



Undergraduate CATALOG

2021-2022

INTERNATIONAL REFORMED UNIVERSITY & SEMINARY

125 South Vermont Avenue, Los Angeles, CA 90004 | T 213.381.0081 | F 213.381.0010 | office@irus.edu | www.irus.edu



GENERAL CATALOG

2021-2022

(09/01/2021 ~ 08/31/2022)

PRESIDENT'S WELCOME

Hallelujah! Peace be with you in the name of the Lord.

Our school was founded in Los Angeles in 1977. In the last 43 years we had number of students who graduated from our seminary. It was through our teaching and ministry training that help students to hold strong biblical doctrine that would guide them from not conforming to the superficial teachings of today's liberal theological trends. Through our efforts we have contributed to the growth and revival of the Korean American churches and the development of world mission.

Our seminary is approved by the Bureau for Private Postsecondary Education (BPPE) of the State of California. Our school is accredited by the Association for Biblical Higher Education. ABHE is a national institutional accrediting agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education.

We are not content in just making an impact in our local cities but to expand and be a formidable seminary to the world. We are proud of sending out well equipped pastors, professors, missionaries, and lay leaders who have dedicated their lives in serving the community and the world through sweat and tears. Our purpose is to first make servants of God who can lead today's Korean American churches and world mission and second to teach proper reformed theology. We would love to have you come visit our Los Angeles campus and join us in the vision in building God's kingdom through the gospel to the world.

Your fellow servant of the gospel,

Rev. Hun Sung Park, Ph.D.
President of the International Reformed University and Seminary

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GENERAL INFORMATION

INTERNATIONAL REFORMED UNIVERSITY & SEMINARY



1.0 GENERAL INFORMATION

Degrees Offered and Accreditation

International Reformed University and Seminary (IRUS) is accredited by the Association for Biblical Higher Education (ABHE) to award the degrees and certificates listed below. ABHE is a national institutional accrediting agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education. We provide the following degrees and certificates:

Bachelor of Arts in Christian Studies
Bachelor of Arts in Church Music*
Child Care Teacher/ Director Certificate
English as a Second Language (ESL)*

*Not implemented yet

IRUS is a private, nonprofit, public benefit institution, that it is approved to operate by the Bureau, and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. An institution may not imply that the Bureau endorses programs, or that Bureau approval means the institution exceeds minimum state standards.

Bureau for Private Postsecondary Education (BPPE)
1747 N. Market Blvd. Ste 225
Sacramento, CA 95834
Phone: 916.574.8900
Fax: 916.263.1897
E-mail: bppe@dca.ca.gov

Association for Biblical Higher Education (ABHE)
5850 T. G. Lee Blvd., Suite 130
Orlando, FL 32822
Phone: 407.207.0808
E-mail: COA@abhe.org

Both BPPE and ABHE have a formal policy on complaints against an institution. Contact either or both organizations if you wish to discuss an unresolved complaint against IRUS and/or to receive a copy of their policy.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling at 1-(888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site: www.bppe.ca.gov.

Any questions a student may have regarding this catalog or IRUS that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834; mailing address: P.O. Box. 980818, West Sacramento, CA 95798-0818; by E-mail: bppe@dca.ca.gov; Toll free telephone number: 1-(888) 370-7589; Fax: (916) 263-1897; Internet Web site address: www.bppe.ca.gov.

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

This catalog is available at the IRUS library for reference and can be viewed at the school's website (www.irus.edu). This annually updated catalog covers the period from September 1st of the current year to August 31st of the following year.

Disclosure Statements

IRUS does not currently participate in federal and/or state financial aid programs; however, convenient tuition payment plans are available. In addition, the University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

The transferability of credits you earn at IRUS is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your major program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending IRUS to determine if your credits or degree, diploma or certificate will transfer.

IRUS has not entered into an articulation or transfer agreement with any other college or university.

Non-Discrimination

IRUS fully complies with all requirements of the laws regarding nondiscrimination. It does not discriminate on the basis of race, color, national origin, age, gender, or handicap in its policies, practices, activities, and services.

Statement of Faith

We believe that the Holy Scriptures of the Old and New Testaments are the inspired Word of God and the only inerrant authority for Christian faith and life. We hold Reformed theology as set forth in the Westminster Confession of Faith and the Larger and Shorter Catechisms as the system of doctrine taught in Scripture.

Affiliation

IRUS is affiliated with World Korean Presbyterian Church (WKPC) and The General Assembly of Presbyterian Church in Korea (GAPCK). Our M.Div. graduates can be ordained through these organizations.

History

IRUS, the oldest Korean-language theological institution in America, has been playing a significant role in the remarkable expansion of Korean churches in the United States and in global missionary.

International Reformed University and Seminary (IRUS) was established by immigrant pastors from Korea's biggest congregation, Korean Presbyterian Church, who inherited the spirit of the Presbyterian Church in order to educate pastors and Christian educators.

IRUS began in September 1977 as Reformed Presbyterian Seminary, under the leadership of Rev. John E. Kim as the first president of the Seminary. Rev. Jin Tae Lee was the first Academic Dean, Rev. Sang Keon Lee and Dr. Michael De Vries served as faculty members. Dr. Hun Sung Park serves as the current president and Dr. Jack D. Kim serves as the current chairman of the board.

IRUS was granted initial accreditation by the Association of Biblical Higher Education (ABHE) in February 2013, and was granted 10-year reaffirmation of accreditation in 2018. Our current accreditation status with ABHE is effective until 2028.

Mission Statement

IRUS is an institution of biblical higher education, whose mission is to prepare members of the faith community in Northern American region including Los Angeles and further throughout the world, for service as future and lay leaders not only in Korean immigrant churches in the world but also in all the churches of God. This preparation is to train men and women who are approved workmen who do not need to be ashamed, and who correctly handle the word of the truth so that they may exert themselves in developing themselves to God.

Mission Strategy

This mission is accomplished by teaching Reformed theology and its practical concern for the church and the world. This theology is grounded in the schools' Calvinist heritage with its emphasis on the sovereignty of God, God-centered worship, Bible-centered education, and Church-centered ministry. This teaching produces ministers and lay leaders with a unique combination of practical ministry skills and Reformed theological foundation.

Vision Statement

The vision of IRUS is to be the premier Korean language theological institution in the region that produces spiritual leaders equipped with a global awareness to interpret and minister to our continually changing world based on Reformed Theology and a biblical worldview.

Core Values

International Reformed University and Seminary has identified two core values that define our institution:

- **Biblical-Centered Education**

We value healthy church development in the context of our Calvinist heritage.

- **Spiritual Formation**

We value excellence in academics and professional preparation within the context of a personal relationship with Jesus Christ.

IRUS Student Learning Objectives

1. Students will be able to recognize Teachings of Reformed Theology.
2. Students will be able to apply Biblical principles.
3. Students will be able to develop Biblical Leaderships.
4. Students will be prepared to enter Lay/Clergy Ministry.
5. Students will be prepared for the Mission Field.

Locations

IRUS is situated in Los Angeles Korea-town, the commercial, cultural, and religious center of the Korean community in Los Angeles County, at 125 S. Vermont Ave., Los Angeles, CA. The Korean and Korean- American population in the county exceeds one million with a large number concentrated in Koreatown, and is easily accessible by the I-5, I-10, CA-110 and US-101 freeways.



STAFF & FACULTY

INTERNATIONAL REFORMED UNIVERSITY & SEMINARY



2.0 STAFF & FACULTY

Administrative Staff

Hun Sung Park, *President*

B.A., Chongshin University (Korea); M.Div., Reformed Presbyterian Seminary (MS); Th.M., Reformed Theological Seminary (MS); Ph.D., Trinity Theological Seminary (IN)

Paul Kitae Park, *Academic Dean*

B.A., Chongshin University (Korea); M.Div., Chongshin Theological Seminary; Th.M., Reformed Theological Seminary (MS); Fuller Theological Seminary (CA); D.Miss., Fuller Theological Seminary (CA)

Bocheon Seo, *Dean of Students*

M.A.R., Southern California Seminary (CA); M.Div., Azusa Pacific University (CA); Ph.D. in Biblical Counseling, Southern California Seminary (CA); D.Min., Reformed Theological Seminary (MS)

Joha Byoungsun Oh, *Dean of Administrative Services*

B.A., Korea National Open University (S. Korea); M.Div. Chongshin University and Seminary (S. Korea)

Yumee Rah, *Director of Assessment and Planning*

B.S., Yonsei University (Korea); M.A., Yonsei University; Ph.D., Yonsei University; Post-doctoral Studies in Psychology, UC Riverside (CA)

Hala Sun, *Director of Distance Learning and Instructional Technology*

B.A., Dordt University (IA); M.P.A., Graduate School of Middlebury College (CA); M.A., Graduate School of Middlebury College (CA); Ph.D. Candidate, University of California, Santa Barbara

Hannah Lee, *Librarian*

B.A., University of California, Los Angeles; M.L.I.S., University of California, Los Angeles; Ph.D. in progress, Fielding Graduate University (CA)

Faculty

Hyunjo John Hwang, Historical Theology

B.A., Yonsei University (S. Korea); MA. Seoul National University (S. Korea); MAR., M.Div., Westminster Theological Seminary (PA); Th.M., Fuller Theological Seminary (CA); Ph.D., Graduate School of Trinity Theological Seminary (IN)

Jeong Koo Jeon, Systematic Theology

B.S., Johns Hopkins University (MD); MA., M.Div., Westminster Seminary California (CA); Ph.D., Westminster Theological Seminary (PA)

Jun Mo Jeong, Christian Education

B.A., Daegu University (S. Korea); M.A., Young Nam University (S. Korea); M.Div. and Th.M., Chongshin Theological Seminary (S. Korea); Th.M. and D. Miss., Reformed Theological Seminary (MS); Ph.D., Gemyung University (S. Korea)

Chul Won Kim, Old Testament

B.A. Chongshin University (S. Korea); M.Div., Chongshin University & Seminary (S. Korea); Th.M., Ph.D. Candidate, Fuller Theological Seminary (CA)

Hannah Lee, Research and Writing

B.A., University of California, Los Angeles; M.L.I.S., University of California, Los Angeles; Ph.D. in progress, Fielding Graduate University (CA)

Heu Gyu Park, Missiology

B.A., Chong-Shin University (S. Korea); M.Div., Presbyterian General Assembly Theological Seminary (S. Korea); Th.M., Reformed Theological Seminary (MS); D.Miss., Reformed Theological Seminary (MS); Ph.D., Reformed Theological Seminary (MS)

Hun Sung Park, Practical Theology

B.A., Chongshin University (S. Korea); M.Div., Reformed Presbyterian Seminary (CA); Th.M., Reformed Theological Seminary (MS), Ph.D. Trinity Theological Seminary (IN)

Paul Kitae Park, Missiology and New Testament

B.A., Chongshin University (S. Korea); M.Div. Chongshin Theological Seminary (S. Korea); Th.M. Reformed Theological Seminary (MS), Th.M. Fuller Theological Seminary (CA); D.Miss., Fuller Theological Seminary (CA)

Yumee Rah, Research Methodology
B.S., M.A., & Ph.D., Yonsei University (S. Korea); Post-doctoral Studies in Psychology, University of California, Riverside (CA)

Bocheon Seo, Biblical Counseling
B.A., Daeshin University (S. Korea); M.A.R., Southern California Seminary (CA); M.Div., Azusa Pacific University (CA); Ph.D., Southern California Seminary (CA); D.Min., Reformed Theological Seminary (MS)

Hala Sun, Education
B.A., Dordt University (IA); M.P.A., Middlebury Institute of International Studies (CA); M.A. in TESOL, Middlebury Institute of International Studies (CA); Ph.D. Candidate, University of California, Santa Barbara (CA)

Young Hyeok Yun, New Testament
B.A., Sungkyunkwan University; M.Div., Chongshin Theological Seminary; Th.M., Southwestern Baptist Theological Seminary (TX); Ph.D., Regent University (VA)

Adjunct Faculty

Susan Soyeon Ahn, Music
B.M., University of Southern California (CA); M.M., University of Southern California (CA)

Jin Mo Cho, Historical Theology
B.A., Trinity Christian College (IL); M.Div., Th.M., Ph.D., Westminster Theological Seminary (PA)

Peter Heekyu Choi, Systematic and Historical Theology
B.A. Calvin Bible College (S. Korea); Th.M., International Theological Seminary (CA); D.Min., Reformed Theological Seminary (MS)

Kap Sik Chung, Counseling
B.A., American Christian College & Seminary (OK); M.Div., Chongshin University in USA (CA); Th.M., Faith Theological Seminary (PA); D.M.C.C., American Christian College & Seminary (OK);

Taeho Chung, General Education
B.A. Incheon University (S. Korea); M.Div., Chongshin Theological Seminary; M.A., Talbot Theological Seminary (CA); D.Min., Fuller Theological Seminary (CA)

Peter Sung Chul Hwang, Practical Theology and Education
B.A., Jung Ang University (S. Korea); M.Div. and Th.M.,

Chongshin Theological Seminary (S. Korea); Ph.D., The Southern Baptist Theological Seminary (KY)

Young Chung Jin, Counseling
B.A. Yonsei University (S. Korea); M.Div., Talbot Theological Seminary (CA); D.Min. Fuller Theological Seminary (CA); MACC, HIS University (CA); Psy.D., Southern California Seminary (CA)

Andy Sunwoong Kim, Biblical Theology
B.Th., Chongshin University in USA (CA); M.Div., International Reformed University & Seminary (CA); D.Min., Fuller Theological Seminary (CA)

Christina B. Kim, Counseling
B.A. University of California, Los Angeles (CA); MBA. Pepperdine University; Post-Baccalaureate, Psychological Science, University of California, Irvine; Ph.D. Candidate, Biola University (CA)

Jae Sung Kim, Systematic Theology
B.A., Chongshin University (S. Korea); M.Div., Han-Dong Seminary (S. Korea); Th.M., Calvin Theological Seminary (MI); Ph.D., Westminster Theological Seminary (PA)

Ji Chan Kim, Old Testament
B.A., Chongshin University (S. Korea); M.Div., Chongshin Theological Seminary (S. Korea); Th.M., Calvin Theological Seminary (MI); Th.D., Theological University of the Reformed Churches (Theologische Universiteit van de Gereformeerde Kerken) (Netherlands)

Lauren Kim, Church History
B.A. University of Southern California, Los Angeles (CA); M.A. Westminster Seminary California (CA); M.L. University of St. Andrews (UK); Ph.D. University of St. Andrews (UK)

Mee Sun Kim, Music
B.A., Chongshin University (S. Korea); MMA., Azusa Pacific University (CA); DMA., American Conservatory Music in Chicago (IL)

Se Jin Koh, Ancient Near Eastern Studies
B.Th., Seoul Theological University (S. Korea); MA., Jerusalem University College (Israel); MA., University of Chicago (IL); Ph.D. University of Chicago (IL)

Kwang Hoon Lee, Practical Theology and Christian Education
B.A., Chongshin University (S. Korea); M.Div., Chongshin Theological Seminary (S. Korea); Th.M., Liberty Baptist Theological Seminary (VA); Ph.D., The Southern Baptist Theological Seminary (KY)

Joha Byoungsun Oh, Biblical Languages
B.A., Korea National Open University (S. Korea); M.Div.,
Chongshin University and Seminary (S. Korea)

Seonghoon Park, CCM
B.A., Chongshin University (S. Korea); M.M., New York
University (NY)

Bong Rin Ro, Missiology and Historical Theology
B.A., Columbia Bible College (Columbia International
University, now) (SC); B.A., Wheaton College (IL); M.Div.,
Covenant Theological Seminary (NJ); Th.D., Concordia
Theological Seminary (IN)

Changsub Shim, Historical Theology
B.A., Goshin University (S. Korea); M.Div., Reformed
Theological Seminary (MS); Th.M., Princeton Theological
Seminary (NJ); Ph.D., University of Potchefstroom (South
Africa)

Daniel Song, Practical Theology
B.A., University of California, Los Angeles (CA); M.Div.,
Westminster Theological Seminary (CA); D.Min.,
Reformed Theological Seminary (MS)



ACADEMIC CALENDAR

INTERNATIONAL REFORMED UNIVERSITY & SEMINARY



3.0 ACADEMIC CALENDAR 2021-22

Fall Semester	
June 15-August 20	Registration
August 23-24	Orientation and Spiritual Revival Service
August 23	Classes Begin
September 3	Drop Classes Without Fee
September 10	Last Day to Add or Drop
October 1	Last Day to Drop with "W"
November 22-26	Thanksgiving Break
December 6-10	Final Exams
December 10	Fall Semester Ends

Spring Semester	
December 6 - January 20	Registration
January 24-25	Orientation and Spiritual Revival Service
January 24	Classes Begin
February 4	Drop Classes Without Fee
February 11	Last Day to Add or Drop
February 25	Last Day to Drop with "W"
April 11-15	Easter Break
May 9-13	Final Exams
May 28	42th Commencement

Summer Session	
June 1-July 31	Summer Session



ACADEMIC PROGRAMS

INTERNATIONAL REFORMED UNIVERSITY & SEMINARY



4.1 DEGREE PROGRAMS

4.1.1 BACHELOR OF ARTS IN CHRISTIAN STUDIES (B.A.C.S.)

Program Mission

The Bachelor of Arts in Christian Studies degree program prepares students for building biblical faith and forming biblical and theological foundations. This program cultivates the lay leaders for having biblical worldview and being the salt and light in the world. Students may be qualified to pursue graduate programs in theology, including the M.A.C.S. and M.Div. programs

Program Learning Outcomes

The Bachelor of Arts in Christian Studies degree program offers the following outcomes.

Students will be able to:

- Students will be able to recognize core teachings of Reformed Theology.
- Students will be able to describe core biblical characters, events and topics using the Bible as the primary source and to discover the biblical principles.
- Students will be able to identify core biblical leadership principles and his/her own leadership styles and to develop his/her leadership capacity.
- Students will be prepared to enter lay ministry.
- Students will be able to recognize God's passion for the Mission and to develop passion for the Mission field.

Degree Requirements

Students receive the B.A.C.S. degree when they complete a minimum of 120 semester units:

1. General education requirements (36 units)
2. Biblical-theological requirements (42 units)
3. Practical education requirements (18 units)
4. Electives (24 units)

The last 30 units must be taken at IRUS.

A minimum full-time course load is 12 units per semester. A maximum full-time load is 18 units per semester; however, students may petition for additional units if their cumulative average is 3.0 or higher.

Official classification is based on the number of units completed toward graduation as follows: 1st-year students 0-29; sophomores 30-59; juniors 60-89; seniors 90 or more.

The following are the course requirements for the B.A.C.S.

Course Requirements

1. General Education (36 Units Minimum)

GE 101 Research and Writing*	3
GE 105 Korean I	3
GE 201 Introduction to Philosophy*	3
GE 202 Science and Creation*	3
GE 203 World Civilization*	3
GE 205 Korean II	3
GE 210 Introduction to Psychology*	3
GE 215 Ethics*	3
GE 301 Cultural Anthropology*	3
GE 302 U.S. History	3
GE 303 World History I*	3
GE 304 World History II	3
GE 402 Introduction to English Literature	3
GE 403 Introduction to Art	3
GE 404 Introduction to Economics	3
GE 405 Introduction to Education and Teaching	3
GE 412 Introduction to Sociology*	3
GE 450 Bible in English	3
GE 495 Basic Computer Skills	3
GE 496 Speech and Communication*	3

* Required subjects

2. Biblical and Theological Studies (42 Units Minimum)

BN 100 New Testament Survey I*	3
BN 201 New Testament Survey II*	3
BN 205 Luke	3
BN 210 Acts	3
BN 220 Corinthians I & II	3
Bn 225 Hebrews	3
BN 404 Romans	3
BO 101 Old Testament Survey I*	3
BO 102 Old Testament Survey II*	3
BO 205 Genesis	3
BO 215 Samuel I & II	3
BO 220 Isaiah	3

BO 225 Hosea	3
BO 401 Psalms	3
BH 300 Korean Church History*	3
BH 410 Puritanism	3
BT 100 Systematic Theology I*	3
BT 205 Systematic Theology II*	3
BT 320 Christian World View*	3
BT 407 Reformed Theology I*	3
BT 408 Reformed Theology II	3
BT 430 Cults	3
BT 450 The Westminster Confession of Faith*	3

* Required subjects

3. Practical Education (18 Units Minimum)

BP 110 Introduction to Missions*	3
BP 150 Personal Evangelism	3
BP 210 Christian Education*	3
BP 311 Principles of Marriage and Family	3
BP 320 Biblical Leadership*	3
BP 340 Worship	3
BP 405 Spiritual Theology	3

Christian Services I-VI

* Required subjects

Total Degree Units.....120

4.1.2 BACHELOR OF ARTS IN CHURCH MUSIC (B.A.C.M.)*

* Not implemented yet

Program Mission

The Bachelor of Arts in Church Music program is designed to equip students for career in ministry, education and performance, providing opportunities for all students to study and perform music as an important part of their liberal arts education, and furthermore, to prepare students for spirit-empowered service which contributes to the mission of the evangelical church.

Program Learning Outcomes

The Bachelor of Arts in church Music program enables students to:

- understand the role of music in worship and ministry;
- apply principles of the Christian faith in different musical and life settings;
- develop performance techniques, which may include the study of voice, instruments, or worship leadership.

Program Division

- CCM (Contemporary Christian Music): Praise Leading, Vocal, Keyboard, Guitar, Bass, Drum, and Composition
- Church Music : Conducting, Vocal, Piano, Organ and Instruments

Degree Requirements

Students receive the B.A.C.M degree when they complete a minimum of 120 semester units:

1. General Education courses (30 units)
2. Biblical/Theological courses (30 units)
3. Music courses (60 units)

Students must pass Recital workshop classes and Senior Recital to complete their degree.

The last 30 units must be taken at IRUS.

A minimum full-time course load is 12 units per semester. A maximum full-time load is 18 units per semester; however, students may petition for additional units if their cumulative average is 3.0 or higher.

Official classification is based on the number of units completed toward graduation as follows: 1st-year students 0-29; sophomores 30-59; juniors 60-89; seniors 90 or more.

The following are the course requirements for the B.A.C.M.

Course Requirements

1. General Education (30 Units Minimum)

GE 101 Research & Writing	3
GE 201 Introduction to Philosophy	3
GE 202 Science and Creation	3
GE 203 World Civilization	3
GE 210 Introduction to Psychology	3
GE 215 Ethics	3
GE 301 Cultural Anthropology	3
GE 303 World History I	3
GE 304 World History II	3
GE 496 Speech and Communication	3
Total Units:	30

2. Biblical and Theological Studies (30 Units Minimum)

BN 100 New Testament Survey I	3
BO 101 Old Testament Survey I	3
BT 100 Systematic Theology I	3
BT 320 Christian World View	3
BT 407 Reformed Theology I	3
BP 110 Introduction to Missions	3
BP 150 Personal Evangelism	3
BP 210 Christian Education	3
BP 320 Biblical Leadership	3
BP 340 Worship	3
BP 405 Spiritual Theology	3
Total Units:	30

3. Music Studies (Required) (36 Units Minimum)

CM 100 Harmony I	3
CM 160 Choir I	3
CM 180 Sight-Singing & Ear-Training	3
CM 211-218 Individual Instruction 1-8	2(16)
CM 260 Choir II	3
CM 320 Western Music History	3
CM 400 Hymnology	3
CM 480 Senior Recital	2
Total Units:	36

4. Music Studies (Electives) (24 Units Minimum)

CM 120 Diction I	2
CM 130 Accompanying I	2
CM 131 Keyboard Accompanying	2
CM 140 Instrument Pedagogy	2
CM 150 Class Piano	3
CM 161 Ensembles I	3
CM 162 Ensembles II	2
CM 170 Vocal Pedagogy	2
CM 200 Harmony II	2
CM 220 Diction II	2
CM 230 Accompanying II	3
CM 250 Choral Conducting I	3
CM 280 Music Arranging	3
CM 300 Performance Techniques	3
CM 310 Song Literature	2
CM 330 Computer Music	3
CM 340 Counterpoint	2
CM 341 Jazz Harmony	2
CM 342 Orchestration	3
CM 350 Choral Conducting II	2
CM 360 Popular Music History	3
CM 370 Praise and Worship	3
CM 410 Opera Workshop	3
CM 420 Church Music History	3
CM 430 Improvisation	3
CM 440 Church Sound	3

Total Degree Units.....120

4.2 NON-DEGREE PROGRAMS

4.2.1 CHILDCARE THEACHER | DIRECTOR CERTIFICATE PROGRAM

Program Description

This program is designed to train individuals for teacher, caregiver, or director positions in licensed, proprietary infant/toddler center, preschool, child daycare center, and/or Kindergarten. This is a non-degree certificate program. This program meets the California State Department of Social Services' minimum requirements for Child Care Center teacher or director as defined in Title 22.

Admission Requirement

A high school diploma or its equivalent is required for admission.

Program Objectives

Upon completion of this program, students will be able to:

- understand children's cognitive, social, emotion, physical development
- attain knowledge of the principles of curriculum development, analysis of learning environment, and instructional strategies
- comprehend diverse family structures such as single parent family and blended family.
- have classroom management skills
- develop and manage learning centers
- achieve staff management skills such as hiring, evaluation and supervision
- design operating policies such as contracts and job descriptions

Graduation Requirement

Students must complete all courses with a grade of "C" or better.

Teacher Program (A minimum of 12 Units) - Clock Hours 180

EC 101 Child Development and Learning	3
EC 102 Home, School, and Community Relations	3
EC 103 Curriculum in Early Childhood.....	3
EC 106 Infant/Toddler Development and Curriculum.....	3

Director Program (A minimum of 15 Units) - Clock Hours 225

EC 101 Child Development and Learning	3
EC 102 Home, School, and Community Relations	3
EC 103 Curriculum in Early Childhood.....	3
EC 105 Administration in Early Childhood Education	3
EC 106 Infant/Toddler Development and Curriculum.....	3

4.2.2 ENGLISH AS A SECOND LANGUAGE (E.S.L.) PROGRAM*

Purpose of the Program

The English as Second Language (ESL) program is designed to prepare non-native speakers of English to read, write, speak and listen to spoken English at a level that enables them to succeed in college level courses that are taught in English.

Program Description

The ESL program provides intensive English instruction and a cultural, social, and academic orientation to the United States. Instruction emphasizes spoken and written English crucial to college and university study in the U.S. Grammar, writing, reading, listening, comprehension, pronunciation, and conversation skills are taught each day at all levels. Students receive 20 hours of instruction per week. IRUS's ESL program is an educational service solely to provide English instruction to students whose native language is not English, and that offers instruction that is non-degree granting, non-vocational, and is not represented to lead to, or offered for the purpose of preparing a student for employment in any occupation or job title.

ESL Program Modules

We have six levels of instruction module which are 24 weeks in length each level: Beginning (I, II), Intermediate (I, II), and Advanced (I, II). Module levels may be repeated until a student reaches their desired proficiency level in that respective area. A placement test will determine student's level of English and which class students should take. Full-time students study between 20 hours a week.

Class Schedule: Mon - Fri., 9:00 am - 1:00 pm

Admission Requirements

IRUS has an open door admission policy. Any person 18 years of age or older who holds a high school diploma or equivalent can take advantage of our academic opportunities.

1. Complete an admission application.
2. Provide documentation of the level of educational attainment reached: high school and/or postsecondary education.
3. Pay the non-refundable international student application fee of \$100.00.
4. Take the ESL Placement Test



ACADEMIC POLICIES

INTERNATIONAL REFORMED UNIVERSITY & SEMINAR



5.0 ACADEMIC POLICIES

Registration

For regular attendance in any class, students must be registered for the class. Registration usually takes place one month before classes begin and continues until Friday of the first week of the semester. Additional drop/ add is made until two weeks after the semester starts. Registration for intensive classes must be received no later than the first day of class. Registration for Winter/ Summer Special Lectures will be done by the first day of the lectures. All students should meet with the Academic Dean prior to their registration.

Enrollment Status

Full time students are required to take a minimum of 12 units for B.A per semester. Students carrying less than the minimum requirements are considered as part-time students. Students are normally permitted to carry a maximum of 18 units for B.A. students each semester. To exceed maximum load, the student must receive the Academic Dean's approval.

Attendance

Students are expected to attend all classes for which they have registered. In case of an extended absence, students are expected to report to the instructor and the Academic Dean. Each faculty member decides his or her own policies concerning class attendance. When unexcused absences exceed three absences out of 15 sessions of class, or the instructor judges a student's absences to be so excessive as to make it impossible for the student to complete the course successfully, the instructor must drop the students from the class.

Professors will begin recording attendance the first day of class and absences may impact grades. After roll call by the professor, leaving the class without permission will be considered as an absence.

Examinations

There are mid-term examinations and final examinations. Final examinations are scheduled during regular class hours during the last week of each term. Students are expected to take their final exams at the scheduled time. In the case of extenuating circumstances, arrangements may be made with the professor to take an exam at another time.

Grading

IRUS uses the following grading system

A	4.0	A-	3.7		
B+	3.3	B	3.0	B-	2.7
C+	2.3	C	2.0	C-	1.7
D+	1.3	D	1.0	D-	0.7
F	0.0*	I	Incomplete**	W	Withdraw
R	Repeated	P	Pass		

*A grade of 'F' can be raised a maximum grade of 'B+' after retaking the course.

**A grade of 'I' can be changed to a grade of 'F' by the end of the next semester when all course requirements have not been satisfied.

Letter Grade Descriptions

A	<i>Work of highest quality in all areas; virtually flawless mastery of facts and concepts; creative; able to evaluate data and trends.</i>
B	<i>Above average mastery of facts, concepts, creativity and analysis. Student manifests lack of understanding in a few areas but generally this student has performed well in demonstrating that they have achieved the course objectives. Student demonstrates that they will potentially show effective leadership in ministry.</i>
C	<i>Average grasp of facts, concepts, creativity and analysis. Student has achieved many of the learning objectives for the course and displays an average ability to perform tasks for ministry.</i>
D	<i>Below average grasp of facts and competence for ministry. This grade reflects the fact that the student did not achieve many of the learning objectives of the course and it indicates a minimum proficiency level of learning. It indicates that the student is deficient in ministry preparation in this area.</i>
F	<i>Lack of understanding of key concepts and skills. Failure to achieve minimal levels of learning and ministry preparation. No credits awarded.</i>

Incomplete Courses

A grade of Incomplete may be granted when a student's work in a course is not completed at the end of the term. Incomplete is allowed only when necessary and the instructor and academic dean will decide whether it is necessary. Students should submit the request form and be approved by the instructor and dean. If an 'Incomplete' is permitted a student should submit the completed assignment to the professor at the end of the next Semester.

Repeated Courses

If a student receives a failing grade, the student may retake the course. If the course is retaken, the new grade will be calculated into the student's grade point average replacing the previous failing grade. The maximum grade is 'B+' and students must pay the current tuition to retake the course.

Auditing

Currently enrolled students and their spouses, pastors, and missionaries can audit the classes by paying \$50 per unit for BA classes. Some courses are not allowed to audit.

Academic Standing

At the end of each semester, a student's progress will be monitored. When there is evidence of lack of satisfactory progress, the academic committee may place students on academic probation and the Academic Dean will counsel with the student.

Academic Probation

Any bachelor degree objective student whose CGPA falls below 2.5 in courses receiving letter grades for work attempted at IRUS shall be placed on academic probation.

1. A student on probation is required to meet with his/her academic advisor to review their academic progress.
2. A student on probation may be assigned a restricted program of studies.

3. Any bachelor degree student who is on academic probation whose grade point average for coursework undertaken in the semester just completed is 2.5 or better, but whose overall or cumulative grade point average for all coursework attempted is still less than 2.5, shall remain on academic probation. Any graduate students whose GPA is 3.0 or better for coursework just completed, but whose cumulative GPA, CGPA, is still less than 3.0 shall remain on probation.

Removal from Probation

Any student placed on academic probation shall be removed from probation when the cumulative grade point average at IRUS has improved to 2.5 for bachelor degree students and 3.0 for graduate students.

Academic Disqualification

A student may stay on academic probation no more than two semesters. Any bachelor degree student currently on academic probation whose grade point average for coursework undertaken in the semester just completed is less than 2.5 and any graduate student whose GPA is less than 3.0 shall be academically disqualified and other appropriate agencies will be promptly notified.

Any student who is academically disqualified may not attend the University during the succeeding semester. Re-enrollment or re-admission will be approved only after evidence is shown to the appropriate university official's satisfaction program director, department chairperson, school dean or director of admissions and records that the conditions that caused the interruption for unsatisfactory progress have been rectified. A re-applying student must meet all the university's and the program's entrance requirements in effect at the time of re-applying. Should a student, undergraduate or graduate, wish to re-apply for admission to the same program they were disqualified from previously, it will be the decision of the appropriate administrator as to whether or not to re-admit the student to the program, and, if so, what the student's status or standing in the program will be.

Reinstatement

Any student who believes he/she has been unjustifiably disqualified may file a petition with the Office of Admissions requesting that such disqualification be reconsidered.

Graduation

Degrees are recorded each semester. In order to graduate in a given term, a student must:

1. Complete the course of study as outlined in the curriculum for the degree;
2. Be in good academic standing;
3. Pay all debts to the university/seminary or make necessary financial arrangements;
4. Submit an application for graduation by the first week of the semester of intended graduation;
5. Complete all work by the end of the term;
6. Applicants are required to pay the graduation fee. Graduation fee is \$300 for this year but, it is subject to change each year.

The Commencement Ceremony is held only at the end of the Spring Semester.

Honors

For graduation honors, students completing their programs with an overall grade point average of 3.75 will be graduated with Cum Laude (Honors); students with a 3.9 GPA for Magna Cum Laude (High Honors).

Emergency Leave of Absence

If an extreme emergency makes it impossible for a student to attend classes for a short period of time, the student may petition the instructor for an Emergency Leave of Absence (ELA). Petitions for leaves of absences are obtained from the Office of the Registrar. Absences incurred while on an ELA are not counted toward excessive absence. Approval is at the discretion of the instructor and may be for periods not to exceed five class days. Instructors will be asked to give make-up assignments for all work missed during the ELA.

Under no circumstances will emergency leaves be granted at the end of the semester when finals would be missed or course requirements not fulfilled.

Leave of Absence (*Planned Educational Leave*)

When a student finds it necessary to interrupt progress toward a degree for a reason that is related to his or her educational objective and that is acceptable to the appropriate university authorities, the student may be granted a Leave of Absence (LA).

Only students in good standing are eligible for a LA. A LA will be granted when the student has filed an approved petition with the Office of the Registrar. The leave petition, which must be approved by the appropriate academic administrator, shall specify the reasons for the leave and the duration of the leave.

A student granted a LA has a commitment from the University to be reinstated in good standing. The reason(s) for requesting a leave must be stated clearly and completely. Reasons students may petition for a LA are, but are not limited to, the following:

1. professional or academic opportunities such as travel or study abroad, employment related to educational goals in the student's major field of study, or participation in field study or research projects;
2. medical reasons including pregnancy, major surgery, or other health-related circumstances, and
3. financial reasons such as the necessity to work for a specified period in order to resume study with adequate resources.

Approval will depend upon the significance of the leave in furthering the student's educational objective. It is the student's responsibility to demonstrate that there is a significant relationship between the LA and progress toward their educational objective.

Leaves may be granted for a maximum of two years or four consecutive semesters. A request for a LA must be filed prior to the period of absence. Retroactive leave requests will not be approved.

Failure to return from a LA, as specified in the approved petition, will be considered as a withdrawal from the University. Under such circumstances, re-enrollment will require a full application for readmission under the same circumstances as any new or returning applicant, including enrollment in the curriculum in effect at the time of re-enrollment.

Change of Academic Policies

IRUS reserves the right to change its academic policies and to add new policies according to its needs. IRUS will inform students about the changes so that there will be no misunderstanding.

Students' Right Concerning Academic Policies

When a student needs special attention from school regarding the Academic Policies, he/she can request this to the Academic Dean in writing. This matter will be discussed and be decided by the Faculty Committee. The Faculty Committee will inform the result to the student in writing. When the student is dissatisfied with the result, he/she make a petition to the Academic Dean for a review.

Academic Freedom

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

1. The Christian faith directs all thought and life toward God who is the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.
2. The freedom of the Christian always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or ignore basic obligations.

3. Christian freedom exists within the confession of Christian faith. A theological school may acknowledge specific confessional adherence as laid down in its own charter and constitution. A concept of freedom appropriate to a theological school will respect this confessional loyalty, both in the institution and with their individual members. At the same time, no confessional standard obviates the requirement for responsible liberty of conscience in the Christian community and the practice of the highest ideal of academic freedom.
4. While freedom must ultimately be realized through the spirit and loyalties of humanity, it must take form and be protected through concrete standards of institutional practice. Every statement of such standards moves somewhat in the sphere of law and regulation. We recognize that the effectiveness of stated principles depends finally upon the dedication within the Christian theological school to a genuine concern for liberty of mind and spirit in theological teaching.

With these assumptions in mind, IRUS has as its policy of academic freedom the following:

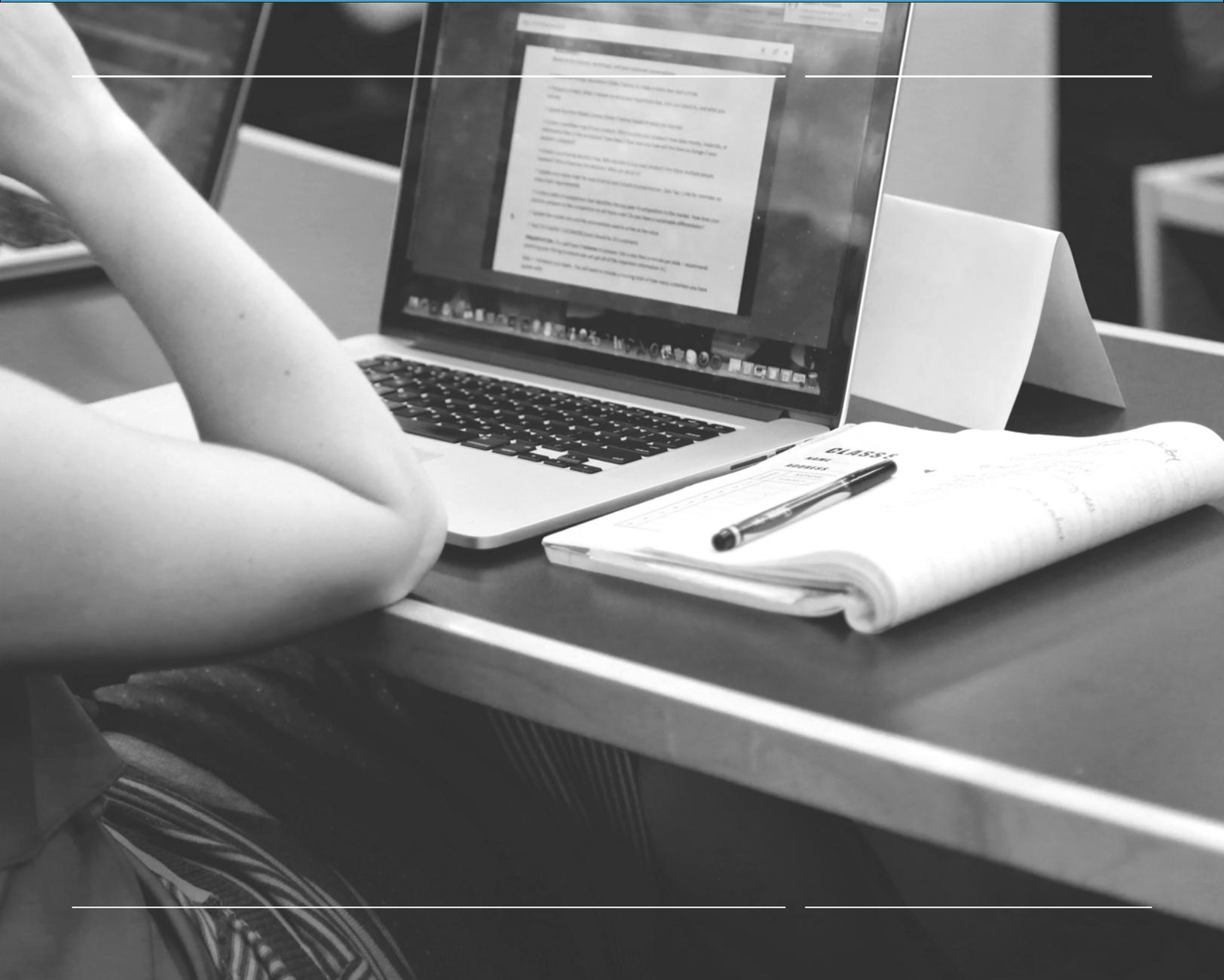
Faculty members are free to express views and opinions concerning their areas of teaching responsibility within the confines of the school's statement of Reformed beliefs. If faculty members find that they have differing opinions in regard to these statements, it is within the context of maintaining Christian unity and community that the faculty member must first discuss these divergences with the school Administration before disseminating these opinions in the classroom.

Faculty members who hold differing and potentially contentious theological views will be asked to step down from their faculty position. When this happens, IRUS will still hold the resigning faculty member in highest regard, realizing that the human perspective on theological truth is never complete and clear. In non- theological, non-biblical and non-professional courses, it is expected that the course will be taught in accordance to a Reformed Christian worldview and consistent with the IRUS's statement of beliefs.



ADMISSIONS & EXPENSE

INTERNATIONAL REFORMED UNIVERSITY & SEMINAR



6.0 ADMISSIONS & EXPENSE

Standards

Applicants to the programs of IRUS are evaluated on the basis of their faith, academic preparation and potential for ministry.

Applicants to the B.A. must have a high school diploma or its equivalent.

Application Procedures

1. Applicant contacts the IRUS's admission office for an application packet
2. The Admission office sends an application packet to the applicant either by mail or email.
3. Applicant submits all necessary forms in the application packet to the admission office by mail or by email with \$100 application fee
4. Applicant arranges with his/her former schools to have official transcripts sent to IRUS's admission office.

The following documents must be included in the application process.

All Applicants

1. Application form and fee
2. Two recent photos

B.A. Applicants

1. Pastoral reference
2. Certificate of high school graduation or pre-enrollment test for ATB students (if applied, See below, Section ATB students) or Certificate of graduation from the undergraduate program
3. Audition CD or DVD (Church Music only)

Mailing Address

International Reformed University and Seminary
Admissions Office
125 S. Vermont Ave., Los Angeles, CA 90004

Email Address

office@irus.edu

General Admission Process

1. The admission committee reviews all applicants when their admission files are complete. The admission committee meets every Thursday during the month of August and December, and the first Thursday of all other months.
2. Admission office sends either acceptance letter or decline letter to applicants after his/her admission packet is reviewed by the admission committee.
3. IRUS's academic office sends a copy of the new semester's registration packet to all accepted applicants.
4. All accepted applicants need to take the ABHE Bible test before registration.

Applications must be presented at least two weeks before the expected enrollment date. Applications submitted after that period will be considered only if time allows. The student will be notified of his or her admission status by mail.

Classification of Students

Each student applicant will be placed in one of the following enrollment categories:

Regular Standing—Students who meet all of the admission requirements to the University and for a particular program, i.e., have no deficiencies and there are no reservations, are admitted to IRUS and are granted the status of **Regular Standing** in their selected program.

Provisional Standing—If a student meets the entrance requirements of the University and the requirement for admission to a particular program, but has only unofficial transcripts on file because official transcripts are not immediately available, he/she may be admitted to the program as a **Provisional Standing** student to provide time for receipt of official transcripts. If the Office of Registrar does not receive the documentation within one (1) semester, the student will be prohibited from undertaking further coursework until official documents are received. When the Office of Registrar receives the official records, the student will be eligible to be reclassified as a Regular Standing student. Coursework completed satisfactorily while on Provisional Standing counts towards graduation, if it meets a program's requirements.

Special Standing (Non-Matriculated) - Students who satisfy the entry requirements for a particular program and the course prerequisites for a particular course, who do not plan to earn a degree but want to officially take selected courses, may be granted **Special Standing** status in the program. Such students must successfully petition the course's instructor and have his/her approval prior to registration in a course. All such petitions will be considered on a space available basis.

Auditor - Students who wish to attend classes for personal enrichment and not for academic credit may be granted Auditors' status. Auditors are not obligated to actively participate in coursework or course activities. However, an Auditor must qualify as a Regular Standing student to audit courses in a degree program, as well as meet any course prerequisite or corequisite requirements. Students who wish to audit a course must first gain the instructor's approval. An abbreviated admission process is available for auditors, who are admitted to courses on a space available basis.

Ability-To-Benefit (ATB) Students

Some applicants may not have obtained the appropriate degree qualifications for admissions to a program. IRUS may consider them for admission on an individual basis.

In compliance with the California Education Code 94811 and 94904, applicants to the B.A. program who do not have a certificate of graduation from a school providing secondary education, or a recognized equivalent of that certificate, are required to take and pass a pre-enrollment test, the Wonderlic Personnel Test.

If an applicant receives a point of 21 or above from the Wonderlic Personnel Test, the ability-to-benefit students may be admitted to the B.A. program.

Transfer Credit

International Reformed University and Seminary accepts transfer credits from accredited institutions. If a degree student desires to transfer credit from another postsecondary school to IRUS, an official transcript stating the courses and grades must be submitted to the Admission Office prior to acceptance.

General Policy

1. Official transcripts from any institution previously attended must be submitted directly to IRUS. Transcripts will not be accepted unless they are received officially sealed (unopened) from the school. Transfer student needs to make an appointment with the Academic Dean to analyze his/her transcript.
2. The credit granted will reduce the number of units required at IRUS. At least 30 units must be completed at IRUS.
3. In general, IRUS grants credit from institutions of higher education either approved by BPPE or accredited by an accrediting association recognized by the U. S. Department of Education, or any institution of higher learning, including foreign institutions, if the institution offering the undergraduate program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs approved by the Bureau or accredited by an accrediting association recognized by the U.S. Department of Education.
4. Only coursework with a grade of B or better is transferable. A student's GPA is computed only on work completed at IRUS.
5. IRUS does not award credit for prior experiential learning.
6. IRUS does not grant credit from a job training school.
7. IRUS uses a semester system. If a student is transferred from a quarter system, his/her credit will be calculated with 3:2 ratio. For an example, his/her 12 units will be calculated as 8 units.
8. The transfer of credit from unaccredited institutions is individually evaluated and determined.

Readmission

Student can apply for readmission to IRUS through the Office of Registrar if he/she:

- Missed two or more semesters due to non-enrollment.
- Were dropped for non-payment.
- Were dismissed.

Filing Procedures

1. Applicant contacts the IRUS's admission office for an application form for readmission.
2. The Admission office sends an application form to the applicant either by mail or email.
3. Complete and return the Readmission Application with the non-refundable \$30 application fee to the Office of Registrar. The readmission fee is not required for military personnel returning from active duty. If student is returning from active duty, he/she must provide a copy of his/her active-duty paperwork along with this readmission application.
4. Submit an official transcript from every college or university you have attended since your last enrollment at IRUS to the admissions office.

Mailing Address

International Reformed University and Seminary
Admissions Office
125 S. Vermont Ave., Los Angeles, CA 90004

Email Address

office@irus.edu

Readmission Process

1. Readmission application will be reviewed by Academic Dean.
2. If the student is accepted for readmission, he/she will be admitted to the same college and major as in his/her last semester of attendance.

Applications must be presented at least two weeks before the expected enrollment date. Applications submitted after that period will be considered only if time allows. The student will be notified of his or her admission status by mail.

Online Distance Education

International Reformed University and Seminary's Online Distance Education combines the flexibility of independent learning with the interactivity of group learning via the internet allowing student to participate from nearly anywhere in the world. IRUS's Online Distance Education courses follow the semester format. Student may choose to enroll in a single course or participate in several courses at one time. Student will progress through a structured series of course material and learning experiences, guided by IRUS faculty and instructors. Student's experience is further enriched through substantive online interaction with students from other backgrounds.

1. IRUS's Online Distance Education utilizes the latest technology in communication and in education unlike traditional education.
2. Online Distance Education students will use various medium, such as internet streaming media to watch instructions away from the classrooms.
3. Online Distance Education students can request books from the library. Requested books will be mailed to students.
4. Each student will be guided under an assigned faculty. The student can communicate regularly with the faculty through Moodle, an IRUS's online classroom and/or email.
5. All faculty have either master or doctoral degree in their field of teaching. Most faculty have many years of practical ministry experience as well.

How Do I Study Off Campus?

1. First of all, anyone who is interested in IRUS's Online Distance Education, he or she can download the information and application packet from our website: www.irus.edu.
2. All class materials are prepared by IRUS's faculty. They will be emailed to students or uploaded on Moodle. Some materials will be sent to students through email. Students need to pay for the class materials fee and mailing fee.
3. For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per semester may be count toward the full course of study requirement.

Procedures

Currently, the primary means of educational delivery is via audio-video recordings on Moodle website ([http:// www.iruniv.org/online/](http://www.iruniv.org/online/)). Lectures are recorded, and the audio-video recording can be accessed through online e- lecture webpage. Students can login each course and download the syllabus, lecture notes, and relevant materials by PDF format files. The audio-video recordings are available to students in three days after the lectures are given at campus.

Distance education students are currently required to take weekly lectures and write a one-page report on the content of the lecture and email it to the professor with questions and discussion topics (or upload on Moodle assignment folder). Students are also required to take same exams with the on-campus students. Exams are sent to the proctor directly and proctored by whom IRUS office accept as a proctor before the exam at the beginning of the semester. IRUS uses a proctor report form to ensure the quality and appropriate procedure of exams.

Students submit all works for the course on time, usually within a week of the course schedule. Afterwards, faculty members grade the student's work, and feedback is given for the work completed in the course within 2 weeks. Students and professors are encouraged to frequently exchange their opinions as much as they need.

International Students

International Reformed University and Seminary is authorized under Federal law to enroll nonimmigrant alien students. IRUS approved by the U.S. Immigration and Custom Enforcement to accept and enroll F-1 academic students for B.A., M.A., M.Div., and D.Min. programs. In order to receive a Certificate of Eligibility for Nonimmigrant Student Status (I-20), international applicants must present a proof or guarantee of sufficient funds for study and living expenses. They must submit applications at least 60 days prior to the enrollment date. International students on F-1 student visa are required by law to be registered as full-time students.

International Students English Language Proficiency (ELP) Requirement

Non-native speakers of English applying for entrance to a IRUS program (except ESL) taught “only” in English must provide proof of a TOEFL (Test of English as a Foreign Language) test score that meets the following criteria:

1. Students can establish ELP by taking a n international Test of English as a Foreign Language (TOEFL) taken within 24 months before beginning coursework. Acceptable TOEFL scores are 61 on the Internet-based Test (iBT) for undergraduates and 70 for graduate students. Institutional reports or photocopies will not be accepted.
2. Students may petition to wave the TOEFL requirement, if they completed a transfer level college English composition course at an accredited United States institution with a grade of “C” or higher.

Korean Proficiency Requirement

There are classes that are offered in Korean. To enter those classes, students must submit their transcripts to show that they have studied for 2 years or more at institutions/programs of secondary or post-secondary education taught in Korean.

Tuition and Fees

IRUS seeks to provide a quality theological education for its students at the lowest cost possible. Tuition charges paid by students do not cover the costs of providing a quality education. In fact, all our students receive a substantial subsidy, made possible by the contributions of individual trustees of IRUS as well as by the gifts of interested churches, individual friends and alumni.

IRUS reserves the right to change all charges and policies when necessary. The following charges and policies are in effect from Fall 2020 through Summer 2021. All fees are due at the time of registration except the Graduation Fee which is due 30 days before the Graduation.

Application Fee	\$100.00
Registration Fee.....	\$20.00
Student Tuition Recovery Fund (STRF)*	\$0.00
Add/Drop Fee	\$10.00
Online Service Fee.....	\$100.00/course
B.A. Tuition	\$200.00/unit
Auditing Fee for B.A. Classes*	\$50.00/unit
Graduation Fee	\$300.00
F-1 Students Fee	\$300.00
Late Fees.....	\$20.00-40.00

* *Non-Refundable*

Estimate of Programs Cost

The cost of undertaking a specific program depends primarily on the total number of semester units of coursework a student takes to complete the program. This number is not fixed because it depends in turn on the number of units transferred into the IRUS program. The total charge for a period of attendance in a program and an estimated schedule of the total charge for an entire program should be considered as reference estimates only. The multiple of the total units in a program multiplied by the tuition per unit for a program or the number of units required to be taken in a particular program after deducting credited units, gives the program cost for that particular student only.

This cost does not include fees. Sample calculation is as follows.

Estimated Cost of Attending for Academic Year 2021-2022

Sample calculation: Estimates is for a students attending full-time.

For a full-time BA in Christian Studies degree objective student taking 12 units/semester, two (2) semesters/year. Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

Tuition (full-time).....	\$4,800/year
Books and supplies.....	\$500/year
Personal.....	\$3,600/year
Room (if student does not live at home).....	\$12,000/year
Transportation.....	\$2,000/year
Total.....	\$22,900/year

Payment

A student's account must be current (no outstanding balances) prior to re-enrollment in subsequent sessions. All new charges are due at the time of registration. Students who do not maintain current financial accounts with the college will be denied the privilege of classroom attendance beginning five days after the payment is due. Absence will be counted until the payment is made in full or until withdrawal is instituted.

A student whose account is not paid in full by the end of the semester will not be allowed to re-enroll in the subsequent semester. IRUS makes exceptions to this policy only with the approval of the President. In those cases where IRUS elects to make an exception, the student is required to sign and comply with an approved payment agreement.

A student will not be allowed to participate in graduation ceremonies or receive grades, a certificate, a diploma, a degree, a transcript, until all financial obligations have been satisfied in accordance with the college's financial policies.

Cancellation, Withdrawal, and Refund Policy

Officially registered IRUS students retain the right to cancel this Enrollment Agreement at anytime and receive a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later, by submitting a Withdrawal Form to the Director, Office of Admissions and Records. The student has a right to a full refund of all tuition and other refundable charges if he/she cancels this agreement on or before the first day of instruction.

In addition, the student may withdraw from a course after instruction has started and receive a pro rata refund for unused portion of the tuition and other refundable charges if the student has completed 60% or less of the instruction. The University will also refund money collected for sending to a third party on the student's behalf such as license or application fees. If the University cancels or discontinues a course or educational program, the University will make a full refund of all charges. Refunds will be paid within 30 days of cancellation or withdrawal.

Financial Aid

Scholarships are awarded based on academic excellence, leadership, service and talent. Organization Matching Scholarship is also available. That is, if the student receives financial sponsorship for IRUS tuition from a church, non-profit organization, or Christian organization, the University matches the amount equal to the organization donation up to \$500 per semester. Opportunities for employment on the campus are available for students needing part-time work to defray expenses.

Student Loans

IRUS does not currently participate in federal and/or state financial aid programs, nor does the University provide loans to students to pay for the cost of an educational program. If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Student Tuition Recovery Fund

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, or P.O. Box 980818, West Sacramento, CA 95798-0818, (888) 370-7589 or (916) 574-8900; Fax: (916) 263-1897.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 days period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

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3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
 4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
 5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
 6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
 7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.



STUDENT LIFE

INTERNATIONAL REFORMED UNIVERSITY & SEMINAR



7.0 STUDENT LIFE

Devotional Life

The devotional life of IRUS is nurtured by a daily chapel service usually led by the Dean of Students, faculty members, and guests. Chapel is required for all students. It requires about 25 chapel meetings per semester. If a student fails to meet the requirements, he/ she should find a way to fulfill the requirements. You can look at the Student Handbook for more information. Apart from all these, chapel is an important part of a student's spiritual training and it facilitates the unity of the students and faculty.

Student Ministry

Student Ministry is required for the BA students. Each student has to participate in the ministry more than two hours/week. Students need to submit the Student Ministry Report (use IRUS's form) to the office of the Dean of Students one week before the final exam week.

Student Government

The students of IRUS maintain an organization to promote Christian fellowship and growth and to advance the kingdom of God and purposes for which IRUS stands. Student Government's activities are funded by students' membership fees and private donations. The officers of the Government, President, Vice President, Secretary, and Treasurer are elected annually by the members.

Conduct

IRUS is a distinctively Christian community committed to the basic principles of conduct set forth in the Scriptures. Student conduct is under the supervision of the Faculty, acting through the Academic Dean and the Dean of Students. The Faculty reserves the right to dismiss a student whose conduct is found to be unsatisfactory from the institution. Possession, use or distribution of illicit drugs and alcohol by students and employees on school property, or as party of any activity of IRUS, is forbidden and will result in dismissal.

Student Support Services: Academic Counseling and Guidance

The university's academic counseling services assist students in reaching their educational goals by: providing orientation for a successful academic experience at IRUS; helping to clarify career and academic goals, and assisting with course selection and program planning.

Library

The library houses over 34,600 titles in Korean and English. It has a substantial collection of works on Reformed theology; a balanced collection of works in all the branches of biblical and theological study; and a large collection of expository works and sermons both in Korean and English. While IRUS is in session, the library is open Monday through Friday.

Student Housing

IRUS does not provide on or off-campus student housing. Students can rent or lease rooms around the institution for \$900-1,400 for 1-bed room currently. Two- bed rooms housing will cost approximately \$1,600-1800. The housing cost will vary according to locations and conditions of housing. The University has no responsibility to find or assist a student in finding housing.

Placement

IRUS is working closely with leaders as well as interdenominational leaders in Southern California to secure pastoral, educational, missionary, or other positions for students upon graduation. IRUS also receives inquiries from local Korean pastors regarding possible ministries for advanced students. Students are encouraged to use their ministry involvement in local churches and internship as opportunities to build a résumé of experiences that will lead naturally toward their ministry goal.

Gainful Employment

The following lists are the job classifications each program prepares its graduates for (based on the US Department of Labor's SOC codes):

- BA in Christian Studies: Directors, religious activities and education; Clergy; Religious workers
- BA in Church Music: Musicians and singers
- Child Care Teacher / Director Certificate: Preschool teacher; Child care directors

Student Record Retention Policy

Record	Retention Period
Students' Admissions Applications	5 Years
High School Transcripts	5 Years
Transcript from prior colleges/ universities attended	5 Years
Registration Forms	5 Years
Add/Drop Forms	1 Year
IRUS Transcripts	Permanent
Graduation Application	1 Year
Grade Change Form	Permanent
Grade Report Form	5 Years

Student's Rights of Privacy and Access to Records

IRUS fully accords all students all the rights under the Family Educational Rights and Privacy Act of 1974 as amended.

General information that the university-seminary may give out at its discretion includes the student's name, spouse's name, address, telephone number, program and year of study, dates of attendance, degrees awarded, most recent school attended, citizenship, and church affiliation. If a student wishes any of this information withheld, he or she may write to the Academic Dean within two weeks after the first day of classes for the fall

or spring semester; and the request will be honored during the academic year in which the letter was received. A student may authorize release of certain additional information by writing to the Academic Dean.

Other information from the student's record is confidential and available only for appropriate use by faculty and administrative officers as well as persons from accrediting agencies, persons with a judicial order, and persons requesting information in an emergency to protect the health or safety of students or others. Under the Act these persons are permitted access to particular information as needed. By writing a request to the Academic Dean, a student may review his or her record to the extent provided by the Act. If a student has signed a waiver, information from a recommendation is not available to him or her.

Student Grievance Procedure

The student should first discuss the perceived offense, orally or in writing, with the individual(s) most directly responsible to attempt to resolve the matter. If no resolution results, the student should then consult with the senior administrator in his/her discipline or work area - program director or dean. If the administrator is the party against whom the grievance is directed, the student must take the grievance to that administrator's superior. Every effort should be made to resolve the issues at an informal level before proceeding to the status of a formal grievance.

If the informal efforts of resolution are not successful, the student should set forth in writing the substance of the alleged offense, the grounds on which the student is basing the complaint and the efforts taken to date to resolve the matter. It is at this point that the complaint becomes a formal grievance. The written grievance should be submitted to the school dean (SD), program director (PD) or other administrator (OA) in a timely fashion, i.e., normally within thirty days of the end of the academic term in which the alleged offense occurred or should have reasonably been discovered.

The SD, PD, or OA shall promptly initiate an investigation and prepare a report, normally within thirty days of receipt of the written grievance. In undertaking the investigation, a written response to the issues raised in the grievance may be requested from

individuals believed to have information relevant to the matter, including faculty, staff, and students. Both parties to the grievance will be given an opportunity to comment in writing on the responses.

Upon completion of the investigation, the SD, PD, or OA shall issue a written finding and a proposed disposition to the student and to the party against whom the grievance is directed. This decision shall become final and shall be implemented, unless there is an appeal.

If the student or the party against whom the grievance was lodged disagrees with the recommendations of the SD, PD, or OA either on substantive or procedural grounds, he/she may appeal in writing to the President of the University. The appeal to the President must indicate why he/she believes the grievance result to be wrong. Any appeal to the President must be received within thirty days from the SD's, or OA's decision. The President's decision, made in 30 days, is final. Details of the grievance will become part of the student's permanent file. Students may contact BPPE for more information at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834.



COURSE DESCRIPTIONS

INTERNATIONAL REFORMED UNIVERSITY & SEMINAR



8.0 COURESE DESCRIPTIONS

8.1 BACHELOR OF ARTS IN CHRISTIAN STUDIES (B.A.C.S.)

Courses of Study

This section contains descriptions of courses that constitute the curriculum of International Reformed University and Seminary. This curriculum is subject to be changed. A schedule of courses is published in advance of each term. Prefixes indicate areas of study:

BH	Historical Theology, Undergraduate
BN	New Testament, Undergraduate
BO	Old Testament, Undergraduate
BP	Professional Education, Undergraduate
BT	Systematic Theology, Undergraduate
CM	Church Music
CS	Counseling
EC	Preschool Director/Teacher Certificate Program
GE	General Education, Undergraduate
HT	Historical Theology, Graduate
NT	New Testament, Graduate
OT	Old Testament, Graduate
PT	Practical Theology, Graduate
ST	Systematic Theology, Graduate

8.1.1 General Education

GE 105 Korean I

This course is designed for first semester college students and emphasizes basic instruction in reading and writing, including such topics as comprehension, vocabulary development, reading efficiency, study techniques, and basic composition.

GE 101 Research and Writing

This course introduces students to the writing, reading, and critical thinking skills required for college writing. Students are invited to “reading to write” and “discussion to write” for academic writing with understanding of contemporary issues in society.

GE 201 Introduction to Philosophy

Illustration of the nature and scope of Western philosophy through an examination of some of its traditional areas of concern, such as ethics, theory

knowledge, social and political philosophy of religion, and aesthetics.

GE 205 Korean II

This course will develop critical thinking, reading and writing skills as they apply to the analysis of literature and literary criticisms from diverse cultural sources and perspectives. There will be an emphasis on the techniques and principles of effective written argument as they apply to literature. Students will demonstrate this understanding by writing and critiquing essays and utilizing research strategies. (Prerequisite: GE100)

GE 202 Science and Creation

This course is designed to provide a basic knowledge about creation made by God

GE 203 World Civilization

Students will understand and appreciate the history of diverse peoples and cultures of the world. This course is broad and integrative, and will examine and analyze the commonalities and differences of human experience in at least six spheres of human activity social, scientific/ technological, economic, religious/philosophical, geographic and political.

GE 210 Introduction to Psychology

This course is designed to examine historic and contemporary psychological theories of maturity, motivation, personality, emotions, and mental health. Theories are understood, evaluated, and where appropriate integrated with biblical teachings about human nature and Christian life.

GE 215 Ethics

A course both dealing with the norms or principles of behavior and surveying the principal ethical views from the ancient Greece to the present day.

GE 220 Introduction to Music

A basic survey course covering a variety of musical styles, composers, forms, and historical periods.

GE 301 Cultural Anthropology

This course is designed to introduce students to the anthropological study of different cultures, including the way of comparing and contrasting the structures of social phenomenon and belief systems that operate in different cultural settings. We can see our cultures by looking into others' cultures.

GE 302 US History

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history.

GE 303 World History I

This course is a thorough survey course covering from pre-historic to Middle Ages, both western and non-western worlds. Topics include the rise of civilization; political, social and economic developments of the Middle Ages.

GE 304 World History II

This course is a thorough survey course covering from the Renaissance to modern times, both western and non-western worlds. Topics include the rise of civilization; political, social and economic developments of the Renaissance and era of discovery; the growth of democracy and nationalism; the industrial revolution; and the two world wars. Postwar problems and recent developments are also studied. (Prerequisite: GE303)

GE 402 Introduction to English Literature

This course is a college-level introduction to literature in which the student will learn to think and react to literature in a meaningful manner. Students will be able to distinguish between literary genres and build general and specific interpretive skills that will make them capable and discerning readers of imaginative literature.

GE 403 Introduction to Art

In Introduction to Art a student learns the basics such as the language, history, production and criticism of art. These basics are so important if the student is to gain an awareness and understanding necessary to a deep appreciation and production of fine art.

GE 404 Introduction to Economics

This course is a college-level introduction to economic theory and its application to contemporary economic problems.

GE 405 Introduction to Education and Teaching

This course introduces students to the domain of education and to acquaint them with elements of teaching and the teaching profession. Emphasis is on the development of a distinctively Christian approach to education. This course is also designed to develop students with skills in and understanding of observation as a fundamental professional development and research activity in the field of education.

GE 412 Introduction to Sociology

A course that helps to master fundamental sociological skills, including the ability to think with a "sociological imagination" and to understand human behavior formed by interaction of individuals and groups within the changing society.

GE 450 Bible in English

This course is designed to help the student read the Bible in English. It is for the student with limited English proficiency only (whose English proficiency is typically limited to survival needs and basic communication per TESOL standards). The purpose of this course is to help the student become familiar with the English Bible in its arrangement, vocabulary, idioms, and the general flow of redemptive history.

GE 495 Basic Computer Skills

This course is an introduction to computers that focuses on the primary computer skills needed by all college students. The student who successfully completes this course should be able to create a paper using Microsoft Word; present the results of research using Microsoft PowerPoint; use the features of Microsoft Windows to create, edit, store, and search for files on a personal computer.

GE 496 Speech and Communication

A course in which students will learn to set communication aims, to generate clear and helpful communication, to handle modern multimedia visual aids, and will accomplish communication aims.

8.1.2 Old Testament

BO 101 Old Testament Survey I

This course is a special introduction to Genesis through Esther from the redemptive-historical perspective with a focus on their historical, literary, and theological aspects as well as their contents.

BO 102 Old Testament Survey II

This course is a special Introduction to Job through Malachi as Christian Scripture with a focus on their historical, literary, and theological aspects as well as their contents. (Prerequisite: BO 101)

BO 205 Genesis

This course is a special introduction to the first five books of the Old Testament (Genesis through Deuteronomy) through the discussion on their literary, canonical, historical, hermeneutical, and theological aspects as well as their contents with a view to their importance for the rest of Scripture and for the life of the church. Out of the first five books, the book of Genesis is emphasized and the student will study it in detail.

BO 215 Samuel I & II

This course is a special introduction to the historical books of the Old Testament (Joshua through Esther) and to the historical, literary, and theological character of Hebrew narrative. Exegesis of selected passages and development of a biblical-theological approach to this literature. Out of twelve historical books, students will learn I & II Samuel in detail.

BO 220 Isaiah

This course is a special introduction to the major prophetic books of the Old Testament (Isaiah through Daniel) and to the nature and history of the prophetic institution in Israel. Exegesis of selected passages and special attention to the messianic theme and eschatological patterns. Out of five major prophetic books, students will study the book of Isaiah in detail.

BO 225 Hosea

This course is a special introduction to the minor prophetic books of the Old Testament (Hosea through Malachi) and to the nature and history of the prophetic institution in Israel. Exegesis of selected passages and special attention to the messianic theme and eschatological patterns. Out of twelve minor prophetic books, students will study the book of Hosea in detail.

BO 401 Psalms

This course is a special introduction to the poetical books of the Old Testament (Job through Song of Songs) and to the nature and techniques of Hebrew poetry. Genre and contextual analysis of the Psalms, exegesis of selected passages, and development of a biblical-theological approach to this literature. Out of five poetical books, students will study the Psalms in detail.

8.1.3 NEW TESTAMENT

NT 501 Greek I

A study of the basic elements of New Testament Greek emphasizing morphology and vocabulary.

NT 502 Greek II

Continued study of the basic elements of New Testament Greek emphasizing morphology, limited grammar, and vocabulary. (Prerequisite: NT 501)

NT 503 Greek III

Greek III builds on the first year of Greek and is an Intermediate Greek course. In this course, the fundamentals of New Testament Greek vocabulary and grammar are built upon, and the student is initiated into the reading of portions of the Greek New Testament, as well as continued vocabulary building, and learning the grammar of the language for reading. (Prerequisites: NT 501 and NT 502)

NT 504 Gospels and Acts

Survey of authorship, literary themes, and theological issues of the Gospels and Acts.

NT 505 Introduction to the New Testament

This course is designed to examine the historical background of the New Testament including the formation, extent and transmission of the canon.

NT 602 Life and Message of Paul

A study of the genius of Paul's life and mission and the main tenets of his theology.

NT 605 Biblical Hermeneutics

A study of the methods of interpretation of the Bible with special attention to textual, historical and theological issues.

NT 610 Biblical Theology

This course provides an introduction to the discipline and method of Biblical Theology as it encompasses both the Old and the New Testaments. Biblical Theology is the discipline which seeks to demonstrate the fundamental Christocentric unity of the Scriptures, examining the history of God's word and deed revelation in both its progressive development and its organic unity.

NT 701 General Epistles and Revelation

A study of the general letters and Revelation in terms of literary features, historical setting, and theological emphases.

NT 702 New Testament Exegesis

Study and practice of technical tools and principles for analyzing the Greek New Testament (prerequisite Greek) (Prerequisite: NT 501)

NT 704 Pauline Epistles and Theology

A study of the letters of Paul in terms of their literary and theological issues and in the context of early Christianity; Paul's life and mission; and an outline of his theology.

NT 710 Parables of Jesus

A study of Jesus' parables and the message of the Kingdom of God.

NT 720 Gospel of John

Analysis of the Gospel of John, focusing on its literary character, theological perspective, and historical setting.

NT 730 Romans

Analysis of key passages of the epistle with special attention to its theological teaching and its relation to other Pauline letters

8.1.4 SYSTEMATIC THEOLOGY

ST 501 Prolegomena and Theology Proper

Introduction to systematic theology, giving a framework to the students based on Reformed faith, and Study of the doctrine of God – nature, attribute, plan and work of God.

ST 505 Anthropology and Christology

A study of the doctrine of man – origin and nature, the fall and sin, covenant relationship and free agency, and a study of the doctrine of Christ – person, states, offices and work of Christ.

ST 602 Pneumatology and Soteriology

A study of the work of the Spirit as well as how Christians have viewed the Holy Spirit from age to age, the doctrine of salvation including calling, regeneration, repentance, faith, justification, adoption, and sanctification.

ST 604 Apologetics

A study of modern apologetic approaches and major apologists.

ST 605 Ecclesiology and Eschatology

This course offers a biblical-theological and systematic- theological study of the church, with attention to ecclesiological issues in the history of the church and the contemporary situation. It explores the church as the people of God, church of Christ, and fellowship of the Spirit. In addition, the course addresses attributes of the church; marks of a true church; biblical worship; ecclesiastical office and government; the relationship of the church to the kingdom of God, to its cultural contexts, and to parachurch organizations. This course also offers a study of the doctrine of last things: death and resurrection, final judgment, heaven and hell.

ST 701 Christian Ethics

This course is a study of Christian ethics, New Testament teaching on the distinctiveness of the Christian life, and the hermeneutical issues involved in the use of the Old Testament in Christian ethics.

ST 702 Cults

A study of development, doctrines, and leading personalities of the major contemporary cults.

ST 705 Christian Philosophy

Analysis of major themes in philosophical theology in relation to modern thought by examining a philosophical issue or an issue relevant to Christian theology.

ST 710 Contemporary Theology

Examination of theological developments in the last half-century. Specific schools of thought such as Neo-orthodoxy and key figures such as Barth and Bultmann are emphasized. Special attention is given to evaluating schools of thought and individuals from the Reformed perspective.

ST 720 History of Christian Doctrine

A historical survey of the development of the main schools of philosophy and the principal developments in Christian doctrine and thought.

8.1.5 HISTORICAL THEOLOGY

HT 501 Early Church

A study of the development of the Christian church from the apostolic age to 600 A.D., focusing on great leaders from Justin Martyr to Augustine

HT 502 Medieval Church and Reformation Period

A continuation of HT501, concentrating on characteristics of Roman Catholic Churches in the Medieval period and the Reformation movement, emphasizing the major figures such as Luther and Calvin.

HT 603 Modern Church

A survey of the prominent movements in the church from 1600 A.D. to the present.

HT 701 American and Korean Presbyterian Church

Study of developments from the colonial period to the present in terms of the American philosophical and cultural context and survey of developments of Protestantism in Korea with a focus on the growth and struggles of the Presbyterian church.

HT 720 Theology of John Calvin

A study of the development and nature of Calvin's theology with a focus on reading and analyzing his major writings

8.1.6 PRACTICAL THEOLOGY

PT 500 Research and Writing

Developing abilities to write theological essays and research papers doing research and developing and organizing ideas and paragraphs.

PT 501 Introduction to Church Music

In this course, students study the biblical background, historical development and current trends in church music, focusing on music (and art in general) as communication, how we listen, elements of musical composition, applications to worship and music in contemporary culture.

PT 502 Missions

This course examines issues in the world mission enterprise in light of today's challenges, opportunities, and obligations. The call to mission service is examined, the theological mandate for missions is clarified, the historical advance of the church through missions is reviewed, and strategies for effective, contemporary missions are considered.

PT 503 Worship and Liturgy

This course will explore the concept and practice of worship in the Old and New Testaments. Students will be taught a biblical theology of worship that takes into account the variety of biblical materials related to worship. This course will also provide an overview of the history of Christian worship, its theology and rituals from the early church to today. This course serves as a foundation for present and future ministry.

PT 505 Cross Cultural Ministry

Human beings experience the singularity and diversity of culture. The objective of this course is to understand cross-cultural nature of relationships. Through experimental approach, the students will learn applicable and effective methods for students' respective ministries.

PT 511 Christian Education

A critical study of various approaches to the theological and philosophical foundations of education. The students formulate a personal philosophy of Christian education and define its implications for educational practice.

PT 550 Spiritual Formation

The emphasis in this course is upon theological principles of Christian spirituality and its discipline to develop Reformed Biblical spirituality. This course will guide students to distinguish between true and false spirituality, such as unbiblical, non-biblical, and secular spirituality, which is widely practiced in modern society and even in the Christian church. This course will also teach to discover their spiritual stand and develop to pursue godly life and ministry to bring the glorious light of God.

PT 603 Pastoral Counseling

An overview of current trends in counseling theory and practice and the role of counseling in public, private and church settings. Basic counseling skills taught in this course include interviewing, assessment, and therapeutic listening in a laboratory situation.

Application is made to premarital, family crisis, grief and substance abuse counseling, with emphasis on developing strategies and applying scriptural principles.

PT 608 Biblical Leadership

The historical development and biblical principles of management theory and leadership style are examined. Attention is given to strategic planning, setting goals, budgeting, directing programs, and evaluating results.

PT 610 Evangelism and Church Planting

The purpose of this course is to train students to be effective evangelists and to understand and use biblical principles and methods of church growth. In conjunction, the task of church planting and revitalization in urban centers is explored.

PT 611-613 Pastoral Internship I, II, III

The objectives of these courses are to apply a ministry strategy that links classroom learning and student interest with acquisition of knowledge in an applied ministry setting. These courses are designed to provide students with advanced ministry skills and professional experience. Students will participate in spiritual retreat, worship services, and supervised ministry at church or religious organization.

PT 701 Church Polity

Students examine the biblical data relative to church government and the Book of Church Order. The organization and function of church courts, including discipline and appeals, are considered, and parliamentary procedure is emphasized.

PT 704 Preaching I

An introduction to the principles and process in the preparation and delivery of sermons.

PT 705 Theology of Ministry

The historical development and biblical principles of management theory and leadership style are examined. Strategic planning, setting goals, budgeting, directing programs, and evaluating results are included.

PT 706 Preaching II

This course examines effective communication, popular exposition, speaking to current issues, sermon organization, long-range planning, and improved methods of persuasion. (Prerequisite: PT 704)

8.2 BACHELOR OF ARTS IN CHURCH MUSIC(B.A.C.M.)

CM 100 Harmony I

This course is designed to provide a study of diatonic harmony including primary and secondary triads and the dominant seventh chord. Topics considered include the fundamental principles of part-writing in root position and inversions, the harmonization of simple melodies and figured bass lines, as well as harmonic analysis.

CM 120, 220 Diction I, II

This course is a study of principles of pronunciation and enunciation.

CM 130 Accompanying I

This course is a study of establishing and administering programs in sight-reading and accompanying, basic curricula and materials, and scheduling.

CM 131 Keyboard Accompanying

This course is the subject of acquiring the keyboard player's chords accompaniment method and keyboard accompaniment role in the ensemble.

CM 140 Instrument Pedagogy

This course is a study in techniques of training the instruments and teaching methods privately or in small groups.

CM 150 Class Piano

This course is an instruction in piano technique with emphasis on score reading and vocal accompaniment.

CM 160, 260 Choir I, II

This course is a study of performance of choral works of all styles and period. This course is focused on the development of essential skills to a high level, preparing students for further singing in the chorus.

CM 170 Vocal Pedagogy

This course is a study in techniques of training the singing voice and teaching voice privately or in small groups.

CM 180 Sight-Singing and Ear-Training

This course is a study sight-singing and ear-training skills of music majors using drills to develop aural awareness. Melodic, harmonic, and rhythmic dictation are emphasized.

CM 200 Harmony II

This course continues studying advanced chromatic harmony, including chromatic mediant, 9th, 11th, 13th chords, altered chords, and enharmonic and chromatic modulation.

CM 211-218 Individual Instruction 1-8

This course is an individual instruction in an instrument is given.

CM 250 Choral Conduction I

This course is a study of basic conducting techniques including score analysis, conducting patterns, problems of tempo, and dynamics.

CM 280 Music Arranging

This course is aimed at students who would like to arrange music from a range of genres for a combination of instruments and/or voices. Students learn the concepts of melody, rhythm, harmony and form as applied to the principles and techniques of writing and arranging.

CM 300 Performance

This course is a study of performing modern style music in advanced level including improvisation.

CM 310 Song Literature

This course is a study of song literature of Italy, France, and German.

CM 320 Western Music History

This course is a study of the development of Western music beginning in the Hellenistic period and continuing through the Medieval, Renaissance, and Baroque periods of music history.

CM330 Computer Music

This course introduces students to the process of recording music on computers using MIDI software. They receive practical training with MIDI controllers, software sound sources, and computer mixing.

CM 340 Counterpoint

This course is a study and writing of traditional contrapuntal forms in two, three, and four parts, including two-part inventions, canon and fugues.

CM 341 Jazz Harmony

This course introduces and develops fundamental knowledge of jazz harmony, vocabulary, and structure by analyzing chords, scales, and form. The student will also learn basic arranging skills for the small jazz & pop ensemble using common practice techniques.

CM 342 Orchestration

This course is a study of the timbres, ranges, transposition, technical characteristics, and uses of the orchestra's instruments. Students will examine orchestral families of sound in their sound colors and their contribution to orchestral sound.

CM 350 Choral Conducting II

This course is a study of styles and interpretations of choral music. Refinement of techniques developed in CM250.

CM 360 Popular Music History

This course examines the historical significance of popular music from the late nineteenth century to the present.

CM370 Praise and Worship

This course is studying the current trends and issues related to contemporary music and worship, including various worship models, worship evangelism, and cross-cultural issues.

CM 400 Hymnology

This course is a study to obtain information concerning the development of hymns in Christianity for those in the ministry of music in making congregational singing more interesting, meaningful, and spiritually informative.

CM 410 Opera Workshop

This course is a study for pianists, coaches, and conductors including role analysis, transcription techniques for one or two pianos of an orchestral score.

CM 420 Church Music History

This course is a study of liturgical principles, church music history, and the forms and developments in the history of liturgies.

CM 430 Improvisation

This course teaches improvisation skills for soloists and accompanists and acquires the theory and practical skills necessary for improvisation.

CM 440 Church Sound for Worship

This course is a subject for acquiring fundamental theories and techniques on sound and understanding and applying the sound of worship.

CM 480 Senior Recital

Recital and approved program notes appropriate to college-level performance.

8.3 CHILDCARE THEACHER

| DIRECTOR CERTIFICATE PROGRAM

EC 101 Child Development and Learning

Explores the physical, social, emotional, cognitive, and language development of individuals in early childhood, including understanding the developmental theories and research studies

EC 102 Home, School, and Community Relations

Explores the effects of home, school, community and society on the life of young children. Emphasis is given to the importance of parents and teachers working together in the educational setting. Identify community resources for early childhood education. Additionally, Introduces the ways to implement a multicultural perspective that incorporates anti-bias values in the early childhood education program in the United States.

EC 103 Early Childhood Curriculum

Examines principles in the planning, development and implementation of curriculum including assessment. Covers environmental design of classroom and its impact on learning. Develops teachings skills in language, arts, math, science, and social studies through play and multicultural activities.

EC 105 Administration in Early Childhood Education

Examines the principles and practices of preschool organization and administration; includes the state and city regulations, administrative skills and supervision. Explores the role of directors as leaders. This course is designed for early childhood administrators, as well as for those aspiring to be director.

EC 106 Infant | Toddler Development and Curriculum

Examines the factor affecting the cognitive, physical, social, and emotional development of a child birth through age 3. Topics include the effective adult-child relationships, practical applications of developmental theory, appropriate infant/toddler environments, and standards of quality of group care.

8.4 ENGLISH AS A SECOND LANGUAGE (E.S.L.) PROGRAM

Beginning E.S.L.

1. Listening/Speaking area is designed to improve listening comprehension and oral expressive skills for non-native speakers of English at the beginning level.
2. Reading area includes instruction on the use of vocabulary, idioms, dictionary skills, comprehension, and study skills for beginning level non-native readers and writers of English. Presented in a thematic context, students explore different aspects of the American experience.
3. The Writing/Grammar area is designed to provide practice in skills which can begin to bridge the gap between the study of English as a Second Language and the effective use of English in the college classroom. The course includes integrated units of study in listening comprehension, pronunciation, grammar, writing, reading, and vocabulary for beginning level ESL students.

Intermediate E.S.L.

1. This course is designed for students who have previously studied English and have basic knowledge of grammar and vocabulary, but who lack the skills and confidence to converse fluently. Activities include listening, speaking, and communicative exercises for pairs and small groups, as well as a major individual presentation.
2. The Reading area includes instruction, discussion, and practice in vocabulary, idioms, special expressions, and dictionary skills for intermediate level non-native readers. Cultural topics such as holidays, food taboos, body language, and the changing role of women are included for the purpose of increasing vocabulary and reading comprehension. Students are also asked to select outside reading materials. Speed and accuracy of reading comprehension is also stressed.

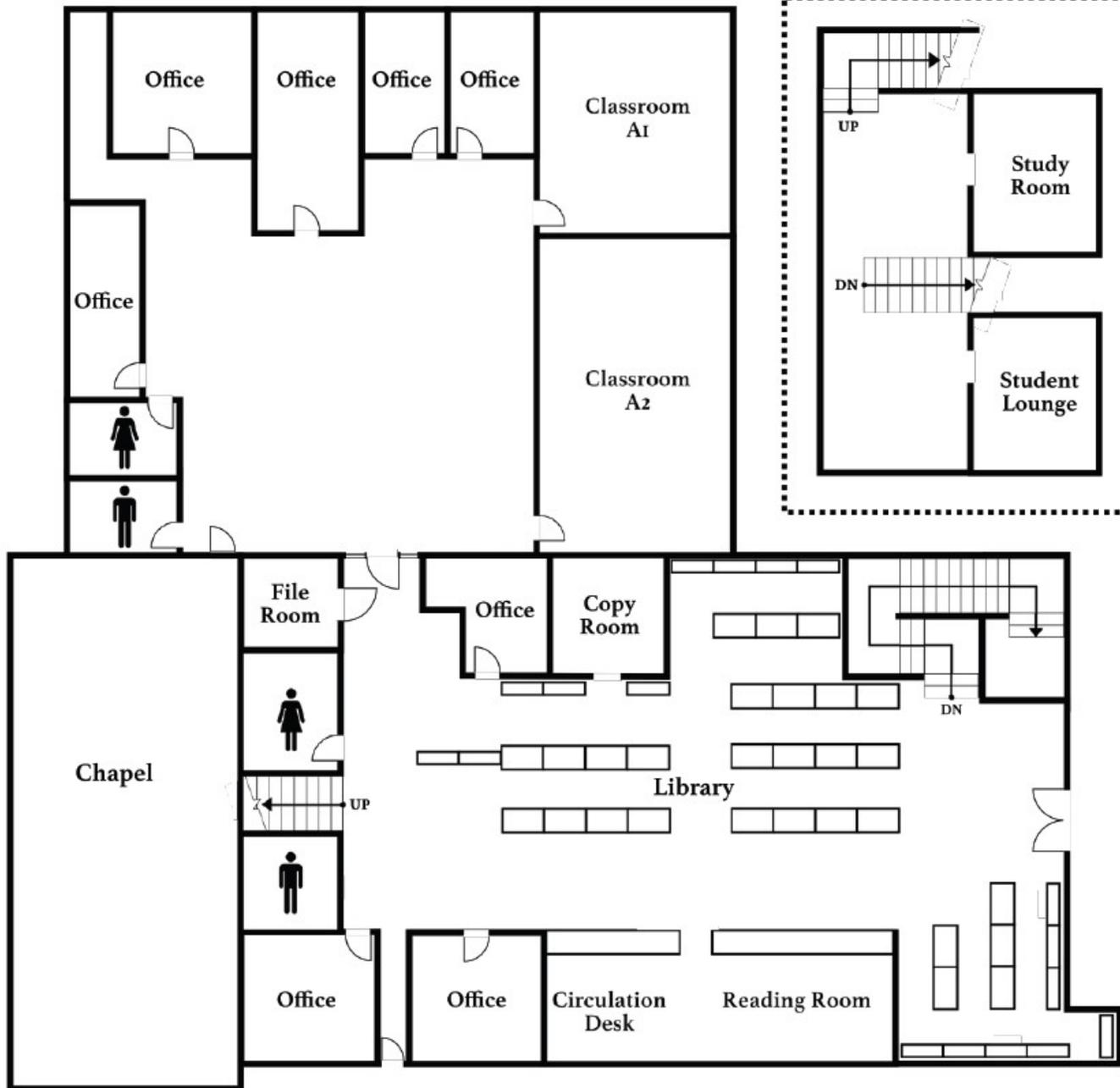
3. The Writing/Grammar area includes integrated units of study in grammar and writing for intermediate level non-native speakers and writers of English. This course is designed to provide practice in these skills to help bridge the gap between the study of English as a second language and the effective use of English in the college classroom classrooms.

Advanced E.S.L.

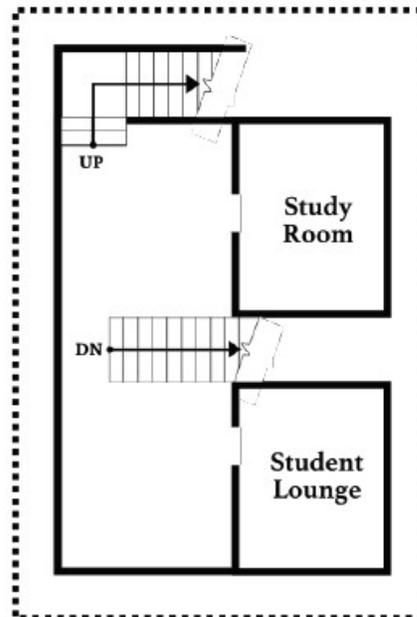
1. This course includes units of study in speaking, listening, note taking, and pronunciation skills for advanced level non-native speakers of English. It is designed to provide practice in these skills to help bridge the gap between the study of English as a second language and the effective use of English in college classroom studies.
2. The Reading area features authentic readings of broad appeal in the areas of sociology, art, science, anthropology, business, and psychology.
3. The Writing/Grammar area includes integrated units of study in grammar and writing for the advanced level non-native speakers and writers of English. Designed to bridge the gap between the study of English as a second language and the effective use of English in the college classroom, the course emphasizes writing and grammar.

9.0 CAMPUS MAP

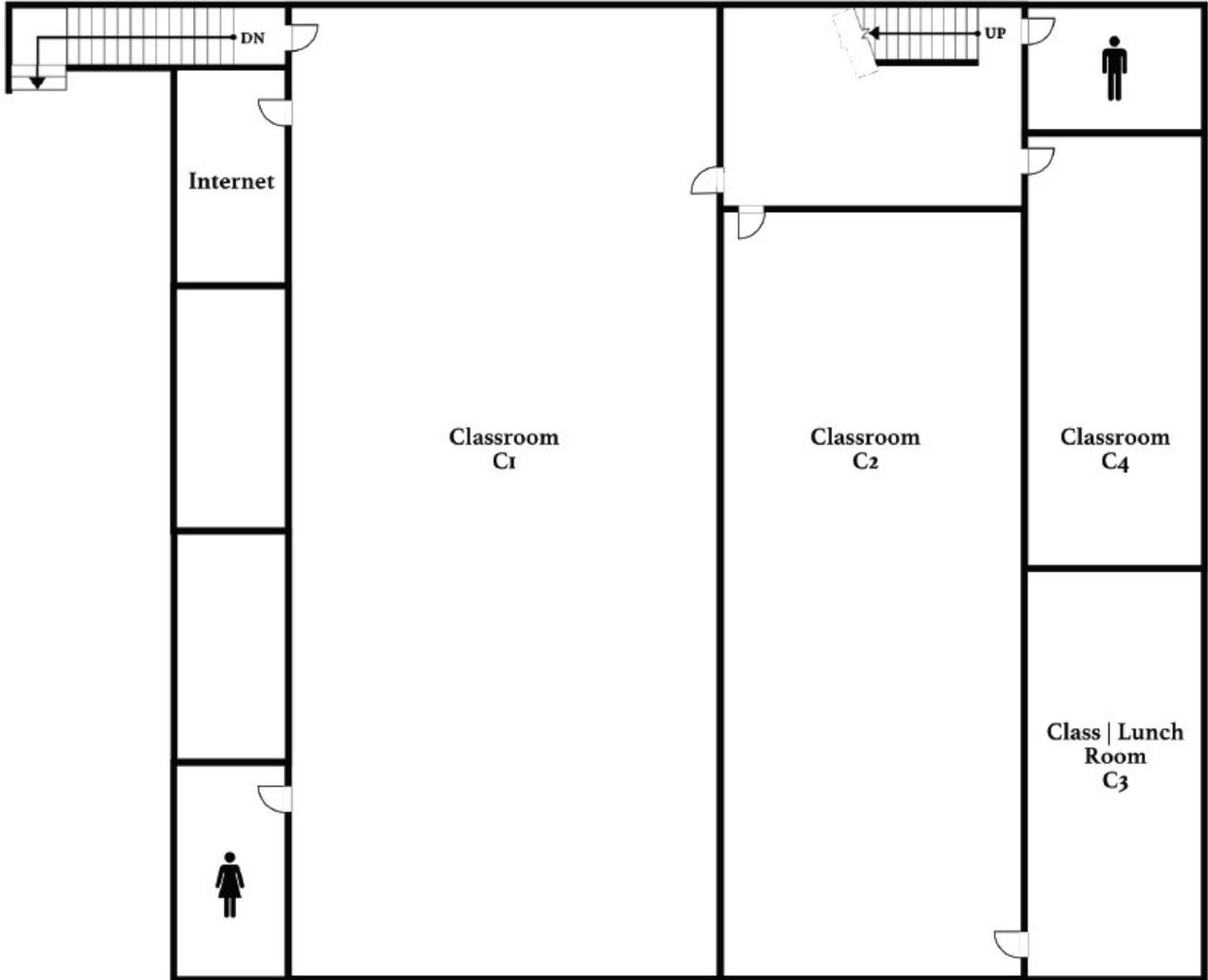
MAIN FLOOR
Map Not to Scale



MID FLOOR ABOVE CHAPEL
Map Not to Scale



SECOND FLOOR
Map Not to Scale



GROUND FLOOR
Map Not to Scale

