, Saratov Conservatory, Russia

MA Piano Performance and Pedagogy, Donetsk Conservatory, Ukraine

BA Piano Performance, Pedagogy and Theory of Music, Tambov Musical College, Russia

Besides her distinguished educational background, Dr. Glagoleva has performed concerts around the world, including

Eun Kyung Kim

Teaching Assistant

MAM in Choral Conducting, Georgia Central University, Georgia, USA

MM in Vocal, The Graduate School of Ewha Woman's University

BA in Vocal, Ewha Woman's University

Diploma in Vocal, Sunhwa Arts High School

BUSINESS ADMINISTRATION

Sarah Wolin Mackey

Adjunct Professor of Business Administration

Doctor of Public Administration, University of Illinois Springfield. 2016.

Master of Public Administration, University of Illinois Springfield. 2009.

Graduate Certificate in Management of Nonprofit Organizations, University of Illinois Springfield. 2009.

Bachelor of Arts, Economics, Hanover College. 2003.

Keshia Brooks

Adjunct Professor of Business Administration

EdD, Northcentral University

MBA, American InterContinental University

BA, Alabama A & M University

Kwanjun Lee

Adjunct Professor of Accounting

MSA, Accounting, American University, Washington D.C.

BA, Accounting, Chung-Ang University, Seoul, Korea

Zandra L. McDonald

Adjunct Professor of Business Management

PhD, Organizational Leadership, University of Phoenix

MA, Jackson State University

BA, Criminal Justice, Jackson

Eunkyung

Adjunct Professor of Business Management

MBA, Culinary Arts and Restaurant Studies, Kyunghee University, Seoul, Korea

BA, Business Administration, Kyunghee Cyber University, Seoul, Korea

Elena Kang

Adjunct Professor of Business Management

MBA, University of Georgia

BS, Georgia Institute of Technology

GENERAL EDUCATION

Hayan (Cindy) Kim

Adjunct Faculty of Korean Art & Literature

PhD, in Korean Language and Literature, Busan National University, Korea

MA, in Korean Language and Literature, Busan National University, Korea

BA, in Korean Language and Literature, Busan National University, Korea

Seong A Kim

Adjunct Faculty of Art & Literature

PhD, in Arts, Chung Ang University, Korea

MA, in Creation of Literature, Chung Ang University, Korea

BA, in Sociology, Catholic University of Korea

Iris Quinones

Instructor of Spanish

BA, Caribbean University

MA, Universidad De Salamanca

Gyuheui K. Choi

Adjunct Professor of Mathematics

EdS, University of Alabama

MA, Mathematics, University of Illinois Champaign – Urbana

BS, Yonsei University, Seoul, South Korea

MARTIAL ARTS (TAEKWONDO)

Jea Kwang Lee

Adjunct Faculty of Physical Education

DCE, Cohen University

MBA, Kyung Hee University, Seoul, Korea

BA, Yong-In University, Korea

Dr. Lee is a licensed Director of Athletics (golf, tennis, and squash), a certified coach (Judo and Taekwondo), and a certified instructor of physical education.

Hwije Shin

Adjunct Faculty of Physical Education

MA in Physical Education, Dong-A University, Busan, Korea

BA, Dong-A University, Busan, Korea

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Kristen C. Wallace

ESO Instructor

GCU ACADEMIC CALENDAR 2026-2027

FALL 2026				
JULY	3-4	Friday	Independence Day	No Class/ Office Closed
	13-17	5 days	Fall 2026 Registration/ESOL Fall I Class Registration	
	10	Friday	All Summer Classes Academic Records Due Date	
	20-24	5 days	Fall 2026 Late Registration /ESOL Fall I Class Late Registration	
	23	Thursday	ESOL Summer Class Ends	
	29	Wednesday	ESOL Summer Class Academic Records Due	
AUGUST	13	Thursday	New Students Orientation/Faculty Workshop	All Schools/ESOL Program
	17	Monday	Fall Semester Begins	
	17	Monday	ESOL Fall I Class Begins	
	17-21	5 Days	Course Change, Add & Drop	
	18	Tuesday	Convocation Service	
	31	Monday	Online Classes Begin/PHD Class Begins	
SEPTEMBER	7	Monday	Labor Day	No Class/Office Closed
	1-4	Any day	Each Committee Meeting	
	7-11	Any day	Faculty Meeting for Each School	
	14-18	Any day	ECU Meeting	
	16	Wednesday	Graduate Level Education Committee/Admissions Committee Meeting	
	23	Wednesday	Library Committee/ Faculty Assessment Committee Meeting	
OCTOBER	5-9	5 Days	ESOL Fall II Registration	
	5-9	Any day	Each Committee Meeting	
	5-9	5 Days	Fall Outdoor Activity Week	No Classroom Activity
	8	Thursday	ESOL Fall I Class Ends	
	12	Monday	Columbus Day	
	12	Monday	ESOL Fall II Class Begin	
	12-15	4 Days	ESOL Fall II Late Registration	
	12-16	Any day	Faculty Meeting for Each School	
	13-16	Any day	ECU Meeting	
	13	Tuesday	ESOL Fall I Class Academic Records Due	
	19-23	1 Week	Break week of Fall Online Classes	
NOVEMBER	2-6	Any day	Each Committee Meeting	
	9-13	Any day	Faculty Meeting for Each School	
	16-20	Any day	ECU Meeting	
	25-27	3 days	Thanksgiving Break (All Student, Staff)	No Class/Office Closed: 25-27

DECEMBER	11/30, 12/1	Mon &Tue	Communion Service	
	11/30-12/4	5 days	Final Exam Week	
	11/30-12/4	5 Days	2027 Spring Semester Registration/ESOL 2027 Spring I Class Registration	
	3	Thursday	ESOL Fall II Class Ends	
	8	Tuesday	ESOL Fall II Class Academic Records Due	
	7-11	5 Days	2027 Spring Semester Late Registration/ESOL 2027 Spring I Class Late Registration	
	9	Wednesday	Fall Semester Academic Records Due	
	12	Saturday	December Graduation Day	No Graduation Ceremony
	24-25	2 days	Christmas Day	Office Closed

SPRING 2027				
JANUARY	1	Friday	New Year's Day	Office Closed
	7	Thursday	New Student Orientation/Faculty Workshop	All Schools /ESOL Program
	11	Monday	Spring Semester Begins	All Schools /ESOL Program Spring I Class
	12	Tuesday	Convocation Service	All Schools /ESOL Program
	11-15	5 days	Course Change, Add & Drop	
	11-15	Any day	Each Committee Meeting	All Standing Committees
	18	Monday	MLK Jr. Day	All Schools/Office Open
	25	Monday	Online Classes Start/Ph.D. Class Begins	
	25-28	Any day	Faculty Meeting for Each School	
	25-28	Any day	ECU Meeting	
	24	Sunday	GCU's 34th Anniversary	
FEBRUARY	8-11	Any day	Each Committee Meeting	All Standing Committees
	8-11	Any day	Faculty Meeting for Each School	
	15	Monday	President's Day	No Class/Office Closed
	15-18	Any day	ECU Meeting	
MARCH	1-5	5 Days	ESOL Spring II Class Registration	
	8-12	5 Days	ESOL Spring II Class Late Registration	
	4	Thursday	ESOL Spring I Class Ends	
	8	Monday	ESOL Spring II Class Begin	
	10	Wednesday	ESOL Spring I Class Academic Records Due	
	8-11	Any day	Each Committee Meeting	All Standing Committees

	15-19	5 Days	Online Class Break	
	15-19	5 Days	Spring Outdoor Activity Week	No Class
	15-18	Any day	Faculty Meeting for Each School	
	22-25	Any day	ECU Meeting	
	26	Friday	Good Friday	Office Closed
	28	Sunday	Easter Sunday	
April	5-9	1 Week	Spring Break	No Class
	12-15	Any day	Each Committee Meeting	All Standing Committees
	12-15	Any day	Faculty Meeting for Each School	
	26-27	Mon & Tue	Communion Service	
	26-30	5 Days	Final Exam Week	Spring Semester Ends
	26-30	5 Days	Summer Session Registration	
	26-29	Any day	ECU Meeting	
May	5	Wednesday	Spring Semester Academic Records Due	
	6	Thursday	ESOL Spring II Class Ends	
	12	Wednesday	ESOL Spring II Class Academic Records Due	
	8	Saturday	34th Commencement	
	17-20	4 Days	ESOL Summer Class Registration	
	24-27	4 Days	ESOL Summer Class Late Registration	
	31	Monday	Memorial Day	No Class/Office Closed
JUNE	1	Tuesday	Summer Session/ ESOL Summer Class Begin	
	19	Saturday	Juneteenth Day	
	25	Friday	Summer Session Ends	

FALL 2027				
JULY	4	Sunday	Independence Day	
	5	Monday	Independence Day Observation	No Class/ Office Closed
	12-16	5 days	Fall 2027 Registration/ESOL Fall I Class Registration	
	14	Friday	All Summer Classes Academic Records Due Date	
	19-23	5 days	Fall 2026 Late Registration /ESOL Fall I Class Late Registration	
	22	Thursday	ESOL Summer Class Ends	
	28	Wednesday	ESOL Summer Class Academic Records Due	
AUGUST	12	Thursday	New Students Orientation/Faculty Workshop	All Schools/ESOL Program
	16	Monday	Fall Semester Begins	
	16	Monday	ESOL Fall I Class Begins	
	16-20	5 Days	Course Change, Add & Drop	
	17	Tuesday	Convocation Service	

	30	Monday	Online Classes Begin/PHD Class Begins	
SEPTEMBER	6	Monday	Labor Day	No Class/Office Closed
	6-9	Any day	Each Committee Meeting	
	6-9	Any day	Faculty Meeting for Each School	
	13-16	Any day	ECU Meeting	
	16	Thursday	Graduate Level Education Committee/Admissions Committee Meeting	
	23	Thursday	Library Committee/ Faculty Assessment Committee Meeting	
OCTOBER	4-7	5 Days	ESOL Fall II Registration	
	4-7	Any day	Each Committee Meeting	
	4-8	5 Days	Fall Outdoor Activity Week	No Classroom Activity
	7	Thursday	ESOL Fall I Class Ends	
	11	Monday	Columbus Day	
	11	Monday	ESOL Fall II Class Begin	
	11-14	4 Days	ESOL Fall II Late Registration	
	11-14	Any day	Faculty Meeting for Each School	
	11-14	Any day	ECU Meeting	
	13	Wednesday	ESOL Fall I Class Academic Records Due	
	18-22	1 Week	Break week of Fall Online Classes	
NOVEMBER	1-4	Any day	Each Committee Meeting	
	8-11	Any day	Faculty Meeting for Each School	
	15-18	Any day	ECU Meeting	
	24-26	3 days	Thanksgiving Break (All Student, Staff)	No Class/Office Closed: 25-27
	11/29, 30	Mon &Tue	Communion Service	
	1-4	Any day	Each Committee Meeting	
DECEMBER	11/29-12/3	5 days	Final Exam Week	
	11/29-12/3	5 Days	2028 Spring Semester Registration/ESOL 2028 Spring I Class Registration	
	2	Thursday	ESOL Fall II Class Ends	
	8	Wednesday	ESOL Fall II Class Academic Records Due	
	6-10	5 Days	2028 Spring Semester Late Registration/ESOL 2028 Spring I Class Late Registration	
	8	Wednesday	Fall Semester Academic Records Due	
	11	Saturday	December Graduation Day	No Graduation Ceremony
	24-25	Fri-Sat	Christmas Day	Office Closed

CONTACT INFORMATION

GCU ATLANTA MAIN CAMPUS Georgia Central University 6789 Peachtree Industrial Blvd. Atlanta, GA 30360 **Tel**: 678-535-7771 **Web**: www.gcuniv.edu **Email**: admissions@gcuniv.edu	**GCU Seoul, South Korea, Extension Site** Georgia Central University SKES Banpo-daero 14-gil 71, #2019 Seocho-gu, Seoul, Republic of Korea Director: Dr. Hee Churl Kim **Tel:** 010-3003-1803 **Email:** condkim1803@gcuniv.edu
GCU NEW JERSEY EXTENSION SITE Georgia Central University NJES 580 Sylvan Ave, 2A, Englewood Cliffs, NJ 07632 Director: Dr. Ho Yeon Lee **Tel**: 470-416-0908 **Tel**: 201-608-0062-63 **Email**:admissions@gcuniv.edu hoyeonlee@gcuniv.edu	**GCU RECRUITING OFFICE, KOREA** 서울시 서초구 서초동 1599-2 LG 애클라트 #2019, Seoul, Korea **Tel**: 02-598-5181 **Fax**: 02-598-5182 **Web**: www.gcuniv.edu **Email**: admissions@gcuniv.edu
GCU TEXAS EXTENSION SITE Georgia Central University Texas 2828 E Trinity Mills Rd Suite 126, Carrollton, TX 75006 Director: Sam Seuck Bang **Tel**: 972-446-6338 **Email**: bang@gcuniv.edu admissions@gcuniv.edu	**GCU LIBRARY** Georgia Central University 6789 Peachtree Industrial Blvd. Atlanta, GA 30360 **Tel**: 678-799-7313 **Web**: library.gcuniv.edu **Email**: library@gcuniv.edu