

Presbyterian Theological Seminary in America

CATALOG

2021-2022

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www.ptsa.edu

Catalog Policies

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

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

This catalog shall be provided to prospective students or to the general public when requested, either in writing or electronically at our web site www.pts.edu.

Nondiscrimination Policy

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

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General Information

Academic Calendar 2021-2022

Fall Semester 2021

8/2-8/6	Fall Semester Registration
8/26	New Student Orientation
8/30	Fall Semester Begin/Opening Worship
8/30-9/3	Add/Drop Period
9/6	Labor Day (No Class)
9/7-12/17	ELSP Fall Semester
9/9	3rd Bible Test
9/17	Constitution Day
10/4-8	On-line Masters Mid-term Examinations
10/11-15	Blended/Bachelors Mid-term Examination
10/11	Columbus Day (No Class)
10/19	Fall Revival
11/1	Closing Convocation
11/11	Veterans Day (No Class)
11/15-19	On-line Masters Final Examination
11/24-26	Thanksgiving Recess (No Class)
12/6-10	Blended/Bachelors Final Examinations Ph.D. Last Week

Spring Semester 2022

12/27-12/30	Spring Semester Registration
1/3-1/14	1 st Ordination Education
1/10-4/8	ESLP Spring Semester
1/20	New Student Orientation
1/24	Spring Semester Begin/Opening Worship
1/24-1/28	Add/Drop Period
2/3	1st Bible Test
2/21	Presidents' Day (No Class)
2/28-3/4	On-line Masters Mid-term Examination
3/7-11	Blended/Bachelors Mid-term Examination
3/15	Spring Revival
3/28	Closing Convocation
4/6	2 nd Bible Test
4/11-4/15	On-line Masters Final Examination
4/14-15	Good Friday/Easter (No Class)
4/25-4/29	Summer Semester Registration
5/2-5/6	Blended/Bachelors Final Examination Ph.D. Last Week
5/2~8/12	ELSP Summer Semester

Summer Session 2022

5/23-8/12	Summer Semester
5/23-27	Add/Drop Period
5/31~6/11	2 nd Ordination Education
6/4	Graduation Ceremony
8/1~8/5	Fall Semester Registration

Campus and Facilities

PTSA's campus is located in the city of Santa Fe Springs, CA. The facilities consist of 6 lecture rooms, 3 study rooms, library, library storage, computer lab, conference room, student lounge, reception area, chapel auditorium, and offices for administrative staff. The main lecture rooms, computer lab, and student lounge are located in the first and second floor of the main building.

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

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

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

The address where class is held is:

15605 Carmenita Rd.
Santa Fe Springs, CA 90670

Library

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

Library collections

The PTSA Library holds a wide ranging of information resources, including over 28,000 books, 7,000 e-books, 7,200 full-text scholarly journals, multi-media resources, and periodicals.

Library location

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

Circulation 562-926-1023 (Ext. 307)
Librarian 562-926-1023 (Ext. 307)

Library card

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

Library hours

Monday through Thursday 9:00 AM – 9:30 PM
 Lunch break and Chapel 11:30 AM – 1:30 PM
 Dinner break: 5:00 PM – 6:00 PM
Friday through Sunday & Hoildays Closed
During vacation, the library hours will vary

Check-out

Users must be present at the library in order to check out library physical resources. The library also holds non-circulating items such as reference collections and periodicals. Those items must be used inside the library. To utilize online resources, users can access to an electronic database anywhere with internet connection. Users can access to the electronic database using ID and password assigned to the PTSA Library, which is available in the announcements bulletin board on the PTSA Library website (<http://library.ptsa.edu/>) .

Renewal

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

Course reserves

Course-related materials are designated as reserves on a semester base. Users may check out the reserve and return it the same day.

Late fines and holds on student records

Most library materials are loaned for 2 weeks. Fines are charged only if materials are returned late. Different loan periods, fines, and fees, may apply to materials as below.

Types of items		Student	Student writing Thesis	Alumni	PTSA Staff	Faculty	External Users
Books	Item Limit	20	25	10	20	25	7
	Loan Period	2 weeks	2 weeks	2 weeks	4 weeks	4 weeks	2 weeks
	Overdue Fine	per Item 50¢ / day (50¢ / hour for course reserves)					
Periodicals		Non-circulating items					
Course Reserves		Course Reserves must be returned the same day. Overdue fine is charged 50¢ / hour					
CDs, DVDs		2 items , 1 week					

Other learning resources

The PTSA Library has reciprocal on-site borrowing agreements with selected libraries - Biola University, Bethesda University, and World Mission University Libraries. Partnerships with the libraries allow PTSA students to borrow physical learning resources free of charge. Present a PTSA student ID card that is marked with a valid date and a driver's license (or a passport) at the library's circulation desk to borrow materials. The individual library maintains and applies its own loan policy toward students from the related institutions. Therefore, if needed, PTSA students should check the details by phone or e-mail before visiting the libraries. Also, the PTSA Library has a mutual cooperation agreement with the National Assembly Library (NAT), the Republic of Korea,

which makes available to the PTSA community a joint system for the purpose of sharing their respective information-knowledge resources, exchange of materials, providing electronic files, and exchange of humans. Users can have the log-in information of the NAT's electronic databases upon request.

Approval and Accreditation

PTSA is a nonprofit corporation under the Corporations Code of California and qualifies for religious exemption pursuant to California Education Code CEC #94739 (b) (6). PTSA is licensed by the California Bureau of Private Postsecondary Education (BPPE) for the purpose of offering its educational programs.

Furthermore, PTSA achieved an accredited status with ABHE(Association of Biblical Higher Education). Also, PTSA achieved a membership status from Council for Higher Education Accreditation(CHEA) and a membership from ATS (The Association of Theological Schools).

The degrees PTSA currently offers and accredited by ABHE:

- Bachelor of Theology
- Bachelor of Arts in Global Business Administration
- Bachelor of Arts in Social Work
- Master of Divinity
- Master of Arts in Christian Counseling Psychology
- Master of Arts in Intercultural Studies
- Doctor of Philosophy in Contextual Studies
- ELSP Certificate

The degrees PTSA currently offers and accredited by ATS:

- Master of Divinity
- Master of Arts in Christian Counseling Psychology
- Master of Arts in Intercultural Studies

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

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

Association for Biblical Higher Education (ABHE)
55850 TG Lee Blvd. Suite 130
Orlando, FL 32822
Tel (407) 207-0808 Fax (407) 207-0840
<http://www.abhe.org>
e-mail: exdir@ABHE.org

The Association of Theological Schools(ATS)
10 Summit Park Drive
Pittsburgh, PA 15275-1110
Tel (412) 788-6505 Fax (412) 788-6510

<http://www.ats.edu>

e-mail : communications@ats.edu

Council for Higher Education Accreditation

One DuPont Circle NW, Suite 510

Washington, DC 20036

Tel (202) 955-6126, Fax (202) 955-6129

<http://www.chea.org>

e-mail:chea@chea.org

Important Statements

- (1) The institution is a private institution which is licensed to operate by the Bureau. Students can access the bureau's internet website anywhere to identify the institution whether is licensed by the bureau or not.
- (2) A student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818
www.bppe.ca.gov
Toll free number (888) 370-7589 or by fax number (916) 263-1897
(916) 431-6959 or by fax number (916) 263-1897
- (3) As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.
- (4) A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll free or by completing a complaint form, which can be obtained on the bureau's internet web site **www.bppe.ca.gov**.
- (5) Bankruptcy: The institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.
- (6) Job Placement services: The institution's undergraduate, graduate, and ELSPs are academic and avocation in nature; therefore, it does not have a formal placement program for active students or graduates. Nonetheless, employment opportunities may be available occasionally. (see "Student employment" Section.)
- (7) Credit for Prior Experiential Learning: the University does not grant credit for prior experiential learning.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Presbyterian Theological Seminary in America (PTSA) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational programs at PTSA is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all 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 PTSA to determine if your credit or degree or certificate will transfer.

Mission and Goals

Mission Statement

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

Institutional Goals of PTSA

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

1. High Quality Theological Education

PTSA's faculty, over 90% of whom have doctoral degrees from outstanding seminaries in the United States, offer high quality theological education where students will gain a proficient understanding of God and His Word and learn research skills that will equip them to conduct sound research.

2. Dynamic Spiritual Formation Education

PTSA's spiritual formation education takes a holistic and integrative approach to lead students to grow deeper in their knowledge of, and love for, God, self, and others, which will be reflected in their Christ-centered life lived out in whatever setting God places them.

3. Global Leadership Education

PTSA's leadership education strives to raise up leaders who will have the heart of servants and lead by example, **integrating biblical and theological knowledge with professional skills** in ministerial and public leadership.

4. Cultural Education Across Disciplines

PTSA strives to train students to critically discern the truth wherever it is found (that is, both in special revelation, the Bible, and in general revelation, the general academic disciplines such as **humanities, natural sciences, social sciences, arts**) and evaluate it from a biblical perspective, integrate with theology, and apply to their life and ministry.

5. Bilingual Education

PTSA opened *Santa Fe Language & Culture School* in January 2014 and provides students and local residents with English and culture education to prepare students for more effective global ministry.

A Brief History of the Seminary

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

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

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

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

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

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

In January of 2008, we welcomed the new president, Dr. In Soo Kim. Dr. In Soo Kim came with an extensive knowledge and research on the subject of Korean Church/Church History. Under his leadership, KPCA College & Theological Seminary changed its name to Presbyterian Theological Seminary in America (PTSA), and moved into its new Santa Fe Springs facility in April, 2009.

In January, 2012, Dr. Sang Meyng Lee was inaugurated as the current president of PTSA.

Relation with General Assembly (KPCA)

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

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

Relation with Other Schools

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

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

Alumni

During the 42 year history, 777 students graduated Presbyterian Theological Seminary in America. Most of them are serving as pastors, missionaries, evangelists, and lay leaders in the world. The organization of the Alumni continues to support Presbyterian Theological Seminary in America and its students.

Board of Trustees

Chairperson:	Rev. Young Ki Yoo
Vice Chairperson:	Elder Charles Y. Chon
Secretary:	Rev. Joong Han Chung
Members:	Rev. Sang Meyng Lee

Elder Hong Kwon Jun
Rev. Chung Youl Yun
Elder Sung Sik Park
Rev. Steve Hong
Rev. Dong Hyun Kim
Rev. Jong Hee Park
Rev. Hyoun Dong Lee
Elder Heung Soo Son

Retention Directors

Elder Man Nyung Lee
Deaconess Young Hee Noh
Elder Sung Mo Yang

Administrators and Staff

Sang Meyng Lee

President/CEO

Ph.D. / Claremont Graduate University

M.A. / Claremont Graduate University

M.Div. / Presbyterian College and Theological Seminary

B.S. / Keimyung University

Rubin Kim

Interim Dean of Academic Affairs / Dean of Student Affairs & SEVIS(DSO) Officer

D.I.C.S. (In Progress) /Cook School of Intercultural Studies, Biola University (La Mirada, CA)

Th.M. / Talbot School of Theology, Biola University

M.Div. / Talbot School of Theology, Biola University

M.B.A. / California State University, L.A.

B.N.E / Georgia Institute of Technology

Myung C. Lee

Dean of Undergraduate Department

Dean of Planning & External Cooperation

D.Min. / (In Progress) Fuller Theological Seminary

M.Div. / Presbyterian Theological Seminary in America

Jacob Woo

Dean of Distance Education & Online Campus

M.Div. / Presbyterian Theological Seminary in America

B. A. / Hankuk University of Foreign Studies

Chul Heon Jung

Director Of Media Technology

M.Div. / Presbyterian Theological Seminary in America

B. A. / Asia Yunhap Theological Seminary

Yonggap Jeong

Director of Department of Mission

Ph.D. / Fuller Theological Seminary
Th.M. / Southeastern Baptist Theological Seminary
M.Div. / Korea Baptist Theological Seminary

Kyoungjun Kim

Director of Department of Christian Counseling Psychology

Ph.D. / Fuller Theological Seminary
M. A. / Southwestern Baptist Theological Seminary
M. Div. / Chongshin University
B. A. / Sungkyunkwan University

Anna Kim

Director of Department of Social Work

M. A. / University of Southern California
B. A. / California State University Long Beach
License / Associate Clinical Social Worker

Douho Im

Librarian

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

Judy Kim

Managing Treasurer

B.A. / Duksung Women's University

Sunny S. Kim

Director of Financial Aid

M.A. / Hope International University
B.A./ Hankuk University of Foreign Studies

Kyu Hae Lee

Registrar

M. Div. / Presbyterian Theological Seminary in America
B. A. / Presbyterian Theological Seminary in America

President Emeriti

Hee Min Park

The Third President

D.Min. / Knox College

Jung Woon Suh

The Fourth President

S.T.D. / San Francisco Theological Seminary

In Soo Kim

The Fifth President

Ph.D. / Union Presbyterian Seminary

Faculty

Old Testament Studies

Chul Won Kim

Adjunct Professor

Ph.D. / Fuller Theological Seminary

M.A. / Fuller Theological Seminary

Th.M. / Chong Sin Theological Seminary

M.Div. / Chong Sin Theological University

B.A. / Chong Sin University

Kyu Seop Shim

Adjunct Professor

Th.D. / Asia United Theological University

Th.M. / Presbyterian University & Theological Seminary

M.Div. / Presbyterian University & Theological Seminary

B.A. / Pusan University

Mi Hye Jung

Adjunct Professor

Ph.D. (In Progress) / Claremont School of Theology

Th.M. / Seoul Theological University

M.Div. / Seoul Theological University

B.A. / Seoul Theological University

Won Seok Jung

Adjunct Professor

Ph.D. / Trinity Evangelical Divinity School

M.Div. / The Southern Baptist Theological Seminary

B.A. / Seoul Theological University

New Testament Studies

Il Seo Park

Adjunct Professor

Ph.D. (In Progress) / Claremont School of Theology

M.A. / Claremont School of Theology

Th.M. / Presbyterian University and Theological Seminary

M.Div. / Presbyterian University and Theological Seminary

B.A. / Sogang University

Hyun Bo Sim

Adjunct Professor

Ph.D. (In Progress) / University of Edinburgh

M.A. / Talbot School of Theology

M.Div. / Moody Theological Seminary

B.A. / California State University

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

Historical Theology

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

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

Systematic Theology

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

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

Christianity and Culture

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

Sin Ho Kim

Adjunct Professor

Ph.D. / Drew Theological School, Drew University

Th.M. / Drew Theological School, Drew University

B.A. / Seoul National University

Practical Theology

Byong Hark Kim

Adjunct Professor

D.Min. / Fuller Theological Seminary

Th.M. / International Theological Seminary

M.Div. / Chongshin Theological Seminary

B.A. / Chongshin Theological Seminar

Jung Woo Baek

Adjunct Professor

D.Min. (In Progress) / Fuller Theological Seminary

S.T.M. / Liberty University

M.Div. / Korea Theological Seminary

B.Th. / Korea Theological Seminary

Byung Joo Song

Adjunct Professor

D.Min. / Fuller Theological Seminary

Th.M. / Fuller Theological Seminary

M.Div. / Korea Theological Seminary

B.Th. / Korea Theological Seminary

Sung Bok An

Adjunct Professor

D.Min. / Fuller Theological Seminary

Th.M. / Asia United Theological University

M.Div. / Honam Theological University and Seminary

B.Th. / Hanil University and Presbyterian Theological Seminary

Cheol Yi

Adjunct Professor

Ph.D. / Biola University

M.A. / Biola University

M.Div. / Biola University

M.A. / Kon Kuk University

Young Ki Yoo

Adjunct Professor

D.Min. (In Progress) / Claremont School of Theology

Th.M. / Princeton Theological Seminary

M.Div. / Princeton Theological Seminary

B.A. / California State University, Los Angeles

John H. Ju

Adjunct Professor

D.Min. / Houston Graduate School of Theology

Th.M. / Columbia Theological Seminary

M.Div. / Presbyterian College and Theological Seminary

B.A. / Chun-Nam National University

Missiology / Intercultural Studies

Yonggap Jeong

Director of the Department of Mission / Professor

Ph.D / Fuller Theological Seminary

Th.M. / Southeastern Baptist Theological Seminary

M.Div. / Baptist Theological Seminary in Korea

B.A. / Korea Military Academy

Kyung Mo Koo

Adjunct Professor

D.I.C.S. / Grace College and Theological Seminary

Th.M. / Asbury Theological Seminary

S.T.M. / Pittsburgh Theological Seminary

M.A. / Austin Presbyterian Theological Seminary

M.Div. / Presbyterian College and Theological Seminary

B.A / Hannam University

Rubin Kim

Interim Dean of Academic Affairs / Dean of Student Affairs & SEVIS(DSO) Officer

D.I.C.S. (In Progress) / Cook School of Intercultural Studies, Biola University

Th.M. / Talbot School of Theology, Biola University

M.Div. / Talbot School of Theology, Biola University

M.A. / California State University

B.A. / Georgia Institute of Technology

Shin Kim

Adjunct Professor

D.Miss. / Fuller Theological Seminary

Th.M. / Fuller Theological Seminary

M.A. / Fuller Theological Seminary

M.Div. / Presbyterian College and Theological Seminary

B.A. / Presbyterian College and Theological Seminary

In Sik Kim

Adjunct Professor

D.Miss. / Fuller Theological Seminary

Th.M. / Fuller Theological Seminary

M.Div. Presbyterian College and Theological Seminary

B.A. / Korea University

Il Kwon Kim

Adjunct Professor

Ph.D. / William Carry International University

M.A. / Fuller Theological Seminary

M.Div. / Presbyterian Theological Seminary in America

Certificate / Dar Comboni Institute (Islam, Arabic), Egypt

Certificate / Capernwray Bible College, UK

B.Ed. / Daegu University

Man Soo Mok

Adjunct Professor

Ph.D. / Fuller Theological Seminary

M.A. / Fuller Theological Seminary

M.Div. / Presbyterian University & Theological Seminary

B.A. / Chung Ang University

Dongjin Park

M.Div. / Chong-Shin University, Presbyterian General Assembly Theological Seminary

B.Th. / Chong-Shin University, Presbyterian General Assembly Theological Seminary

Esther Lee Park

Adjunct Professor

Ph.D. / University of Wales, Trinity Saint David (Lampeter)

M.Div. / Fuller Theological Seminary

M.M. / California State University, Fullerton

B.A. / California State University, Fullerton

Jin Seok Park

Ph.D. / Fuller Theological Seminary

Th.M. / Fuller Theological Seminary

M.Div. / Presbyterian University & Theological Seminary

M.A. / Seoul National University

B.A. / Seoul National University

Jung Woon Suh

Adjunct Professor

S.T.D. / San Francisco Theological Seminary

Th.M. / Calvin Theological Seminary

M.Div. / Presbyterian Theological Seminary

B.A. / Han Nam University

Kyung Lan Suh

Ph.D. / Fuller Theological Seminary

M.A. in Intercultural Studies / Fuller Theological Seminary

M.A. in Christian Education / Talbot School of Theology

M.S. / Yonsei University

B.S. / Ewha Womans University

<Adjunct Faculty for Ph.D. in Contextual Studies Program>

Young Don Kim

Th.D. / Berlin Humnoldt University
M.Div. / Presbyterian University & Theological Seminary
B.A. / Pusan National University

Sung Hyuk Nam

Ph.D. / Asbury Theological Seminary
M.A. / Gordon-Conwell Theological Seminary
M.Div. / Presbyterian University & Theological Seminary
B.A. / Yonsei University

Seung Oh An

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

Seung Hyun Chung

Ph.D. / Fuller Theological Seminary
M.A. / Fuller Theological Seminary
M.Div. / Presbyterian University & Theological Seminary
B.A. / Chungnam National University

Spirituality and Christian Education

Karen Choi

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

Christi Min Park

Adjunct Professor
Ph.D. / Biola University
M.A. / Biola University
B.A. / Yeung Nam University (Psychology)
B.A. / Yeung Nam University (English Education)

Christian Counseling Psychology

Kyoungjun Kim

Director of Department of Christian Counseling Psychology
Ph.D. / Clinical Psychology at Fuller Theological Seminary
M.A. / Christian Counseling at Southwestern Baptist Theological Seminary
M.Div. / Chongshin University
M.A. / Chongshin University
M.E. / Myongji University
B.S. / Sungkyunkwan University

Yong Hwan Kim

Adjunct Professor

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

Jong Cheon Lee

Adjunct Professor

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

Hyun Kyung Kim

Adjunct Professor

Ph.D. / Talbot School of Theology, Biola University
M.A. / Talbot School of Theology, Biola University
B.A. / Mackenzie University

Jongha Lee

Adjunct Professor

Ph.D. (in Progress) / Claremont School of Theology
Th.M. / Emory University
B.A. / Hansei University

Sue N. Jeong

Adjunct Professor

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

Church Music

Mi Young Kang

Hochschule fuer Musik Wuerzburg (독일 뷔르츠부르크 국립음대 최고연주자 과정
Konzert

Diplom) (Wuerzburg, Germany)

Hochschule fuer Kirchenmusik Heidelberg (독일 하이델베르크
교회음악대학 대학원)

(Heidelberg, Germany)

M.M. / Presbyterian University & Theological Seminary (Seoul, Korea)

B.M. / Presbyterian University & Theological Seminary

Hea Jung Cho

Adjunct Professor

D.M.A. / University of Southern California

M.M. / University of Southern California
M.M. / Yeung Nam University
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Young Jin Choi
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B.M. / Keimyung University

Global Business Administration

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

Woo Seung Lee
Adjunct Professor
Ph.D. / Waseda University, Japan
Ph.D. / University of Seoul
M.Div. / Presbyterian Theological Seminary in America; Azusa Pacific University

Jonathan Seong, Lawyer, CPA
Adjunct Professor
Juris Doctor / Abraham Lincoln University school of Law
B.S. / California State University Northridge

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

General Studies

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

ELSP

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

Student Life

Student Government

Student government elections are held each Ma for the following academic year. One month before student elections, the student government announces the date of the election meeting. To qualify as a candidate, a student must have completed 1 full-time semester by the end of that academic year, must not be planning to graduate before the end of the upcoming academic year, and must submit to the secretary of the student government a petition with signatures of ten current students. Once a petition has been submitted, a student may engage in campaigning activities (e.g. submit a poster to the school office for display, distribute literature, and request from the school office the use of a room for a meeting). At the election meeting, each qualified candidate will be given five minutes to make a presentation. Voting will take place by means of written ballots.

The student government consists of ten members (i.e. president, vice presidents, secretary, and treasurers, Etc.). The president and vice president are elected annually. The secretary, and treasurers are appointed by the president.

The activities of the student government include:

- Promotion of spiritual, social, and academic development of the student body
- Arrange social events for students
- Contribution to the development of the school
- Communicating to the administration on behalf of students

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

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

The Dean of Student Affairs supervises the student government. The student government is to operate according to the Student Government Bylaws.

Church Attendance and Affiliation

Presbyterian Theological Seminary expects every student to be affiliated with an evangelical church and to participate in the ministry of that local church body through faithful attendance at their weekly service.

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

Chapel

To reinforce Presbyterian Theological Seminary in America's commitment to the spiritual life of its students, the Presbyterian Theological Seminary in America family gathers four times a week (Monday ~ Wednesday) for chapel services in the morning from 11:40 am -12:20 pm and once a week at night from 7:30 pm – 8:00pm . This is an opportunity for the faculty, staff, and students to share in worship and prayer, and to be strengthened God's Word. Various pastors from KPCA and PCUSA come and bring the message from God's Word. Students rotate their responsibility in leading the chapel time. (B.Th. and M. Div. except ELSP)

Social Activities

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

- Sports Days (once per year)
- Intercollegiate Sports Day (meeting with other Korean schools in Southern California)
- Intercollegiate Thesis Competition (with other Korean schools in Southern California)
- Intercollegiate Preaching Festival (with other Korean schools in Southern California)
- Spiritual Revival worship (twice a year)
- Welcome Parties Honoring New Students (beginning of each semester)
- Graduation Party

Students take turns providing lunches on Mondays through Fridays. All are invited to attend. Additional social activities are provided through student clubs.

Meeting Student Needs

Housing

PTSA doesn't have dormitory facilities. And PTSA has no responsibility to find or assist a student in finding housing.

For information's sake, the approximate range of the renting house located near the institution's facilities is:

\$500 - \$600 (Home Stay)
\$1,500 - \$1,800 (1 Bed Room apt.)
\$1,800 - \$2,300 (2 Bed Room apt.)
\$2,500 and over (3 Bed Room apt.)

Parking

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

Student Employment

On-campus opportunities: Various on-campus jobs are available (e.g. maintenance, cleaning, office work, library assistance). To apply for employment, please contact the Dean of Student Affairs.

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

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

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

Student Clubs

Students are encouraged to form or join official student governments. Such clubs have the right to meet in unused classrooms or other campus space (after receiving approval from the student dean to meet in a particular location and at a particular time) and to promote their clubs by posting flyers on bulletin boards (after receiving approval from the school office).

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

Health Insurance

Presbyterian Theological Seminary in America does not provide medical insurance. We therefore ask all students to acquire medical insurance. If you need help contacting an insurance agent, please ask the main office or SEVIS Officer for assistance.

Medical Provisions

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

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

Santa Fe Springs Urgent Care:
11460 Telegraph Rd.
Santa Fe Springs, CA. 90670
1-562-864-1000

Star Care Medical
15330 Valley View Ave.
La Mirada, CA. 90638
1-562-921-0383

More serious medical emergencies need to be treated in a hospital emergency room. A nearby hospital (with emergency room) is Tel-Med Whittier Hospital:

9080 Colima Rd.
Whittier, CA. 90605
1-562-945-3561

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

Student Conduct

Standards of Conduct

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

To graduate, students must participate in a local church, must not use illegal drugs, must not be involved in sexual immorality, or must not in other ways bring shame on the name of Jesus Christ.

A student struggling with character issues is encouraged to meet with the Dean of Student Affairs. A student who struggles with character issues (e.g. addiction) may still graduate if he or she shows satisfactory progress in dealing with the problems.

Sexual Harassment

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

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

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

It is the policy of Presbyterian Theological Seminary in America not to tolerate sexual harassment, and appropriate disciplinary action will be taken whenever such harassment is demonstrated. Individuals engaging in such conduct contrary to seminary policy may be personally liable in any claim brought against them.

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

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

Weapons

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

Alcohol

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

Alcohol and Drug Prohibitions

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

Student Discipline

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

Disciplinary Procedures

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

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

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

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

At the point that the later three steps begin, a student may appeal his case to a committee of disinterested faculty and students (see Student Rights and Due Process above). A final appeal can be made to the administrative council, which consists of the president and all the deans of PTSA.

1. Probation defined:

The student dean may impose a probation in which the student is expected to show a development in responsible actions toward PTSA and members of the community for a specified period of time. This may include limitations in or restriction from certain activities or privileges.

2. Suspension defined:

In certain circumstances, the student dean may immediately impose a suspension. A suspension may be imposed:

To ensure the safety and well-being of members of the PTSA community or preservation of PTSA property;

To ensure the student's own physical or emotional safety and well-being; or

If the student poses a credible threat of disruption of or interference with the normal operations of PTSA.

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

Suspension: The student is involuntarily separated from the seminary for a specified length of time. Absences from classes and chapels are not excused and academic work that is missed may not be made up.

Administrative Withdrawal: The student is required to withdraw from the seminary without the privilege of returning until a time specified by the administrative faculty council.

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

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

Student Grievance Policy

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

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

Dismissal of a student before graduation will be preceded by:

- a) Discussions between the student and appropriate administrative officers (e.g., Dean of Academic Affairs or Dean of Student Affairs) looking toward a mutual agreement
- b) Informal inquiry by appointed faculty committee, which may, failing to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken, without its opinion being binding upon the administration
- c) A statement of charges framed with reasonable particularity by the Dean of Academic Affairs and submitted to a committee of faculty and administrators (i.e., an ad hoc Grievance Committee consisting of dean of student, academic dean, one student selected by the Dean of

Academic Affairs, and one student selected by the student who has a grievance). Pending a final decision by the committee, no overt action relative to the student's activity is to be taken.

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

Student Complaints

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

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

Physical Address:
Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento California, 95833

Phone: (916) 431-6959
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897
Licensing Fax: (916) 263-1894
Enforcement/STRF/Closed Schools Fax: (916) 263-1896
Web site: www.bppe.ca.gov
E-mail: bppe@dca.ca.gov

Emergency and Campus Crime

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

Student's Rights and Due Process

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

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

Confidentiality of Education Records

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

Education records are defined as records, files, documents, data and other materials that contain information directly related to a student and are maintained by Presbyterian Theological Seminary in America. All PTSA students have the following rights regarding their education records:

- 1) To have access to their education records.
- 2) To consent to release a record to a third party.
- 3) To request nondisclosure of directory information.

- 4) To seek amendment of information which the student demonstrates is inaccurate.
- 5) To be notified of their privacy rights.
- 6) To file complaints with the U.S. Department of Education concerning alleged failures by PTSA to comply with FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
Washington, DC 20202-4605

Admissions

Statement of Compliance

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

Admission Procedure

Required Documents for Bachelor and Master Degree

Applications for admission are accepted until one week prior to the new academic year. In addition to the application for the appropriate desired program, applicants must submit the following credentials to the Main Office/Dean of Academic Affairs:

- Application with two I.D. photos
- Official certificate of graduation
- Official transcript of university (for Masters/ 2.5 scale of 4.0 GPA)
- Diploma of high school (for B.A)
- A statement of the applicant's Christian faith, vocational objectives and reasons for seeking admission to the Seminary
- A letter of recommendation from the applicant's pastor, on a form supplied by Presbyterian Theological Seminary in America
- Information (e.g. recent official bank statement: within three month) and financial affidavit) attesting to their ability to provide United States dollars in the minimum amount required to support the costs of tuition and room and board, in excess of the cost of a round-trip fare from his/her native country. Applicants who do not have the finances to pay all of their expenses must come under the sponsorship of an approved organization/agency/individual. Sponsorship must include financial responsibility toward the sponsored student for the entire cost of the program

GPA requirements for admission to graduate degree programs:
Master Degree: 2.5 (out of 4.0) / Bachelor Degree 2.0 overall GPA (out of 4.0)

Students will be admitted to the graduate degree program with a Bachelor's and/or Master's degree from the institutions approved by the Government, public or private institutions of higher learning accredited by an accrediting association recognized by the United States Department of

Education, Korean Ministry of Education or equivalent government agency from the student's country.

Requirement for Ph.D. Degree

- A formal application with photo
- Official transcript for Master degree.
- A minimum of 3.4 (4.0 GPA scale) cumulative grade point average for master level degree.
- Master of Divinity Degree with 5 Inter-Cultural Studies courses or; (From ATS accredited program or equivalent)
- Master of Arts in Intercultural Studies. (From ATS accredited programs or equivalent)
- Two letters of recommendation from the applicant's pastor and professor
- A statement of the applicant's Christian faith, vocational objectives and reasons for seeking admission to the Seminary
- Copy of ordination or Missionary Certificate
- A minimum of 5 years of cross-cultural ministry or pastoral experience.
- a 15-20-page academic writing sample
- a 250-300 word Proposed Research Interest Statement
- Book review of mission related topics (2 books with 2 pages each) – please refer to the school's admission package.

Language:

The Ph.D. in Contextual Studies will be taught in Korean language. The text books and other written literature utilized during each course can consist of both English and Korean publications.

In regards to J.2.6.2., our Ph.D. in Contextual Studies would not require additional language to be mastered since this is primarily missions or intercultural studies degree. There will be no need to research ancient materials nor scholarly materials in other languages.

Ability to Benefit

PTSA does not accept students who do not have high school diploma or GED.

Language Proficiency

Korean proficiency

Since most instructions in class are conducted in Korean, proficiency in Korean is required. High school diploma or College diploma from Korean speaking educational institution will suffice. Students who do not have such a diploma will be interviewed by the Dean of Academic Affairs in order to evaluate the proficiency.

English proficiency (TOEFL Score or English Skills)

English proficiency tests such as TOEFL are not required for admission.

Spiritual Standard

The goal of Presbyterian Theological Seminary in America is to cultivate the spiritual life of each student and to prepare each student for Christian Service.

It is required that the applicant must be a born again believer, and the application procedure requires a written statement of personal testimony to that effect. It is usually advisable for a student to be baptized at least one year before applying for the graduate program at the Presbyterian Theological Seminary in America.

Readmission

Any student who fails to register for more than 12 months must apply for readmission before returning to Presbyterian Theological Seminary in America. The student who applies for readmission must follow the admission procedures

International Students

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

- Download an application for their particular degree program.
- Send in an application and all required documents and financial payment.
- Be approved for their degree program.
- Receive an I-20.
- Receive an F-1 visa to attend as a non-immigrant international student.
- Arrive approximately within 30 days of when the semester begins.
(It is mandatory that you make an appointment and visit the Dean of Academic Affairs and SEVIS officer)
- Receive counseling regarding their studies in the United States, and an updated I-20, indicating their registration and attendance.
- Update any information changes:
 - New address
 - Spouse or children information
 - New child
 - Legal employment needs
 - CPT, OPT, or OCE
 - Change of employment
 - Unemployment
 - Marital status
 - Traveling in and out of the U.S.A.
 - Transferring out of PTSA
 - Change of status

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

International students must enroll as full time students, meaning that an undergraduate student must take at least 12 units per semester and M.Div. student 9 units and ELSP student 5 classes (20 hours per week).

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

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

PTSA reserves the right to suspend or terminate any student whose attendance, academic or financial standing, or personal behavior is not corrected and does not comply with established standards and regulations. Students who have been suspended or terminated can be reinstated only upon approval of the Dean of Academic Affairs or ELSP director and SEVIS Officer.

Please direct other questions relating to international students to the SEVIS officer.

Non-discriminatory Policy

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

Financial Information

Tuition and Fees

Tuition (per unit) for:

Bachelor (B.Th.):	\$240.00 / unit
M.Div. & M.A.I.C.S.):	\$260.00 / unit
M.A.C.C.P.	\$280.00 / unit
Ph.D. :	\$450.00 / unit
ELSP :	\$440.00 / class

Fees(non-refundable)

Application fee:	\$100.00
Enrollment fee:	\$100.00
Registration fee(every registration):	\$100.00
Student portal service(every registration):	\$60.00
Student activities fee:	\$50.00/year

(on-campus B.A. & Master student)	
Graduation fee(B.A. and Master):	\$200.00
Graduation fee(Ph.D.):	\$500.00
Continuation fee for B.A. & Master	\$500.00
Continuation for Ph.D.	\$250.00
Deferred payment plan fee:	up to \$30.00
Late Registration:	up to \$100.00
	\$30.00 after registration
	\$50.00 until 1 st week of class
	\$100.00 thereafter
Add/Drop a course fee:	\$10.00
Missing registration penalty:	\$300.00
Auditing fee (per unit, non-refundable)	
B.A. and Master courses	
Non-students only:	amount per unit by course
Enrolled students & Alumni:	\$100.00
Ph.D. course	
Non-student only:	amount per unit
Enrolled students & Alumni	\$200.00
ELSP does not provide audits.	
Program transfer fee:	\$200.00
Re-admission fee:	\$100.00
Official transcript fee (per copy):	\$10.00
Student I.D. Card (Optional)	\$10.00
ELSP test (scheduled test date):	\$25.00
ELSP test (non-scheduled test date):	\$100.00
For Ph.D. only	
Independent study	\$300
Comprehensive exam(2 nd)	\$200.00 for 1 subject
	\$400.00 for 2 subjects
	\$500.00 for 3 subjects
Any 2 nd trial(ex. Format of Thesis)	\$500.00

Discount

Tuition for the spouse/family member of student:	15% off of tuition
Tuition for the family member of Full-time Faculty / staff:	no charge
Tuition for pastor and his/her spouse or children*	15% off of tuition
Tuition for missionary and his/her spouse or children*	30% off of tuition

* A pastor should submit the recent Certificate or Verification letter from the General Assembly.

* A missionary should submit the most recent (within 3 months) verification letter issued by the general assembly (or church) every semester.

* Children of pastors or missionaries means children whose age are under 21 year old.

I-20 and SEVIS Fees

New I-20 processing fee:	\$150.00
<i>(Note: This is not I-901 fee paid to USCIS for student F-1 visa. This is our processing fee.)</i>	
Student transferring in (I-20 fee):	\$100.00
OPT, OCE processing fee:	\$150.00
i-20 reissue fee :	\$50.00
Student changing educational level(I-20 fee):	\$100.00
program extension fee:	\$100.00
Student transferring out:	\$0.00
Authorization to drop full-time:	\$0.00

Note: I-20 Mailing fees

First mailing for I-20 is free;

Additional mailings- all overseas or interstate mails must be paid by the student;

All applications mailed to the USCIS must be paid by the students. Envelopes and labels will be provided for the student without charge.

Charges for Attendance of Fall 2021

B.Th.

Application fee & Enrollment fee (new student)	\$	200.00
Registration fee	\$	100.00
Student portal service fee	\$	60.00
I-20 processing fee (F-1 visa new student only)	\$	150.00
Tuition \$240.00*15 units	\$	3,600.00
Student Activities fee	\$	50.00
S.T.R.F.	\$	2.00
Total	\$	4,212.00

B.A.G.B.A.

Application fee & Enrollment fee (new student)	\$	200.00
Registration fee	\$	100.00
Student portal service fee	\$	60.00
I-20 processing fee (F-1 visa new student only)	\$	150.00
Tuition \$240.00*15 units	\$	3,600.00
Student Activities fee	\$	50.00
S.T.R.F.	\$	2.00
Total	\$	4,212.00

B.A.S.W.

Application fee & Enrollment fee (new student)	\$	200.00
Registration fee	\$	100.00
Student portal service fee	\$	60.00
I-20 processing fee (F-1 visa new student only)	\$	150.00
Tuition \$240.00*15 units	\$	3,600.00
Student Activities fee	\$	50.00
S.T.R.F.	\$	2.00

Total \$ 4,212.00

M.Div.

Application fee & Enrollment fee (new student)	\$ 200.00
Registration fee	\$ 100.00
Student portal service fee	\$ 60.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Tuition \$260.00*15 units	\$ 3,900.00
Student Activities fee	\$ 50.00
S.T.R.F.	\$ 2.00
<u>Total</u>	<u>\$ 4,462.00</u>

M.A.C.C.P.

Application fee & Enrollment fee (new student)	\$ 200.00
Registration fee	\$ 100.00
Student portal service fee	\$ 60.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Tuition \$280.00*12 units	\$ 3,360.00
Student Activities fee	\$ 50.00
S.T.R.F.	\$ 2.00
<u>Total</u>	<u>\$ 3,922.00</u>

M.A.I.C.S.

Application fee & Enrollment fee (new student)	\$ 200.00
Registration fee	\$ 100.00
Student portal service fee	\$ 60.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Tuition \$260.00*9 units	\$ 2,340.00
Student Activities fee	\$ 50.00
S.T.R.F.	\$ 1.50
<u>Total</u>	<u>\$ 2,901.50</u>

Ph.D.

Application fee & Enrollment fee (new student)	\$ 200.00
Registration fee	\$ 100.00
Student portal service fee	\$ 60.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Tuition \$450.00*8 units	\$ 3,600.00
S.T.R.F.	\$ 2.00
<u>Total</u>	<u>\$ 4,112.00</u>

ELSP

Application fee & Enrollment fee (new student)	\$ 200.00
Registration fee	\$ 100.00
Student portal service fee	\$ 60.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Tuition \$440*5 classes	\$ 2,200.00
S.T.R.F.	\$ 1.50
<u>Total</u>	<u>\$ 2,711.50</u>

Estimated Total Charge for Entire Program (Spring and Fall semester)

B. Th. (4 years)

Application fee & Enrollment fee	\$ 200.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Registration fee	\$ 800.00
Student portal service fee	\$ 480.00
Tuition \$240.00*128 units	\$ 30,720.00
S.T.R.F.	\$ 16.50
Student Activities fee	\$ 200.00
Graduation fee	\$ 200.00
Total	<u>\$ 32,766.50</u>

B.A.G.B.A. (4 years)

Application fee & Enrollment fee (new student)	\$ 200.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Registration fee	\$ 800.00
Student portal service fee	\$ 480.00
Tuition \$240.00*126 units	\$ 30,240.00
Student Activities fee	\$ 200.00
Graduation fee	\$ 200.00
S.T.R.F.	\$ 16.00
Total	<u>\$ 32,286.00</u>

B.A.S.W.(4 years)

Application fee & Enrollment fee (new student)	\$ 200.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Registration fee	\$ 800.00
Student portal service fee	\$ 480.00
Tuition \$240.00*129 units	\$ 30,960.00
Student Activities fee	\$ 200.00
Graduation fee	\$ 200.00
S.T.R.F.	\$ 16.50
Total	<u>\$ 33,006.50</u>

M.Div. (3 years)

Application fee & Enrollment fee	\$ 200.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Registration fee	\$ 600.00
Student portal service fee	\$ 360.00
Tuition \$260.00*89 units	\$ 23,140.00
S.T.R.F.	\$ 13.50
Student Activities fee	\$ 150.00
Graduation fee	\$ 200.00
Total	<u>\$ 24,813.50</u>

M.A.C.C.P. (2 years)

Application fee & Enrollment fee	\$ 200.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Registration fee	\$ 400.00
Student portal service fee	\$ 240.00
Tuition \$280.00*48 units	\$ 13,440.00

S.T.R.F.	\$ 7.00
Student Activities fee	\$ 100.00
Graduation fee	\$ 200.00
Total	\$ 14,737.00

M.A.I.C.S. (2 years)

Application fee & Enrollment fee (new student)	\$ 200.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Registration fee	\$ 400.00
Student portal service fee	\$ 240.00
Tuition \$260.00*43 units	\$ 11,180.00
S.T.R.F.	\$ 6.00
Student Activities fee	\$ 100.00
Graduation fee	\$ 200.00
Total	\$ 12,476.00

Ph.D. (Approx. 5 years)

Application fee & Enrollment fee	\$ 200.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Registration fee	\$ 1,000.00
Student portal service fee	\$ 600.00
Tuition \$450.00*48 units	\$ 21,600.00
Continuation fee(about 5 semesters)	\$ 1,250.00
Graduation fee	\$ 500.00
S.T.R.F.	\$ 12.50
Total	\$ 25,312.50

ELSP (2 years -Trimester)

Application fee & Enrollment fee	\$ 200.00
I-20 processing fee (F-1 visa new student only)	\$ 150.00
Registration fee	\$ 600.00
Student portal service fee	\$ 360.00
Tuition \$2,200*6 semesters	\$ 13,200.00
S.T.R.F.	\$ 7.50
Total	\$ 14,517.50

Payment Policy

Tuition is expected to be paid in full either at the time of registration or before the end of the first week of classes. Those students who are unable to pay the tuition may ask to be considered for the deferred payment plan.

A student is not considered registered and cannot continue to attend classes until he either has paid all educational costs or has been approved for the deferred payment plan.

Deferred Payment Plan

A student may elect an optional up to three (3) payments plan. Please note that a special handling fee of \$10.00 per each time will be required for this plan.

One-third of the tuition plus a special handling fee is due on the last day of registration.
A second one-third payment is due during the fourth week.
The final payment is due during the eighth week.

Late charge fees:

\$50.00 will be charged to the student who fails to make a payment after every scheduled payment due. Another \$50.00 per each month will be charged to the student who fails to make a payment after the final payment due.

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

Cancellation, Drop, and Withdrawal Policy:

Student's Right to Cancel

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Thereafter, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in the current payment period in your program through the last day of attendance.

To cancel the enrollment agreement or withdraw from the institution, a written notice of cancellation, drop, or withdrawal must be submitted to the Office of the Registrar:
Main Office, 15605 Carmenita Rd., Santa Fe Springs, CA. 90670

Student Tuition Recovery Fund (STRF)

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

You must pay the state-imposed assessment for the Student-Tuition Recovery Fund (STRF) if all of the following applies to you:

1. 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 either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid for by a third-party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

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

Refund of Tuition

The student has a right to a refund of tuition. *Fees are not refundable.* Any refunds will be made as soon as possible but no later than 45 days from the determination of withdrawal date. Students receiving Federal Financial Aid are subject to the return calculation first.

The date when the registrar receives official Add/Drop form determines the date of withdrawal. Failure to attend class is not withdrawal. Refund schedule for dropping courses;

Fall/Spring Semester

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

Summer Session or intensive class

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

(Example) if a student withdraws a course after 18 hours out of 45 hours (3 credits x 15 weeks) and its tuition is \$720, the refund will be: $\$720 - \$720 \times \frac{18}{45} \text{ credit hours} = \432 .

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

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

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

Scholarship

Every semester, Presbyterian Theological Seminary in America awards scholarships to worthy, qualified students. The total scholarship amount cannot exceed the student's total amount of tuition. The recipients will receive the credit for the amount of the scholarship toward their tuition (Detailed information on scholarship aid is available at the main office, or from the Dean of Student Affairs).

Scholarship Committee

The Scholarship Committee has the task of screening the awarding for scholarships. It is organized by these officials as follows: the President, the Dean of Academic Affairs, the Dean of Student Affairs, the Dean of Planning and External Cooperation, and the Financial Aid Officer. All scholarships are awarded based on the individual's acceptance as a full-time student at the PTSA. In the case that several selected students happen to have the same GPA, the scholarship will be based on the total score and the attendance rate for the chapel of the previous semester. Most scholarships are awarded for once per semester only. The student must reapply each academic semester and indicate a desire to maintain the scholarship. However, in the cases in which the selected recipient happens to be graduating, then he or she will not be eligible to receive it, because scholarships are not paid in cash but in tuition fees. The PTSA offers scholarships for spouses/family members, pastors/missionaries, pastor's/missionaries' sons or daughters, and family members of the faculty and the staff (please see tuition and fees). PTSA also offers several limited scholarships to students based on need. Students who have been selected to receive multiple scholarships could only be awarded a scholarship complies with the decision of the Scholarship Committee. Many types of scholarships are available for students: (please see the Scholarship Chart for the details at our website: www.Ptsa.edu)

Academic Achievement Scholarship: Students in each program with the highest grade point average (GPA) from the previous semester will each receive a scholarship for their next semester. (One student will be selected from each program with a minimum of 15 full-time enrolled students and two students will be selected from each program with a minimum of 20 full-time enrolled students). If a student's GPA is not higher than 3.0 or the requirement of Chapel attendance is not met, then the student is not eligible.

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

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

Financial Aid (TITLE IV)

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

PTSA offers Federal Pell Grant, Federal Supplemental Education Opportunities Grant(FSEOG), and Federal Work Study(FWS).

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

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

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

Eligibility Requirements

Our general eligibility requirements are that you must

- demonstrate financial need.
- be a U.S. citizen or an eligible noncitizen.
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be registered with [Selective Service](#), if you're a male (you must register between the ages of 18 and 25);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain satisfactory academic progress and attendance

- sign the certification statement on the ***Free Application for Federal Student Aid (FAFSA)*** stating that
- you are not in default on a federal student loan and do not owe money on a federal student grant and
- you will use federal student aid only for educational purposes; and
- show you're qualified to obtain a college or career school education by
- having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate;
- completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or

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

Federal Deadline

FAFSA applications must be received by June 30 in the year on which the application is intended for. The earlier you file, the more grant money you are likely to receive.

Applying for Financial Aid

Financial aid is funding that will help you and your family meet college expenses such as tuition, fees, books, supplies, etc. The basic sources of aid are grants, scholarships and employment.

You and your parents (if you are dependent) are still considered the primary source of funding for these costs. Financial aid is intended to fill the gaps where you and your parents might fall short in paying for your education.

Follow these three steps to apply for financial aid:

1. Submit the FAFSA.

- All students who wish to be considered for federal and state financial aid must complete a FAFSA (Free Application for Federal Student Aid). The FAFSA or Renewal FAFSA should be completed at <https://studentaid.ed.gov/sa/fafsa> as soon as possible after October 1 for the upcoming academic year.
- Students whose FAFSAs are received by the priority filing date are given first consideration for some federal financial aid programs that have limited funds.

- **PTSA's school code for the FAFSA is 041228.**
- Retain the printout of your confirmation page after submitting your FAFSA online. This is your proof that you applied. Save to your computer a copy of the FAFSA submitted online or retain a copy of the paper FAFSA or Renewal FAFSA for your file.

2. Watch your email.

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

3. Submit all requested documents.

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

The Financial Aid office is available to assist students with the application.

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

Award conditions and responsibilities: Be sure to read the emails for conditions attached to your award. Every student has to keep attendance and grade.(It should be above GPA 2.0)

Financial aid disbursement: Financial aid is awarded by the Financial Aid Office, but is disbursed by the PTSA Business Office. If you have financial aid in excess of your tuition/fees, a check for the balance will be given to you by a check. Financial Aid awards made for the academic year are usually disbursed in two installments; one each semester, assuming you are registered for the number of hours on which your financial aid award was based.

If you have any questions, please stop by, call at 562-926-1023(Ext. 302) or e-mail us at Fsa@pts.edu.

Reapplying for Financial Aid

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

A PELL Grant award is received for one award year (July 1 to June 30 of the following year), and is not automatically renewed for the next award year. Students must re-apply for the PELL Grant and submit a copy of the new SAR or ISIR to the financial aid office for each award year.

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

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

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

Click this links for more guidance when filing applications

<https://studentaid.ed.gov/sa/fafsa/filling-out>

Financial Aid Application Guidance

The Financial Aid Office at PTSA is here to assist students with completing their financial aid package. Our hours for drop-in are:

Monday – Friday 9am-5pm (hours are subject to change.)

If you need help linking to the IRS though the FAFSA :

1. Go to <https://studentaid.ed.gov/sa/fafsa>.
2. Enter your login information

3. Click the “Make a Correction” link.
4. Go to the “Financial Information” tab. Here you will be given the option to link you tax return to your FAFSA. Click “View Option to link to the IRS”.
5. Click the :”link to IRS” box.
6. Verify the information that is already entered and enter the information as it appears on your tax return. You may then submit.
7. Click the “Transfer My Tax Information into the FASA” box and click the “Transfer Now’ button.
8. Review the information that was transferred into your FAFSA.
9. Sign and submit FAFSA.

If you need help ordering a tax return transcript:

1. Go to WWW. IRS.GOV
2. Look for the section labeled “Tools”. Within that section click the link “Order a return or account transcript”.
3. This page explains the steps for obtaining a tax return transcript and informs you that it will be mailed within approximately 5-10 business days. In step 3, click the link “Order a Transcript”.
4. You will need to provide your social security number, date of birth, street address and zip code etc. Be sure to use the exact street address that was used on your tax return.
5. Be sure to select TAX Transcript and the appropriate year of the tax return requested.
6. The last page will inform you as to whether or not your request was processed. You will also be provided with a phone number to contact the IRS if needed.
7. Order over the Phone
 - 1) Call 1-800-829-1040
 - 2)You will be asked to enter your social security number and to verify your address
 - 3)When prompted, press “2” to receive Tax Transcript. Enter in the appropriate year for the transcript requested.
 - 4)You will get confirmation if the request was processed properly, and press “3” to end call.

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

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

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

If you have a special situation that may justify a dependency override, please schedule an appointment with the Director of Financial Aid, Sunny Kim.

tel.number : 562-926-1023 (ext.302), fsa@ptsa.edu

Verification

Verification is the confirmation through documentation that the information provided on a student's Free Application for Federal Student Aid (FAFSA) is correct. The federal government requires colleges and universities to verify or confirm the data reported by students and their parent(s) on the FAFSA. Federal regulations 34 C.F.R Part 668, subpart E, dated March 14, 1986

April 29, 1994, November 29, 1994 – executing legislation 20 U.S.C. 1094 governing the Title IV programs require schools to be sure of certain applicant-reported data. The verification process ensures that eligible students receive all the financial aid to which they are entitled and prevents ineligible students from receiving financial aid to which they are not entitled. The school is requiring making these policies available to all applicants for financial aid, as well as prospective students upon request. This procedure is part of the Admissions process. To follow the regulation and achieve consistency governing this process, the following verification policies apply to all applicants for Title IV programs. Under the regulations, the school may not disburse PELL grant until completion of verification.

Presbyterian Theological Seminary in America shall verify 100% of those students selected by the CPS system for verification.

Verification Exclusions

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

-Incarceration. A selected application does not have to be verified if the student is in jail or prison at the time of verification.

-Recent immigrant. A selected application does not have to be verified if the student is an immigrant who arrived in the United States in a certain year.

-Spouse unavailable. A school isn't required to verify spouse information (or to obtain the appropriate signature for verification purposes) if any of the following conditions apply:

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

Applicant verified by another school

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

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

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

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

Documentation Required

Tax filer student, spouse and/or parents (as applicable) IRS Tax Return Transcript and Copy of tax return. Non tax filer student, spouse and/or parents (as applicable) form W-2, form 4868,

Signed statement, or agency documentation for SNAP (food stamps) benefits. Applicants shall complete the appropriate sections of the Verification Worksheet.

There are two different worksheets: One for dependent students and one for independent students. Use the worksheets to update and for verification of data. Applicants shall follow the instructions in the Verification Worksheet. The school's financial aid office may require/provide other appropriate forms.

Time Period for Providing Documentation

Applicants must provide the required documentation within 14 days from the request of FAO. PTSA may not disburse FSA funds until the student has completed required verification.

Applicant Responsibilities

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

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

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

Consequences of Failure to provide documentation within the specified time period(S)

If the student cannot provide all required documentation, the school cannot complete the verification process within 14 days from the date of the request. The school must then advise applicants that they are not eligible for financial aid funds. The school then gives the applicants the following option.: The student may continue training on a cash payment basis • The student may withdraw, and re-enroll at no additional charge. There will be no loss of units earned when the student provides all proof, and verification is complete. The applicant must repay any over award or any award for which he/she was not eligible, discovered during verification.

If there are non-dollar errors and if the error in the dollar items total is less than \$25.00 there is no requirement to recalculate the students EFC.

Referral Procedure

The school shall forward to the Secretary of Education, referral of fraud cases.

Disbursement Information

GRANT DISBURSEMENT INFORMATION

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

satisfactory academic progress.

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

Tuition is \$240.00 per credit hour for 2021-2022. To estimate the balance left for books, supplies, transportation, please subtract your expected tuition cost from your total award per semester.

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

Less than half time (1-5 hours) 25%

Half time (6-8 hours) 50%

Three quarter time (9-11 hours) 75%

Full time (12+ hours) 100%

Satisfactory Academic Progress Policy for Financial Aid Students

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

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

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

If based on the appeal PTSA determines that the student should be able to meet the SAP standards by the end of subsequent semester, PTSA may place him on financial aid probation without an academic plan. This probation status lasts only one semester.

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

Consequences of Failing

Failing to maintain SAP can adversely affect a student's eligibility for current and future financial

aid. The student will not be eligible to receive PTSA scholarships, Pell or Campus Based funds until he regains eligibility or a petition is approved on his/her behalf. Even if a student's petition receives approval, he may not be eligible to receive funds from past semesters.

Financial Aid SAP Petition Policy

PTSA acknowledges that there are certain circumstances that may limit a student completing his/her courses or maintaining SAP. Students can request a petition for a SAP waiver if they meet one of the following criteria:

- Death in the family;
- Illness or medical emergency; and
- Other performance factors beyond a student's control.

To petition, a student must submit the following documentation:

- A letter explaining the exceptional circumstances that affected the student's ability to meet the Financial Aid SAP requirements.
- A resolution or plan of action explaining how the student will assure future academic success.
- A statement from the student's academic advisor confirming his/her ability to meet the SAP requirements.
- Documentation of illness or medical condition: The student must provide a letter from his/her attending physician confirming that his/her condition will no longer hinder the student's ability to succeed academically. The letter must include the dates the condition occurred. The dates must coincide with the period in which the student failed to meet Financial Aid SAP requirements. The Academic Committee will make a decision and notify the student in writing of a decision within 30 days of submission. Decisions of The Academic Committee are final.

Federal Title IV Refunds Policy

When a student who receives Federal Student Aid funds withdraws from the PTSA prior to completing 60% of a payment period (Fall and Spring Semesters), the student - after the return calculation - may be required to return a portion of the received Aid within 45 days of the student withdrawing.

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

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

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

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

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

PTSA.

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

Overpayments and Over-awards

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

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

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

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

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

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

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

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

* Related Links :

- Free Application for Federal Student Aid (FAFSA) : <https://StudentAid.ed.gov>
- US Department of Education: <http://www.ed.gov/>

Veterans Benefit

Ptsa is proud to offer financial support to military and veteran students.

In addition, we are participants of DoD's Tuition Assistance (TA) program for Active military.

Veterans Benefits and Transition Act of 2018 (Section 103)

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

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

Covered Individual means Any individual who is entitled to receive educational assistance under either Chapter 33:Post 9/11 GI Bill or a participant under Chapter 31:Vocational Rehabilitation and Employment Program.

PTSA will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Progress Policy

Academic Progress will be at the end of each semester for all students receiving Veterans benefits. If at the end of any given semester the student’s cumulative GPA falls below 2.0 for B.Th. and 2.5 for M.Div., the students will be placed on probation for a maximum of two semesters. If by the end of the probation period the student’s cumulative GPA is not raised to above 2.0 for B.Th. and 2.5 for M.Div., the Veterans Administration will be notified and benefits will be interrupted. Academic Progress records are maintained by the school and will be furnished to the student upon request. If the director determines that the conditions which caused the interruption have been rectified, the student will be eligible to receive benefits from that point forward.

Steps to get started :

- Apply to Presbyterian Theological Seminary in America
- Determine your chapter.
- Apply online for your GI Bill Benefits.
- Apply online for financial aid by submitting the FAFSA application. (B.Th. student only)
- Counseling with an Academic Dean
- Register for Classes
- Meet the SCO and notify, and turn in request for certification : you must do this every

semester in order to be paid

- Bring in LETTER OF ELIGIBILITY (as soon as you receive it): This is the letter the VA will send you by mail once you have been approved for your GI Bill. If you changed schools, you will receive a new one once the VA approves any changes.

Student Responsibility

Applications for Benefits:

VA students can submit applications online at <http://www.ebenefits.va.gov/ebenefits/vonapp>. Or they can call 1-888-442-4551 and ask that an application be mailed to them.

All VA students must file an application when they first start school.

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

Address and direct deposit information must be kept current.

Monthly Verification Procedure

Currently, CH 30 and CH 1606-1607 recipients must verify attendance monthly by Web Automated Verification of Enrollment (WAVE) or by interactive Voice Response (IVR).

The preferred verification method is WAVE, which includes features not in IVR. Click on the link to the WAVE Program and follow the instructions provided. The earliest students can verify their enrollment is the last calendar day of each month. WAVE allows students to verify their enrollment on the internet. WAVE is on the Education Service website at <https://www.gibill.va.gov/wave/index.do>.

Students may :

- Verify that enrollment has not changed
- Report a change in enrollment
- Change mailing address
- Initiate or change direct deposit information
- View the enrollment period and monthly benefit amount
- View the remaining entitlement
- Sign up for a monthly email reminder

Continuation of VA Benefits

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

The Certification Process

NON-REQUIRED COURSES

The Veterans Administration will pay only for courses listed on your Student Educational Program Plan. These approved courses must meet the minimum requirements for transfer or graduation established by PTSA.

REPEAT COURSES

The VA will not pay for repeated courses which were successfully completed. Letter grades of “A”, “B” or “C” are approved for payment of required courses. Students who repeat a course for the purpose of obtaining Academic Repeats will not be paid.

VETERANS WITH DISABILITIES

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

Contact Information

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

Office hours: Office hours are subject to change.

Monday – Friday 9:00am - 5:00pm

School Certifying Official : Sunny Kim

562-926-1023 (ext.302), fsa@ptsa.edu

Consumer Information (Your Right to Know)

PTSA is accredited by BPPE, ABHE, and ATS. A complete and detailed listing of the college’s degree programs and completion requirements can be found in the catalog. Full- time faculty members, with their degree qualifications, are listed by program area in the catalog. Contact information for school faculty is on the PTSA’s Website. (www.ptsa.edu)

FERPA

FERPA is the Family Educational Rights and Privacy Act (FERPA) and it is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. One purpose of FERPA is to protect the privacy of information concerning individual students by placing restrictions on the disclosure of information contained in an individual student's educational record. FERPA

provides students certain rights with respect to their educational records. This means that access to your information is limited to yourself and authorized individuals.

In compliance with the Family Educational Rights and Privacy Act of 1974, PTSA releases no personally identifiable information about students without the express written consent of the student. Exceptions to this practice are those types of information defined as "Directory Information" which includes: student's name; dates of attendance; enrollment status and curriculum; academic honors; and degrees, diplomas or certificates awarded. Student addresses and phone numbers are released per request to the U.S. Military. Students who wish to block this "Directory Information" may do so by written request to the Office during the first two weeks of initial enrollment. PTSA discloses educational records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student.

Notification of Rights under FERPA for Postsecondary Institutions

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

These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the PTSA receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed at PTSA in an administrative, supervisory, academic, research, or support staff position ; a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

How Does FERPA Impact Financial Aid?

FERPA prohibits the Office of Financial Aid from sharing information about your application to anyone other than you. Even if you are considered independent and provided information from your parents, we can not share this with them without prior consent from you.

How Can I Authorize Individuals to Inquire About My Financial Aid?

You can authorize individuals by signing a release form. Completion of the form indicates that you consent the staff in the Office of Financial Aid at PTSA to review and discuss any information contained in your educational records related to or impacting your ability to receive financial aid with the authorized individual.

Campus Security Act Disclosure Statement– Clergy Act

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

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

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

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

The Campus Security Act (Public Law 102-26) 34 C.F.R. Section 668.46 (c)(1) requires postsecondary institutions to disclose the number of instances in which certain specific types of crimes have occurred in any building or on any property owned or controlled by this institution which is used for activities related to the educational purpose of the institution and/or any building or property owned or controlled by student organizations recognized by this institution. In compliance with that law, the following reflects this institution's crime statistics for the period between 01/01/2019 and 12/31/2020.

PTSA prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

This report provides statistics for the previous years concerning reported crimes that occurred on campus, non campus buildings whose address is 13353 Alondra Blvd. Santa Fe Springs, CA 90670, and public property within the campus. This report also includes institutional policies concerning campus security, such as policies regarding sexual assault, and alcohol and other drugs.

PLEASE NOTE THAT THIS INSTITUTION DOES NOT HAVE ON CAMPUS HOUSING, or CAMPUS POLICE AND THAT THERE NOT POLICE RECORDS THAT PERTAIN DIRECTLY TO THE PROPERTY USED BY THE INSTITUTION, THEREFORE THE STATISTICS BELOW REPORT ONLY THOSE INCIDENTS REPORTED TO THE INSTITUTIONAL ADMINISTRATION AND/OR TO THE LOCAL POLICE. : Report Distribution Date: Mar. 01 2021.

Publication and Notice of Availability

Presbyterian Theological Seminary in America publishes its Annual Security Report on the website under the “Security Report” subheading at <http://www.ptsa.edu/campus-security-policies-and-procedures/> Paper copies of this report including the crime log are available by contacting the Office at 562.926.1023(ext.300).

**Occurrences REPORTED within the 2020 Calendar Years
Crimes Reported 2019,2020**

Crimes Reported	2019	2020	Location: C=Campus N=Non-Campus P=Public Area
* Criminal Offenses			
(i) Criminal homicide :	0	0	
A) Murder and non-negligent manslaughter	0	0	
B) Manslaughter by Negligence	0	0	
C) Sexual Assault:	0	0	
a) Forcible sex offenses	0	0	
b) Non-forcible sex offenses	0	0	
(D) Robbery	0	0	
(E) Aggravated assault	0	0	
(F) Burglary	1	0	N(1)
(G) Motor Vehicle Theft	0	0	
(H) Arson	0	0	
* Arrest and Referrals for Disciplinary Action			
(i) Liquor law violations	0	0	
A) Arrests for liquor law violations, Drugs law violations and illegal weapons law violations.	0	0	
B) Persons not included in (i) (A) who were referred to campus disciplinary	0	0	
(ii) Carrying and possessing weapons	0	0	
(iii) drug abuse violations	0	0	
* Hate Crimes			
(i) Larceny-theft (attempted Larcenies included)	0	0	

(ii) Simple Assault	0	0
(iii) Intimidation	0	0
(iv) Destruction, Damage, or Vandalism of Property that were motivated by bias	0	0
(v) 8 categories of bias : Race, Religion, Sexual Orientation, Gender, Gender Identity, Ethnicity, National Origin, and Disability	0	0
* VAWA Offenses		
(i) Dating Violence	0	0
(ii) Domestic Violence and stalking	0	0

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

SAFETY POLICIES

PTSA is committed to providing a safe and secure environment for all members of the campus community.

Our safety policies are as follows:

Access to Facilities

After an incident with theft which occurred on March 16, 2016, PTSA made a security gate with a password system, and keeps changing the own password regularly.

This security gate is the only entrance to the school, without password, no one can enter the school, and before /after school hours, students cannot enter school without extra code number

During non-business hours access to all College facilities is by special code. Emergencies may necessitate changes or alterations to any posted schedules.

All rooms and equipment are subject to the key control procedure.

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

<https://www.neighborhoodscout.com> CA > Santa Fe Springs

2. (i) All students and employees are required to report any crime or emergency to their institutional officials promptly. Students and employees should refer to the following person when reporting or seeking help on a criminal incident or emergency situation regarding Campus Security.

President : Sang Meyng, Lee

Address : 15605 Carmenita Rd. Santa Fe Springs, CA 90670

Contact Number : sangmeynglee@msn.com 562.926.1023 (ext.301)

Students receive information about emergency response and evacuation procedures during their first orientation meetings.

- (ii) Preparation for the Annual Disclosure of Crime Statistics report is obtained by the institution's

office who contacts the correct police department District for statistics and the institution's Daily Incident Log, and then records those statistics.

(iii) If a student or employee wishes to report a crime on a voluntary or confidential basis, the institutional official will be prepared to record and report the crime, but not the name of the informant. The student or employee may, in order to maintain confidentiality, submit the information in writing to his/her institutional official without signature. If the student wishes not to maintain confidentiality, the student will contact his/her teacher or school official who in turn will contact the nearest supervisor to report criminal actions or emergencies to the appropriate agency by calling (911).

3. Only students, employees and other parties having business with this institution should be on institutional property. Visitors must identify their purpose of visit at the entrance, the person to be visited and register their time in and out of the building. All rear access doors leading to the campus are closed and locked during the school hours. When the school closes for the night, the school's official or supervisor will inspect each floor to see that it is empty and then set the alarms and lock down the campus. Other individuals present on institutional property at any time without the express permission of the appropriate institutional official(s) shall be viewed as trespassing and may as such be subject to a fine and/or arrest. In addition, students and employees present on institutional property during periods of non-operation without the express permission of the appropriate institutional official(s) shall also be viewed as trespassing and may also be subject to a fine and/or arrest.

4. Current policies concerning campus law enforcement are as follows:

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

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

SAFETY TIPS

- Stay alert and be aware of your surroundings. Know what is typical and what is not.

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

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

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

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

9. It is the policy of this institution to have any sexual assaults (criminal offenses) on campus to be reported immediately to the institution's official, who will report it to (911) emergency and police units. The institution during the orientation of given to newly admitted students emphasizes the prevention of sexual crimes by insisting students to work, study and walk outside of the premises in as much as possible, accompanied by other students or in view of other persons, generally, avoiding as much as possible to be alone by themselves at any time. During the daily functioning of the school operations, staff and administrators focus on observing that students are not in any circumstance by themselves.

- (i) A person who was victimized will be encouraged to seek counseling at a rape crisis center and to maintain all physical evidence until such a time when that person can be properly

transported to a hospital or rape crisis center for proper treatment.

- (ii) A victim of a sexual crime has the option of reporting this crime to the institutional authorities or to report it directly to (911) and search for professional assistance from the emergency agencies. If requested, the institutional personnel will be prepared to request assistance calling (911).
- (iii) The institution does not have accessibility to professional counseling, mental health or otherwise, students and employees are encouraged to seek such professional assistance at the nearest hospital or health care services.
- (iv) The institution will offer the victim of a sexual crime any available options to change the academic schedule as much as possible to the benefit of the victimized person.
- (v) The institutional disciplinary actions in reference to an alleged sex offense are as follows:
 - (A) The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceedings: and
 - (B) Both the accuser and the accused must be informed of the outcome of any institutional proceeding brought alleging a sex offense.
- (vi) This institution has zero tolerance of violation of this policy. Once the offense is confirmed the institutional disciplinary action against students or employees may result in expulsion from school, or termination of employment and in accordance to local laws, to an arrest of the offender by the authorities.

10. The institution provides the following website to obtain information concerning the registration of sex offender's arrest.

<http://www.city-data.com>

If you would like information concerning registered sex offenders in California, check the Megan's law web site at <http://www.meganslaw.ca.gov>. You can search the database by a sex offender's specific name, or geographically by entering the ZIP Code, or city/county to obtain information on registrants residing in a specific area.

11. Revised Crime Classification: Burglary vs. Larceny: An incident must meet three conditions to be classified as a Burglary.

There must be evidence of unlawful entry (trespass). Both forcible entry and unlawful entry – no forces are counted. The unlawful entry must occur within a structure, which is defined as having four walls, a roof, and a door.

The unlawful entry into a structure must show evidence that the entry was made in order to commit a felony or theft. If the intent was not to commit a felony or theft, or if the intent cannot be determined, the proper classification is Larceny.

Timely Warning:

In the event that a situation arises, either on or off campus, that in the judgment of the campus officials constitutes an ongoing or continuing threat, a campus wide “Timely Warning” will be issued. The

warning may be issued using any or all of the following; flyer's posted at entrances to all buildings, emergency messaging system and campus wide email. Timely Warnings consist of a description of the incident, location that it occurred and description of the suspect/s. Once all the relative information is received these notices will typically be posted within 24 hours. Anyone with information regarding the Timely Warning should contact the campus office and/or local police, 911.

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

Students and faculty/staff are encouraged to report to the school office any suspicious activity.

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

Emergency Response and Evacuation Procedures

All members of the PTSA are notified on an annual basis that they are required to notify the Office of any incident on campus that involves a significant emergency or dangerous situation that may involve an immediate or ongoing threat to the health and safety of students and employees on campus. The PTSA office has the responsibility of responding to, and summoning the necessary resources, to mitigate, investigate, and document any situation that may cause a significant emergency or dangerous situation. In addition, the President of PTSA has a responsibility to respond to such incidents to determine if the situation does in fact, pose a threat to the school. If so, federal law requires that the institution immediately notify the campus community or the appropriate segments of the community that may be affected by the situation. In the event of an emergency situation, Campus Officials would notify the proper authorities through 911 giving as much information known at the time while requesting their assistance.

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

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

Daily Crime and Fire Log

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

Incident Log is available during business hours at the office upon request of PTSA students, employees, and members of the public. The Daily Crime and Fire log reflects the nature, date, time and general location of each crime or fire that was reported and the disposition, if known, and the name of the person who took the report. The log records the most recent 60-day period and is available at the Office. The office may withhold information from the crime and fire log if the release of such information would jeopardize the safety of an individual or investigation. However, the crime or incident must be disclosed once the adverse effects are no longer likely. The Office of PTSA prepares the Campus Crime and Fire Log.

Weapons

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

Alcohol and Drug Prohibitions

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

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

The individual counseling with Pastor Myung C. Lee (Dean of Planning & External Cooperation) is available upon the student's request.

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

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

Southern California Drug and Alcohol Programs, Inc. (SCADP)

13205 South St, Cerritos, CA 90703

(562) 402-2466

Criminal penalties for the illicit use of controlled substances vary with the type of drug. Penalties may range from fines or suspended sentences and parole, to a minimum of ten years imprisonment for first offenders. Penalties for the manufacture and distribution of drugs, or possession of a large quantity of drugs, are more severe. PTSA cannot and will not protect students from arrest or prosecution if they illegally use, possess or sell alcohol or drugs.

Sexual Harassment

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

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

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

It is the policy of Presbyterian Theological Seminary in America not to tolerate sexual harassment, and appropriate disciplinary action will be taken whenever such harassment is demonstrated. Individuals engaging in such conduct contrary to seminary policy may be personally liable in any claim brought against them.

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

Police Services Center

11576 Telegraph Rd. Santa Fe Springs, CA 90670-9928

(562) 409-1850 * FAX 409-1854 * TDD 409-1855

Domestic Violence, Dating Violence, Sexual Assault and Stalking

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

Federal Clery Act Definitions of Domestic Violence, Dating Violence, Sexual Assault and Stalking

The Clery Act defines the crimes of domestic violence, dating violence, sexual assault and stalking as follows:

Domestic Violence

A Felony or misdemeanor crime of violence committed—

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

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

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

- i. The existence of such a relationship shall be based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- ii. For the purposes of this definition— A) Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. B) Dating violence does not include acts covered under the definition of domestic violence.

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

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

l Rape is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

l Fondling is defined as the touching of the private parts of another person for the purposes of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

l Incest is defined as sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

l Statutory Rape is defined as sexual intercourse with a person who is under the statutory age of consent.

Stalking

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

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

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

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

1. It shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:
 - I. The accused’s belief in affirmative consent arose from the intoxication or recklessness of the accused.
 - II. The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

2. It shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:
 - I. The complainant was asleep or unconscious.
 - II. The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
 - III. The complainant was unable to communicate due to a mental or physical condition.

Hate Crimes For purposes of this report, hate crimes include any of the crimes listed in the table on the first page, any other crime involving bodily injury, and any crime of larceny-theft, simple assault, intimidation, and destruction/damage/vandalism of property, reported to the Campus office, a local law enforcement agency, that manifests evidence that the victim was selected because of the perpetrator’s bias. Categories of bias are: race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, and disability.

There were no reported Hate Crimes at the Campus.

Voter Registration

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

Vaccination

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

1. Walgreens

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

2. Walmart Supercenter #2948

13310 Telegraph Rd, Santa Fe Springs, CA 90670 (562) 946-6343

3. Rite Aid #5505

12319 South Norwalk Boulevard, Norwalk, CA 90650 (562) 863-3688

Disability

PTSA is committed to providing equal educational opportunities and full participation for students with disabilities. No qualified student will be excluded from participation in any program or be subject to any form of discrimination based on disability.

PTSA provides reasonable accommodations to students with disabilities in order to reduce or eliminate any disadvantages that may exist due to said disability by providing all the necessary arrangements on the 1st floor.

Constitution Day

Constitution Day (or Citizenship Day) is an American federal observance that recognizes the adoption of the United States Constitution and those who have become U.S. citizens. It is normally observed on September 17, the day in 1787 that delegates to the Constitutional Convention signed the document in Philadelphia.

The educational institutions receiving Federal funding are required to hold an educational program pertaining to the United States Constitution on September 17 of each year. PTSA presents special programs to celebrate Constitution Day.

Academic Information

Orientation

New students, (including transfer students), must attend an 8-hour orientation on a designated day before each semester. During orientation, students will be informed about Presbyterian Theological Seminary in America's school life, faculty, curriculum, degree program and library information. An orientation workbook is provided. ELSP placement testing is usually scheduled for new students on this day following the orientation.

Registration Procedure

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

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

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

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

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

Class Eligibility

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

Adding/Dropping of Courses

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

Academic Advising

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

Unit of Credit

The unit of credit is a semester-hour. A semester-hour consists of a one 50-minute class session per week. Fifteen-semester-hours are a normal academic load per semester.

Grading System

The following criteria are used in assigning letter grades:

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

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

A:	95-100	4.0	grade points per semester hour.
A-:	90-94	3.7	grade points
B+:	86-89	3.3	grade points
B:	84-85	3.0	grade points
B-:	80-83	2.7	grade points
C+:	76-79	2.3	grade points
C:	74-75	2.0	grade points
C-:	70-73	1.7	grade points
D+:	66-69	1.3	grade points
D	64-65	1.0	grade points
D-:	60-63	0.7	grade points
F:	59 or less	0.0	grade point per semester hour

P:	Passing
NP:	Non Passing
W:	Withdrawal
AU:	Audit

Acceptable passing rate : P, NP, AU, W count as units attempted with Zero unit earned.

It is important to note that PTSA has the following grading policy:

Attendance Policy

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

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

Leave of Absence Policy

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

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

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

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

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

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

For Federal Student Financial Aid purposes, the leave of absence, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period beginning on the first day of the student's initial leave of absence and must be approved by the Dean of Academic Affairs and by the Financial Aid Officer. Students who received Federal Student Financial Aid loans and who fail to return to PTSA from an approved leave of absence will be considered as withdrawn and will be reported to the lending institutions by PTSA. Consequently, loan deferment and repayment schedule may be affected. The student's withdrawal date and the beginning of the student's grace period for loan repayment is the last day of academic attendance as determined by PTSA from attendance records. PTSA may be required to refund unearned funds to the Federal Student Financial Aid Programs when a student withdraws from PTSA. Non-compliance with Federal regulations regarding leave of absence can affect a student's eligibility for future Federal Student Financial Aid and loan payment deferment.

Transferred Credits Policy

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

- (A) Units earned at institutions approved by the Bureau, public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or any institution of higher learning, including foreign institutions, if the institution offering the undergraduate program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs approved by the Bureau or accredited by an accrediting association recognized by the U.S. Department of Education;
- (B) Challenge examinations and standardized tests such as the College Level Placement Tests

(CLEP) for specific academic disciplines.

No more than 20% of graduate semester units or the equivalent in other units awarded by another institution may be transferred for credit toward a Master's degree. An institution may accept transfer credits only from the institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, including foreign institutions, may be transferred for credit toward a Master's degree.

For the graduate students who obtained PTSA's bachelor degree with more than 85 units (over GPA of 3.3) taken in PTSA can get 9 units of electives as transferred credits.

Grading Grievance Procedure

1. When the student submits all his or her assignments after the end of the semester, the faculty needs to submit a request form to correct the grade of the student. The highest grade the student can receive in that case is B.
2. If a dispute involving a final grade occurs, the student and the faculty member should try to resolve their differences through a private conference. If the faculty agrees to revise the grade, he or she needs to inform the Dean of Academic Affairs and the Registrar of the decision with supporting documents.
3. If the efforts to resolve the dispute fail, the student may initiate a grievance by submitting a written appeal to the Dean of Academic Affairs. The Dean of Academic Affairs shall within seven (7) working days of receiving the appeal and making the necessary investigation, shall render a decision and communicate the following to the student:
 - A summary of the investigative report;
 - A written notice setting forth the decision regarding the student's grade.

Student Records

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

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

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

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

The student records to be kept include:

- A copy of the signed and dated enrollment agreement
- A copy of the students' grades.
- A record of the courses attempted, whether or not completed.
- A copy of all documents signed by the student.
- A copy of all complaints received from the student.

A record of any refund made, the date made, and the check number, as applicable; the refund record will show how the calculation for the refund was made.

Student Ministry & Field Work

Presbyterian Theological Seminary in America students are required to participate in a supervised student ministry as field work for 2 credits during 3 years for M.Div. students, 2 credits during 4 years for the Bachelor of Theology students, 1 credit during 2 years of MAICS students, and 4 credits during 5 years of Ph.D. students. B.Th. and M.Div. students will be expected to serve a minimum of two hours per week for a full semester and six hours per week for two semesters.

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

Full-time Study and Time Limitation

The program of study leading to the completion of the ELSP is designated to be completed in 2 years (4 semesters), the B.Th. in 4 years (8 semesters), the B.A.G.B.A. in 4 years (8 semesters), the B.A.S.W. in 4 years (8 semesters), the M.Div. in 3 years (6 semesters), the M.A.C.C.P. in 2 years (4 semesters) of full-time study respectively. Especially for the F-1 international students, the maximum period granted for the student to complete their ELSP is 3 years (9 semesters), for the B.Th. student 6 years (12 semesters), for the B.A.G.B.A. students in 6 years (12 semesters), for the B.A.S.W. students in 6 years (12 semesters), for the M.Div. student 4.5 years (9 semesters), and for the M.A.C.C.P. student 3 years (6 semesters).

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

Bible Test

Presbyterian Theological Seminary in America administers a comprehensive Bible test to M.Div. students who are ready to graduate. By passing the test, the student has completed the obligation to demonstrate a working knowledge of biblical content for graduation. It is highly recommended that the students take the examination in the early part of their studies to complete this requirement.

This exam is given 3 times a year. (Feb., Apr. & Sep. subject to change) Students can take the Bible test as often as they want to. If the student does not pass until the last semester the student intends to graduate, the student will be allowed only one more semester to complete this requirement. If the student fails again, the student is considered not making academic progress and not fulfilling the program requirement. The student will be given a certificate instead of a diploma. Candidates must pass the test with a score of seventy (70) percent or above in order to complete degree programs.

Petitioning for Graduation

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

Academic Freedom Policies

PTSA recognizes that within the field of education, academic freedom is a highly held right. In that regard, PTSA 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, PTSA also recognizes that academic freedom must be weighed in response to the responsibilities of Christian faith and practice. The principles of developing Christian community, the responsibility of leadership by faculty members as role models to the students, and the ethics of Christian faith also provide the boundaries within which faculty members are given to exercise their academic freedom. Faculty members, who hold differing and potentially contentious theological views, may be asked to step down from their faculty positions. When this happens, PTSA will still hold the resigning faculty member in highest regard, realizing that the human perspective on theological truth is never complete and clear. PTSA has adopted the statement of Academic Freedom as developed by the Association of Theological Schools, a recognized accrediting association by the U.S. Department of Education, as its standard concerning faculty academic freedom.

The statement reads as follows:

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

Satisfactory Academic Progress Policy

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

Qualitative Standard

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

Quantitative Standard

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

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

SAP for full time ELSP Students

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

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

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

SAP for Undergraduate Students (Bachelor of Theology)

A full-time status of undergraduate students is obtained by completing minimum 12 credits per semester or 24 credits per academic year. A full-time undergraduate student is also required to complete the requirements of 128 credits while maintaining a 2.0 GPA in all courses attempted at PTSA and a 2.0 cumulative GPA.

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

The maximum period granted for the completion is 6 years, 12 semesters (150% of the published length of four years)

SAP for Undergraduate Students (Bachelor of Arts in Global Business Administration)

A full-time status of undergraduate students is obtained by completing minimum 12 credits per semester or 24 credits per academic year. A full-time undergraduate student is also required to complete the requirements of 126 credits while maintaining a 2.0 GPA in all courses attempted at PTSA and a 2.0 cumulative GPA.

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

The maximum period granted for the completion is 6 years, 12 semesters (150% of the published length of four years)

SAP for Undergraduate Students (Bachelor of Arts in Social Work)

A full-time status of undergraduate students is obtained by completing a minimum 12 credits per semester or 24 credits per academic year. A full-time undergraduate student is also required to complete the requirements of 129 credits while maintaining a 2.0 GPA in all courses attempted at PTSA and a 2.0 cumulative GPA.

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

The maximum period granted for the completion is 6 years, 12 semesters (150% of the published length of four years)

SAP for Graduate Students (Master of Divinity)

A full-time status of graduate students is obtained by completing minimum 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 98 credits while maintaining a 2.5 GPA in all courses attempted at PTSA and a 2.5 cumulative GPA.

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

The maximum period granted for the completion is 4.5 years (9 semesters). (150% of the published length of three years)

SAP for Graduate Students (Master of Arts in Christian Counseling Psychology)

A full-time status of graduate students is obtained by completing minimum 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 48 credits while maintaining a 2.5 GPA in all courses attempted at PTSA and a 2.5 cumulative GPA.

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

recommended for dismissal from the institution.

The maximum period granted for the completion is 3 years (6 semesters). (150% of the published length of two years)

SAP for Graduate Students (Master of Arts in intercultural Studies)

A full-time status of graduate students is obtained by completing minimum 9 credits per semester or 18 credits per academic year. A full-time graduate student is also required to complete the requirements of 43 credits while maintaining a 2.5 GPA in all courses attempted at PTSA and a 2.5 cumulative GPA.

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

The maximum period granted for the completion is 3 years (6 semesters). (150% of the published length of two years)

SAP for Graduate Students (Ph.D. in Contextual Studies)

A full-time status of graduate students is obtained by completing minimum 8 credits per semester or 16 credits per academic year. A full-time graduate student is also required to complete the requirements of 48 credits while maintaining a 3.0 GPA in all courses attempted at PTSA and a 3.0 cumulative GPA.

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

The maximum period granted for the completion is 7.5 years (15 semesters). (150% of the published length of two years)

Academic Standing

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

Academic Warning

PTSA will notify students in writing for failing to make satisfactory academic progress and place the students on academic warning at the end of each semester. Warning status lasts three semesters. Students who fail to make satisfactory progress after the academic warning period may be dismissed from PTSA unless they successfully appeal and are placed on probation.

Academic Probation / Dismissal

When a student fails to make satisfactory academic progress after the academic warning period,

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

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

Academic Integrity Commitment

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

1. Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
 - a. Students completing any examination should assume that external assistance (e.g., Books, notes, calculators, conversations with others) is prohibited unless specifically authorized by the instructor.
 - b. Students may not allow others to conduct research or prepare any work for them without advance authorization from the instructor.
 - c. Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.
2. Fabrication: Intentional falsification or invention of any information or citation in an academic exercise.
3. Facilitation of academic dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
4. Plagiarism: Intentionally or knowingly representing the works, ideas, or work of another as one's own in any academic exercise. If plagiarism is discovered for the first time, students will receive a grade of F for the work. However, upon second violation, students will be expelled from the seminary.

Federal Student Financial Aid Students

One of the requirements of eligibility for Federal Student Financial Aid is a student must maintain Satisfactory Academic Progress (SAP) and be in good academic standing. At the end of each semester, PTSA will measure the student's performance according to Satisfactory Academic

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

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

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

If based on the appeal PTSA determines that the student should be able to meet the SAP standards by the end of subsequent semester, PTSA may place him on financial aid probation without an academic plan. This probation status lasts only one semester.

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

Consequences of Failing

Failing to maintain SAP can adversely affect a student's eligibility for current and future financial aid. The student will not be eligible to receive PTSA scholarships, Pell or Campus Based funds until he regains eligibility or a petition is approved on his/her behalf. Even if a student's petition receives approval, he may not be eligible to receive funds from past semesters.

Financial Aid SAP Petition Policy

PTSA acknowledges that there are certain circumstances that may limit a student completing his/her courses or maintaining SAP. Students can request a petition for a SAP waiver if they meet one of the following criteria:

- Death in the family;
- Illness or medical emergency; and
- Other performance factors beyond a student's control.

To petition, a student must submit the following documentation:

- A letter explaining the exceptional circumstances that affected the student's ability to meet the Financial Aid SAP requirements.
- A resolution or plan of action explaining how the student will assure future academic success.
- A statement from the student's academic advisor confirming his/her ability to meet the SAP requirements.

Documentation of illness or medical condition: The student must provide a letter from his/her attending physician confirming that his/her condition will no longer hinder the student's ability to succeed academically. The letter must include the dates the condition occurred. The dates must coincide with the period in which the student failed to meet Financial Aid SAP requirements. The Academic Committee will make a decision and notify the student in writing of a decision within

30 days of submission. Decisions of The Academic Committee are final.

Programs

English Language Studies Program (ELSP)

Mission Statement and Purposes

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

The objectives for ELSP

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

ELSP Method of Instruction

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

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

Admission Requirements (General)

Those admitted to the ELSP are required to:

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

Admission for International Students

Presbyterian Theological Seminary in America (PTSA) is authorized under federal law to enroll non-immigrant international students by the issuance of SEVIS I-20 form as certification of

eligibility for admission. International students must:

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

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

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

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

Transfer Students

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

Complete the English Placement Exam and begin enrolling in courses at the level selected by the ELSP faculty committee.

Complete at least (1) one semester of full-time ELSP coursework at PTSA.

Complete their remaining ELSP coursework with a GPA of (C or 2.0) or higher.

Have the endorsement of the ELSP faculty committee.

Graduation requirements

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

Placement Exam

All students are required to take a Presbyterian Theological Seminary (PTSA) English Placement Test (PEPT), and according to their results, they will be placed in courses at their level of

proficiency in English. The placement exam is given (two-three weeks prior) to the semester beginning and on new student orientation day. Please schedule your arrival early enough for you to participate in the PEPT. The placement test cost is \$25.00 per person on the placement test date. If you miss that date, the placement test cost is \$100.00 per person.

The placement exam consists of three (3) parts:

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

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

When are ELSP Classes offered?

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

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

ELSP Academics

Curriculum ELSP is organized at six achievement levels:

- Level 1: Beginning Level (20 hours/week; 300 hours/semester)
- Level 2: High beginning-Low Intermediate (20 hours/week; 300 hours/semester)
- Level 3: Low Intermediate-Intermediate (20 hours/week; 300 hours/semester)
- Level 4: Intermediate-High Intermediate (20 hours/week; 300 hours semester)
- Level 5: High Intermediate-Low Advanced (20 hours/week; 300 hours/semester)
- Level 6: Low Advanced-Advanced/ TOEFL prep (20 hours/week; 300 hours/semester)

Total hours per class per week: 4 hours/week

Total hours per week: 20 hours

Total hours per semester: 300 hours (Fall, spring and summer)

Total hours per program: 1,800 hours

Credit for existing degree programs at Presbyterian Theological Seminary in America

Please keep in mind that if a student intends to apply for a program of study at Presbyterian Theological Seminary in America (PTSA), they must fulfill the requirements of that particular program (B.Th., M.Div.) in order to be accepted into that program. Finishing the ELSP does not fulfill any of the requirements and does not assume acceptance into that program.

ELSP graduates desiring to begin B.Th. or M.Div. program studies at PTSA may elect and receive up to 12 credits towards the B.Th. degree and up to 3 credits towards the M.Div. degree. If the student elects to do so it comes with the understanding that these credits take the place of all the elective options and that the student will not be allowed to take any additional English courses for credit. Any additional English courses taken by the student will only count as extra or additional units not towards the degrees. The student will be encouraged to register/take the core courses only that fulfill the degree requirements.

ELSP Course Descriptions

Level 1: Proficiency if Minimal (Beginning)

LA 100(4 hours) A Listening / Pronunciation 1

For non-native speakers with minimal proficiency in the English language. Focus is on understanding spoken English, producing the sounds of the English language and carrying on a simple conversation with a native speaker.

RB 100 B(4 hours) Reading 1

Practice in using a monolingual English dictionary, reading and following written directions, scanning and skimming, recognizing the main idea, using context clues to arrive at the meaning of unknown words and making inferences.

GC 100 C(4 hours) Grammar / Oral 1

Oral and written practice of grammatical structures at the beginning level.

SD 100 D(4 hours) Speaking 1

Students participate in simulations concerning topics that help with getting along in the United States in an academic setting.

WF 100 F(4 hours) Writing 1

Practice in using a monolingual English dictionary. Sentence and paragraph development is emphasized.

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

LA 101 A(4 hours) Listening / Pronunciation 2

Understanding and following instructions, listening strategies and taking notes from simulated academic lectures. Specific pronunciation problems are addressed.

RB 101 B(4 hours) Reading 2

Continued strengthening and practice using a monolingual English dictionary, reading, and reading skills. Summarizing, recognizing facts, inferences, conclusions, deductions and paraphrasing are introduced.

GC 101 C(4 hours) Grammar Oral 2

Review of structures in ELSP 100 C and contrast of tenses are emphasized.

SD 101 D(4 hours) Speaking 2

For non-native speakers desiring to adjust to life in the United States. Topics are similar to ELSP 100 D Speaking 1, but with a broader range of communication skills added.

WF 101 F(4 hours) Writing 2

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

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

LA 102 A(4 hours) Academic Listening 3

Practice in understanding, following and taking notes on authentic academic lectures.

RB 102 B(4 hours) Reading 3

Continued practice of the skills taught in ELSP 101 B Reading 2. Readings are more authentic and require more sustained reading.

GC 102 C(4 hours) Grammar / Oral 3

Review of all grammar structures in oral and written form.

SD 102 D(4 hours) Effective Communication

For non-native speakers desiring to improve their academic communication skills. Activities are designed to teach class discussion, group discussion and presentation skills.

WF 102 F(4 hours) Writing 3

Continued practice of ELSP 101F Writing 2 with the addition of paraphrasing, quoting, proper formatting, proper citation, avoiding plagiarism, and compositional development.

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

WF 103(4 hours) Essay & Academic Writing

Studies in essay organization and development and critical analysis and reading.

WW 104(4 hours) Writing Workshop

Individualized instruction in essay organization and coherence with special attention to persistent errors.

SD 105(4 hours) Oral/Communication Workshop

Emphasis on listening skills, pronunciation, conversational strategies, oral presentations, peer review/critique, and formal readings/messages.

TF 106(4 hours) TOEFL (Academic ELSP Only)

A course that prepares students to take the TOEFL exam. A practice exam will be given at the end of term, and additional help for the student to register for the TOEFL.

Everyday English Program

GC 200(4 hours) English Grammar through Biography / Novel

Review of the parts of speech. Introduction to the elements of writing, sentence structure, and punctuation, and content-based learning of grammar. Study is tailored to individualized learning needs.

RB 200(4 hours) Reading through Biography /Novel

Students read a variety of texts. Work on reading comprehension, vocabulary building, idioms, and contextual clues are experienced. Students pose questions about the readings. Thematic discussions enliven understanding of texts.

SD 200(4 hours) Speech through Watching News

Students read newspaper articles; engage in conversation regarding contemporary life; and write summaries of news stories. Listening exercises to improve listening capabilities are provided.

GC201(4 hours) Pronunciation through Watching News

Review of Standard American English is given. Discussion of philosophy of language is included. Content-based exercises in which the students engage in speaking opportunities are offered.

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

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

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

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

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

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

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

Bachelor of Theology

Program Description

For students who give the Bible priority in their lives, Presbyterian Theological Seminary in America offers an undergraduate Biblical major leading to a bachelor's degree. The Bachelor of Theology is designed to bring students to a sound working knowledge of the Word of God, so that they may share those life-transforming principles in a variety of contexts.

General education provides learning experiences to enhance and complement the academic majors and provide for the student an integrated Christian worldview. A general education supplies an understanding and awareness of broad areas of language, history, philosophy, communication, science, and human development. These are the essential complements to Biblical studies in shaping godly attitudes and behavior in our contemporary world.

Program Learning Goals

The following competencies are assigned to the B.Th. program in order to achieve institutional goals:

- The students use appropriate speaking, hearing, and writing skills in English for employment or for graduate studies;

- The students gain general understanding of American culture, history, politics, and society and Korean-American immigrant context;
- The students are able to identify important theological themes and their significance for the church and society;
- The students develop spiritual discipline and demonstrate servant leadership;
- The students have hand-on experience in various fields;
- The students analyze ideas and evaluate them critically.

Admission Requirement

Those admitted to the Bachelor of Theology are required to have:

- A high school diploma or its equivalent (GED);

Degree Requirement

B.Th. candidate' must:

- Earn 128 credit units with a 2.0 grade average by completing the course requirements and;
- Finish 2 credit units of student ministry for graduation during 6 semesters (3 years except the first year);
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December;
- Submit a report of student ministry form which is written by students, every month;

Field Education

The Field Education program is an integral part of the theological curriculum practical training by which students under supervision work at a variety of assignments at a local church, according to their particular ministerial goals and interests.

Method of Instruction

The method of instructions is direct instruction which is on-site, lecture-based.

Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Required Credit Unit for Graduation

Core	98 units
Biblical Theology	36 units
General Studies	36 units
Professional Education	24 units
Field Work/Student Ministry	2 units
Electives	30 units
Total:	128 units

Policy for determining grade level

- Grade 1: 0 - 30 semester units or the equivalent
- Grade 2: 31- 60 semester units or the equivalent
- Grade 3: 61 -93 semester units or the equivalent

Grade 4: 94 or more semester units or the equivalent

Undergraduate (B.Th.) Course Curriculum

Core Course : Biblical Theology (36 units)

OT101(3 units/Korean) Introduction to the Old Testament

An introductory course selecting aspects of the Old Testament; overview of the paradigmatic eras of the Old Testament history and the integrated framework of its theology (fall 2014)

OT211(3 units/Korean) The Pentateuch

An in-depth study of the first five books of the Old Testament; a study of Israel's traditions about its emergence as a people under God's initiative; the prehistory, the patriarchs, exodus from Egypt; the wilderness, Sinai, and the Law. (spring 2014)

OT212(3 units/Korean) Prophets

The content and literary qualities of the major prophets such as Isaiah, Jeremiah, Ezekiel and Daniel in light of their historical backgrounds and their developing theology (spring 2015)

OT213(3 units/Korean) Wisdom Literature

An expositional study of the books of Job, Proverbs, and Ecclesiastes, with attention to the nature of wisdom literature and to the content, structure, and relevance of the books (fall 2013)

NT100(3 units/Korean) Introduction to the New Testament

A study of important theological concepts in the New Testament in relation to the socio- historical background of the time (spring 2014)

NT211(3 units/Korean) Synoptic Gospels

A study of the Jesus tradition and interpretation in the first three Gospels; contents of Jesus' message, His understanding of His own life and mission, and His teachings portrayed in these books (fall 2013)

NT212(3 units/Korean) General Epistles

A study of the non-Pauline epistles with attention given to their historical settings, literary forms, and theology of Christian faith (spring 2015)

NT213(3 units/Korean) Pauline Epistles

An examination of Paul's theological and missiological messages with special emphasis on Christology, salvation, ethics, discipleship, evangelism, eschatology and leading exegetical issues. (fall 2013)

TH101(3 units/Korean) Systematic Theology I

A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible and humanity's relationship to God (fall 2014)

TH102(3 units/Korean) Systematic Theology II

A systematic study of Biblical teachings concerning the person and work of Christ and Salvation (spring 2015)

TH302(3 units/Korean) Hermeneutics

The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning as it deals with the question of how we accurately read and interpret the Bible and correctly apply it to the contemporary world. (spring 2014)

TH211(3 units/Korean) Christian Ethics

A course designed to build basic spiritual discipline for Christian living, ministry, and the development of a Christ-like character. (fall 2014)

Core Course : General Studies(36 units)

GE103(3 units/Korean) Logic, General Research & Writing

An introductory study of logical reasoning, research methods and research paper writing. This includes use of library and online resources, and proper citation. This study also includes instruction in how to gather notes, prepare an outline and compose a term paper.

GE111(3 units/Korean) Introduction to Western Philosophy

Illustration of the nature and scope of Western philosophy through an examination of some of its traditional areas of concern, such as ethics, theory of knowledge, social and political philosophy of religion, aesthetics, and metaphysics.

GE211(3 units/Korean) Introduction to Asian Philosophy

Survey of East Asian philosophy with stress upon the epistemology of Asian people, from Ancient to World View and Modern.

GH416(3 units/Korean) History of World Civilizations

A survey of the history of Western Civilization from earliest times to the present, with emphasis on important people, trends, and relation to the Church

GH444(3 units/Korean) Church History

A chronological survey of the Christian Church that gives special emphasis to theological development and change. This study explores the major periods and figures in the growth of the Korean church also.

GS141(3 units/Korean) Introduction to Sociology in an Immigrant Context

An introduction to sociological concepts with emphasis on group life, culture, socialization, generational conflict in immigrant communities, and differences in ministry needs for first-and-second generation immigrants.

GS231(3 units/Korean) Human Development

An introduction to the cognitive, social, emotional, and moral characteristics of each stage of development as well as how this affects developmental needs and abilities of various age groups.

GS271(3 units/Korean) Cultural Anthropology

A study of the basic principles of cultural anthropology. The course provides a basis for understanding and appreciating other people and their cultures so that students can adjust readily and work effectively in an ever-increasing multicultural world.

GS310(3 units/Korean) U.S. Government

This course focuses on the United States' founding principles, beliefs, and an overview of U.S. history from the colonial to modern period. Students will study the structure, functions, and

powers of government at the national, state, and local levels. The roles of political parties, lobbies and interest groups are included.

MI260(3 units/Korean) Comparative Religions

A survey of the religious systems present in the world and an analysis of how to conduct outreach among their members. Missionary considerations to be discussed include information on what resources are available, what organizations are involved in ministering to each group, what strategies seem effective and what theological interests or problems tend to be important to each group.

GE300(3 units/Korean) Humanities and Culture Studies

This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presenting each of the themes per group.

Field Work/Student Ministry

FWB 01~06(total 2 units) Field Work/Student Ministry

This courses are an integral part of the theological curriculum by which students under supervision work at a variety of assignments at a local church, according to their particular ministerial goals and interest.

Core Course : Professional Education(24 units)

GS292(3 units/Korean) Leadership and Public Speaking

A survey of leadership theory, including the history of leadership and contributions from various disciplines, including Sociology, Anthropology, and Management Theory. The course explores Biblical perspectives on leadership, including such topics as styles, spiritual gifts, modeling, emergence patterns, and church structures. In addition, students will study and practice the art and science of public address. Students will learn the skills needed to speak intelligibly, forcefully, and persuasively to an audience.

TH307(3 units/Korean) Christian Apologetics

Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course will survey several of the major problems and criticisms of the Christian church: its history, life and faith. It will also review the intellectual and faithful responses that Christians have provided to them.

CO200(3 units/Korean) Cross-cultural Communication

This course presents a theoretical and practical approach to the study of intercultural communication. The course focuses on the many elements and processes involved in the sending and receiving of messages within intercultural contexts. The aim of the course is to increase your sensitivity to and understanding of intercultural differences and similarities so that this awareness can lead to more effective communication. The course covers basic concepts, principles, and practical skills for improving communication between persons from different ethnic, racial, religious, and cultural backgrounds.

PT308(3 units/Korean) Inner Healing

This course introduces the theory and practice of inner-healing used in the context of counseling. It will explore the biblical foundations of counseling and teach inner healing techniques aided by the work of the Holy Spirit.

MI150(3 units/Korean) Introduction to Evangelism and Missiology

A consideration of what evangelism is from the NT texts. The course includes theological perspectives such as divine sovereignty and human response; motivations and hindrances to evangelism; the role of evangelists and of the local church in evangelistic ministry; communication of the gospel in various ways in different contexts. The course also introduces students to the nature, perspective, history, methodologies, theories and issues of missiology as a discipline.

PT360(3 units/Korean) Introduction to Pastoral Ministry

A study of the application of theology to the pastoral setting, including the development of Christian community in the local church, development of spirituality in the local setting, and the relationship of the pastor to the church's ministry.

PT370(3 units/Korean) Christian Worship

A study of the history, theology, and practice of Christian worship. The course will include studies of the Christian year, elements and orders of worship, the sacraments, funerals, weddings, and other occasional services.

ED201(3 units/Korean) Christian Education

A study of Christian education as a discipline that critically adapts methods and concepts from theology, humanities, behavioral sciences, and education. A study of a variety of theoretical approaches and positions.

Electives(30 units) (*These courses are subject to change.)

GA110(3 units/Korean) Introduction to Art History

This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present in world civilizations. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time.

GE102(3 units/English) Ministerial and Theological English 1

An introductory study of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean-American churches.

GE105(3 units/English) American Culture, Customs and Etiquette

This course will examine the history, traditions, motivations, context, and ongoing cultivation of American culture. We will also explore expressions of culture through art, media, and social activity. Discussion of culture will be approached through the lens of a Christian worldview. Theories of intercultural communication will also be covered.

GS273(3 units/Korean) Theology and Culture

This course will explore various theological and religious meanings that are carried in popular culture, and specifically in phenomena that are not ordinarily thought of as religious. Through reading several "theologians of culture," we will examine contemporary novels, films, music, television, and tourism with the intent of developing ways to discern transcendent longings, anxieties, and visions of good and evil that operate below the surface of our common cultural life in the U.S.

GE202(3 units/English) Ministerial and Theological English 2

The second level to a series of studies of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean-American churches.

GS105(3 units/Korean) Personal Finance

This course provides both background information and analytical skills for making good personal financial decisions. You will learn how to choose your personal financial goals, devise strategies for attaining them, and implement those strategies. You will also learn about protecting your wealth as you accumulate it, how to use employer benefits wisely, and how to manage your money and credit.

GM101(3 units/Korean) Introduction to World Music

This course provides an introduction to the music of selected cultures and contemporary intercultural communities. Drawing on topics and issues in ethnomusicology, it focus on musical practices, beliefs, and techniques. It is intended to develop listening skills, broaden musical horizons, as well as to enable a deeper understanding of the way music functions in relation to social groups and individual lives.

GE101(3 units/Korean) Creative Writing

This course focuses on writing in two genres: poetry and fiction. The purpose of this class is to encourage students to cultivate the habits, attitudes and flexibility of a writer for personal enjoyment as well as for publication.

GA210(3 units/Korean) Introduction to Photography

This course will teach you the basics of photography with emphasis on camera functions, composition, digital capture and editing. We will also cover and discuss a variety of photographic styles and practices as they pertain to both the history of the medium and our own visual literacy.

OT205(3 units/Korean) History of Israel

An understanding of the history and religion of Israel.

PT201(3 units/Korean) Homiletics

A basic course in the fundamentals of preaching and the development of the sermon. Methods of gathering sermon material, sermon preparation, and writing are studied.

GE403(3 units/Korean) Advanced Research & Writing

An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article or thesis.

Prerequisite: GE103 Logic, General Research, and Writing

GS133(3 units/Korean) Family Psychology

Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service

GE311(3 units/Korean) Introduction to World Literature

A survey of world literature with special attention to the themes such as God, man, nature, relationship, joy, tragedy, death, and eternal life, which can be found in the Bible

CS100(3 units/Korean) Church Administration and Information Technology

This course helps students acquire the basic administrative skills for the church and other non-profit organizations and the knowledge of information technology to facilitate the administrative work.

GN100(3 units/Korean) Introduction to Natural Science

An introductory science course for integrating several science disciplines: biology, earth science, geology, physics, chemistry and cosmology. Focuses on concepts related to current issues in an effort to develop an understanding of how science influences our lives. Examines how scientists formulate and address questions about life, matter and the nature of the universe.

Bachelor of Arts in Global Business Administration

Program Description

The Bachelor of Arts in Global Business Administration degree will equip men and women to live Christ-centered life and will help make them better business minded persons. This program will accomplish this by integrating biblical studies, theology and global business administration skills. This program is designed for men and women who are seeking for a Christ-centered program in the full range of biblical, theology, and global business administration necessary for a complete understanding of the modern global organization. In every course, the scripture and theology are integrated with business topics, so that those who graduate from this program are ready to engage the global business world with a solid biblical and theological foundation.

Program Learning Goals

Our program learning outcomes are in four areas:

1. Business Administration
2. Ministry Studies
3. Intercultural Studies
4. and the Integration of Theology, Business Administration and Intercultural Studies. Here are the details:

In the area of Business Administration, students will be able to:

1. Identify and explain the four functions of management (Planning, Leading, Organizing, and Controlling) and the fundamental concepts of management and organizational behavior and marketing.
2. Produce a professional business plan including the
 - executive summary
 - overview of the industry, company, products and services
 - marketing research and analysis
 - economics of the business
 - marketing plan
 - manufacturing and operation plan
 - management plan
 - critical risk, problems and assumptions
 - financial plan
3. Start, manage or lead a business (or working in a supervisory position)

In the area of Intercultural Studies, students will be able to:

4. Articulate an understanding of the theological basis of missions
5. Show evidence a grasp of missiological knowledge:
6. Embrace responsibility to participate in the Great Commission

In the area of Integration of Theology, Business Administration, and Inter-Cultural Studies, students will be able to:

7. Be innovative ambassadors for Christ with the business acumen necessary to succeed in restrictive or creative access areas with a Christ-centered business platform.
8. Demonstrate an understanding of the theology and practice of bi-vocational ministry
9. Demonstrate an understanding of the theology, theory and practice of business as mission

These objectives are in addition to our institutional objectives which address Biblical Studies, Theology, Pastoral Studies and General Studies.

Admission Requirement

Those admitted to the Bachelor of Global Business Administration are required to have:

- A high school diploma or its equivalent (GED);

Degree Requirement

BAGBA candidate's must:

- Earn 126 credit units with a 2.0 grade average by completing the course requirements
- Finish 3 credit units of student ministry for graduation during 6 semesters (3 years except the first year);
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December;
- Submit a report of student ministry form which is written by students, every month;

Method of Instruction

The method of instructions is blended instruction, which is both on-site, lecture-based as well as online virtual live classes. Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students

Required Credit Unit for Graduation

Core: 114 units

Biblical and Theological Studies Core	30 Units
Ministry Studies Core	12 Units
Intercultural Studies Core	12 Units
Business Administration Core	30 Units
General Studies	30 Units

Electives: 12 Units

Total: 126 units

Policy for determining grade level

- Grade 1: 0 - 30 semester units or the equivalent
- Grade 2: 31- 60 semester units or the equivalent
- Grade 3: 61 -93 semester units or the equivalent
- Grade 4: 94 or more semester units or the equivalent

Undergraduate (BAGBA) Course Curriculum

Core Course : Biblical Theological Studies (30 units)

OT101(3 units) Introduction to the Old Testament

An introductory course selecting aspects of the Old Testament; overview of the paradigmatic eras of the Old Testament history and the integrated framework of its theology

OT211(3 units) The Pentateuch

An in-depth study of the first five books of the Old Testament; a study of Israel's traditions about its emergence as a people under God's initiative; the pre-history, the patriarchs, exodus from Egypt; the wilderness, Sinai, and the Law.

NT100(3 units) Introduction to the New Testament

A study of important theological concepts in the New Testament in relation to the socio- historical background of the time

NT211(3 units) Synoptic Gospels

A study of the Jesus tradition and interpretation in the first three Gospels; contents of Jesus' message, His understanding of His own life and mission, and His teachings portrayed in these books

NT212(3 units) General Epistles

A study of the non-Pauline epistles with attention given to their historical settings, literary forms, and theology of Christian faith

TH201(3 units) Systematic Theology I

A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible and humanity's relationship to God

TH202(3 units) Systematic Theology II

A systematic study of Biblical teachings concerning the person and work of Christ and Salvation

TH302(3 units) Hermeneutics

The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning as it deals with the question of how we accurately read and interpret the Bible and correctly apply it to the contemporary world.

TH211(3 units)Biblical Ethics

A course designed to build basic spiritual discipline for Christian living, ministry, and the development of a Christ-like character.

MI215(3 units)Theology of Missions

A study of world missions in the biblical and theological relation with historical, cultural, and strategic dimensions of world missions.

Core Course : General Studies(30 units)

GE103(3 units) Research & Writing

An introductory study of logical reasoning, research methods and research paper writing. This includes use of library and online resources, and proper citation. This study also includes instruction in how to gather notes, prepare an outline and compose a term paper.

GH146(3 units) History of World Civilizations

A survey of the history of Western Civilization from earliest times to the present, with emphasis on important people, trends, and relation to the Church

GH444(3 units) Church History

A chronological survey of the Christian Church that gives special emphasis to theological development and change. This study explores the major periods and figures in the growth of the Korean church also.

GS141(3 units) Introduction to Sociology

An introduction to sociological concepts with emphasis on group life, culture, socialization, generational conflict in immigrant communities, and differences in ministry needs for first-and-second generation immigrants.

GS231(3 units) Human Development Psychology

An introduction to the cognitive, social, emotional, and moral characteristics of each stage of development as well as how this affects developmental needs and abilities of various age groups.

MI260(3 units) Comparative Religions

A survey of the religious systems present in the world and an analysis of how to conduct outreach among their members. Missionary considerations to be discussed include information on what resources are available, what organizations are involved in ministering to each group, what strategies seem effective and what theological interests or problems tend to be important to each group.

GE300(3 units) Humanities and Culture Studies

This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presenting each of the themes per group.

GM101(3 units) Introduction to World Music

This course provides an introduction to the music of selected cultures and contemporary intercultural communities. Drawing on topics and issues in ethnomusicology, it focuses on

musical practices, beliefs, and techniques. It is intended to develop listening skills, broaden musical horizons, as well as to enable a deeper understanding of the way music functions in relation to social groups and individual lives.

GE450(3 units) Introduction to Natural Science

An introductory science course for integrating several science disciplines: biology, earth science, geology, physics, chemistry and cosmology. Focuses on concepts related to current issues in an effort to develop an understanding of how science influences our lives. Examines how scientists formulate and address questions about life, matter and the nature of the universe.

PT295(3 units) Christian Spirituality

This course introduces the theory and practice of Christian spirituality used in the context of counseling. It will explore the biblical foundations of counseling and teach inner healing techniques aided by the work of the Holy Spirit.

Ministry Studies(12 units)

MI150(3 units) Personal Evangelism

A consideration of what evangelism is from the NT texts. The course includes theological perspectives such as divine sovereignty and human response; motivations and hindrances to evangelism; the role of evangelists and of the local church in evangelistic ministry; communication of the gospel in various ways in different contexts. The course also introduces students to the nature, perspective, history, methodologies, theories and issues of missiology as a discipline.

PT421(3 units) Homiletics

A basic course in the fundamentals of preaching and the development of the sermon. Methods of gathering sermon material, sermon preparation, and writing are studied.

MI160(3 units) Small Groups and Discipleship

This course looks at the dynamics of a small group and how a church can use the small group to build discipleship amongst its members. The type and kind of small group and discipleship will be discussed

PT111-116(3 units) Student Ministry

These courses are an integral part of the theological curriculum by which students under supervision work at a variety of assignments at a local church and local business, according to their particular ministerial goals and interest.

Intercultural Studies(12 units)

CO200(3 units) Cross-cultural Communication

This course presents a theoretical and practical approach to the study of intercultural communication. The course focuses on the many elements and processes involved in the sending and receiving of messages within intercultural contexts. The aim of the course is to increase your sensitivity to and understanding of intercultural differences and similarities so that this awareness can lead to more effective communication. The course covers basic concepts, principles, and practical skills for improving communication between persons from different ethnic, racial, religious, and cultural backgrounds.

GS271(3 units) Cultural Anthropology

A study of the basic principles of cultural anthropology. The course provides a basis for understanding and appreciating other people and their cultures so that students can adjust readily and work effectively in an ever-increasing multicultural world.

MI221(3 units) Introduction to Missiology

A study of basic working of missions work. This course looks into comprehensive realms of missions work whether it may be sending or going.

MI333(3 units) Business as Mission for Creative Access

A study of how tentmaking missionaries would be sent to restrictive access areas with a creative business platform. Various options and thorough system will be handled and presented regarding the various business platform

Business Administration(30 units)

BA105(3 units) Accounting I

Introduction to the financial accounting concepts and techniques essential for all business majors and those seeking to learn the language of business; analyzing and recording transactions; preparation of financial statements; valuation and allocation procedures.

BA110(3 units) Accounting II

Financial accounting for corporations; analysis of financial statements; international accounting issues; introduction to managerial accounting; product costing and cost allocation procedures; budgetary control and responsibility accounting; analysis and techniques for planning and managerial decision making.

BA125(3 units) Management

Presents a conceptual overview of the principle of the management. The functions of planning, organizing, leading and controlling are analyzed. The leader's perspective on creating competitive advantage in a global environment is related to the topic of diversity, ethics and social responsibility, human resources, corporate culture and organizational structure.

BA210(3 units) Business Law

Introduction to the legal and regulatory environment of business including a survey of legal systems, tort, contracts, employment and labor law, business organization, administrative law and regulatory process.

BA250(3 units) Business Information Systems

Introduction to information systems, their design, implementation and contribution to business planning, decision-making and control. The impact of information systems on the personal and spiritual lives of individuals as well as their impact on broader society will be covered.

Introduction of relevant business software applications will be presented.

BA330(3 units) Finance

Introduction to the examination and evaluation of financial decision making in the corporate environment valuing future cash flows, characterizing risk and return and evaluating options available to firms to finance their operation for fund growth opportunities. Students will learn how to analyze financial data to provide information to management on how to improve the financial performance of their firm.

BA350(3 units) Marketing

Introduction to the basic elements of modern marketing including the study of the marketing environment framework, target market, market segmentation, marketing ethics, and the marketing mixed variables of product, promotion, price, public relations, and place/distribution.

BA441(3 units) Human Resources

This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers of choice are considered.

BA545(3 units) Macroeconomics

Introduction to supply and demand analysis, fiscal and monetary policy, money and banking, international trade and balance of payments.

BA555(3 units) Microeconomics

Introduction to consumer theory, the conduct of firms under competitive and monopolistic conditions, the causes and consequences of various market outcomes, and the role of government in regulating economic behavior.

Electives(12 units) (Students can choose any 4 classes from below)

GA110(3 units) Introduction to Art History

This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present in world civilizations. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time.

GE102(3 units) Ministerial and Theological English 1

An introductory study of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean-American churches.

GE105(3 units) American Culture, Customs and Etiquette

This course will examine the history, traditions, motivations, context, and ongoing cultivation of American culture. We will also explore expressions of culture through art, media, and social activity. Discussion of culture will be approached through the lens of a Christian worldview. Theories of intercultural communication will also be covered.

GS273(3 units) Theology and Culture

This course will explore various theological and religious meanings that are carried in popular culture, and specifically in phenomena that are not ordinarily thought of as religious. Through reading several "theologians of culture," we will examine contemporary novels, films, music, television, and tourism with the intent of developing ways to discern transcendent longings, anxieties, and visions of good and evil that operate below the surface of our common cultural life in the U.S.

GE202(3 units) Ministerial and Theological English 2

The second level to a series of studies of English terms and usage useful for understanding theology and for conducting daily ministerial duties for Korean-American churches.

GS105(3 units) Personal Finance

This course provides both background information and analytical skills for making good personal financial decisions. You will learn how to choose your personal financial goals, devise strategies for attaining them, and implement those strategies. You will also learn about protecting your wealth as you accumulate it, how to use employer benefits wisely, and how to manage your money and credit.

GE101(3 units) Creative Writing

This course focuses on writing in two genres: poetry and fiction. The purpose of this class is to encourage students to cultivate the habits, attitudes and flexibility of a writer for personal enjoyment as well as for publication.

GA210(3 units) Introduction to Photography

This course will teach you the basics of photography with emphasis on camera functions, composition, digital capture and editing. We will also cover and discuss a variety of photographic styles and practices as they pertain to both the history of the medium and our own visual literacy.

OT205(3 units) History of Israel

An understanding of the history and religion of Israel.

GE403(3 units) Advanced Research & Writing

An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article or thesis.

Prerequisite: GE103 Logic, General Research, and Writing

GS133(3 units) Family Psychology

Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service

GE311(3 units) Introduction to World Literature

A survey of world literature with special attention to the themes such as God, man, nature, relationship, joy, tragedy, death, and eternal life, which can be found in the Bible

CS100(3 units) Church Administration and Information Technology

This course helps students acquire the basic administrative skills for the church and other non-profit organizations and the knowledge of information technology to facilitate the administrative work.

Bachelor of Arts in Social Work

Program Description

For students who have a passion to help change people's lives and impact the community with the love of God, Presbyterian Theological Seminary in America offers an undergraduate Social Work major leading to a bachelor's degree. The Bachelor of Social Work is designed to prepare students to empower individuals, families, and communities they way Jesus did in the bible. General education provides learning experiences to enhance and complement the academic majors and provide for the student an integrated Christian worldview. A general education supplies an understanding and awareness of broad areas of language, history, philosophy,

communication, science, and human development. These are the essential complements to Social Work studies in shaping godly attitudes and behavior in our contemporary world.

Program Learning Goals

The following competencies are assigned to the BASW program in order to achieve institutional goals:

1. Students will understand the decision making process with biblical and theological basis with respect to their social work career.
2. Students will be able to communicate social work theories and practices with biblical, theological, and cultural understanding.
3. Students will be able to use innovation to integrate social work practices along with biblical, theological and cultural perspective so that they may succeed in culturally diverse situations with vulnerable individuals, families, and communities in a wide variety of practice areas.
4. Students will demonstrate the ability to examine a particular social work setting and apply biblical, theological, and cultural concepts to improve and flourish in a variety of contexts.

More specifically, the program learning outcome will focus on two areas:

- A. Social work
- B. Integration of biblical theology and social work.

In the area of Social Work, students will be able to:

- i. Demonstrate ethical and professional behavior
- ii. Engage diversity and difference in practice
- iii. Advance human rights and social, economic, and environmental justice.
- iv. Engage in research-informed practice and practice informed research
- v. Apply knowledge of human behavior and the social environment
- vi. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- vii. Assess individuals, families, groups, organizations, and communities.
- viii. Intervene with individuals, families, groups, organizations, and communities
- ix. Evaluate practice with individuals, families, groups, organizations, and communities

In the area of integration of Biblical Theology and Social Work, students will be able to:

- i. Integrate spiritual and religious beliefs in social work practices
- ii. Demonstrate an understanding of the theology and practice of bi-vocational ministry.
- iii. Demonstrate an understanding of theology, theory and practice of social work as a mission

Admission Requirement

Those admitted to the Bachelor of Social Work are required to have:

- A high school diploma or its equivalent (GED);

Degree Requirement

BASW candidate's must:

- Earn 129 credit units with a 2.0 grade average by completing the course requirements

Field Practicum

The Field Practicum is an integral part of the social work curriculum practical training by which students under supervision work at a variety of assignments at a local church or organization, according to their particular goals and interests.

Method of Instruction

The method of instructions is blended instruction, which is both on-site, lecture-based as well as online virtual live classes. Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Required Credit Unit for Graduation

Core: 120 units

Social Work Core	51 Units
Christian Core	30 Units
General Studies	31 Units
Field Practicum	8 Units

Electives: 9 Units

Total: 129 units

Policy for determining grade level

- Grade 1: 0 - 30 semester units or the equivalent
- Grade 2: 31- 60 semester units or the equivalent
- Grade 3: 61 -93 semester units or the equivalent
- Grade 4: 94 or more semester units or the equivalent

Undergraduate (BASW) Course Curriculum

Core Course : Social Work Core(51 units)

SW101(3 units) The Field of Social Work

An introductory course introducing the field of social work. What is social work? Qualities of a social worker, and the areas of social work.

SW105(3 units) Generalist Social Work Practice

This course focuses on theories, principles, and models underlying generic social work practice. Methods and interventions with poor, vulnerable, and oppressed populations in a multicultural context.

SW110(3 units) Human Behavior in the Social Environment I

This course is part one of the two part human behavior courses. This course will examine individual and family development in the context of social work practice. Individual and family behavior and its effects on the biological, psychological, cognitive, social, and spiritual development.

SW112(3 units) Human Behavior in the Social Environment II

This course is part two of the two part human behavior courses. This course will highlight the interrelationships among social institutions and social structure. This course will also help students to view the realistic lives of individuals, families, groups, and community organizations.

SW205(3 units) Working with Individual and Families

This course will focus on social work practice with individuals and families in a diverse setting. The course will also highlight interventions when working with individuals or families in a multicultural context.

SW210(3 units) Working with Groups

This course will focus on social work practice with groups in a diverse setting. The course will also highlight interventions when working with groups in a multicultural context.

SW220(3 units) Working with Communities and Organizations

This course will focus on social work practice with communities and organizations in a diverse setting. The course will also highlight interventions when working with communities and organizations in a multicultural context.

SW230(3 units) Social Work Research Methods

This course will focus on helping students to appreciate the research part of social work. This course will teach students to evaluate the services and interventions used for individuals, groups, families, organizations, and communities.

SW250(3 units) Elementary Statistics

This course is a basic course in statistics and measurements. This course will help students learn the methods of collecting data in social work research.

SW310(3 units) Child Welfare

This course is focused on preparing students to work with careers in public child welfare. This course will specially teach on the different issues affecting the welfare of children.

SW335(3 units) Aging: Issues and Perspective

This course is focused on preparing students for careers to work with the elderly. This course will specially teach on the topics and concerns with the elderly and aging.

SW350(3 units) Healthcare and the Helping Profession

This course will focus on the area of medical social work and how social workers can make an impact in healthcare. This course will specially teach on the roles of a social worker in the medical field.

SW 370(3 units) Social Welfare Policy and Social Services

This course will focus on the history of social welfare as well as policy practice. This course will teach on the different policies in social work and skills in advocacy.

SW400(3 units) Culturally Competent Social Work Practice

This class is designed to prepare students to become a culturally competent social worker. This class teaches on the culturally differences issues and approaches in the social work practice.

SW420(3 units) Diversity and Intersectionality in Social Work

This course is designed to teach students the importance of diversity and intersectionality in the social work practice. This course will educate students on how we can be aware of issues of diversity and intersectionality as Christian social workers.

SW450(3 units) Community Organization

This course is designed to help students practice social work through advocacy organizations. This course will educate students on the role of advocacy in social work as well as how to organize advocacy groups.

Core Course : Christian Core(30 units)

NT100(3 units)Introduction to the New Testament

A study of important theological concepts in the New Testament in relation to the socio-historical background of the time

NT211(3 units)Synoptic Gospels

A study of the Jesus tradition and interpretation in the first three Gospels; contents of Jesus' message, His understanding of His own life and mission, and His teachings portrayed in these books

NT213(3 units)Pauline Epistles

An examination of Paul's theological and missiological messages with special emphasis on Christology, salvation, ethics, discipleship, evangelism, eschatology and leading exegetical issues.

OT101(3 units) Introduction to the Old Testament

An introductory course selecting aspects of the Old Testament; overview of the paradigmatic eras of the Old Testament history and the integrated framework of its theology

OT211(3 units/Korean) The Pentateuch

An in-depth study of the first five books of the Old Testament; a study of Israel's traditions about its emergence as a people under God's initiative; the prehistory, the patriarchs, exodus from Egypt; the wilderness, Sinai, and the Law.

TH101(3 units)Systematic Theology I

A systematic study of Biblical teachings concerning the person and work of God, the authority of the Bible and humanity's relationship to God

TH102(3 units)Systematic Theology II

A systematic study of Biblical teachings concerning the person and work of Christ and Salvation

TH211(3 units)Christian Ethics

A course designed to build basic spiritual discipline for Christian living, ministry, and the development of a Christ-like character.

TH302(3 units)Hermeneutics

The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes

practice in grasping the author's intended meaning as it deals with the question of how we accurately read and interpret the Bible and correctly apply it to the contemporary world.

TH307(3 units/Korean) Christian Apologetics

Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course will survey several of the major problems and criticisms of the Christian church: its history, life and faith. It will also review the intellectual and faithful responses that Christians have provided to them.

Core Course : Field Practicum(8 units)

SW374(4 units) Social Work Integrated Field Practicum and Seminar I (4 units)

This course is part one of the two part field practicum course. The field experience is designed to provide the opportunity to apply and develop generalist social work practice through a program of guided field experience in a social service agency setting. The student's practice is supervised by an experienced Agency Supervisor.

SW378(4 units) Social Work Integrated Field Practicum and Seminar II (4 units)

This course is part two of the two part field practicum course. The field experience is designed to provide the opportunity to apply and develop generalist social work practice through a program of guided field experience in a social service agency setting. The student's practice is supervised by an experienced Agency Supervisor.

General Studies(31 units)

GE103(3 units) Logic, General Research & Writing

An introductory study of logical reasoning, research methods and research paper writing. This includes use of library and online resources, and proper citation. This study also includes instruction in how to gather notes, prepare an outline and compose a term paper.

GE222(3 units) Globalization & Postmodernism

GE232(3 units) Introduction to Psychology

Basic principles of psychology such as maturation, motivation, emotion, personality, and mental health; emphasis on these principles in relation to family life and to the teaching of the Bible, Christian life, and Christian service

GS141(3 units) Introduction to Sociology in an Immigrant Context

An introduction to sociological concepts with emphasis on group life, culture, socialization, generational conflict in immigrant communities, and differences in ministry needs for first-and-second generation immigrants.

GS410(3 units) U.S. History & Politics

GS450(4 units) Introduction to Biology w/ labs

GE300(3 units) Humanities and Culture Studies

This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as a starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presenting each of the themes per group.

PT295 Christian Spirituality

This course introduces the theory and practice of Christian spirituality used in the context of counseling. It will explore the biblical foundations of counseling and teach inner healing techniques aided by the work of the Holy Spirit.

MI260(3 units) Comparative Religions

A survey of the religious systems present in the world and an analysis of how to conduct outreach among their members. Missionary considerations to be discussed include information on what resources are available, what organizations are involved in ministering to each group, what strategies seem effective and what theological interests or problems tend to be important to each group.

GH444(3 units) Church History

A chronological survey of the Christian Church that gives special emphasis to theological development and change. This study explores the major periods and figures in the growth of the Korean church also.

Electives(9 units)

SW474(3 units) School Social Work

This course introduces the field of school social work. This course focuses on the role of a social worker in the field of education.

SW476(3 units) Military Social Work

This course introduces the field of military social work. This course focuses on the role of a social worker in working currently active military soldiers or veterans.

SW484(3 units) International Social Work

This course introduces the field of social work across the globe. This course focuses on the practice of social around the world.

SW488(3 units) Social Work and Church

This course introduces church social workers. This course focuses on the role of social workers in the church.

Master of Divinity

Program Goal

The Master of Divinity program primarily prepares pastors for the parent denomination, KPCA, and secondarily trains leaders for the diverse ministries both in the narrow context of the KPCA, and the wider context of the global kingdom of God.

Program Learning Outcomes (PLOs)

Upon graduation, the student will

1. Religious Heritage

- a. Demonstrate an introductory graduate-level understanding of the Bible and an ability to interpret and communicate the Bible accurately
- b. Articulate the theological views of KPCA in a larger Reformed theological milieu
- c. Comprehend historical theology and its significance for the contemporary situation

2. Personal & Spiritual Formation

- a. Deepen one's knowledge of and love for God, self, and others
- b. Understand the dynamic process of spiritual transformation into Christlikeness

- c. Cultivate a deeper intimacy with Christ in personal life through development and practice of spiritual disciplines (formational habits)
- d. Exhibit an increasing degree of the fruit of the Spirit, that is, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

3. Cultural Context

- a. Develop a Christian worldview and apply biblical principles to individuals, communities, and the world, in view of diverse religious traditions of the world and particularities of different cultures.
- b. Develop the ability to critically evaluate insights drawn from the humanities, natural sciences, social sciences, and the arts from a biblical perspective, integrate with theology, and apply to their life and ministry.
- d. Write graduate level research papers effectively.

4. Ministerial and Public Leadership

Demonstrate an understanding of and ability to integrate biblical principles of leadership and theological knowledge with professional skills vital for effective ministerial and public leadership, such as administration, preaching, teaching, counseling, evangelizing, discipling, and worship.

Admission Requirement

Those admitted to the Master of Divinity are required to have:

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

Degree Requirement

- Completion of 89 credit units with a 2.5 grade point average by completing the course requirements and;
- Finish 2 credit units of student ministry during 6 semesters;
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December;
- Optional completion of a thesis (6 credit units)
- Pass the Bible Examination with a score over 70/100 (no credit unit).
- Portfolio requirements for M.Div. students starting 2018 Fall:

Starting with incoming freshmen from 2018 fall semester, all M.Div. students must satisfy the portfolio requirements in order to graduate. The portfolio will need to contain the result of the Bible test, Scripture Reading (성경 통독), and key assignment(s) from each of the following ten core courses:

BS501 Hermeneutics, ST501 Systematic Theology 1 or ST502 Systematic Theology 2, CH510 Church History, PT515 KPCA Confession & Polity, PT602 Preaching Practicum, PT510 Spiritual Formation, PT620 Developmental Spirituality (not required for incoming freshmen from 2021 fall semester), MI500 Introduction to Missiology or MI660 Intercultural Ministries and Mission (not required for incoming freshmen from 2021 fall semester), ST504 Contemporary Christian Ethical Issues and GE503 Academic Research Writing. Students must receive the course overall grade of B- (80%) or higher and key assignment(s) grade of B- (80%) or higher. For spiritual formation, students are required to take Christian Spiritual Health Profile at the time of registration and graduation.

If the students fail to receive the required grade in portfolio courses, then they have two options:

- 1) Complete an extra project required by the instructor or
- 2) Re-take the course online and receive the required grade.

Students who want to receive transferred credits should bring the final reports (projects) to the dean of academic affairs and get them reviewed by each professor in order to be approved.

Thesis

The thesis for the Master of Divinity degree must reflect scholarship and thorough knowledge of the subject, and will be written in accordance with the school's guidelines. For those who elect to do a thesis as a Master of Divinity degree candidate, a review committee is set up to provide guidance, instruction, and evaluation for the dissertation. The primary functions of the committee include:

- Approve the choice of thesis subject;
- Provide instructions and guidance as a student begins to work;
- Examine and approve the rough draft presented; and
- Read and agree upon the evaluation of the thesis.

Only six months following the completion of coursework is allowed for completion of a thesis.

Timeline of the thesis writing is as following:

- During the registration period: register for a thesis (GS699)
- One week before the semester begins: assignment of a supervisor
- 15th of February or September: submission of the thesis proposal
- 25th of April or November: submission of the penultimate draft
- 5th of May or December: submission of the final draft to the school
- Within one week of the submission: examination of the thesis by the committee
- Within one week of the examination: submission of the final copy of the thesis

Method of Instruction

The method of instructions is direct instruction which is on-site, lecture-based.

Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Field Education

The Field Education program is an integral part of the theological curriculum practical training by which students under supervision work at a variety of assignments at a local church, according to their particular ministerial goals and interests.

Required Credit Unit for Graduation

Biblical Theology	15 units
Systematic Theology	6 units
Historical Theology	6 units
Pastoral Theology	12 units
Spiritual Theology	3 units
Intercultural Theology	12 units
Academic Research	3 units
Field Education	2 units
Electives	30 units
Total:	89 unit

Master of Divinity Course Curriculum

There are four prerequisites as follows:

- Preaching (PT501) for Preaching Practicum(PT602)
- Old Testament 1 or 2(NT510 or 520) and New Testament 1, or 2(OT520 or 521) for Hermeneutics(BS501)

Core Course : Biblical Theology (15 units)

OT520(3 units/Korean)Old Testament I (Pentateuch and Former Prophets)

The course introduces critical literary and theological issues in Pentateuch and Former Prophets.

OT521(3 units/Korean)Old Testament II (Latter Prophets and Writings)

The course introduces critical literary and theological issues in Latter Prophets and Writings.

NT510(3 units/Korean) New Testament I (Matthew-Acts)

A survey of major theological motifs in the Gospels and the Book of Acts such as the message and ministry of Jesus as recorded in the four Gospels and proclamation of the Kerygma and formation of the early church.

NT520(3 units/Korean) New Testament II (Romans-Revelation)

This course provides an introduction to the New Testament Epistles and the Book of Revelation, with particular attention to the distinctive historical context and theological content of each work.

BS501(3 units/Korean) Hermeneutics

The study of Biblical interpretation and application, particularly the process and principles of moving from the horizon of the text to the horizon of the contemporary interpreter. This includes practice in grasping the author's intended meaning as it deals with the question of how we accurately read and interpret the Bible and correctly apply it to the contemporary world.

Core Course : Systematic Theology (6 units)

ST501(3 units/Korean) Systematic Theology I: Doctrine of God, Bibliology, Doctrine of Man & Christology

A systematic study of Biblical teachings concerning the person and the work of God, the authority of the Bible, humanity's relationship to God, and the person and work of Christ.

ST502(3 units/Korean) Systematic Theology II: Soteriology & Ecclesiology, Pneumatology & Eschatology

A systematic study of Biblical teachings concerning salvation, the Church, the person and work of the Holy Spirit and last things.

Core Course : Historical Theology (6 units)

CH510(3 units/Korean) Church History

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

CH540(3 units/Korean) History of Korean Church & Immigrant Church

Survey of Korean church history and character; Christianity in the light of the cultural and historical background of Korea; localization and contextualization; modern church growth and its future direction.

Core Course : Pastoral Theology (12 units)

PT501(3 units/Korean) Preaching

A basic course in the fundamentals of preaching and the development of the sermon. Methods of gathering sermon material, sermon preparation, and writing are studied.

PT602(3 units/Korean) Preaching Practicum

A course that exposes the student to techniques of expositional preaching, and a variety of approaches within the expository pattern. Development of sermons on assigned passages. Students preach with evaluation by instructor and class.

* Prerequisite for PT602 Preaching Practicum is PT501 Preaching.

PT515(3 units/Korean) KPCA Confession and Polity

This course will explore the confessional beliefs of KPCA and the role of church polity in the governance of a congregation and the ordering of its worship. Drawing upon supplemental readings and the documents in the current *Book of Order*, participants will have an opportunity to ground themselves in the knowledge of historical confessions and theory and practice of the polity of this denomination in preparation for both their ordination examinations and for service within the governing bodies of the church.

PT600(3 units/Korean) Introduction to Ministry & Ministerial Mentoring

In this course, 4 professors (ministers) will lecture on 4 different pastoral topics. Students will be learning various perspectives of ministry fields and acquired expertise that will help to prepare them for their future ministry. The courses are closely related to the overall mission of the Presbyterian Theological Seminary in America. Professor Kim, Insik will a lecture on motivation and the strategy of the new church , professor, Ju, Hyuk-ro will lecture on the servant leadership, professor Baek, Jeongwoo will lecture on Bible meditation and sermon, and professor An, Sungbok will lecture on immigration ministry and ministry administration.

Core Course : Spiritual Theology (3 units)

PT510(3 units/Korean) Spiritual Formation

The course seeks to understand the dynamic process of transformation into Christlikeness. It is designed to help students re-examine their image of God, to gain a deeper understanding of their inner self, and to explore and experience various spiritual disciplines that foster continuous growth and maturity into increasing Christlikeness. Special emphasis will be given to the role of the brain, mind, heart, body, social context, and soul in the spiritual formation process.

Core Course : Intercultural Theology (12 units)

GE500(3 units/Korean) Humanities and Culture Studies

This course demonstrates and articulates critical understanding of the complex relationship between literary texts and human experience. The texts offered by professors then act as an starting point for students to share their thoughts of human relationships and human communities. The themes given by the texts make students to engage in critical and analytical exploration of human qualities and experiences. The course will include lectures, in-class discussions, and presenting each of themes per group.

ST504(3 units/Korean) Contemporary Christian Ethics

This course introduces students to contemporary ethical issues for Christians. It explores how responses to moral problems and integrity shape the Christian community. It provides a foundation for further studies in Christian ethics and for congregational/institutional responses to social and moral concerns.

MI640(3 units/Korean) World Religion in Mission

This course provides a clear introduction to the major world religions, examining their religious traditions of the world in light of their history, worldview, practices, places, philosophies, and ideals. These include the religions of the Primitive religions, Zoroastrianism, Islam, Hinduism, Buddhism, Cheondoism, Shintoism, Confucianism, and Daoism. In addition, identifying these major religions of the world, this course challenges students to familiarize themselves and to communicate each other in the diversity of religiosity

MI500(3 units/Korean) Introduction to Missiology

A study of world missions in the biblical and theological relation with historical, cultural, and strategic dimensions of world missions.

Core Course : Academic Research (3 units)

GE503(3 units/Korean) Advanced Research Writing

An advanced study of how to conduct and present academic research. This includes use of library and online resources, and proper citation. This study also includes instruction in how to prepare and write a term paper, scholarly article or thesis.

Core Course : Field Education (2 units)

FWM 01~06(total 2 units) Field Work/Student Ministry

These courses are an integral part of the theological curriculum by which students under supervision work at a variety of assignments at a local church, according to their particular ministerial goals and interest.

Elective(Student can choose 30 units of elective courses. *Elective courses are subject to change.)

BH610(3 units/Korean) Basic Hebrew Reading

Practice of reading Hebrew prose and acquisition of the basic Hebrew vocabulary

BG610(3 units/Korean) Basic Greek Reading

Practice of reading New Testament passages and acquisition of the basic Greek vocabulary

OT610(3 units/Korean) Genesis

Introduction to the book and a study of its message in its Ancient Near Eastern Context. It also explores its contribution to Jewish and Christian theology.

OT660(3 units/Korean) Isaiah

Exegesis of the book of Isaiah with attention given to its critical issues, historical backgrounds, form and theology.

OT670(3 units/Korean) Psalms

A study of the Hebrew poetry of the Old Testament, including exegesis of selected Psalms and expounding messianic poems.

OT680(3 units/Korean) Deuteronomy

Introduction to the book and a study of its message, including the exegesis of selected passages.

NT502(3 units/Korean) Sermon on the Mount

A study of the Sermon of Jesus on the Mount with various perspectives using biblical texts.

NT690(3 units/Korean) Acts

A study of the emergence of the early Christian church as recounted in the Acts of the Apostles; attention is given to the historical context of the work, the literary techniques of the author, and the abiding theological lessons for Christian faith and practice today.

NT620(3 units/Korean) Corinthians

A study of the problems of the Corinthian church, with related concerns in the modern congregation.

NT690(3 units/Korean) Romans

A study of various interpretations of Paul's letter to Romans. Focuses will be on the historical, literary, cultural, religious, and theological settings, in and for which Paul writes. Selected texts will be closely investigated for scholarly exegesis and practical application to contemporary pastoral settings.

CH620(3 units/Korean) History of Christianity in Asia

A study of the form and development process of the Asian church within China, Japan and India, their faith, theology, worship and life. Special attention will be given to the relationship between the Asian church and the Korean church in the ecumenical era today.

CH670(3 units/Korean) History of World Missions

The course seeks to explore church history from a missiological perspective. Special attention is given to the full global context of the expansion of the Church, including such diverse movements as the Chinese house church movement, the African Indigenous Church movement, the explosive growth of Pentecostalism in Latin America, church planting and "churchless" Christians in India; mega-churches and mission sending initiatives from South Korea, and challenges and initiatives peculiar to Japan, including the non-church church movement.

CH680(3 units/Korean) Theology of Roman Catholic Church

A study of the theology of the Roman Catholic church. A research of Augustine's historical context including the philosophical and religious factors which shaped his early response to Christianity and a study of the life and work of Thomas Aquinas in the context of theological challenges.

CH684(3 units/Korean) American Church History

A study of the rise of the American church including its foundations in Europe towards the end of the Reformation and its development in conjunction with the foundation of the American colonies up through the present church scene in America.

ST521(3 units/Korean) Theology of Calvin

This course examines and discusses some of the major issues of Calvin's Theology and important topics of the reformed theology related to Calvin.

ST670(3 units/Korean) Ecological Theology

A study of theology in ecological issues; relations of humans and nature concerning social and industrial worlds will be studied from theological perspectives.

ST690(3 units/Korean) Theology of Bonhoeffer

The purpose of this course is to provide an introduction to the life and thought of one of the 20th century's most influential theologians, namely, Dietrich Bonhoeffer. During the course students will be exposed first-hand to most of Bonhoeffer's major writings. Developments in his thought will be traced and related to the events in his life. The relevance of Bonhoeffer's theology for the life and work of the ministry today will be stressed.

PH630(3 units/Korean) Christian Apologetics

Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course will survey several of the major problems and criticisms of the Christian church: its history, life and faith. It will also review the intellectual and faithful responses that Christians have provided to them.

GS699(6 units/Korean) Thesis (If elected)

Research and writing of a thesis under supervision of a faculty member. Approval of thesis topic required. Candidates to graduate with a M.Div. degree can choose to write a thesis or take (2) advanced level (600 series or higher) graduate classes within their program of study, and receiving a (B) grade or higher.

PT630(3 units/Korean) Mission in the Islamic Cultural Area

The course surveys the beginning and expansion of Islam, its doctrinal and spiritual perspectives, and the Muslim tradition and culture. It also examines the history of Christian mission in the Muslim world for a better strategic planning for outreach.

MI684 Theology of Mission

A study of world missions in the biblical and theological relation with historical, cultural, and strategic dimensions of world missions.

ED501(3 units/Korean) Introduction to Christian Education

An exploration of theological perspectives in religious education. Particular attention will be given to critical issues as they have emerged in pastoral education, and to the theological, philosophical and psychological dimensions of these.

Master of Divinity: Church Music Concentration

Program Description

Music is recognized as a very important part of the church worship service, thus, there is a widespread need of leaders for church music. Historically, such leaders have generally studied only music, not sufficiently educated in Biblical or theological studies to view and understand music ministry in the context of overall church ministry. This issue has often been raised in churches and many musicians have had the vision to become ministers of music. To meet the growing need for training in this field in our Korean American church context we are establishing this new concentration of the Master of Divinity in Church Music. As a professional degree for church music ministry, Presbyterian Theological Seminary in America's three-year Master of Divinity in Church Music Concentration is a program designed to provide professional training in

pastoral and church music fields for those seeking a lifetime of ministry with people.

Program Learning Goals

The following competencies are assigned to the M.Div. (Church Music Concentration) in order to achieve institutional goals:

Goals Relating to Piety

- 1) Competent to lead effective praise and worship:
 - Sees how each periods music literature contributes can enhance worship in the church
 - Can select appropriate music for traditional, contemporary and mixed worship styles
- 2) To deepen one's awareness of the scope of the music ministry:
 - Knows predominant trends for sacred music from the ancient period to the present (e.g. Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century)
 - Knows Worship Styles of Various Christian Traditions (E.G. Hebrew, Catholic, Orthodox, Lutheran, Methodist, Presbyterian, Anglican, Contemporary)
 - Understands the Functions of Music in Different
 - Ministry Situations
- 3) To understand the relation of music ministry to other aspects of Christian ministry:
 - Committed to support the senior pastor
 - Can maintain good relationships with members and co-workers
 - Can plan worship for special occasions (e.g. Easter, Christmas, funerals)

Goals Relating to Science

- 1) Competent to serve as a Director of Music or Music Minister:
 - Has developed a repertory of useful music literature
 - Knows vocal and choral techniques
 - Can arrange for a choral ensemble and small instrumental ensemble
 - Knows conducting techniques for choral and instrumental ensemble
 - Can read and interpret musical notation in preparation for performance
 - Can plan an effective rehearsal
 - Can plan, budget, and prepare an educational program in music ministry
 - Can recruit musicians in the church
 - Can organize and choose music
 - Can select and evaluate paid or volunteer music staff
 - Understands contemporary Christian music and its usage
 - Can read and harmonically analyze a score
 - Understands various musical forms
- 2) Able to serve as a music instructor:
 - Knows learning styles and how they apply to music instruction
 - Can evaluate a musician's current ability level
 - Can choose appropriate materials for a student's current level
 - Can skillfully sing or play one's instrument

Admission Requirement

Those admitted to the Master of Divinity Church Music Concentration are required to have:

- B.A. / Th.B. degree in music/church music or its equivalent;
- A 2.5 grade point average for all previous studies;

- The endorsement of the Faculty Committee.

Degree Requirement

- Completion of 89 credit units with a 2.5 grade average by completing the course requirements and;
- Finish 2 credit units of student ministry(field work) during 6 semesters;
- Submit a student ministry evaluation form written by a supervisor twice a year, at the end of May and December;
- Submit a report of student ministry form which is written by students, every month; Completion of a thesis (6 credit units) on an approved subject, or an additional (2) two 600 level courses with a grade of B or higher.
- Pass the Bible Examination with a score over 80/100 (no credit unit).
- Portfolio requirements for M.Div. students starting 2018 Fall:

Starting from 2018 fall semester, all M.Div. students must satisfy the portfolio requirements in order to graduate. The portfolio will need to contain the result of the Bible test, Scripture Reading (성경 통독), and a final project from each of the following ten core courses:

BS501 Hermeneutics, ST501 Systematic Theology 1 or ST502 Systematic Theology 2, CH510 Church History, PT515 KPCA Confession & Polity, PT602 Preaching Practicum, PT510 Spiritual Formation, PT620 Developmental Spirituality (not required for incoming freshmen from 2021 fall semester), MI500 Introduction to Missiology or MI660 Intercultural Ministries and Mission(not required for incoming freshmen from 2021 fall semester), ST504 Contemporary Christian Ethical Issues and GE503 Academic Research Writing. Students must receive the course overall grade of B- (80%) or higher and key assignment(s) grade of B- (80%) or higher. For spiritual formation, students are required to take Christian Spiritual Health Profile at the time of registration and graduation.

If the students fail to receive the required grade in portfolio courses, then they have two options:

- 1) Complete an extra project required by the instructor or
- 2) Re-take the course online and receive the required grade.

Students who want to receive transferred credits should bring the final reports (projects) to dean of academic affairs and get them reviewed by each professor in order to be approved.

Thesis

The thesis for the Master of Divinity in Church Music Concentration must reflect scholarship and thorough knowledge of the subject, and will be written in accordance with the school's guidelines. For every Master of Divinity Church Music Concentration degree candidate, a review committee is set up to provide guidance, instruction, and evaluation for the dissertation. The primary functions of the committee include:

- Approve the choice of thesis subject;
- Provide instructions and guidance as a student begins to work;
- Examine and approve the rough draft presented, and,
- Read and agree upon the evaluation of the thesis.

Field Education

The Field Education program is an integral part of the theological curriculum practical training by which students under supervision work at a variety of assignments at a local church, according to their particular music ministerial goals and interests.

Required Credit Units for Graduation

Biblical Theology	12 units
Systematic Theology	9 units
Historical Theology	6 units
Pastoral Theology	12 units
Spiritual Theology	3 units
Church Music Concentration	18 units
Intercultural Theology	12 units
Academic Research	3 units
Field Education	2 units
Electives	12 units
Total:	89 unit

M.Div. in Church Music Concentration Course Curriculum

PT520 Hymnology & Church Music

The effect of ecumenism on music and worship with hymnology. Discussion of the ministers' role in fostering congregational involvement in church music. Church music appreciation.

MU501 Leadership in Contemporary Expression of Corporate Worship

A survey of songs of the praise and worship movement of the last three to four decades. Choruses will be critically examined according to their scriptural and theological content as well as their musical integrity. The course will also focus on the practical issues of preparing, rehearsing, and using a team of singers and instrumentalists to lead worship. Types of sound systems, and projection software and hardware may also be covered.

MU502 Technology for Music and Worship Ministry

A study and application of computer software available to the church musician, in particular the notation and digital recording software, and Finale.

MU503 Church Music History and Literature

A study of music in worship from Biblical times to the present. Comprehensive in scope, the course covers the historical development of both liturgical and free forms of Christian worship.

MU504 Church Music Arranging

This course provides the church musician with the methods and techniques to start a church instrumental program. Includes a survey of church instrumental music, practical scoring, rehearsal techniques, and building a church band or orchestra.

MU505 Choral Conducting and Method

A course in organizing choral ensembles in which principles of group tone production, interpretative factors and literature sources are studied. In addition, a study of the techniques of conducting in which basic conducting technique is acquired and applied in both instrumental and choral ensembles.

MU506 Hymn Accompanying and Keyboard Improvisation Skill

A class on the emphasis of (keyboard playing) but with emphasis on playing hymns and worship choruses by ear, reading chord charts, and basic improvisation.

MU507 Church Music Ensemble (Choral and Worship Band)
Styles of literature and stylistic techniques for various contemporary/folk ensembles in church music

MU508 Church Music Seminar

GS699 Thesis (6 credits) or

MU600 Major Applied Area (2 credits x 3 semesters)
Research and writing of a thesis under supervision of a faculty member. Approval of thesis topic required. Candi-dates to graduate with a M.Div. in Church Music degree can choose to write a thesis or complete a Major Applied Area from the following areas:

Voice Piano Organ Instrument Composition

Master of Arts in Christian Counseling Psychology

Program Goal

The Master of Arts in Christian Counseling Psychology program provides a master's level in Christian counseling education for students who wish to prepare for counseling ministries in Korean churches, Korean-American churches, and mission fields. This program will meet the demand among KPCA congregations for properly equipped, Korean-speaking, Christian counselors who can provide spiritual help to individuals and families in a church and Christian institutional setting to help them cope with cultural transition and psychological adaptation.

This program is not intended to prepare a student for employment as a licensed professional counselor.

Program Learning Outcomes (PLOs)

Upon graduation, the student will

1. Articulate knowledge of major theories of Christian counseling and psychology
2. Demonstrate the ability to integrate Christian doctrine with psychology and counseling skills for Christian counseling for Koreans, Koreans immigrants, and native people in the mission field.
3. Demonstrate cross-cultural understanding and communication for ministry to people students serve in a variety of settings.
4. Demonstrate Christian counseling skills of healing, reconciliation and transformation of individuals and congregations.

Admission Requirement

Those admitted to the Master Arts in Christian Counseling Psychology are required to have:

- B.Th. degree or its equivalent;
- A 2.5 grade point average of 4.0 scale for all previous studies.

Degree Requirement

- Completion of 48 credit units (including 6 credit units of practicum) with a 2.5 grade average by completing the course requirements and;
- Finish 6 credit units of practicum before graduation.
- Portfolio requirements for MACCP students starting 2018 Fall:
Starting from 2018 fall semester, all MACCP students must satisfy the portfolio requirements in order to graduate. The portfolio will need to contain the result of a final project from each of the following seven core courses:

CP 500 Introduction to Christian Counseling Psychology

CP 501 DSM V

CP 530 Cross-Cultural Psychology and Christian Counseling

CP 630 Marriage and Family Therapy

CP641 Foundational Counseling Skills

CP633 Legal and Ethical Issues in Counseling

CP 552 Practicum II

- Students must receive the course overall grade of B- (80%) or higher and final project grade of B- (80%) or higher. For spiritual formation, students are required to take a Spiritual Health Profile at the time of registration and graduation.
- If the students fail to receive the required grade in portfolio courses, then they have two options:
 - 1) Complete an extra project required by the instructor or
 - 2) Re-take the course online and receive the required grade.

Students who want to receive transferred credits should bring the final reports (projects) to the dean of academic affairs and get them reviewed by each professor in order to be approved.

Method of Instruction

The method of instructions is a direct on-site and lecture-based instruction.

Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Practicum

The practicum courses are an integral part of the theological and psychological curriculum practical training by which students under supervision work at the Santa Fe Springs Christian Counseling Center and a variety of local churches.

Required Credit Unit for Graduation

Biblical Theology:	3 units
Systematic Theology:	3 units
Spiritual Formation:	3 units
Psychological Study:	33 units
Practicum:	6 units

Total: 48 unit

Master of Arts in Christian Counseling Psychology Course Curriculum

Required Courses

CP 500 Introduction to Christian Counseling Psychology: 3 units

This course presents an overview of counseling from a Christian perspective, introducing key terms, theories, and concepts. It provides basic Christian counseling models that are applicable to a wide range of issues typically encountered in Korean immigrant churches. The course also includes ethical and legal issues related specifically to Christian counseling.

CP 501 DSM 5: 3 units

This course provides a basic understanding of DSM V and basic strategies for assessing clients' symptoms.

CP 530 Cross-Cultural Psychology and Christian Counseling: 3 units

This course provides a broad understanding of issues in a diverse multicultural society and focuses on acculturation issues Korean immigrants experience in diverse immigration settings. This course examines various issues in the acculturation of Korean immigrants.

CP 551 Practicum I: 3 units

Students practice counseling skills and all the activities that a regularly employed professional counselor would be expected to engage in in a supervised setting. The practicum/internship is supervised by a faculty member. Documentation of 100 hours, which includes 30 hours of providing counseling, is submitted to the faculty member for verification.

*Prerequisites: First year coursework; a minimum GPA of 3.0.

CP 552 Practicum II: 3 units

Students practice counseling skills and all the activities that a regularly employed professional counselor would be expected to engage in a supervised setting. The practicum/internship is supervised by a faculty member. Documentation of 100 hours, which include 30 hours for providing counseling, is submitted to the faculty member for verification.

*Prerequisites: Practicum I; a minimum 3.0 GPA.

CP 630 Marriage and Family Therapy: 3 units

This course provides a broad understanding of the structure and dynamics of the family, which may include assessment of family issues and methods of familial intervention and counseling. This course focuses on issues in Korean immigrant families.

CP633 Legal and Ethical Issues in Counseling

This course aims to raise the ethical awareness of counselors and provide professional and effective counseling by studying and discussing the legal and ethical issues that may arise in various counseling fields. As a result of this course, students will be able to provide the best counseling services to Koreans, Korean immigrants, and locals in the mission field.

CP641 Foundational Counseling Skills

This course is designed to prepare MACCP master program students with micro skills, competencies and concepts that will enable students to start counseling. Students will be aware of their self-influence as a counselor and will build a clinical language that delivers the therapeutic language applicable to the various theoretical models faced in the counseling process.

Elective Courses

CP540 Developmental Psychology

This course presents major theories of developmental psychology and describes the basic concept of developmental psychology from theological perspectives. This course helps students to understand the characteristics of each life stage theologically and psychologically and to apply the understanding to church members' lives as well as the students' own lives.

CP 620 Aging and Christian Counseling: 3 units

This course provides an understanding of the nature of the aging and the elderly. Theories and strategies for facilitating optimum care of Korean elderly immigrants are addressed and issues of ageism are explored.

CP 621 Group Counseling: 3 units

This course helps students to observe and analyze the group dynamics and the process of group counseling by learning the theory of group counseling and actually practicing the role of group leaders and group members. Also this course will give the students the environment to recognize the importance of relationships, and the opportunity to gain insight into themselves, especially in pastoral situations, in order to cope with the dynamics of the group. Through the experience of group counseling, students will grow their ability to contain pastoral relationships and group leaders.

CP 631 Cognitive Behavioral Therapy (CBT): 3 units

This course provides a basic understanding of CBT and applying the basic CBT counseling skills in the Korean immigrant context. This course includes the history and diverse theoretical perspectives in CBT. The course also emphasizes the need for cultural sensitivity in adopting CBT for Korean immigrant communities.

CP 632 Practical Theological Approach toward Christian Counseling: 3 units

In this course, practical theology is introduced as both an academic discipline and an analytical and empirical research method. Attention is given to the historical emergence of the discipline, its theological foundations, and its interdisciplinary nature. The course also explores the interconnections between Christian counseling and practical theology, and how the theoretical framework of practical theology can be used in Christian counseling in Korean contexts.

CP 640 Pastoral Care for Loss and Death: 3 units

This course provides an understanding of the grief process and basic counseling strategies for people undergoing grief.

CP642 Abnormal Psychology

This course reviews the history of and gives an introduction to the therapeutic theories of psychopathology as well as provides an overview of psychological concepts. Primary disorders such as mood disorders, personality disorders and other psychotic maladies will be explored from the current edition of the American Psychiatric Association's DSM.

CP643 Psychodynamic Therapy

This course examines various theories of psychodynamic theory and seeks psychodynamic methodologies to evaluate and develop biological-psychological-social-spiritual functions of the human being. This course focuses on the early history of psychodynamic therapy and cultural application of the therapy to the Korean community, Korean-American community, and mission fields.

CP644 Child and Adolescent Counseling

This course is to prepare Christian counselors in implementing knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmental, ethical and technical issues to meet the needs of counseling children and adolescents. We are also developing an awareness of the impact we have as Christian counselors who are serving the next generation and local community.

Required Elective Courses

Introduction to Bible Study: 3 units

This course provides an introduction to the Old Testament and the New Testament.

Introduction to Systematic Theology: 3 units

This course provides an introduction to a systematic study of Biblical teachings concerning the person and the work of God, the authority of the Bible, humanity's relationship to God, the person and work of Christ, the Church, and the person and work of the Holy Spirit and last things.

PT 510 Spiritual Formation: 3 units

Spiritual formation into Christlikeness, ultimately, is by grace of God and not by human effort. What role, then, do we play in the process? This course seeks to understand the dynamic process of transformation into Christlikeness. It is designed to help students re-examine their image of God, to gain a deeper understanding of their inner self, and to explore and experience various spiritual disciplines that foster continuous growth and maturity into increasing Christlikeness. Special emphasis will be given to the role of the brain, mind, heart, body, social context, and soul in the spiritual formation process. Because transformative teaching/healing flows out of teachers/counselors who are continually being transformed, promoting the continual maturity in the pastor-teachers/counselors is the primary goal of this course.

Master of Arts in Intercultural Studies

Program Goal

The Master of Arts in Intercultural Studies (MAICS) program is in line with our institution's mission: to equip men and women for missional living (i.e., live out the mission of God) by training them to grow in the knowledge and character of Christ, to live a Christ-centered life, and to lead others to do the same, in any setting God places them, whether that context be multigenerational, multiracial, or multiethnic. The MAICS program is designed to equip students to advance God's global mission wherever God places them—local church, workplace, mission field, or other cross-cultural or multicultural settings. The program achieves this by training students to think missiologically about the world and people of diverse cultures, to understand their cultures, and to build transformative relationships in specific contexts. This program also academically prepares students for service as missionaries and for work in any type of cross-cultural or multicultural settings—such as teachers, counselors, physicians, artists, musicians, athletes, businesspeople, lawyers, engineers, entertainers, or anyone desiring to live a missional living in a specific context. Students can also customize their degree to their needs and interests through elective courses. The program may also serve as a preparation for a doctoral study in related areas.

Program Learning Outcomes (PLOs)

Upon graduation, the student will

1. Articulate a theological understanding of the global mission of God and demonstrate its importance to the church
2. Describe how the dynamic nature of the Gospel can be contextualized and communicated in words and deeds in contexts of cultural diversity to bring transformation.
3. Demonstrate specialized knowledge focused on the discipline of intercultural studies and the Christian mission.
4. Integrate biblical, theological, historical, and social-scientific disciplines for missional living and working in global contexts.
5. Demonstrate the research skills and writing ability to create a graduate level research paper.

Additional Program Outcomes

6. That 50% of our alumni will embrace responsibility to participate in the Great Commission through such volunteer or professional tasks as mobilization (e.g., serving on a church missions committee, volunteering for a missions organization, taking mission trips, donating at least \$500 to cross-cultural missions and serving as a long-term missionary)

Admission Requirement

Those admitted to the Master Arts in Intercultural Studies are required to have:

- B.Th. degree or its equivalent;
- A 2.5 grade point average of 4.0 scale for all previous studies.

Degree Requirement

- Completion of 43 credit units with a 2.5 grade average by completing the course requirements and;

Method of Instruction

The method of instructions is a direct on-site and lecture-based instruction.

Qualified faculty will provide the following: a course outline that includes sequence of instruction and specific learning outcome. The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic. Faculties are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by students.

Required Credit Unit for Graduation

The MAICS curriculum consists of 43 semester credits of coursework.

Total: 43 unit

Master of Arts in Intercultural Studies Curriculum

List of courses for this degree program:

Bible, Theology, Spiritual Formation, Writing Core – 12 credits

NT520 New Testament Survey or OT521 Old Testament Survey

ST501 Systematic Theology I or ST502 Systematic Theology II
PT510 Spiritual Formation
GE503 Academic Research Writing – This can be waived for students taking
Research Methods & Thesis

Intercultural Foundational Studies Core – 12 credits

MI500 Introduction to Missiology
MI520 History of the World Christian Movement
MI574 Cultural Anthropology for Christian Mission
MI640 Mission and World Religion

Intercultural Practical Studies Core – 19 credits

MI680 Intercultural Communication
PT590 Transformative Global Leadership

Intercultural Studies Fieldwork requirement – 1 credit

FWM01 – Fieldwork I
FWM02 – Fieldwork II

Intercultural Practical Studies Electives – 12 credits (Choose four of the following classes)

Students can customize the degree to their needs and interests by choosing electives from the MAICS program or any master level programs at PTSA with an advisor's approval. Other courses may be added to this list when announced.

MI660 Cross-cultural Ministries & Mission
MI550 Global Church Planting & Multiplication Strategies
MI540 Business, NGO, and Tent-making in Missions Context
PT630 Muslim Evangelism among Islamic Context
PT530 Christian and Muslim Dialogue
MI520 Transformative Teaching in Global Context

Doctor of Philosophy in Contextual Studies

Program Goal

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

Program Learning Outcomes (PLOs)

Upon graduation, the student will be able to:

- 1) Demonstrate overall knowledge of the field of missiology
- 2) Demonstrate personal ability to think and write missiologically
- 3) Demonstrate competence in designing and carrying out original research that contributes knowledge to the field of missiology.
- 4) Demonstrate an ability to share missiological expertise in a higher education

classroom setting

- 5) Demonstrate an ongoing personal openness to God and a desire to continue growing in relationship to God and others

Admission Requirement

Those admitted to the Master Arts in Intercultural Studies are required to have:

- Master of Divinity Degree with 5 Intercultural Studies courses or;
- Master of Arts in Intercultural Studies.
- Master of Arts in Intercultural Studies or,
- Master's Degree (with any other major) with 5 Intercultural Studies courses
- A formal application
- A minimum of 3.4 cumulative grade point average for master level degree.
- A minimum of 5 years of cross-cultural ministry (5 years after having been commissioned, spouse included) or pastoral experience (5 years after having been ordained or as wife of an ordained pastor). The admissions committee will decide if the candidate is qualified in other areas but has not fulfilled five years of ministry after having been commissioned or ordained.
- a 15-20-page academic writing sample
- a 250-300 word Proposed Research Interest Statement

Degree Requirement

Total credits for this degree program:
48 units

The full-time load for the Ph.D. program is designed to be 8 units per semester, which comprises 2 classes of 4 units each. This will translate to 5 semesters for 40 units of classes. Additional 8 units of dissertation writing will be required for the Ph.D. program. The full-time load for the dissertation writing is designed to be 4 units per semester, which translates to 2 semesters for the dissertation writing. Therefore, the total minimum amount of time required to complete this degree is 7 semesters which equals to 3.5 years.

Ph.D. in Contextual Studies program facilitates an orderly progression of studies toward its goals within a specified length of time. The students will be carefully evaluated after a year of study in the form of an advisor's evaluation to advise those who do not show sufficient signs of promise.

The advisor's evaluation will be based upon the grade that the student received during the first year of course work. The student must take 3 required courses out of 4 classes in the first year and the minimum grade for the required courses will be B+.

The candidacy examination will be offered for those who completed all the coursework and want to proceed to the dissertation phase of the program. The candidacy examination will include examination for major core courses and evaluation of dissertation writing ability.

Method of Instruction

- 1) The method of instruction will consist of both direct in class and on-line lectures.
- 2) Experienced world class faculty members will provide the lectures based on the following:

- A course outline that includes sequence of instruction and specific learning outcomes.
- The sequence of instruction will include a list and brief description of each topic presented in the order of instruction along with a brief description of the lessons devoted to each topic.
- Students will be required to discuss, and present critical themes presented in class which will enhance the in-depth research capabilities for each student.
- Each course will require a written research thesis devoted to the topic during the class lectures.
- In-depth critical review of published literatures presented in class
- Faculty members are required to spend an appropriate amount of time evaluating the progress of student learning and course material presented by the students that will ultimately lead to final dissertation in the area of their desired research.

Doctor of Philosophy in Contextual Studies Curriculum

The curriculum of the Ph.D. In Contextual Studies is comprised of 10 courses; 8 required core classes and 2 elective courses, three comprehensive exams and a dissertation (48 units total). The courses are designed to meet the specific research interests of the student under the guidance of their faculty mentor and guidance committee.

Required Core Classes:

PT 800

Biblical and Theological Foundation of Mission

In this course students will have an opportunity to learn from past mission thinkers and practitioners; hear from one another; and reflect personally on what God's mission means for the mission of Christians and Christian churches in the rapidly changing global context. Students will be introduced to a multi-disciplinary and inter-disciplinary approach to missiological reflection whereby the various components of Missiology (Word, church, personal spiritual pilgrimage, and world/context) are brought together in an integrated understanding of mission, focused on a specific issue of Christian ministry in a particular context.

PH 810

Mission History

This course explores the history of Christian church for the first two thousand years with a primary focus on the inherent dynamic that propels cross-cultural transmission and the critical elements that have defined the experience and expressions of the faith in successive heartlands. Five important areas will be explored in course the discussion: the translation principle, or indigenous appropriations and vernacular expressions of the faith; the agents and agencies of missionary expansion; major movements of reformation and renewal; interaction with other major faiths; and causative factors in the periodic shifts or extermination of the faith.

PC 820

Intercultural Communication

This course discusses the principles, dynamics and processes of intercultural communication, and the application of these principles to communicating the

gospel in various ministry contexts. Intersecting this is the examination of the nature of God's model of communication from a biblical perspective. Learners have the opportunity to enhance their intercultural competence while creatively working to develop models of communication that are theologically valid, culturally appropriate and contextually relevant.

PC 830 Contextual Theology

This course provides a basic introduction to theological reflection in various places and is currently emerging in multiple contexts. The goal is to provide the background, terminology, and critical framework necessary for students to begin exploring theology as an expanding conversation about the meaning of God in creation, biblical knowledge, and ethics of globalization in context and the church-in-mission.

Or

PC 811 Anthropology for Christian Witness

This course seeks to integrate anthropological concepts and theories with effective Christian witness in cross-cultural/inter-cultural ministry contexts. By combining cultural theories with ministry experience, the course encourages students to recognize personal cultural biases and appreciate the relevance of anthropological thinking to church and mission.

PC 810 Mission in Pluralistic Context

This course is designed to give students insightful entry into the lives of people and their traditions of worship, labeled by modernists as "world religions," for the purpose of compassionate witness to Jesus Christ, which always begins with love for others. The course examines (1) patterns in human religious history, (2) ways of knowing and living pertaining to specific faith traditions, and (3) what happens to people when they receive Jesus Christ as Savior and Lord to heal, repair, and reform.

PR 850 Research Design

This course introduces and critically evaluates all elements of designing a research project from developing research questions to ethical issues. It supports students in becoming critical researchers and provides strategies for searching for and critiquing literature. It also provides guidance on writing research proposals and writing dissertations.

PE800 Spiritual Formation of Missionaries in Global Context

The course seeks to nurture the spiritual life of missionaries serving in global context. You will learn the *integrative nature* of personhood and the need for spiritual formation of a *whole person* in your unique context. You will gain a deeper understanding of yourself and your own stages of spiritual development in relation to neurobiological and psychosocial development. The goal is to deepen your understanding of God, yourself, and others, and increase your desire to move toward maturity in Christ, that is, "to love God more completely, yourself more correctly, and others more compassionately." The course surveys the history of Christian spirituality and you will learn to practice various spiritual disciplines practiced in diverse historical and cultural contexts, seeking balance toward wholeness, that can draw you closer to God and enable you to hear Him better, deepen your relationship with Him, and abide in Him. Special emphasis

will be given for missionary self-care through the practice of solitude and silence.

PE860 Instructional Design

This course is designed to equip Ph.D. students to share missiological expertise in higher education classroom setting effectively. Consideration will be given to various theories of learning and factors that influence learning. Students will apply learning theories and plan 15-week college or master-level courses with appropriate objectives, assessments and instruction methodology.

Students will design lessons and teach at least one lesson in an actual bachelor or master-level course in person, via the internet or recorded. The topic will be related to their dissertation.

PF 801/802/803/804 Field Work in Contextual Studies

These courses are required field work courses that will enable the students to practice field work in various areas including teaching ministry. The students will learn how to incorporate theories into various ministries in their contexts. (4 units - 4 classes with 1 unit each)

Elective Classes:

PT 801 Mission from Old Testament Perspectives

Mission Dei began by moving Abraham and his family from places to places to vastly different lands. This course will examine the mission from God's perspective in the OT as to how God continuously used his people to bring His people to God. Various Biblical and theological insights will be evaluated to see how such movements continue on through New Testament times.

PT 802 Mission from New Testament Perspectives

This course provides an in-depth look at the mission in the Gospels and the mission from Paul's perspectives and his missional journeys. We will look at various Biblical, theological and practical insights of missional movements and how it relates to today's changing dynamics of modern mission.

PH 813 Holy Spirit Movement in the Church

This course provides an overview of the Holy Spirit movement globally, focused especially on its missionary practices and missiological views. The topic is engaged in an interdisciplinary manner, drawing together historical, social scientific, and theological resources. Missions and theology of mission will be situated and assessed within the wider disciplines of mission history, missiology, and conversations about mission theology.

PC 833 The Theory and Practice of Cross-Cultural Church Planting

This course will examine the principles, methods, and strategies for evangelism and church-planting in cross-cultural situations. It will review the social structure of societies and how different cultural contexts influence the process of planting a church, how ministry is carried out, and what types of churches will emerge. Topics will include the process of cross-cultural communication, conversion, appropriate contextualization of the church within given cultural contexts, church planting movements, the role of the missionary, the role of

culture in religious change, the role of national Christians, discipleship of national believers, the importance of community, and tentmaking.

PC 834 Contextual Evangelism and Discipleship

In course we will seek to rediscover that Good News for ourselves, listen to the various ways others have come to faith through evangelistic encounters, and discover the various ways the Good News comes in and through cultures. We focus on contextually applicable cultures, but we also talk about youth cultures. We look at various writers who have theorized about evangelism and discipleship, and we also have opportunities to share our faith in the context of the course. In addition, we will explore effective ways of discipling looking to Jesus as a model.

PP 800 Diaspora Immigrant Church

The course is designed to introduce the student to the principles and methodologies of evaluating diaspora immigrant church and how it relates to the way they worship in their new-found land. It also explores the unique way the church has become not only a center of worship but a center for social and other cultural activities that lend to the assimilation into mainstream America. It examines why the church is growing or declining in the diaspora community by carefully examining the relevant sections of scriptures and how it relate to their families, work and the church.

PC 835 Development of Asian Theology

This course studies emerging theologies of Asian American Christianity. Using an interdisciplinary approach, it examines distinctive social and historical contexts, cultural heritages and values of Asian American communities in a critical conversation with Scripture and Christian traditions. Major themes and topics include, among others, immigration and transnationalism, legacy and influence of Confucianism, Pan Asian Americanism, racialization and identity development and construction, and intergenerational and gender conflicts.

PC 836 Spiritual Power Encounter in Mission

The term “power encounter” refers to signs and wonders, healing and deliverance, dreams and visions, and other such acts of God’s power, often experienced in the context of sharing Christ and extending His Kingdom. The theme of power encounter is developed in both the Old and New Testaments and is a key aspect of intercultural ministry. The course will focus on worldview and spiritual power, the biblical validity and contemporary relevance of power encounter, power encounter and the planting and growth of the church, and various ministry models involving healing prayer, deliverance, spiritual warfare, and intercessory prayer. Numerous case studies will be discussed in class.

PC 837 Understanding the Islamic Movement and Religion

This course will focus on various models of witness in Muslim contexts that are culturally relevant and bearing fruit. Special emphasis will be given to case studies and recent literature/research. Issues discussed in class include cultural adaptation of cross-cultural workers, Muslim worldview, relationship building, women’s issues, contextualization, power ministries, insider movements,

intercessory prayer, culturally relevant Bible translations, and the planting of new congregations

Distance Education

1. Vision

Our vision is to see people of all nations come to know Christ, grow in His character, and live a Christ-centered life.

2. Mission Statement

Our mission at The Department of Distance Education at PTSA is to utilize technology effectively to provide affordable and accessible learning opportunities for students- who because of time, geographic, or other constraints- choose not to attend traditional, on-site classes at PTSA. The efforts of the Department aim to promote innovative and accommodative sound design, development, and delivery of online courses to meet the educational needs of our students and faculty. Measures have been established to ensure faculty are well-prepared to confidently develop and deliver high-quality, engaging, and academically rich distance learning courses- providing students with a challenging and rewarding educational experience. Prepare for God's call with curriculum and resources that help you grow personally, spiritually, academically, and vocationally.

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

3. Institutional Goals of PTSA Distance education

In response to the needs of KPCA, PTSA primarily provides theological and spiritual formation education integrated with ministry skills to students who will serve as pastors in KPCA. Secondly, PTSA will prepare ideal leaders for the diverse ministries for the global kingdom of God.

1) High Quality Theological Education

PTSA's faculty, over 80% of whom have doctoral degrees from outstanding seminaries in the United States, offer high quality theological education where students will gain a proficient understanding of God and His Word and learn research skills that will equip them to conduct sound research.

2) Dynamic Spiritual Formation Education

PTSA's spiritual formation education takes a holistic and integrative approach to lead students to grow deeper in their knowledge of, and love for, God, self, and others- which will be reflected in their Christ-centered lives in whatever setting God places them.

3) Global Leadership Education

PTSA's leadership education strives to mold leaders who will have the heart to serve and lead by example- integrating biblical and theological knowledge with professional skills in ministerial and public leadership.

4) Cultural Education Across Disciplines

PTSA strives to train students to critically discern the truth wherever it is found (that is, both within special revelation such as the Bible and in general revelation- the general academic disciplines such as humanities, natural sciences, social sciences, arts) and evaluate it from a biblical perspective, integrate it with theology, and apply it to their lives and ministry.

5) Bilingual Education

PTSA opened Santa Fe Language & Culture School back in January 2014 in order to provide students and local residents with English and cultural education to prepare them for more effective global ministry.

4. Core Values

The following bullet points are the core values that breaks down how PTSA will carry out its mission statement:

1) Missional

What we teach and practice will have a missional focus resulting in a transformed life that reflects Christ to others.

2) Biblical & Interdisciplinary

What we teach and practice will be biblical. The Bible will be the main subject of the curriculum but other academic disciplines, such as humanities and science, will be integrated with theology from a biblical perspective- taking an interdisciplinary approach. Likewise, although we have a particular doctrinal persuasion, we welcome people of differing evangelical persuasions as long as they are biblical.

3) Responsive to the Culture

We will be relevant to the culture that we are placed in and respond to the needs of the people without compromising biblical truth.

4) Holistic

We believe in a holistic development of godly people through the development of mind and character. Thus, our teaching will focus on the entire individual, including cognitive, affective, behavioral and spiritual aspects.

5) Collaborative

We strive to foster collaboration over competition. We appreciate the uniqueness of individuals and encourage working together as a team toward common goals.

6) Excellent

We strive for excellence in all aspects of our lives, both personal and institutional ministry, by exercising responsible stewardship of God-given gifts.

7) Gracious

We strive to be gracious to one another just as we have received much grace from our Lord.

5. Presbyterian Theological Seminary in America (PTSA) Distance Education Manual

1) Purpose and Context of Manual

As part of its mission to cultivate excellence in learning and teaching, Presbyterian Theological Seminary in America (PTSA) offers both courses and degree programs in which the majority of the instructional interaction occurs when student and instructor are separated geographically. Specific courses and programs are selected for offering through distance learning methods to provide greater access to PTSA programs by providing scheduling flexibility to all potential students, but especially to adult learners with ministry responsibilities that may otherwise limit their educational opportunities.

Only courses and programs for which the learning outcomes can be effectively achieved through distance learning methods are selected. This manual is intended to ensure that all PTSA distance education courses and programs conform to best practices in distance education, and the policies articulated in this manual apply to all distance learning courses and programs offered by PTSA.

2) Defining Distance Education

PTSA defines distance education as a formal educational process in which the majority of the instructional interaction occurs when student and instructor are separated geographically. Such instruction may be synchronous or asynchronous, and may include the use of internet; one-way and two-way transmission through open broadcast, closed circuit or wireless communications devices.

3) Delineation of Responsibilities

The following groups bear specific interlocking responsibilities for distance education at PTSA.

A. Administrative Responsibilities;

- 1) To provide ongoing financial, technical, and personnel support for the development, and continuation of the distance learning program subject to budgetary constraints.
- 2) To ensure reasonable and adequate access to a range of appropriate academic support services and resources.
- 3) To ensure assessment of distance learning courses and programs.
- 4) To develop processes to ensure the integrity of student work

B. Academic Unit Responsibilities;

- 1) To propose distance learning courses and programs.
- 2) To develop and schedule distance learning courses and programs.
- 3) To assess distance learning courses and programs.
- 4) To provide academic advice to distance learning students.
- 5) To develop processes to ensure the integrity of student work
- 6) To apply PTSA's substantive change policy when creating distance learning courses and programs

C. Information and Instructional Technology;

- 1) To provide a secure computer network ensuring the integrity and privacy of the

communications and records exchanged.

- 2) To provide technical support for distance learning instruction.
- 3) To support and promote technological infrastructure online programs.

D. Faculty Responsibilities;

- 1) To exercise control over distance learning, ensuring both the rigor of programs and the quality of instruction.
- 2) To develop and design courses that utilize the advantages of the delivery medium to achieve course objectives.
- 3) To follow PTSA policy and procedure in development, scheduling, and presentation of distance learning courses.
- 4) To design distance learning instruction that meets the same standards and criteria set for traditional campus-based courses.
- 5) To participate in curriculum development, coordination of syllabi for courses taught by multiple instructors, and preparation of examinations, as required.
- 6) To order any textbooks and supplementary materials that are necessary.
- 7) To design and grade student projects, assignments, and tests in accordance with a schedule which has been communicated to students.
- 8) To implement processes to ensure the integrity of student work.
- 9) To provide for and maintain regular appropriate interaction with distance learning students.
- 10) To support and adhere to PTSA Computer and Network Usage Policy and other related university policies.
- 11) To observe copyright laws and guidelines as they pertain to the Internet, the World Wide Web, software, and the use and reproduction of materials.
- 12) To secure copyright clearances on any copyright-protected materials used in distance learning course development.
- 13) To participate in PTSA's assessment of distance learning.

E. Student Responsibilities;

- 1) To ascertain possession of the appropriate skills, competency levels, course prerequisites, and equipment (including browser, operating system, and software) required for the distance learning course at <http://online.ptsa.edu>.
- 2) To determine that the course meets individual degree requirements.
- 3) To assume responsibility for contacting the assigned advisor/instructor.
- 4) To complete all assigned coursework by deadlines and before the end of the semester.

Classes progress through a structured, organized learning experience based on the semester calendar. Homework for the week is usually assigned at the beginning of the week, and students will have until Friday or Saturday to complete it. Students will be expected to complete readings, practice problems, or participate in audiovisual material. There will be a due date each week for assignments, so students will have to pace themselves in order to complete assignments on time. A common tool for online classes is a discussion board, where students can discuss questions and concerns with their peers and instructors.

* Example for Due Dates for Assignment for M.Div. Program.

Lecture/Week		Weekly Discussion		

	Lecture Schedule	Due for Response to Prof. Discussion	Due for post Discussion question on Student Discussion	Due for Response to Student Discussion	Due for Weekly Paper	Due for weekly assignment grading
O.T /1 ST	5/27 ~ 6/3	Orientation Week				
1ST / 2ND	6/3 ~ 6 /10	6/5	6/7	6/7	6/ 10	6/12
2ND / 3RD	6/10~6/17	6/12	6/14	6/14	6/17	6/19
3RD / 4 TH	6/17 ~ 6/24	6/19	6/21	6/21	6/24	6/26
4TH / 5 TH	6/ 24 ~7/1	6/26	6/28	6/28	7/1	7/3
MIDTERM/6 TH H	7/1 ~ 7/ 5					
5TH / 7TH	7/8 ~7/15	7/10	7/12	7/12	7/15	7/17
6TH /8TH	7/15 ~ 7/22	7/17	7/19	7/19	7/22	7/24
7TH / 9TH	7/22 ~7/29	7/24	7/26	7/26	7/29	7/31
8TH / 10TH	7/29 ~ 8/5	7/31	8/2	8/2	8/5	8/7
READING WEEK /11TH	8/ 5~8/ 11					
FINAL EXAM /12TH	8/12 ~ 8/16					

- 5) To participate in the evaluation of the course content.
- 6) To follow all relevant university guidelines, including the student code of conduct and academic integrity policy.
- 7) To read and adhere to PTSA Computer and Network Usage Policy and other related university policies.
- 8) To observe copyright laws and guidelines as they pertain to the Internet, the World Wide Web, software, and the use and reproduction of materials.
- 9) To participate in a real time video meeting (5~7 min/student, 2 times/semester).
- 10) To participate in weekly discussions on board.
- 12) To submit a weekly assignment paper.
- 13) Weekly Learning Procedure and Time Plan

	Content	Running Time	Time for Preparation
1	Lecture Video	1 HR/Week	
2	Weekly Reading Assignment:		6 HR/Week

	Analyze weekly reading.		
3	Weekly Discussion on board: Instructor posts 1 or 2 topics covering lecture for student discussion and each student responds to the topic(s).		3.5 HR/Week
4	Weekly Writing Assignment: Lecture summary and reflection paper		3.5 HR/Week
5	Real Time discussion with instructor		1.0HR/Week
TOTAL HOUR		1 HR	14 HR
SUB TOTAL HOUR			15 HR/WEEK

F. Library

- 1) To facilitate the provision of library services and resources for distance learning faculty and students. dbpia.co.kr, kiss.kstudy.com, ptsa.dkyobobook.co.kr and library.ptsa.edu
- 2) To encourage development of technologically advanced remote access to library resources.
- 3) To coordinate development and provision of appropriate information technology instruction for distance learners.
- 4) To coordinate the planning, evaluation, and improvement of library services for distance learners.
- 5) To promote use of library resources among distance learning faculty and students.

G. Committee on Graduate Affairs

- 1) To approve the addition, revision, and deletion of graduate distance learning courses and programs
- 2) To approve the conversion of existing graduate courses and programs to distance learning

6. General Distance Education Policies and Procedures

1) Application of Academic Policies to Distance Learning Courses and Programs

The same policies concerning admissions requirements, academic standards, academic integrity, dropping and adding classes, repetition of courses, incomplete designations, withdrawal from a course or from the Seminary, classification, grading, grievance procedures, credits, degree completion, and honors apply to distance learning as for campus-based classes, unless specifically stipulated otherwise (See the current Presbyterian Theological Seminary in America Catalog).

The learning outcomes for distance learning courses and programs are identical to those offered on campus, although instructional strategies will necessarily differ. Faculty members apply the same standards for coursework and grading for both on-campus and distance learning courses.

As with on-campus courses, distance learning courses maintain sufficient enrollment to be taught and are subject to the same course deletion policies as are all courses offered by the seminary.

In addition, all distance learning courses and programs at PTSA must comply with the requirements, standards, and policies of BPPE, ABHE and ATS.

2) Development of Distance Learning Courses and Programs

Since distance learning courses may, and distance learning programs will require seeking cooperation with the Office of Academic Affairs before beginning to develop distance learning courses or programs.

7. Academic Policies Specific to Distance Learning Courses and Programs

Presbyterian Theological Seminary in America (PTSA) provides courses through the PTSA Online Campus. 12 week for Graduate Programs, 15 week for Undergraduate Program Online Courses are designed around an intensive, asynchronous format.

The efficiency of this format provides for acceleration of degree program completion considering the structured learning environment, interaction with faculty, staff and students.

1) Verification of Participation

Online course developers and instructors must provide a substantive means of determining participation in a course to facilitate the accurate completion of the verification roster such as weekly assignment paper, discussions, and real time video conference.

2) Course Syllabus

Online instructors must provide a course syllabus that mirrors the syllabus used in on-campus classes, but which highlights the difference of learning strategy inherent in the online course, and specified on the online version of the course outline. For instance, it must be clear to a student how they will get answers to questions they would normally pose during a class meeting, or how substantive participation in the online class will be measured and assessed.

3) Verification of Identity

Online course developers and instructors must demonstrate that the student who registers in a distance is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the instructor, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) real time video conference that are effective in verifying student identification.

8. Distance Learning Legal Policies

1) Fair Use

Distance learning courses that involve the performance and display of audio-visual and other copyrighted works are guided by the Educational Fair Use Guidelines for Distance Learning. See the webpage of the [Copyright Advisory Office](#) at the Columbia University library for

guidance on Fair Use Law. This site includes a useful [Fair Use Checklist](#). Use of copyrighted material is also governed by the University System of Georgia's [Policy on Use of Copyrighted Work in Education and Research](#).

2) Intellectual Property

Ownership and copyrighting of distance learning courses are subject to the provisions of PTSA's Intellectual Property Policy [will add link when ready].

10. Teaching Distance Learning Courses

As noted above, all policies and procedures that apply to the teaching on-campus courses and programs apply to distance learning courses and programs, as well, unless specifically stipulated otherwise.

1) Lecture

- 1) Each course is designed to be 60 min to 80 min long for 12 weeks including 8 lectures, Midterm, Reading Week and Final.
- 2) Each course provides an introduction that includes, if applicable, a course description, faculty contact information (including a statement on how long students should expect to get a reply from you), required and recommended textbooks, course learning outcomes, an explanation of course organization, the grading policy, a description of all exams, descriptions of term papers/projects, directions on how to access the course schedule, research information and links to library resources, a description of netiquette, a description of academic integrity policy for the course, advice on how to succeed in an online course, links to relevant student policies for withdraw, technical requirements for the course, any downloads or plug-ins necessary for the course, technical support contact info, and a description of support for students with disabilities. This introduction should also include a welcome message from the instructor, as well as a specific section that details expectations for success in the course. The course introduction might also include exercises to ensure that students know how to use course tools.
- 3) Each course should be well-organized with a common structure to units, if possible, and be easily navigable documents and web pages in the course should have consistent appearance.
- 4) Course units should begin with an overview that describes the outcomes, learning activities, and assessments for the unit. Overviews should also connect current unit to earlier units, and make students aware of how learning activities and assessments in unit connect to course level and unit level learning outcomes.
- 5) The cornerstone of assessment of distance learning courses and programs is learning outcomes, and therefore, assessment plans for distance learning courses and programs should be based on the same learning outcomes and outcome measures with the same results targets as those used for the same on-campus courses and programs. However, since instructional strategies used for distance delivery often differ from those used in on-campus courses and programs, the responses to assessment results may differ, as well.

2) Faculty

- 1) The faculty teaching distance learning course are assigned from the pool of PTSA faculty and thus meet the same criteria as instructors for campus-based courses in the areas of academic credentials, workloads, and accessibility to students.
- 2) Curriculum Vitae for all faculty members, including credentials for teaching distance

learning courses are on file in the Office of Academic Affairs. If utilized, adjunct faculty must be reviewed and approved as possessing a combination of appropriate academic credentials and experience in the discipline in which the course is being taught. Any faculty member developing a distance learning course is given first priority in teaching that course. 3) Faculty should prepare and participate into discussions/forums for classes, grade class assignments, prepare exam(s), if needed give make-up exam(s), grade exams, calculate grades, interact with students each week at least 3~5 hours, and supervise student research papers.

3) Faculty-Student Interaction

Faculty teaching distance learning courses must provide students with an email address and a phone number. Each course introduction should contain an indication of how quickly students may expect a response.

It is essential that distance learning courses provide an adequate system of interaction between teacher and students. Other forms of communications could include, fax numbers, post office addresses and communication option available through the Learning Management System employed. In cases where there are class meetings (such as interactive compressed video), a period of time before or after class or during a break may be used to discuss more general concerns of distance learning students. Since regular and timely feedback from course instructor to student is crucial for the success of the distance learning program, faculty must provide an appropriate amount of feedback to distance learning students. Faculty must provide real time video meeting and real time video conference (20~ 25 min long, 2 times/semester).

4) Faculty Development and Support

Faculty development and support are key to the long-term success of the distance learning program. Without the requisite skills and resources to adapt to new teaching and learning environments, faculty will be unable to respond to the demands of the distance learning program. PTSA is committed to providing appropriate faculty support services specifically related to distance learning. Institutional support includes, but is not limited to, providing adequate and up-to-date technology, providing appropriate technical assistance, such as help and training, and compensating faculty for the development of courses designed to be delivered entirely by remote means, such as the Internet. Additionally, distance learning faculty meet together formally each semester to discuss issues related to the effectiveness of the program.

LIBRARY RESOURCES

The Presbyterian Theological Seminary in America (PTSA) Library is committed to fulfill its mission that provides access to learning resources to PTSA students, faculty, and staff in support of the research and educational mission of the seminary. To maximize the use of the resources, the library also provides information literacy instruction services to the PTSA community. Furthermore, the PTSA library supports life-long learning of PTSA alumni, ministers, and missionaries around the world by giving access to electronic resources and guidance. The PTSA Library holds a wide ranging of information resources, including approximately 28,000 books.

In addition, to provide learning resources for online degree program students, PTSA online education has DBPIA, KISS, KSi, and Kyobo as PTSA Learning and Research Resource (PLR) to the online students. DBPIA provides over 7,000 e-books and full text databases including more

than one million articles from about 7,200 Korean scholarly journals in various fields of society, literature, economics & business, medical science, humanities, theology, law & administration, arts, engineering, natural science, and education. All the back issues of each journal title are available and title, author, keyword, journal title and publisher-searchable.

LEARNING MANAGEMENT SYSTEM

PTSA Online Education has researched and used a learning platform, Canvas. This is PTSA Online Education's multi-functional learning platform that supports administrative, academic and technological responsibilities. Registered students in the online program will be contacted by Canvas Team staff who will assist with basic questions. Online tutorials, references, and links are also available and provided during online student orientation.

The learning management platform supports any file types including MSwords, PDFs, videos, PPTs, DOCX, SCORM, AICC and xAPI-compliant packages. Canvas provides a secure computer network ensuring the integrity and privacy of the communications and records exchanged. It fully and functionally supports and promotes students to fully participate in learning activities through an automation screening system. On the weekly basis, the learning platform automatically informs online students and professors regarding pending and completed tasks or their performance.

For assistance with technical issues throughout courses, personnel in the IT and Canvas team are available.

11. Taking Exams and Securing a Proctor

Some distance learning classes at PTSA require proctored exams as part of the identity verification procedure for the course. Typically, the instructor will require students to take the midterm or the final exam for the course at a physical location where their identity can be verified through presentation of identification and completion of an exam under controlled conditions. Instructors facilitating these courses will often set up some exam periods on PTSA's campus, or they may ask students to schedule a time with a testing proctor.

1) The Proctor's Role

PTSA requires proctor verification to ensure academic integrity and maintain accreditation by BPPE, ABHE and ATS. Your proctor is responsible for maintaining the academic integrity of the exam process on behalf of PTSA.

If the proctor believes that the academic integrity of the exam process has been compromised, he or she has the right to stop the exam. Whether or not the exam is stopped, the proctor will report the incident to the PTSA and will share the information with your course instructor, who will decide on the appropriate action, consistent with the PTSA's policy on [academic integrity](#).

A. What You Need to Know before You Find a Proctor

- 1) To find out how your course's exams will be proctored, you can review your course syllabus in Moodle.
- 2) Your proctor must [meet our requirements*](#), and you must submit documentation verifying

your proctor's qualifications before your proctor can be approved.

3) Your proctor must be approved before any exams can be taken.

4) While many proctors will serve on a voluntary basis, you are responsible for paying any expenses incurred in retaining a proctor.

B. How to Make Proctor Arrangements and Take Exams

Follow these steps to ensure that you will be ready to take your exam with an approved proctor:

1) Decide whether you will take exams at [exam centers](#)* or with an individual proctor.

2) If you plan to take exams with an individual proctor, your proctor must be approved. For new proctors, [review our proctor requirements](#)* to ensure that your proctor is qualified and collect any required documentation of the proctor's position.

3) [Nominate your proctor for approval using POLC](#). You will receive an email from ptsa.online@ptsa.edu to your registered email account, notifying you whether your proctor has been approved.

4) When your proctor is approved, or if you decide to take your exam at an exam center, log in to our proctored exam portal and [choose the proctor or exam center for the exam you wish to schedule](#).

5) Once you have chosen your proctor or exam center, you must still schedule the exam.

For the PTSA Testing Center, you can schedule your exam in the proctored exam portal.

For any other testing center, or for an individual proctor, you must contact the exam center or proctor to schedule the exam. Note that some exam centers require two weeks advance notice to schedule exams.

6) [Review our exam procedures](#) to prepare for your exam. You and your proctor will both also receive email reminders of your exam and our exam procedures.

7) Take your exam at your scheduled exam time and location. You must begin your exam at the beginning of the exam time you have scheduled. Contact the ptsa.online@ptsa.edu or admin.online@ptsa.edu if you or your proctor experience any technical difficulties with accessing the exam.

8) If you are unable to take your exam during the scheduled exam dates, you must notify us: Notify your proctor and determine whether you can reschedule the exam within the scheduled exam dates.

If you must reschedule the exam outside the exam dates, contact the course instructor to get permission. The course instructor can determine whether the exam can be taken outside the scheduled dates and provide access to the exam accordingly. The instructor should email permission to Director of Distance Education at admin.online@ptsa.edu

Notify Distance Education in advance of any changes to your exam arrangements at 562-926-1023 EXT 306.

If you have not taken your exam on the scheduled date and you have not rescheduled the exam, your proctor is required to contact the Dean of Department of Distance Education, Jacob Woo at admin.online@ptsa.edu.

2) Requirement of Proctor

A. Who can be a Proctor

Examples of acceptable proctors are:

- College or professional testing center staff
- Full-time school or public librarian

KPCA minister including pastors and elders.

B. Who cannot be a Proctor

- 1) Relatives, co-workers (of you or your family), and friends (of you or your family) are not eligible to proctor exams.
- 2) Current and former PTSA students are also ineligible.
- 3) Some proctors may charge a fee for their services. Students are responsible for all fees incurred while taking exams.

C. Exam Centers

PTSA Campus, 15605 Carmenita Rd, Santa Fe Springs, CA

Listed local KPCA

Specific information will be announced

12. Learning Management System (LMS) Technical Support Procedures

The Canvas Team provides technical support to Faculty and Staff members who wish to use LMS.

The Canvas Team offers online tutorials and workshops on LMS periodically as needed. These tutorials and workshops cover the various tools available to help organize and manage a LMS course, including file transfer, quiz management, posting course notes, managing students and use of the grade book. Participants are welcome to bring any items they need incorporated into their courses.

Faculty members are responsible for setting up and maintaining their LMS sections, including uploading course content, creating quiz modules, and posting other instructional materials. The Canvas Team will work with faculty members to ensure that they have the ability to perform these duties through workshops and one-on-one training, as needed.

13. Contracts

All employment contracts for teaching distance learning classes follow normal PTSA procedures as outlined in the PTSA Faculty Handbook. In addition, individual academic units may require faculty who teach distance education classes to sign a Memorandum of Understanding that states specific expectations for distance education instruction.

Faculty Training

It is part of the support mission of the Office of Information and Instructional Technology to provide training for PTSA's LMS. Face to face training is provided periodically during planning week and other times throughout the academic year.

First-time distance learning instructors should be assigned an experienced distance learning instructor as a mentor during their first semester teaching an online course. The mentor should be added to the course as a teaching assistant, so the mentor can observe and provide help as needed. Mentors will fill out a formative evaluation of the first-time distance learning instructor at the end of the first semester of online teaching. In addition, first-time distance learning instructors will be observed again during their second semester teaching distance learning courses to provide opportunities for further formative feedback.

14. Student Policies and Procedures for Distance Education Programs

As noted above, all policies and procedures that apply to on-campus courses and programs apply to distance learning courses and programs, as well, unless specifically stipulated otherwise.

1) Students Rights and Responsibilities

All PTSA students, including students in distance learning courses or programs have rights and responsibilities as outlined in PTSA Student Handbook.

2) Student Records

PTSA maintains students' educational records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. The Act protects the student's privacy and allows students to challenge their educational records should they be inaccurate, misleading, or inappropriate. This protection extends to distance learning students. The handling of student records is also governed by Faculty Policy, and General PTSA Policy.

3) Student Training

Students enrolled in distance learning classes have the same individual responsibility for coursework as students in traditional (face to face) classes, but because of the special needs of distance learning students, some additional help is provided. FAQs, tutorials, and other information are provided [online](#). Specific course information and coping strategies may be provided in syllabi or as additional course orientation material.

4) Access to Library Services and Other Learning Resources

Library services are provided to distance learners through a variety of means, including the library's web page, and through one-on-one contact with librarians. Distance learners can contact the library via phone, email, or use the online resources provided on the library information section located on the library's homepage.

5) Computer Services

All PTSA students, including those enrolled in distance learning classes, should provide a personal email account to the registrar. This provides e-mail capabilities, including online contact with faculty and other seminary personnel.

6) Admission

Distance learning students are subject to the same admission requirements as traditional on-campus students. Admission criteria helps ensure that students possess the appropriate background, knowledge, and technical skills required for undertaking a particular course or program.

7) Registration

Registration policies and procedures are found in PTSA Catalog and on the homepage of PTSA, ptsa.edu and PTSA Distance Education, online.ptsa.edu

8) Tuition

Distance learning students enrolled in distance learning courses are regarded as on-campus students.

Students enrolled in distance learning classes are subject to the same fees as on-campus students.

See PTSA's schedule of [Tuition and Fees](#) and Policy of Refund. Students may incur additional cost if distance education courses require proctored examinations or other forms of student identity verification.

9) Transferability

Credits for academic courses earned in distance learning courses apply to PTSA degrees and are readily transferable to most other universities. See Current Bulletin for more information on [transferability](#) of courses.

10) Advisement

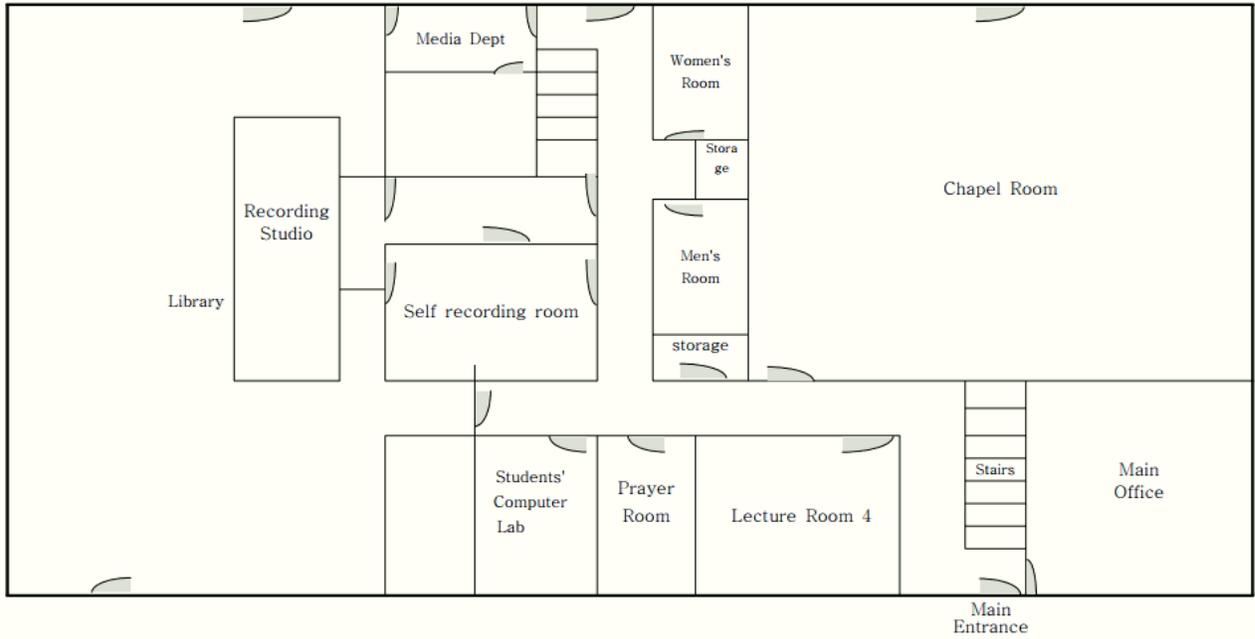
Students enrolled in distance learning courses are entitled to all student services, including advice. Academic department chairpersons and college deans assist in the advising of distance learning students. Advisement can be conducted via email, and phone in addition to traditional face to face meetings. Contact information for advisors, chairs, and deans should be provided to students at the time of admission and registration.

11) Academic Support

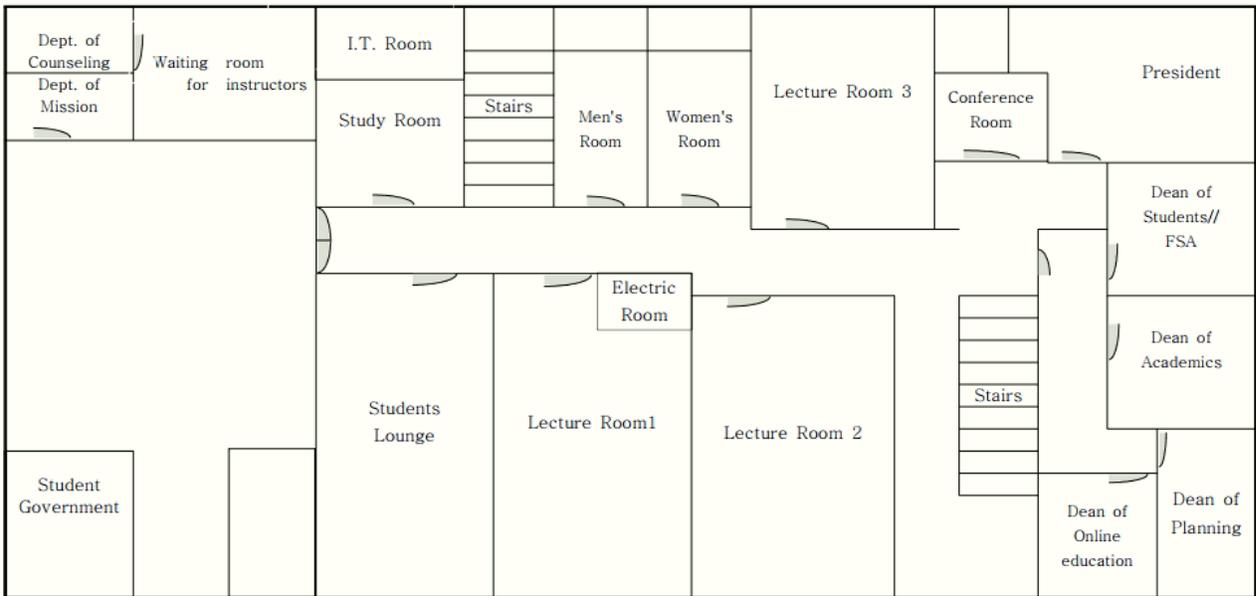
Academic Support Services provides online students with resources to support academic success. The Writing Center provides online, synchronous consultation through contacting a writing counselor. Students may also request asynchronous consultations through email at writingcenterpts@gmail.com

Campus Map





<Carmenita Building 1st floor>



<Carmenita Building 2nd Floor Plan>