Agora University

EST. 2012

AGORA UNIVERSITY
THE AGORA OF ALEXANDRIA

STUDENT
HANDBOOK

2026 / 2027



www.agora.edu
+1.866.462.4672
9253 Old Keene Mill Road
Burke, VA 22015

Last Revised 011/9/26

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Handbook Effective Beginning: 11/9/26

Contact Information

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Agora University is certified to operate by the State Council of Higher Education for Virginia.

Hours of Operations

Agora University's programs and courses are always available through our Learning Management System.

Our faculty and support staff are available:

Monday – Friday 9:00 am to 4:00 pm EST

Agora University offices are closed during the following holidays: Martin Luther, King Jr. Day, Presidents Day, Eastern Orthodox Holy Week, Good Friday, Memorial Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving Week, and the final two weeks of December through January 7th of every year.

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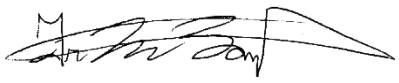
General Information

2 A LETTER FROM THE CHANCELLOR

Welcome to Agora University! We are dedicated to academic distinction, theological inquiry, and unique research, where we strive for excellence and relevance in every course we offer.

With a experienced faculty who possess degrees from the greatest educational institutions in the world including, University of Oxford, University of St. Andrews, UCLA, University of Aberdeen, University of Toronto, and Claremont University to name a few. We are able to make available to our students a remarkable global group of thinkers and practitioners. This allows us to offer courses that will challenge students in a multitude of fields.

We believe the true value of education starts with experience and praxis, actualizing theory into a lifestyle of communal mission and service. It is our pleasure to "give instruction to a wiseman, [knowing]…he will be still wiser" (Proverbs 9:9a). We invite you to join our programs and equip yourselves to become impactful leaders in your communities.



Rev. Fr. Michael Sorial, Chancellor

3 ABOUT AGORA UNIVERSITY

At the heart of the great city of Alexandria in Egypt and at the intersection of Canopic Street and Pharos Street stood one of the most well-known public squares in the World. The Agora of Alexandria, which was only a few steps west of the Great Library of Alexandria, witnessed some of humanity's most astute thinkers, teachers and philosophers, the formation of profound teachings and free speech. Carefully situated between the Roman quarters (west), the Hellenic quarters (east) and the Coptic quarters(north), the Agora of Alexandria has been regarded as the melting-pot of the ancient world. Today, Agora University is a continuation of this indigenous Alexandrian heritage.

2012 –In October 2012, the institution was founded as (St. Cyril of Alexandria Orthodox Christian Society) with a mission of engaging the heritage of the Oriental Orthodox Christian tradition with the Humanities to address contemporary challenges.
2013 – In June 2013, H.H. Pope Tawadros II of the Coptic Orthodox Church and H.H. Ignatius Aphrem II of the Syriac Orthodox Church granted their blessings for the Mission and activities of the University.
2014 – In August 2014, Agora University began collaboration with the Alexandria School Journal Board and helped establish the Alexandria School Foundation in Egypt.
2015 – In March 2015, the institution changed its name to Holy Transfiguration College (HTC), and H.G. Bishop Epiphanius (of blessed memory) of the Monastery of St. Macarius in Egypt became the first President of the Advisory Board.
2016 – In September 2016, Mr. Naguib Sawiris became the Chairman of the University Boards.
2017- In March 2017, the institution was renamed Agora University, designating HTC as the College of History, Philosophy, and Religion.
2019 - In November 2019, Agora University degree programs were fully accredited in the European Union through our collaboration with Universidad Catolica San Antonio de Mucia (UCAM), in an agreement lasting from November 2019-February 2025.
2023 – In January 2023, Agora University was fully accredited in the United States by the Distance Education Accrediting Commission (DEAC).
2024 –In September 2024, Agora University was certified to operate in the Commonwealth of Virginia and offer non-religious degrees by the State Council of Higher Education for Virginia (SCHEV).
2025 - In February 2025, the Naguib Sawiris School of Business was approved as a division of Agora University to offer the Master of Business Administration (MBA) program.
2026 – Agora University expanded its academic portfolio through the introduction of the College of Professional Studies, alongside the launch of four new undergraduate programs, marking a significant step in broadening its educational offerings.

4 AGORA UNIVERSITY MISSION

Agora University is a pioneering global ***Orthodox Christian academic community*** *delivering high-quality, accessible distance education that addresses contemporary challenges.* ***We form students from all faiths and backgrounds*** *into whole persons and impactful leaders through open dialogue and rigorous, innovative scholarship across diverse disciplines, while preserving the particularity of our tradition.*

5 STATEMENT OF FAITH

As an indigenous Orthodox Christian organization, our Statement of Faith is the Scripture-based Nicene-Constantinopolitan Creed of 325 and 381 A.D. as follows:

We believe in one God, God the Father the Pantocrator who created heaven and earth, and all things seen and unseen. We believe in one Lord Jesus Christ, the Only -Begotten Son of God, begotten of the Father before all ages; Light of Light, true God of true God, begotten not created, of one essence with the Father, by whom all things were made; Who for us men and for our salvation came down from heaven, and was incarnate of the Holy Spirit and of the Virgin Mary and became Man. And He was crucified for us under Pontius Pilate, suffered and was buried. And on the third day He rose from the dead, according to the Scriptures, ascended to the heavens; He sits at the right hand of his Father, and He is coming again in His glory to judge the living and the dead, whose kingdom shall have no end. Yes, we believe in the Holy Spirit, the Lord, the Life-Giver, who proceeds from the Father, who with the Father and the Son is worshiped and glorified, who spoke by the prophets. And in one holy, catholic and apostolic Church. We confess one baptism for the remission of sins. We look for the resurrection of the dead, and the life of the coming age. Amen.

6 STATE LICENSURE

STATE OF VIRGINIA
Agora University is certified to operate in the Commonwealth of Virginia.

NC-SARA
Agora University participates in the State Authorization Reciprocity Agreements.

STATE OF CALIFORNIA
Agora University is an out-of-state 501c3 non-profit institution with no physical presence in California and is not under the purview of the California Bureau of Private Postsecondary Education. According to California regulations Agora University is exempt from registration as an out-of-state University and is able to offer its programs to California residents. See https://www.bppe.ca.gov/schools/outofstate_reg.shtml

7 US ACCREDITATION

Agora University is accredited by the Distance Education Accrediting Commission (DEAC).

DEAC
1101 17th Street NW, Suite 808
Washington, D.C. 20036
202.234.5100
www.deac.org

The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency. The Distance Education Accrediting Commission is a recognized member of the Council for Higher Education Accreditation (CHEA). CHEA is the leading non-governmental recognition for accrediting associations. A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.

CHEA
One Dupont Circle NW, Suite 510
Washington, DC 20036
Tel: (202) 955-6126
Fax: (202) 955-6129
Email: chea@chea.org

U.S. Department of Education
Agora University is listed in the Database of Accredited Postsecondary Institutions and Programs. DAPIP ID: 255457.

8 LEADERSHIP

CHAIRMAN OF THE BOARDS

Mr. Naguib Sawiris	Chairman of Orascom Telecom Media & Technology Holding

ADVISORY BOARD

Mr. Alex Shalaby	President	Chairman and Former CEO of Mobinil, Egypt
H.G. Bishop Angelos	Board Member	General Bishop, Egypt
H.E. Archbishop John Kawak	Board Member	Vicar of the Syriac Archdiocese of Eastern USA
Mr. George Sorial, J.D., M.B.A.	Board Member	Founder and Principal of Sorial Consultants
Mr. Mark Morgan, J.D.	Board Member	Partner at Day Pitney, LLP
Ms. Lana Sawiris	Board Member	Founder & Chief Creative, &LANA

Ms. Natalie Ramses	Board Member	Founder & CEO, Enova Digital, Zamia Import
Board Members Emeriti		
H.G. Bishop Epiphanius (June 27, 1954 – July 29, 2018)	First President of the Board	Bishop of the Monastery of St. Macarius, Egypt

GOVERNING BOARD

Fr. Michael Sorial, D.Min.	President of the Board and Chancellor
Dr. Emmanuel Gergis, Ph.D.	Vice President of the Board
Ms. Lydia Dimyan, C.P.A.	Treasurer
Ms. Mary Sorial, M.A., M.Ed.	Secretary
Dr. Michael Wingert, Ph.D.	Board Member
Ms. Monica Ghattas, J.D.	Board Member
Fr. Seraphim ElBaramos, M.Litt.	Board Member
Mr. Ramy Adeeb, M.Sc., M.B.A.	Board Member
Mr. Onsi Sawiris	Board Member
Dr. Robert Felix, Ph.D., C.P.A.	Board Member

EXECUTIVE TEAM

Executive Leadership

Rev. Dr. Michael Sorial, D.Min.

Chancellor

Dr. Emmanuel Gergis, Ph.D.

President

Academic Leadership

Dr. Michael Wingert, Ph.D.

Dean of Holy Transfiguration College

Dr. Eusebio Scornavacca, Ph.D.

Senior Advisor, Agora Naguib Sawiris School of Business

Dr. Joseph Youssef

Dean of Agora College of Professional Studies

Institutional Development & Compliance

Ms. Sylvana Selim, M.A., M.Fin.
Vice President of Institutional Development

Ms. Iriny Guirguis
Alumni Services Lead

Ms. Sandy Agban
Accreditation and Compliance Lead

Ms. Karen Samy
Research and Market Intelligence Analyst

Operations & Communication

Mr. Fady Emad
Vice President of Operations & External Affairs

Ms. Christine Georges, M.B.A.
Head of Student Services

Ms. Mariam Rafla
Marketing Manager

Ms. Monica Boulis
Digital Media Buyer

Ms. Evet Isaac
Admissions Lead

Ms. Mary Youhanna
Senior Admissions Officer

Ms. Gina Roufail
Senior Student Recruitment Officer

Ms. Sally Bastawrous

Academic Services Manager

Ms. Monica Mansour
Students Success Lead

Technology

Mr. Fady Emad
Vice President of Operations & External Affairs

Mr. Andrew Amir
Technology Lead

Mr. Youssef Sedkey

Technology Specialist

Finance

Mr. Bassem Massoud, M.B.A.
Vice President of Financial Services

Mr. Bassam George
Financial Services Manager

Mr. Sameh Mina
Accountant

Agora University Press

Dr. Veronica Mikhail, M.Th., D.Min.

AU Press Editor-in-Chief

Public Relations

Ms. Veronica Rizk

PR Lead & Executive Assistant to University President

People & Culture

Ms. Manuela Maher

People & Culture Lead

9 EDUCATIONAL PHILOSOPHY

The keyword in our organization is "Community". Agora University strives to maintain a close relationship between students, staff, and faculty. Members of our faculty are deeply involved in shaping and guiding students during the academic year. Faculty members encourage students as they grow in their paths, discuss things they are learning in class, and challenge them in areas where the student may be struggling. Students have ready access to any staff or faculty member and are encouraged to seek help both academically and personally.

10 EDUCATIONAL OBJECTIVES AND OUTCOMES

1- Provide quality distance education programs for our students to impact their communities.
2- Provide credentialed faculty members who have experience in teaching. Our goal is that at least 90 percent of our faculty have doctorates in their fields. Others with at least exceptional expertise in the courses they teach.
3- Provide adequate administrative staff to facilitate coordination of student services, financial accountability, and technological support.
4- Provide structured graduate-level programs in a semester-long format that is readily accessible in a flexible manner through technologically sound, cost-effective educational systems.
5- Provide effective interactions between students and faculty, as measured by at least a 90 percent positive rating on our end-of semester survey. All student complaints will be investigated by management within 14 days.

11 ACADEMIC CALENDAR

	Master of Business Administration	Master of Theological Studies	Doctorate of Theology & Certificate Programs
Application & Registration	March 1 – July 31	January 15 – August 15	Open Enrollment
Fall Term	September 1 – December 20	September 1 – December 15	September 1 – December 15
Spring Term	January 8 – June 13	January 15 – May 15	January 15 – May 15
Summer Term	June 15 – July 30	May 15 – August 25	May 15 – August 25

Agora University offices are closed during the following holidays: Martin Luther, King Jr. Day, Presidents Day, Eid-el-Fitr, Eastern Orthodox Holy Week, Good Friday, Memorial Day, Eid-el-Adha, Independence Day, Labor Day, Veteran's Day, Thanksgiving Week, and the final two weeks of December through January 7th of every year.

12 UNIVERSITY ADMISSIONS

12.1 UNDERGRADUATE ADMISSION REQUIREMENTS

12.1.1 High School Applicants

1. Complete the **Online Application Form**
2. **Motivation Letter**:
   A brief essay (250–500 words) explaining why you want to study at Agora University. This is an opportunity for the Admissions Committee to get to know you better. Your letter should explain your reasons for choosing Agora University, how our academic programs align with your future goals, and why you are interested in joining the Agora University international community.
3. **Proof of English Proficiency:**
   Applicants who are not native English speakers and whose high school education was not conducted in English must provide proof of English proficiency at the C1 level according to the Common European Framework of Reference for Languages, or through one of the following exam scores:
   - IELTS Academic: 6.0
   - Cambridge: CAE (A–C), CPE (A–C)
   - TOEFL iBT: 76
   - TOEFL Essentials: 10
   - Duolingo English Test: 125
4. **Two Letters of Recommendation**:
   Applicants must submit at least two academic letters of recommendation from teachers or professors who are familiar with their academic work.

5. Personal **Interview** with the Admissions Committee.
6. **SAT/ACT Exam Scores (Waived):**
    - ACT: 20–30
    - SAT: 1100–1300

7. **High School Transcripts and Records:**
   Applicants must demonstrate completion of high school (or equivalent) through one of the following pathways:
    a. **US/Canada/European Credentials:**
        i. High School Diploma (GPA 2.5 or above)
        ii. GED Diploma (Score 165 or above)
        iii. International Baccalaureate (Score 24 or above)
        iv. IGCSE (Grade C or above)
        v. French BAC Diploma (Score 12.5 or above)
        vi. Egyptian National Diploma (Score 75% or above)
    b. **Homeschooling:**
        i. Standardized test scores (e.g., Stanford Achievement Test or CLT)
        ii. Self-certification form
        iii. Homeschooling transcript provided by a virtual school or through the Home School Legal Defense Association (HSLDA), the Home Educators Association of Virginia (HEAV), or an equivalent institution.

12.1.2 Transfer Students

1. Complete the **Online Application Form**
2. **Motivation Letter**:
   A brief essay (250–500 words) explaining why you want to transfer to Agora University, how our academic programs align with your academic and career goals, and your interest in joining the Agora University international community.
3. **Proof of English Proficiency**:
   Required for non-native English speakers whose previous education was not conducted in English. Accepted scores:
    - IELTS Academic: 6.0
    - Cambridge: CAE (A–C), CPE (A–C)
    - TOEFL iBT: 76
    - TOEFL Essentials: 10
    - Duolingo English Test: 125
4. **Two Letters of Recommendation** from professors or instructors familiar with your academic work.
5. **Personal Interview** with the Admissions Committee.
6. **SAT/ACT Exam Scores (Waived):**

- ACT: 20–30
- SAT: 1100–1300

7. **High School Transcripts and Records:**
   Same requirements as listed for first-year applicants.
8. **College Credit Transfer:**
   Transfer students may transfer up to 84 credit hours at the discretion of the Admissions Committee through the following:
   - Official transcripts from previously attended accredited colleges, universities, or Sophia Learning ACE credit.
   - Official AP, IB, or CLEP transcripts.
   - All transfer students must meet the General Education core requirements.
   - Students who do not meet General Education requirements may complete the required courses through Sophia Learning (https://agora.sophia.org) with a minimum grade of C or above.

12.2 Master's Admission Requirements

1- Each applicant must submit their undergraduate degree transcript and diploma. Average GPA of 3.0 in USA and the equivalent of 85% or a "B" worldwide.
2- Evidence of passing English language proficiency requirements by satisfying one of the following categories:
   a. Native speaker.
   b. Graduation from an English-speaking institution in USA, Canada, UK, Australia, New Zealand, or any other country whose native language is English.
   c. Graduation from an English-speaking institution worldwide (i.e. American University in Cairo).
   d. A GCSE or iGCSE graduate with at least a "C" grade in English.
   e. An IB Diploma graduate.
   f. IELTS 6.5 or equivalent, with nothing lower than 5.5 in any of the four elements (listening, speaking, reading and writing).
   g. TOEFL iBT score of 79, with nothing lower than 17 in any of the four elements (listening, speaking, reading and writing). Equivalency Guide: (TOEFL 550/ TOEFL CBT 213/TOEFL iBT 79).
   h. The Admissions Committee reserves itself the right to take into consideration other proofs of English proficiency not stated above. In such event, the University might offer a conditional admission to the student providing they maintain a minimum GPA of 3.0 in the first academic term.
3- Submit two professional or academic letters of recommendation.
4- Complete Admission application and financial declaration forms.
5- Payment of Admission Application Fee.
6- Submit a letter of intent detailing your reasons for joining the program.

7- All applicants must submit a government issued Photo ID.
8- All applicants must submit a passport sized photograph (in JPEG format, recent color photo, plain/white background, bright, centered/front view of full face, eyes open and visible and cropped from just above the top of the head to the collarbone).
9- Submit an updated Resume/CV.
10- Students must successfully pass an Admissions Interview.

Agora University accepts foreign transcripts from universities officially recognized by their respective governments in their country of residence. An official stamped and sealed transcript is required from all foreign students.

12.3 Doctor of Theology (ThD) Admission Requirements

The following prerequisites are required for students entering the Doctor of Theology (ThD) program. In some cases, exceptional students who have not met all prerequisites for the ThD program may be provisionally accepted into the program and invited to complete the requisite courses prior to beginning participation in doctoral seminars.

1. A master's degree in a theology related discipline (M.Div., M.T.S., M.A.T., Th.M., or similar) or a master's degree with substantial coursework in theology with a minimum of 3.0 GPA.
2. Research language competence in at least one relevant modern language from the following list: Arabic, French, German, Italian, Modern Greek, Modern Hebrew, or Russian.
3. Knowledge of Classical Greek. Students without a knowledge of Classical Greek may be admitted to the program, provided that they learn Greek prior to advancing to candidacy.

Application Phase:

Students interested in applying to the ThD program must supply the following materials:

1. Official transcripts from an accredited college or university.
2. Resume or CV.
3. Statement of Purpose. The statement of purpose must include a research project proposal, which must be approved by the doctoral supervisor.
4. Letters of Recommendation: 2 letters.

12.4 Special Admissions to Holy Transfiguration College

For Certificate Programs Admissions Only

For Certificate programs, students whose primary education has been in English in an English-speaking country (see below) who have not yet attained a bachelor's degree may be eligible for admission under

specific circumstances in fulfilment of the university's mission. Those applicants who have exhibited gifts and service verified by the church must demonstrate likely success at Agora University HTC as verified by ministerial authorities (such as one's bishop or parish priest). This service showcase at least 3 years of full-time vocational ministry or at least 5 years of significant part-time ministry.

The special admissions process is applicable to Holy Transfiguration College. Students admitted under Agora's special admissions process will be admitted conditionally and must pass all coursework with a B average.

Additionally, the following restrictions apply:

Students must have received their primary education in the English language in a native English-speaking country or the European Union; students admitted from non-English-speaking countries in the EU must submit TOEFL scores.

Students may take no more than 6 units per semester.

12.5 VISITING STUDENTS' POLICY

Individuals who wish to take courses at Agora University without pursuing a degree may apply for Visiting Student status. This option is available to students currently enrolled at other colleges or universities, rising high school students, and life-long learners (such as senior citizens) interested in continuing education. Visiting Students who are enrolled at another institution may seek to transfer credits earned at Agora University; however, the acceptance of such credits is determined solely by the student's home institution or academic program. Admission as a Visiting Student confers non-degree status only and does not constitute formal admission to the University. Visiting Students may register for available courses, subject to space and seat availability.

12.6 STUDENTS WITH DISABILITY

Students must register their disability status at the time of the admission application. If a diagnosis is received after the student has been enrolled, the student must inform the registrar of the disability status. Students diagnosed with and possessing appropriate documentation of a learning disability (or other disability impairing some aspect of distance learning) are given additional time added to the due dates of assignments and examinations without penalty.

12.7 INTERVIEW PROCESS

Upon submitting all required items and completing the application form, the Director of Admissions will send an email within 3 business days to schedule an online Interview. Usually interviews are 20-30 minutes. The Interview Committee consists of the Director of Admissions and two other faculty/staff members. After the interview, the Committee will make a decision. Decisions may take up to 3 weeks. (See Accomodation Policy)

12.8 SELECTION CRITERIA

Applications will be assessed against academic and non-academic selection criteria. Methods of assessing applications vary between courses but may include: prior and predicted academic achievement, references, personal or supporting statements, and a personal interview. Applicants may not omit any requested or relevant information, make any misrepresentation (for example, through plagiarism) or give false information at any point of the application process including after an offer is made. Should this occur the University reserves the right to dismiss the application, or withdraw an offer of admission.

12.9 DECISIONS

Agora will notify the applicant of its decision of the interview and application by email. This notification is usually made within 10 days of the completion of the Application and Interview Process, but it could take up to 3 weeks depending on the number of candidates being interviewed. The admission status made is either full admission or denied admission.

Full Admission

Full admission is offered to the applicant for which Agora has received all admission documentation as required or requested, no additional demonstration of qualification is needed, and the applicant appears to be the kind of student who would benefit from study at Agora.

Denied Admission

An applicant denied admission does not meet the qualifications for admission.

Conditional Admission Policy

Agora University may grant Conditional Admission to applicants who do not fully meet standard admission requirements but demonstrate the potential to succeed academically.

1. **General Conditions**

Students admitted under Conditional Admission status must achieve a minimum Grade Point Average (GPA) of 3.0 during their first academic term. Students are also required to comply with all institutional academic policies. Failure to meet the minimum GPA requirement will result in academic probation, denial of continuation, or dismissal, in accordance with University policies.

2. **Authority**

All Conditional Admission decisions are made by the Office of Admissions in coordination with the Academic Dean or designated academic authority. All decisions are formally documented in the student record.

3. **Applicability to Graduate Programs (excluding the MBA).**
Conditional Admission is applicable to Graduate Programs (excluding the MBA), where applicants may be admitted with specific academic or administrative conditions to be fulfilled within a defined timeframe.

4. **Applicability to Bachelor's Programs**
Conditional Admission may be granted to applicants to undergraduate (Bachelor's) programs under the following circumstances:

- Deficiencies related to English language proficiency, or
- Missing transferable coursework from Year 1 and/or Year 2 of prior study.

5. **Transfer Credit Deficiency Provision**
Applicants missing up to four (4) courses from Year 1 and/or Year 2 may be granted Conditional Admission for a maximum of two (2) consecutive semesters. During this period, students may:

- Enroll in their continuing degree coursework at Agora University; and
- Complete the outstanding prerequisite or transfer-equivalent courses concurrently.

Failure to complete the required courses within the specified timeframe will result in revocation of Conditional Admission status, which may lead to academic probation or dismissal.

6. **English Language Proficiency Conditions**
Applicants admitted under Conditional Admission due to English proficiency deficiencies must satisfy the University's established proficiency requirements within the specified timeframe, through approved assessments or equivalent measures as determined by the University.

7. **Completion of Conditions**
All admission conditions must be satisfied within the defined timeframe. Upon successful completion, the student's status will be updated from Conditional Admission to Full Admission. Failure to meet the conditions will result in appropriate academic action in accordance with University policies.

12.10 TRANSFER CREDIT

12.10.1 Holy Transfiguration College

Agora University may consider for transfer coursework completed at accredited institutions of post-secondary education whose accrediting agencies are recognized by the European Union or by an agency recognized by CHEA. Only coursework completed at a C average or better may be considered for transfer after a review by, and at the discretion of the Dean. Students will need to provide a transcript for all

accredited coursework taken and indicate a desire to transfer coursework before enrolling in the current term.

12.10.1.1 Undergraduate Level Programs

For students who did not finish all their general education requirements or who wish to acquire elective coursework to qualify for transfer into the Degree Completion at Agora University can finish these courses through our partner Sophia Learning. Please visit https://agora.edu/general-edu/ for more information.

Students transferring into the BAT degree completion program must fulfill the following general education coursework as measured in semester units to graduate whether at Sophia Learning or any other accredited community college or university. The following list of relevant courses available through Sophia Learning will satisfy these requirements:

- Written & Oral Communication - 6 Units
- Quantitative Principles - 6 Units
- Natural and Physical Sciences - 6 Units
- Social and Behavioral Sciences - 6 Units
- Humanities and Fine Arts - 6 Units
- Foreign Languages - 6 Units
- Civics - 6 Units

A maximum of 70% of undergraduate coursework can be transferred. A minimum of 30% of undergraduate coursework must be undertaken at Agora University.

12.10.1.2 Graduate Level Programs

A maximum of 50% of graduate coursework can be transferred. A minimum of 50% of graduate coursework must be undertaken at Agora University.

Coursework earned at a non-accredited institution may be submitted for review with an official transcript and course descriptions. Coursework earned at non-accredited institutions will be considered on a case-by-case basis by the Academic Dean. In most cases, refusal to transfer work will be based on content or academic standards incompatible with the courses required for graduation at Agora University.

Please note that Agora University courses might not be transferable to other institutions. It is only at the discretion of the receiving institution to make that decision

12.10.2Agora Naguib Sawiris School of Business

12.10.2.1 Undergraduate Level Programs

For students who did not finish all their general education requirements or who wish to acquire elective coursework to qualify for transfer into the Degree Completion at Agora University can finish these courses through our partner Sophia Learning. Please visit https://agora.edu/general-edu/ for more information.

Students transferring into the BBA degree completion program must fulfill the following general education coursework as measured in semester units to graduate whether at Sophia Learning or any other accredited community college or university. The following list of relevant courses available through Sophia Learning will satisfy these requirements:

- Written & Oral Communication - 6 Units
- Quantitative Principles - 6 Units
- Natural and Physical Sciences - 6 Units
- Social and Behavioral Sciences - 6 Units
- Humanities and Fine Arts - 6 Units
- Foreign Languages - 6 Units
- Civics - 6 Units

A maximum of 70% of undergraduate coursework can be transferred. A minimum of 30% of undergraduate coursework must be undertaken at Agora University.

12.10.2.2 Graduate Level Programs

Agora Naguib Sawiris School of Business does not accept transfer credit for its Master of Business Administration program due to the modular and highly specialized focus of its courses.

Please note that Agora School of Business courses might not be transferable to other institutions. It is only at the discretion of the receiving institution to make that decision.

12.10.3College of Professional Studies

12.10.3.1 Undergraduate Level Programs

For students who did not finish all their general education requirements or who wish to acquire elective coursework to qualify for transfer into the Degree Completion at Agora University can finish these courses through our partner Sophia Learning. Please visit https://agora.edu/general-edu/ for more information.

Students transferring into the BBA degree completion program must fulfill the following general education coursework as measured in semester units to graduate whether at Sophia Learning or any other accredited community college or university. The following list of relevant courses available through Sophia Learning will satisfy these requirements:

- Written & Oral Communication - 6 Units
- Quantitative Principles - 6 Units
- Natural and Physical Sciences - 6 Units
- Social and Behavioral Sciences - 6 Units
- Humanities and Fine Arts - 6 Units
- Foreign Languages - 6 Units
- Civics - 6 Units

A maximum of 70% of undergraduate coursework can be transferred. A minimum of 30% of undergraduate coursework must be undertaken at Agora University.

13 UNIVERSITY ENROLLMENT

Upon receiving a Letter of Admission from Agora University, the Student will also receive an Enrollment Agreement which must be signed and returned to the University for the Admissions process to be finalized. Upon receiving the signed Enrollment Agreement, the University Registrar will enroll students in their respective courses.

13.1 NUMBER OF CREDIT HOURS

The student must complete:

1- 12 credit hours to satisfy any Certificate program requirements.
2- 120 credit hours to satisfy the bachelor program requirements.

3- 36 credit hours to satisfy the MTS program requirements.
4- 33 credit hours to satisfy the MBA program requirements.
5- 60 credit hours to satisfy the ThD program requirements.

Normal enrollment for a graduate student is six credit hours per semester. Auditing students may register in courses on an a-la-carte basis.

13.2 Audit Change of Status

A student who is registered in a single course and participates in the course in which no assessment of student work is graded. University fees do not apply to auditing students. Audit students pay their full tuition.
Auditing students may petition the instructor to have their work and participation graded. Students who have successfully audited a course and earned a passing grade and provided all application materials may submit a change of status request to the registrar (registrar@agora.edu) to be regarded as a regular student. Upon a change of status from being an auditing student to a regular student, Library and Technology fees will be billed to the student account.

13.3 Types and Regulations of a Leave of Absence

1. Personal Leave: for students who plan to take leave up to one academic year for personal reasons (health, financial, work-related, etc.).
2. Military Service Leave: for students who are called to active duty with the Military. Students may leave for the duration of their military assignment in active duty.
3. Study Leave: for students who are planning to take specialized pre-approved courses at another accredited institution to supplement their studies or satisfy other academic requirements of Agora University. The duration of this leave of absence is determined and pre-approved by the Dean and cannot exceed one academic year for all undergraduate and graduate level programs.

It is the responsibility of students to keep the Registrar apprised of their activities and to ensure that the Registrar is aware of their enrollments and progress. Any leave of absence must be approved by the Dean and submitted to the Registrar for proper filing.

13.4 Enrollment Status

1- Enrolled
2- On Leave (officially recognized after petitioning the Dean)
3- Withdrawn (were once enrolled but have not been for one or more semesters)
4- Dismissed (officially acted upon by the Dean)
5- Suspended (due to outstanding financial obligations to the University)
6- Graduated (once all requirements have been met and verified by the Registrar, the Director of Finance, and the Dean)

14 TUITION INFORMATION, WITHDRAWAL, AND REFUND POLICY

14.1 INTRODUCTION

This policy details the refund of student charges which include both tuition payments and other university fees (i.e. Application Fee, Technology Fee, Library Fee, Graduation Fee).

14.2 GENERAL DEFINITIONS

Tuition: Charge for instruction including course content, textbooks, educational services, and instructional materials. This charge is billed 14 days before the beginning of a course. Application Fee: This fee is required at the time of submitting an online application for admission. This fee is non-refundable.

Technology Fee: This fee is associated with supporting and maintenance of the technological services offered to students including the Learning Management System (LMS), the Student Information System (SIS), and the Student email account. This fee is billed once a year and is due at the beginning of every year. This fee is refundable as per the refund schedule detailed below.

Library Fee: This fee is associated with all library services offered by the University including subscription to electronic databases (i.e. LIRN, Ebscohost, JSTOR, ProQuest, etc.). This fee also includes subscription to the Virtual Librarian services to support student library requests 7 days a week. This fee is billed once a year and is due at the beginning of every year. This fee is non-refundable.

Graduation Fee: This fee is associated with processing documents (i.e. Diplomas, Transcripts, etc.) post-graduation. This fee is billed only at the successful completion of our programs after the student has completed all graduation requirements and has been approved by the office of the Registrar for graduation without having any academic or financial holds on their record. This fee is non-refundable.

Regular Certificate Student: A student who is registered in at least 3 credit hours per term. This studen t is expected to finish the Certificate program in four semesters.

Full-Time Bachelor Student: A student who is registered for a full-time course load as defined by the program, typically around 12-18 credit hours per semester. Students successfully completing this course load will fulfill the requirements for the degree within the expected duration of the program, which is typically around four years.

Regular MTS Student: A student who is registered in 6 credit hours per term. This student is expected to finish the Master's program (MTS) in 2 years.

Regular MBA Student: A student who is registered in 3 credit hours per month. This student is expected to finish the Master's program (MBA) in 1 year.

Full-Time Doctoral Student: A student who is registered for a full-time course load as defined by the program, typically around 6-9 credit hours per semester. Students successfully completing this course load

will fulfill the requirements for the degree within the expected duration of the program, which is typically around three years.

Part-Time Doctoral Student: A student who is registered for a part-time course load as defined by the program, typically around 3-6 credit hours per semester. Students successfully completing this course load will fulfill the requirements for the degree within the expected duration of the program, which is typically around six years.

Auditing Student: A student who is registered in a single course and participates in the course in which no assessment of student work is graded. University fees do not apply to auditing students. Audit students pay their tuition. Upon a change of status from being an auditing student to a regular student, Library and Technology fees will be billed to the student account.

Discount Groups: A special reduced rate applied to tuition charges (does not apply to University fees), which is extended to an organization or corporation who has signed a partnership agreement with the University.

14.3 PROVISIONS APPLICABLE TO ALL PROGRAMS

14.3.1 Adjustment of University Tuition Assistance

Tuition Assiatance

In the case of a refund processed per the schedule listed below, University tuition assistance are adjusted proportionally to the tuition charges incurred. This does not include any University Fees, only tuition charges. For example, if a student's tuition is reduced by fifty (50) percent, that student's University tuition assistance will also be reduced by fifty (50) percent.

14.3.2 Methods and Frequency of Payment

- Tuition and university fees can be paid electronically online via Credit Card in USD through the Student Information System (Populi Web). Invoices are generated by the Accounting Office and sent 14 days prior to the start of a course and is due for payment 7 days prior to the course start date. Invoices are available on the SIS for the fastest, most secure, and convenient way for students to make payments online. The SIS notifies students of an invoice by sending an automated email.
- For alternative payment methods, please contact accounting@agora.edu.

14.4 CANCELLATION AND WITHDRAWAL POLICY

1. Charges may be refunded if a student cancels their enrollment or withdraws from a course. Cancellation or withdrawal requests should be made in writing by sending an email to the Registrar at registrar@agora.edu. Refunds will be issued using the same method of payment within 30 days

from the date the University receives the student's withdrawal request. No tuition refunds will be issued if a student has not submitted a cancellation/withdrawal request. Tuition and fees cannot be carried over to the next semester.

2. A student requesting cancellation of their enrollment within 7 calendar days after signing an enrollment agreement is entitled to a full refund of all tuition and fees paid except the Application Fee.
3. A student requesting cancellation more than 7 calendar days after signing an enrollment agreement, but prior to beginning a course, is entitled to a refund of all tuition and fees paid minus: (i) the application fee and (ii) the library fee.
4. A student requesting to withdraw from a course after the course has begun is eligible for a refund of tuition and fees paid in accordance to the schedule in section 3.2.5.
5. Agora University will issue a full refund of the tuition charges for courses that have been canceled by the University.

14.5 Tuition and University Fee Structure

14.5.1 Tuition Fees for All HTC Students (Certificates and the MTS Program)

Charge	**2026/2027 Academic Year**
Tuition per Credit Hour	$222.22 Per Credit Hour
Application Fee (non-refundable)	$50
Technology Fee (per year)	$100
Library Fee (per year)	$100
Graduation Fee (one-time after graduation)	$50
Total Program Expense (Incl. Fees)	$8,499.92

14.5.2 Tuition Fees for All Th.D. Students

Charge	**2026/2027 Academic Year**
Tuition Per Credit Hour	$266.66 Per Credit Hour
Application Fee (non-refundable)	$50
Technology Fee (per year)	$100
Library Fee (per year)	$100
Graduation Fee (one-time after graduation)	$50

Total Program Expense (Full-time Incl. Fees)	$16,699.60
Total Program Expense (Part-time Incl. Fees)	$17,299.60

14.5.3 Tuition Fees Structure for all MBA Students

Charge	**2026/2027 Academic Year**
Tuition Per Credit Hour	$181.81 Per Credit Hour
Application Fee (non-refundable)	$50
Technology Fee (per year)	$250
Library Fee (per year)	$250
Graduation Fee (one-time after graduation)	$250
Total Program Expense (Incl. Fees)	$6,779.73

14.5.4 Tuition Fees for All Bachelor (Degree Completion) Students

Charge	**2026/2027 Academic Year**
Tuition per Credit Hour	$166.67 Per Credit Hour
Application Fee (non-refundable)	$30
Technology Fee (per year)	$100
Library Fee (per year)	$100
Graduation Fee (one-time after graduation)	$50
Total Program Expense (Full-time incl. Fees)	$10,500.20

14.6 REFUND SCHEDULES

14.6.1 Refund Schedule for Tuition and Fees for HTC Programs (Masters & ThD)

Deadline	% of Tuition Refunded	Application Fee	Technology Fee*	Library Fee	Graduation Fee
Before Week 1	100%	Non-Refundable	100%	Non-Refundable	Non-Refundable
Week 1-3	100%	Non-Refundable	100%	Non-Refundable	Non-Refundable
Start of 4th Week	50%	Non-Refundable	50%	Non-Refundable	Non-Refundable
Start of 5th Week	40%	Non-Refundable	40%	Non-Refundable	Non-Refundable
Start of 6th Week	30%	Non-Refundable	30%	Non-Refundable	Non-Refundable
Start of 7th Week	20%	Non-Refundable	20%	Non-Refundable	Non-Refundable
Start of 8th Week	10%	Non-Refundable	10%	Non-Refundable	Non-Refundable
Start of 9th Week	0%	Non-Refundable	0%	Non-Refundable	Non-Refundable

* Note: The Technology Fee refund is proportional to the total credits eligible to be taken during the year. For example, if the Technology Fee is $100 per year, and the regular student load is 18 credits per year, then the Technology Fee per credit hour is $5.56.

14.6.2 Refund Schedule for Tuition and Fees for all MBA Students

Deadline	% of Tuition Refunded	Application Fee	Technology Fee	Library Fee	Graduation Fee
Before Week 1	100%	Non-Refundable	100%	Non-Refundable	Non-Refundable
Week 1	70%	Non-Refundable	70%	Non-Refundable	Non-Refundable
Start of Week 2	40%	Non-Refundable	40%	Non-Refundable	Non-Refundable
Start of Week 3	20%	Non-Refundable	20%	Non-Refundable	Non-Refundable

Start of Week 4	0% (No Refund)	Non-Refundable	0% (No Refund)	Non-Refundable	Non-Refundable

* Note: The Technology Fee refund is proportional to the total credits eligible to be taken during the year. For example, if the Technology Fee is $250 per year, and the regular student load is 33 credits per year, then the Technology Fee per credit hour is $7.57.

14.6.3 Refund Schedule for Tuition and Fees for all Bachelor Programs

Deadline	**% of Tuition Refunded**	**Application Fee**	**Technology Fee***	**Library Fee**	**Graduation Fee**
Before Week 1	100%	Non-Refundable	100%	Non-Refundable	Non-Refundable
Start of 2nd Week	100%	Non-Refundable	100%	Non-Refundable	Non-Refundable
Start of 3rd Week	50%	Non-Refundable	50%	Non-Refundable	Non-Refundable
Start of 4th Week	40%	Non-Refundable	40%	Non-Refundable	Non-Refundable
Start of 5th Week	30%	Non-Refundable	30%	Non-Refundable	Non-Refundable
Start of 6th Week	20%	Non-Refundable	20%	Non-Refundable	Non-Refundable
Start of 7th Week	10%	Non-Refundable	10%	Non-Refundable	Non-Refundable
Start of 8th Week	0%	Non-Refundable	0%	Non-Refundable	Non-Refundable

* Note: The Technology Fee refund is proportional to the total credits eligible to be taken during the year. For example, if the Technology Fee is $100 per year, and the regular student load is 12 credits per year, then the Technology Fee per credit hour is $8.33.

14.7 EXCEPTIONS

Employees of the Alexandria School Foundation, a strategic partner of Agora University, may receive an additional 30% discount on the tuition rate if they don't participate in any need-based tuition assistance.

14.8 SAMPLE REFUND CALCULATIONS

14.8.1 Bachelor Programs

If a full-time student registered in 3 credit hours sends a withdrawal request during the fifth week of the semester, the student will receive a refund of 40% of the tuition and the Technology Fee:
Refund Percentage: 30%
Tuition Charge: $166.67 x 3 credit hours = $500.01
Technology Fee Charge per year: $100
Technology Fee divided by number of credit hours per year: Assuming 9 credit hours per year for this sample calculation, the total Technology Fee for 1 credit hours is $11.11: $11.11 x 3 credit hours = $33.33
Total tuition and fees paid: $533.34
Refund: ($500.01+ $33.33) x 30% = $160.01

14.8.2 MTS Program

If a student registered in 6 credit hours sends a withdrawal request during the fifth week of the semester, the student will receive a refund of 40% of the tuition and the Technology Fee:
Refund Percentage: 40%
Tuition Charge: $222.22 x 6 credit hours = $1333.32
Technology Fee Charge per year: $100
Technology Fee divided by number of credit hours per year: Assuming 18 credit hours per year for this sample calculation, the total Technology Fee for 1 credit hours is $5.56: $5.56 x 6 credit hours = $33.36
Total tuition and fees paid: $1,433.32
Refund: ($1333.32 + $33.36) x 40% = $546.67

14.8.3 ThD Program

Part Time Th.D. Student:

If a part-time student registered in 6 credit hours sends a withdrawal request during the fifth week of the semester, the student will receive a refund of 40% of the tuition and the Technology Fee:
Refund Percentage: 40%
Tuition Charge: $266.66 x 6 credit hours = $1,599.96
Technology Fee divided by number of credit hours per year: Assuming 18 credit hours per year for this sample calculation, the total Technology Fee for 1 credit hours is $5.56: $5.56 x 6 credit hours = $33.33
Total tuition and fees paid: $1,633.29
Refund: ($1599.96 + $33.33) x 40% = $653.32

Full Time Th.D. Student:

If a full-time student registered in 9 credit hours sends a withdrawal request during the fifth week of the semester, the student will receive a refund of 40% of the tuition and the Technology Fee:
Refund Percentage: 40%
Tuition Charge: $266.66 x 9 credit hours = $2,399.94
Technology Fee Charge per year: $100

Technology Fee divided by number of credit hours per year: Assuming 27 credit hours per year for this sample calculation, the total Technology Fee for 1 credit hours is $3.70: $3.70 x 9 credit hours = $33.33

Total tuition and fees paid: $2,433.27

Refund: ($2,399.94 + $33.33) x 40% = $973.3

14.8.4 MBA Program

If a student registered in one module (3 credit hours) sends a withdrawal request during the second week of the module, the student will receive a refund of 40% of the tuition and the technology Fee:

Refund Percentage: 40%

Tuition Charge: $181.81 x 3 credit hours = $545.43.

Technology Fee Charge per year: $250

Technology Fee divided by number of credit hours per year: Assuming 33 credit hours per year for this sample calculation, the total Technology Fee for 1 credit hours is $7.57: $7.57 x 3 credit hours = $22.71

Total tuition and fees paid: $568.14.

Refund: ($545.43+22.71) x 40% = $227.256

15 TUITION ASSISTANCE PROGRAM

15.1 HOLY TRANSFIGURATION COLLEGE: NEED-BASED ASSISTANCE – BISHOP EPIPHANIUS TUITION ASSISTANCE FUND

15.1.1 Need-Based Assistance

Agora University's Tuition Assistance Program (TAP) helps students with challenging economic backgrounds to access affordable quality education. TAP funds are awarded solely based on the applicant's financial needs according to specific income brackets. The application process for this tuition assistance requires submission of the student's proof of income. The funds awarded will only cover tuition costs and not any administrative or application costs. Please note that awards are offered on a first come first served basis and are subject to the availability of funds for the current academic year. Additionally,

TAP awards cannot be applied in addition to any other corporate or group discounts or any other awards offered by Agora.

The current total tuition for the Master of Theological Studies program is $8000. TAP offers a need-based fund and is awarded to applicants interested in pursuing the Master of Theological Studies or the Certificate Programs and are facing financial needs.

Definition

Household Income: The combined income of the student and his/her spouse.

Types of Aid

1. Grants which do not need to be repaid.

How to Apply

Complete the TAP application, fill in all the sections, and upload all the required documents. Missing information or documents are not accepted and will be deemed incomplete.

Application Requirements:

- Applicants may not be younger than twenty-one (21) years of age during the year they are applying, unless otherwise approved by the Committee.
- Applicant must be admitted to the Master or Certificate Programs. Proof of such acceptance/enrollment (in the form of a Letter of Acceptance or a current transcript) must be submitted along with the completed TAP Application.
- Applicant must be applying on a need-based status.
- Applicant must submit all application requirements and maintain an average of 3.0 GPA in all studies.
- The application will solicit information about Church-related Services and will request a personal handwritten response to a question of a thought-provoking nature.

Eligibility

To be eligible and continue receiving our need-based tuition assistance, you are required:

- To be enrolled in our HTC Master or Certificate programs.
- Not to be on academic probation.
- Maintain a minimum cumulative grade of B.
- To submit the last 3-months payment slip/ HR letter stating your monthly salary and all other variables (bonus, profit share and similar).
- To submit the last 3-months bank statement.
- To demonstrate financial need by providing any of the following or similar supporting documents:

    - Expenses like rental contract
    - Loans or installment statements
    - Retired parents and official pension letters
- Updated CV/Resume
- Pastoral Reference letter

TAP Awards Income Qualification Brackets

1. For a **household** income of $34,800/year or less, the need-based aid package is a 75% discount on tuition.
2. For a **household** income of $33,600/year or less, the need-based aid package is a 77% discount on tuition.
3. For a **household** income of $32,400/year or less, the need-based aid package is a 80% discount on tuition.
4. For a **household** income of $31,200/year or less, the need-based aid package is a 85% discount on tuition.
5. For a **household** income of $30,000/year or less, the need-based aid package is a 90% discount on tuition.
6. For a **household** income of $27,000/year or less, the need-based aid package is a 93% discount on tuition.

Special Circumstances

Sometimes, financial situations change after aid has been awarded. If this is the case, students may appeal to the Head of Admissions for a re-evaluation of their aid package. There are no guarantees that additional aid may be available at the time of the re-evaluation.

15.1.2 Bishop Epiphanius Tuition assistance

Merit-based Scholarship

This is a form of financial assistance that is given based on the candidates' skills and academic accomplishments.

The scholarship awarded will only cover tuition costs and not any administrative or application costs. Please note that awards are offered on a first come first served basis and are subject to the availability of funds for the current academic year. Additionally, Merit-based Aid cannot be applied in addition to any other corporate or group discounts or any other awards offered by Agora.

How to Apply

Complete the scholarship application, fill all the sections, and upload all the required documents. Missing information or documents is not accepted and will be deemed incomplete

Eligibility

To be eligible for our Merit-based scholarship, you are required:

- To be enrolled in our HTC Master program.
- Not to be on probation and maintain a minimum cumulative grade of B.
- To submit the last 3-month payment slip/ HR letter stating your monthly salary and all other variables (bonus, profit share and similar)
- To hold a bachelor's degree
- To submit an official transcript with a minimum GPA of 3.5 or higher
- To have shown incredible extracurricular activities
- To Submit an updated Resume/CV

Clergy-members ministry-based aid

For clergy members (bishops, priests, and monks) there might be additional ministry-based aid available through the Bishop Epiphanius Merit-based fund. For further information, please contact the Director of Admissions

15.2 Agora Naguib Sawiris School of Business

15.2.1 Tuition Assistance Program

Agora School of Business provides a tuition assistance program. Each application will be carefully evaluated by the admissions committee, after a decision is made, you will be notified with the amount of the award. In order to maintain your funding, you must maintain a minimum grade of (B).

Need-Based Award

Award Description

Need-based Awards are awarded solely based on the applicant's financial needs according to specific income brackets. The application process for this award requires submission of the student's proof of income. The Need-based award will only cover tuition costs and not any administrative or application costs. **Please note that awards are offered on a first come first served basis and are subject to the availability of funds for the current academic year. Additionally, Need-based Award cannot be applied in addition to any other corporate or group discounts or any other Scholarships offered by Agora School of Business.**

The current total tuition for the Master of Business Administration program is $6000.

Definition:

Household Income: The combined income of the student and his/her spouse.

Types of Assistance:

01. Grants which do not need to be repaid.

How to Apply?

Complete the application (embedded in the admission application form), fill all the sections, and upload all the required documents. Missing information or documents is not accepted and will be deemed incomplete.

Eligibility

To be eligible and continue receiving our need-based assistance, you are required:

- To be a full-time MBA student.
- Not to be on academic probation.
- Maintain a minimum cumulative grade of B.
- To submit the last 3-months payment slip/ HR letter stating your and your spouse's monthly salary and all other variables (bonus, profit share and similar).
- To submit the last 3-months household combined bank statements.
- To demonstrate financial need by providing any of the following or similar supporting documents:
    - Expenses like rental contract
    - Loans or instalment statements
    - Retired parents and official pension letters

Need-Based Aid Income Qualification Brackets

- For a **household** income of $15,000/year or less, the need-based aid package is a 15% discount on tuition.
- For a **household** income of $14,000/year or less, the need-based aid package is a 20% discount on tuition.
- For a **household** income of $13,000/year or less, the need-based aid package is a 25% discount on tuition.
- For a **household** income of $12,000/year or less, the need-based aid package is a 30% discount on tuition.

- For a **household** income of $11,000/year or less, the need-based aid package is a 35% discount on tuition.
- For a **household** income of $10,000/year or less, the need-based aid package is a 40% discount on tuition.
- For a **household** income of $9,000/year or less, the need-based aid package is a 45% discount on tuition.
- For a **household** income of $8,000/year or less, the need-based aid package is a 50% discount on tuition.
- For a **household** income of $7,000/year or less, the need-based aid package is a 55% discount on tuition.
- For a **household** income of $6,000/year or less, the need-based aid package is a 60% discount on tuition.
- For a **household** income of $5,000/year or less, the need-based aid package is a 65% discount on tuition.
- For a **household** income of $4,000/year or less, the need-based aid package is a 70% discount on tuition.
- For a **household** income of $3,000/year or less, the need-based aid package is a 75% discount on tuition.
- For a **household** income of $2,000/year or less, the need-based aid package is an 80% discount on tuition.

Special Circumstances

Sometimes, financial situations change after aid has been awarded. If this is the case, students may appeal to the Director of Admissions for a re-evaluation of their aid package. There are no guarantees that additional aid may be available at the time of the re-evaluation.

University Policies

16 Code of Ethics

Agora University is committed to maintaining the highest ethical standards and to upholding the public's trust. We recognize that our behavior affects not only our own individual reputation, but also that of Agora University. Accordingly, this Code of Ethics forms the ethical principles that will guide all members of the university community in all decisions and activities.

These principles are:

Respect: We will nurture a climate of care, concern, fairness, and civility toward others while recognizing and embracing each individual's dignity, freedom, and diversity even in the face of disagreement.

Honesty and Integrity: We will act and communicate truthfully and candidly. We will uphold the university's values and make decisions based on the greater good, conducting ourselves free of personal conflicts or appearances of impropriety and self-dealing.

Communication: We will openly share information with stakeholders regarding the processes used in developing policies and making decisions for the university.

Stewardship: We will use university resources in a wise and prudent manner in order to achieve our educational mission and strategic objectives. We will not use university resources for personal benefit or gain.

Excellence: We will conduct all university affairs diligently, exercising due professional care and striving to meet the high expectations we have set for ourselves as well as the expectations of those we serve.

Responsibility and Accountability: We will be trustworthy and answerable for our conduct, decisions and obligations and will comply with all applicable laws, regulations, policies and procedures. We recognize our obligation to report unethical conduct to appropriate authorities.

17 Conflict of Interest Policy

Agora University realizes that personal and institutional interests may at times not align. In the spirit of personal and institutional growth, development, and standards, the university holds to this conflict of interest policy in order to maximize growth of the human person and the institution while avoiding any potential conflicts that may arise. Conflicts of interest may not always reflect impropriety, but may simply reflect situations that emerge. The university adheres to the standards set forth by The "Political Reform Act" of 1974.

A conflict of interest exists whenever an employee's personal, professional, and outside commercial (or financial interests or activities) outside of the University have the possibility of:

- Compromising the employee's judgment with regard to the mission and vision of the university.
- Biasing the nature or direction of tuition assistance
- Influencing behavior with respect to interactions with students or coworkers

- Resulting in personal or a family members gain outside the scope of university policies.

Financial Conflict of Interest

An employee with a financial conflict of interest must disqualify himself/herself from making a decision (e.g., hiring someone or approving a purchase), participating in making a decision (e.g., advising or recommending to a decision maker who hires or approves a purchase), or influencing a decision (e.g., communicating with a decision maker) by the university that will impact the employee's economic interests or the economic interests of the conflict's source.

Economic Interests Causing Potential Conflicts of Interest

The following are deemed to be economic interests from which conflicts of interest can arise:

- Direct or indirect investments (worth $2,000 or more) in an organization seeking to do business with the university
- Employment as a director, officer, partner, trustee, employee or other management responsibilities with a business seeking to do business with the university
- Real property (worth $2,000 or more) which may increase (or decrease) in value due to a university decision.

Matters related to conflict of interest are reported to and discussed by the VP of Operations and VP of Institutional Development, and the President of Agora University. This committee reviews and determines what course of action must be taken in the event that a conflict is confirmed to exist. Conflicts perceived but not real may be addressed and clarified without further ramifications. If you believe you may have a conflict of interest of a financial nature, please contact the president, the VP of Operations or VP of Institutional Developmentt if there is a conflict among faculty, please contact the office of the dean.

18 Students Rights and Responsibilities

The student understands and agrees that:

1. If English is not the student's primary language, and the student is unable to understand the terms and conditions of the enrollment agreement, the student shall have the right to obtain a clear explanation of the terms and conditions as well as all cancellation and refund policies in his or her primary language.
2. Agora University agrees to provide current, accredited, distance education content and instruction, as well as reasonable educational and student services including but not limited to course registration, assessment, maintenance of student records, and transcripts. Instruction is provided online through www.agora.edu.
3. Agora University does not guarantee job placement to graduates upon program/course completion or upon graduation.
4. Agora University reserves the right to reschedule the program start date when the number of students enrolled does not meet the minimum required number.
5. Agora University will not be responsible for any statement of policy or procedure

that does not appear in the University Handbook.

6. Agora University reserves the right to discontinue any students' training for unsatisfactory progress, nonpayment of tuition, or failure to abide by university rules.
7. Students who have non-academic grievances may contact Agora University Management by phone at 1.866.GO.AGORA or by email at President@agora.edu
8. Course enrollees agree that all information within Agora University courses, course texts, accompanying workbooks, and websites, etc. are protected by intellectual property rights, including copyrights, trademarks and other proprietary rights, which rights are valid and protected in all media existing now or later developed, and contractually agree not to create derivative works based on the information and not to use the information for the purpose of enhancing competing works. Course enrollees are granted a limited license to use, search, display, or print the Information contained on Agora University websites for their own personal non-commercial use only, provided the information is not modified and a copy of this agreement is attached to any copies that are made. Any other use of the information is strictly prohibited. None of the information may be otherwise reproduced, republished or re-disseminated in any manner or form without the prior written consent of Agora University. All rights, including copyright, in any information which are linked to but not hosted on the website continue to be owned by their respective owners. Note that by using agora.edu, you signify your agreement to this and future Copyright Notices. Your continued use of agora.edu after changes to this Copyright Notice will mean that you accept the changes.
9. Information concerning other universities that may accept the University's credits toward their programs can be obtained by contacting the Office of the Dean. It should not be assumed that any programs described in the University catalog could be transferred to another institution. The University does not guarantee the transferability of credits to a university or institution. Any decision on the comparability, appropriateness and applicability of credits and whether they should be accepted is the decision of the receiving institution.
10. This document does not constitute a binding agreement until accepted in writing by all parties.
11. Students are free to speak with professors to express concerns about final grades. If a student does not feel his or her professor has resolved the issue satisfactorily, he or she may express in writing a grievance or complaint to the dean. (If the complaint is against his or her dean, the student may appeal directly to the President, as described below.)
12. At the conclusion of each module, students are asked to complete the designated course survey. This survey provides students with an opportunity to share feedback on the module content, teaching effectiveness, and the overall

operations of the University, and it helps us improve the academic experience.

13. Upon completion of their academic program, students will also be invited to complete the University's exit survey, which allows them to reflect on their overall experience and contribute to ongoing institutional improvement.

19 ACCOMMODATION POLICY

I. Students

1. Purpose and Scope

This policy establishes the procedures by which Agora University ensures equitable access to academic programs for students with documented disabilities or temporary impairments. It reflects the university's commitment to fostering an inclusive and supportive learning environment in compliance with applicable disability rights legislation, including the Americans with Disabilities Act (ADA).

Agora University affirms the right of all students to reasonable academic accommodations that do not fundamentally alter the nature of a program or activity. Accommodation is intended to provide equal access—not advantage—and will be determined on a case-by-case basis, based on documented need.

2. Definitions

- **Disability**: Impairment that substantially limits major life activities.
- **Reasonable Accommodation**: A modification or adjustment that enables equal participation without imposing an undue burden or fundamentally altering academic standards.
- **Temporary Impairment**: A short-term condition (e.g., injury or illness) that may require accommodation.

3. Documentation and Procedures

Students seeking accommodation must:

1. Submit a request through the Office of Student Services.
2. Provide appropriate and current documentation from a qualified professional. All documentation will be reviewed confidentially and retained in accordance with FERPA guidelines.
3. Engage in an interactive process with the Head of Student Services and the Dean to determine suitable accommodation.

- Upon approval, an official letter outlining the accommodations will be issued to relevant faculty and academic staff.
- Faculty are expected to cooperate fully in implementing accommodation as outlined in the letter. Students must provide the letter in advance of the need for accommodation. Retroactive accommodation will not be granted except under exceptional circumstances.
- Students who believe that they have been denied appropriate accommodations may file a grievance with the university's Office of People and Culture or to the Office of the President through the formal grievance procedures outlined in the Student Handbook.
- Students experiencing temporary impairment may request short-term academic adjustments. Documentation and formal requests are still required.

II. Employees

Agora University is equally committed to providing reasonable accommodations for qualified employees with disabilities, in accordance with the Americans with Disabilities Act (ADA).

Since most work at Agora University is remote, employees requesting accommodation may be granted modified work schedules, flexible hours, or assistive technologies to facilitate their work environment as long as it will not altar the nature of the job.

Requests are evaluated case-by-case, considering the specific limitations of the employee and the nature of the work.

Employees seeking accommodation must:

1. Submit a request through the Office of People and Culture.
2. Provide appropriate and current documentation from a qualified professional. All documentation will be reviewed confidentially and retained in accordance with FERPA guidelines.
3. Engage in an interactive process with the Head of People and Culture to determine suitable accommodation.

Note: Short-term accommodation due to pregnancy, childbirth, or temporary disabilities (e.g., post-surgical recovery, injury) are addressed under the University's Leave Policy and are not governed by this Accommodation Policy. Employees should consult the Leave Policy or contact People and Culture for guidance regarding such requests.

20 Submission of Missing Documents Policy

Applicants are required to submit all program admissions documents before enrollment in the program. These documents incluce, but not limited to, a graduation certificate, official transcript, passport, photo, CV, and reco mmendation letters. Applicants who are unable t o complete their application documents before e nrollment will have their admission deferred to t he next admission cycle.

If a student is unable to submit their official tran script before enrollment, they must submit it wit hin the first 12 credit hours of enrollment at Ago ra University. Failure to submit the official trans cript within this timeframe will result in suspens ion from the program.

21 Technology Requirements and Policy

This policy was established to aid in the planning of computer purchase(s) throughout the completion of the Agora University programs.

The University strongly recommends that students entering our programs have appropriate and updated mid-range consumer-grade laptop. Students should consider using a laptop that is already owned or another existing computer if possible. If you do not have access to a laptop already and must purchase a new one we have some recommendations below.Again, please note that if you already have a laptop it does not need to meet the specifications below. These specifications are only for people who don't already have access to a laptop and must

purchase a new one. Some courses in the university may require a more robust system, so be sure to verify any class/software requirements before making a purchase. The College will update these specifications on an annual or biannual basis to match advances in software and hardware requirements.

Example minimum hardware specs:

- Intel ® Core™ i5 (4 cores recommended)
- 8GB Memory
- 256GB Hard Drive
- 15.6″ HD Widescreen LED Display
- Wireless Network Adapter
- Microphone
- Webcam

Software Requirements:

- Operating System of Choice (i.e. Windows or Mac)
- Word Processor of Choice (ex. Microsoft Word)

You must have access to a computer connected to the internet. DSL or Mobile internet connections will be sufficient for most classes, but a few classes have video materials, which will display better if you have a DSL or cable connection. You may use any of the common browsers: Chrome, Edge, Firefox, or Safari. Most of our course lectures are in PDF format. There is a link to three free PDF readers on our public information page. The PDF pages are designed for full-size computers; tablets may provide an adequate display, but the materials may be difficult to read on smaller devices. We require that you have a word-processing program, such as Microsoft Word. Free word-processing programs are also suitable. We require that you also have a webcam with a microphone, for identity verification and live sessions. Your internet connection must be able to transmit video.

Students cannot be admitted without these techn ologies available. Should they lose access, they may request an incomplete (see Incomplete Poli cy) or a leave of absence, otherwise they shall b e dropped from the program.

22 IMPORTANT CONTACTS

Electronic mail is the best way to correspond with Agora Staff and Faculty. Since many instructors are part-time, they do not necessarily check their messages every day. If an instructor does not respond to a message within two days, or it is an urgent matter, please email the Agora University Director of Educational Services at registrar@agora.edu, or call us at1-866-GO-AGORA.

Office of the Chancellor	chancellor@agora.edu
Office of the President	president@agora.edu
Office of the Vice President of Institutional Development	vp.development@agora.edu
Office of the Vice President of Operations & Communication	vp.operations@agora.edu
Office of the Vice President of Financial Services	vp.finance@agora.edu
Office of HTC Dean	htc.dean@agora.edu

Office of ASB Dean	asb.dean@agora.edu
Office of Marketing	marketing@agora.edu
Office of HTC Admissions	Htc.admissions@agora.edu
Office of ASB Admissions	asb.admissions@agora.edu
Office of the Registrar	registrar@agora.edu
Office of Student Success	student.success@agora.edu
Office of Accounting	accounting@agora.edu
Office of Information Technology	support@agora.edu
Office of Public Relations	vrizk@agora.edu

23 Transcripts and Records Policy

Student records are confidential. The University cannot process a transcript request unless we receive a signed request or an online request through the Student Information System. Outstanding obligations to the University, such as Tuition fees, must be reconciled prior to release of student transcripts. Send all requests to the Registrar and include instructions on where the transcript should be mailed. We will retain your academic records permanently.
You may request official transcripts by visiting https://agora.populiweb.com. Official Agora University transcripts are released only when requested in writing or online through the Student Information System by the student. Transcripts will not be released for students who have failed to meet their financial obligations to the University. The University will not allow transcripts from other institutions sent or delivered to Agora University to be copied or released to a student. Those documents must be requested from the originating institution. Students may have access to an unofficial transcript online by making a request through their portals on Populi account.

24 Academic Regulations and Advisement

1. Please note that students enrolled at Agora University must complete a minimum of 50% of their coursework at the Master's and Doctoral levels, and 30% at the Bachelor's level. Course transfers are subject to our University Credit Transfer Policy and at the full discretion of the Dean.
2. Agora University does not award life or work experience credit.
3. Agora University provides Academic advisement through the office of the Dean. For more information, please send an email to registrar@agora.edu
4. For all Certificate, and Master's program advisement, please contact Ms. Mary Ghattas at mary.ghattas@agora.edu
5. Agora University does not currently offer any career or placement advising services.
6. All faculty members are required to list their office hours on their syllabi designating their time availability for assisting students outside of regularly scheduled lecture hours.

25 ACADEMIC GRIEVANCE POLICY

25.1 ACADEMIC GRIEVANCE AND COMPLAINTS

Students are free to speak with professors to express concerns about final grades. A student may speak to his instructor if s/he thinks they have been graded inappropriately on an assignment or exam or given a final course grade that is inappropriate. If the student thinks the instructor decision is dissatisfying, s/he may express in writing a grievance to the dean. If the complaint is against the dean, the student may submit an appeal directly to the President.

Students will not be subjected to any unfair actions as a result of initiating a complaint proceeding.

25.1.1 Submitting an Inquiry/Complaint to the Office of the President

When the Office of the President receives a formal letter of inquiry/complaint, the President will convene an Administrative Hearing Committee to consider the inquiry/complaint. The Committee will meet to discuss the written grievance and analyze all the facts submitted. A written notification of the decision should be sent to the student and the dean within 30 days from filing the inquiry. The office of the Dean will keep a record of all student complaints and documentation of how they were handled. The decision of the President is final.

25.1.2 Non-Academic Grievance Policy

Agora University takes all complaints very seriously. All grievances are treated with confidentiality, including those affiliated with bullying, physical harassment, illegitimate discrimination of race and religion, and any vilification made by students.

NOTE: These complaints may be formal or informal, where formal complaints are communicated in writing and an informal complaint is one considered to be unwritten.

25.1.2.1 Sexual Harassment

Sexual harassment may include, but is not limited to assaults, inappropriate touching, comments, a written communication; expressing sexual interest or requesting sexual favors; after being informed that the interest is unwelcome, requests for employment decisions, academic evaluation, grades or advancement, or other decisions affecting participation in a University program (quid pro quo), or when such conduct creates a hostile working environment. When complaints address the matter of sexual harassment, the university will allocate 60 days to investigate the matter.

25.1.2.2 Registering a Complaint

Option One: The complainant may initially raise an informal complaint (unwritten) with the appropriate university official (regularly, the Registrar). Following receipt of the informal complaint, the issue will be reviewed by the Dean within three (3) business days and a response will be provided to the complainant within five (5) business days. Depending on the nature of the complaint, the Dean may choose to meet with the President to gain further information and resolution of the complaint raised. The Registrar will raise the complaint directly with the Dean if the complaint is perceived to be of an extreme, threatening, or criminal nature.

Option Two: In the event that the complainant is not satisfied with the outcome, he/she may submit a formal complaint in writing. As an alternative to the Option One informal complaint, the complainant may opt to go directly to the formal second stage. The formal written complaint must be received by the Registrar within 10 business days of the complainant receiving feedback. The formal complaint will be reviewed and addressed within three (3) business days and a response will be provided to the complainant within five (5) business days. If not

satisfied with the decision of the Registrar, the complainant may submit the complaint in writing to the Dean within 10 business days of receipt of the formal complaint decision. The complaint will be addressed within 15 business days of receipt of the complaint, and a response will be given within 30 business days. Complaints should be resolved within 30 days of the initial date of response from the Dean.

In addition, students may also contact our accrediting agency, the Distance Education Accrediting Commission,

1101 17th Street NW, Suite 808, Washington, DC. 20036.
Phone: 202-234-5100,
Email: info@deac.org.
Website: www.deac.org.

Should a satisfactory solution to the problem not be found, the student may contact SCHEV at:
Email: PPE@schev.edu
URL: www.schev.edu

The student may also file a complaint online at: https://www.schev.edu/students/resources/student-complaints

Students will not be subject to unfair action as a result of initiating a complaint proceeding.
Whistleblower Policy

Agora University is committed to integrity, transparency, and accountability. This policy encourages and protects individuals who report, in good faith, suspected violations of university policies, ethical standards, or applicable laws. It applies to all members of the university community, including faculty, staff, students, contractors, volunteers, and visitors. Reports of misconduct—such as fraud, corruption, mismanagement, or actions endangering the university's mission or safety—can be made to the office of the President by emailing president@agora.edu. Retaliation against whistleblowers is strictly prohibited, and confidentiality will be maintained except when required by law. Upon receiving a report, the university will acknowledge receipt, conduct a preliminary review, and, if necessary, initiate a formal investigation with appropriate corrective actions. False or malicious reports may result in disciplinary action.

Non-Virginia residents who have followed the above aforementioned process desiring to further pursue a grievance process with NC-SARA may contact NC-SARA State Portal Entity for Virginia:

State Portal Entity Contact
Darlene Derricott
Director of Academic Services
804.225.2621
darlenederricott@schev.edu
State SARA Website

State Council of Higher Education for Virginia
101 N 14th St, 9th Floor
Richmond, VA 23219

Please note that complaints related to academic grades or student conduct violations do not fall under the NC-SARA complaint resolution process. However, allegations of dishonest or fraudulent activity, including the provision of false or misleading information, may be investigated and resolved by SCHEV under SARA consumer protection provisions.

26 WHISTLEBLOWER POLICY

Agora University is committed to integrity, transparency, and accountability. This policy encourages and protects individuals who report, in good faith, suspected violations of university policies, ethical standards, or applicable laws. It applies to all members of the university community, including faculty, staff, students,

contractors, volunteers, and visitors. Reports of misconduct—such as fraud, corruption, mismanagement, or actions endangering the university's mission or safety—can be made to the office of the President by emailing president@agora.edu. Retaliation against whistleblowers is strictly prohibited, and confidentiality will be maintained except when required by law. Upon receiving a report, the university will acknowledge receipt, conduct a preliminary review, and, if necessary, initiate a formal investigation with appropriate corrective actions. False or malicious reports may result in disciplinary action.

27 Academic Integrity Policy

Agora University faculty strive to hold amenability to ensure academic honesty in their classes and student share this responsibility. Agora University students are required to refrain from all acts of academic dishonesty.

27.1 Procedures for Dealing with Violations of Academic Dishonesty

Actions taken by a faculty member who has evidence that a student has committed an act of academic dishonesty, shall, after speaking with the student, take one or more of the following disciplinary actions:

- Issue an oral reprimand.
- Give the student an "F" grade or zero points or a reduced number of points on all or part ofa particular paper, project or examination.

If the act of academic dishonesty results in a "F" grade or zero points being awarded to the student for that particular paper, project, or examination, and this result affects the student's overall grade in the class, then the student shall be issued the proper grade, as affected by the specific "F" or zero grade, by the faculty member. Any incident of alleged academic dishonesty in the instructor's grading of an F or zero points – the instructor shall investigate if there has been any misconduct by the student and decided to proceed and reported to the Dean. If the Academic Dean notes that multiple Academic Dishonesty Reports have been filed for particular students, from multiple instructors, however, then the Dean shall seek the suspension of the student for one full calendar year. If, upon this student's return from the one-year suspension, the Dean receives any further reports of academic dishonesty concerning this student, the Dean shall recommend the student be expelled permanently. The Dean shall keep the faculty member and Division Dean reasonably informed of the status of the student discipline process and outcome.

Examples of Violations of Identity Fraud

- Taking an examination for another student or having someone else take an examination for one-self.
- Having another person or a company do research and/or writing of a report.
- Obtaining answers from another student before or during an examination.
- Knowingly allowing another student to copy one's work.
- Sharing answers for a take-home or on-line examination unless otherwise authorized by the instructor.
- Receiving help in creating a speech, essay, report, project or paper unless otherwise authorized by the instructor.
- Turning in a speech, essay, report, project or paper done for one class to another class unless specifically authorized by the instructor of the second class.
- Offering another person's work as one's own: copying a speech, essay, report, discussion board posting, project or paper from another person or from books, websites, or other sources.
- Using outside sources (books, or other written sources) without giving proper

credit (by naming the person and putting any exact words in quotation marks).

Examples of Violations of Academic Dishonesty

Examples of academic dishonesty conduct warranting the imposition of disciplinary probation, suspension or expulsion include, but are not limited to, the following:

- Altering a graded examination/assignment and returning it for additional credit.
- Stealing or attempting to steal an examination or answer key.
- Printing an online exam without the express authorization of the instructor.
- Stealing or attempting to change official academic records.
- Forging or altering grades.
- Falsely reporting or claiming to have experienced technical difficulties with online instructional tests, quizzes, or assignments.
- Using unauthorized materials, such as notebooks, or other items, without the instructor's consent during an examination or placement test.
- Misreporting or altering the data in research projects.
- Intentionally impairing the performance of other students and/or a faculty member.
- Collusion – when any student knowingly or intentionally helps another student perform an act of academic dishonesty. Collusion in an act of academic dishonesty will be disciplined in the same manner as the act itself.

28 Artificial Intelligence (AI) Tools Policy

Students are forbidden for using AI tools to produce any work submitted for grading for the **first draft** of writing assessments, but may use AI tools in the revision of their first work under the following conditions:

1. The first draft is submitted along with the revised (AI-enhanced) draft of the writing submission.
2. An **explanation** of the enhancements from AI tools accompanies the submission of both the first and revised drafts.

Student work is submitted electronically through our LMS. Submissions can be scanned by AI-generation detection software in whole or in part to flag a submission for AI-generated material. **The default faculty response for student submissions failing to meet both conditions shall result in an F grade**.

29 Academic Progress Policy

29.1 Maintaining Satisfactory Progress

Undergraduate students must maintain a minimum cumulative GPA of 2.5 to remain in satisfactory academic standing, while graduate students must maintain a minimum cumulative GPA of 3.0 Students should aim to earn a grade of B or better in all their classes to meet the applicable academic requirements. Most courses require students to log in to the website at least once or twice a

week, either to participate in a forum or to subm it a written assignment.

29.2 Incompletes

A student will be given an Incomplete grade when all the following conditions apply:

- whenever required course work is missing,
- when that missing work would result in the student receiving a lower final grade, and
- when the student has formally requested an extension.

In all other cases, a student should receive a grading letter with the outstanding work counted as "zero" or "fail". If the extension is granted, according to arrangement with the instructor all incomplete work must be completed in consultation within three weeks after the final paper is due. Grade of "W" should be granted if the student has any health or personal crisis. Students cannot register for more courses if they have an incomplete.

29.3 Withdrawing from Courses

Courses may be dropped any time prior to the due date of the final examination or paper.
These requests should be conveyed in writing to the Registrar and the instructor(s).
If a student drops a course before completing 40% of the course content, a grade of W will be assigned whether or not the student is passing.
A mark of F will be assigned if:
1) The student is failing at the time of withdrawal.
2) The student withdraws after 40% of the duration of the course has lapsed.
Agora University certifies that students who cancel after paying in full, but are not eligible for a refund, receive all materials, kits, and equipment, as applicable.

29.4 Course Re-Takes

Students are generally not permitted to retake examinations or assignments for the sole purpose of improving a grade once the assessment has been completed and graded. However, instructors may, at their discretion and as outlined in the course syllabus, permit the resubmission of assignments, make-up assessments, or retakes under specific circumstances.

Students who wish to improve their performance in a completed course may repeat the course one time, by re-enrolling and paying the applicable tuition and fees. When a course is repeated, only the highest grade earned will be calculated in the student's cumulative GPA, in accordance with University policy, unless the course was failed due to academic dishonesty.

29.5 Types and Regulations of a Leave of Absence

1. Personal Leave: for students who plan to take leave up to one academic year for personal reasons (health, financial, work-related, etc.).
2. Military Service Leave: for students who are called to active duty with the Military. Students may leave for the duration of their military assignment in active duty.
3. Study Leave: for students who are planning to take specialized pre-approved courses at another accredited institution to supplement their studies or satisfy other academic requirements of Agora University. The duration of this leave of absence is determined and pre-approved by the Dean

and cannot exceed one academic year for all undergraduate and graduate level programs.

29.6 Academic Probation

A GPA of at least 3.0 is required for the degree. Students are not put on academic probation when their GPA falls below 3.0. A student placed on academic probation means that the student is warned with academic disqualification. A student who has not achieved both a term and cumulative grade point average of 3.0 (B) or higher at the close of a semester will be placed on academic probation. The student will be notified of this probationary status.

29.7 Academic Dismissal

A student becomes academically disqualified or dismissed and may not continue enrollment und er any of the following conditions:

- A student fails six or more hours of cour sework in any given year.
- A student on academic probation fails to achieve both a term and cumulative grad e point average of 3.0 (B) or higher.

The student will be notified within one week of any dismissal. The Dean may waive academic di smissal if individual circumstances warrant such action.

29.8 Appeal of Dismissal

A student who becomes dismissed may appeal t he dismissal by filing an appeal to the Registrar within two weeks of the date of notification of d ismissal. After the appeal has been considered b y the Dean, the Registrar will notify the student of the decision. Once this decision has been mad e, no further appeal is allowed.
Dismissed students are not eligible for readmission until at least three semesters have elapsed. If readmitted, the student will be on academic probation and will be expected to satisfy the requirements for removal from probation by the end of the term.

30 Lack of communication policy

In the case where students who have exhausted their academic leave and failed to be in contact with the university's registrar regarding the status, such students shall be expelled from the program.

31 HTC Policy Regarding Students with Ecclesiastical Appointments

Students studying at Agora with ecclesiastical level appointments, namely Bishops, may follow a modified study plan due to their ministerial commitments, as appropriate. In such rare cases, the ecclesiastical appointment qualifies as subject matter expertise, given the student's life commitment to the ecclesiastical appointment. These students are considered to be engaged in the broader concerns of the programs at HTC, and if such students exceed their normally allotted time-to-degree, they may remain enrolled without having to re-apply for enrollment given the extraordinary circumstances surrounding their ministerial requirements. This policy has been enacted in order to foster the needs of continuing education for leadership in the communities driving our institutional mission.

32 Grading Policy

The work of all students at Agora University is reported in grade format. A final grade for each

student registered in a course is assigned by instructors as required.

32.1 Graduate Courses

The following grades are used to report the quality of graduate student work at Agora University:

A Superior Achievement

B Satisfactorily demonstrated potentiality for professional achievement in field of study

C Passed the course but without doing work indicative of potentiality for professional achievement in field of study

F Fail

P Pass (achievement at grade C level or better)

I Incomplete

IP In Progress

The grades A, B, and C may be augmented by a plus (+) or minus (-) suffix. The grades A, B, and P signify satisfactory progress toward the degree. Students may apply a C grade toward graduate degrees unless otherwise prohibited by the program requirements. However, courses in which a grade of C is received must be offset by higher grades in the same term for students to remain in good academic standing. A grade of F yields no unit nor course credit.

32.2 Grade Points

Grade points per unit are assigned by the Registrar as follows:

Equivalency Guide

Letter Grade	100 Point Scale	GPA
A+	97-100	4
A	93-96	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-62	1
F	Below 60	0

A plus (+) or minus (-) suffix added to a grade increases or decreases the grade-point value, except in the case of A+, which carries the same number of grade points as the A grade. Courses in which students receive a grade of P may count toward satisfaction of degree requirements, but these grades, as well as I and IP are disregarded in determining the grade-point average. (After the removal of an I grade and assignment of a letter grade, units and grade points are included in subsequent grade point averages.

32.3 Grade-Point Average

The gradepoint average is determined by dividin g the number of grade points earned by the num ber of units attempted. The total grade points ear ned for a course equals the number of grade poi nts assigned times the number of course units. F or example, if a student takes three four – unit courses and receives grades of A-, B- , and C+, then the GPA for the term equals the t otal grade points (34.8) divided by the total cour se units (12). The GPA is 2.9. For satisfactory st anding, students must maintain a B average (3.0 GPA).

Only grades earned at Agora University are calc ulated in the student's GPA. Grades earned at an other institution do not affect the GPA at Agora University.

32.4 Incomplete Grades

Once a grade of Incomplete (I) is assigned, it remains on the transcript along with the passing grade students may later receive for the course. The instructor may assign the grade I when work is of passing quality but is incomplete for a good cause (such as illness or other serious problem). It is the student's responsibility to discuss with the instructor the possibility of receiving an Incomplete as opposed to lower mark impacted by the Incomplete (to include an F grade).
If a grade of (I) is assigned, students may receive unit credit and grade points by satisfactorily completing the coursework as specified by the instructor. Students should not re-enroll in the course; if they do, it is recorded twice on the transcript. If the work is not completed within one year's time, the I lapses to an F.

32.5 Correction of Grades

All grades except I are final when filed by the instructor in the end-of-term course report. After grades have been submitted, a grade change may be made only in case of a clerical or procedural error or other unusual circumstances. No grade may be revised by re-examination or, with the exception of grades of I, by completing additional work. Students who are dissatisfied with a grade should review their work with the instructor and receive an explanation of the grade assigned. All grade changes are recorded on the transcript.

33 Proctoring Policy

On occasion, professors may opt to offer students the opportunity to sit for an oral examination. The professor teaching the course will proctor the examination via Zoom (or a similar platform) and utilize an appropriate rubric designed to assess student performance in alignment with course and program outcomes. These rubrics serve as a direct means of measuring student achievement. The professor will be required to verify student identity through both video and audio activation of the online platform.
Instructors planning to offer oral examinations should include this policy in their syllabus.

34 Graduation Policy

Students must have a minimum cumulative GPA of 3.0 for graduate students and 2.5 for undergraduate students in order to graduate. In addition, students must pass all required courses to earn credit toward graduation. A grade of "F" carries zero credit and does not contribute to graduation requirements. A student cannot graduate if there are any outstanding obligations to the University, such as tuition fees. For graduate students, they are considered graduates once their thesis has been completed, and a diploma will be sent to them. For undergraduate students, they must meet the requirements for 120 credit hours including general education credits and relevant program core courses.

35 Non-Discrimination Policy

Agora University admits students of any race, color, gender, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, gender, national and ethnic origin in its educational policies, admissions policies, tuition assistances, and any other organization-administered programs.

36 Privacy Policy

Agora University recognizes that the protection of the rights of persons requires adherence to cle

arly formulated institutional policies governing t he maintenance of student records. Protecting th e privacy and confidentiality of all students' rec ords shall be strictly enforced. Officers of admin istration, members of the faculty and staff of the University are bound to respect the rights of a st udent by holding in confidence information they acquire in the course of their work.

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law which defines permanent educational records as files, documents and other recorded materials which contain information directly related to a student and which are maintained by Agora University or a person acting in an official capacity for the University.
Educational records do not include those maintained by instructional, supervisory, administrative and educational personnel in the sole possession of information which is not accessible or revealed to any other person. Additionally, educational records do not include records of a student 18 years of age or older or those of a student attending an institution of post-secondary education that are created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional personnel in connection with the provision of treatment to the student unless specifically requested by the student. Records of students as employees are not part of the education record unless the employment results from the employee's status as a student. Educational records do not include alumni records.

The Registrar coordinates the inspection and review procedures for student records which include personal, academic and financial files as well as placement records. The FERPA affords students certain rights with respect to their educational records. The right to inspect and review the student's educational records within 45 days of the day the University receives an official request for access.

Students should submit to the Registrar a written request that identify the record(s) they wish to inspect. The Registrar will make arrangements for access with the custodian of the particular record and will notify the student of the time and place where the records may be inspected.
Official Agora University transcripts are released only when requested in writing by the student. There is a fee for each copy. Transcripts will not be released for students who have failed to meet their financial obligations to the University. The University will not allow transcripts from other institutions sent or delivered to Agora University to be copied or released to a student. Those documents must be requested from the originating institution.
Students may have access to an unofficial transc ript online by making a request through the Stud ent Information System.
The right to request an amendment of the student's educational records that he/she believes is inaccurate or misleading. The student should write the Custodian responsible for the particular record, clearly identify the part of the record they want changed in 100 words or less, and specify why it is inaccurate or misleading.
The Custodian of the record will notify the student of its decision to amend the record or deny the student request. If denied, the student may choose to appeal the decision to the appropriate executive official.

Agora University may disclose information on a student without violating FERPA through what is known as directory information. FERPA regulations define "directory information" as information contained in an education record of a student that would not usually be considered harmful or an invasion of privacy. This generally includes a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (full/ part time, undergraduate or graduate), degrees, honors and awards received, other educational institutions attended and related

information. Federal law (Solomon Amendment) also requires that institutions of higher education provide military recruiters the names, addresses, telephone numbers and birth dates of currently enrolled students.

A student may restrict the release of his/her directory information by making a request in writing to the Registrar within two weeks of the start of the first enrolled semester of the academic year. This request must be made on a yearly basis.
In certain situations, a student's consent is not required to disclose educational information.
These exceptions include;

- to school officials who have legitimate educational interests;
- to Federal, State, and local authorities involving an audit or evaluation of compliance with education programs;
- to persons or organizations in connection with financial aid;
- to organizations conducting studies for or on behalf of educational institutions;
- to accrediting organizations;
- to parents of students for violations of any law or institutional rule related to the possession of alcohol or controlled substance;
- to comply with judicial order of subpoena
- health or safety emergency
- directory information;
- to the students themselves;
- results of disciplinary hearing to an alleged victim of a crime of violence;
- to the Attorney General of the United States in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes.

Requests to disclose educational information will always be handled with caution and approached on a case-by-case basis. The determination as to whether or not a legitimate educational interest exists will be made by the custodian of the records. When the custodian of the record has any question regarding the legitimacy of the request, the custodian should withhold disclosure unless consent of the student is obtained.

The following is a list of the types of records that the University maintains, their custodian and their appropriate executive official.

Type of Record	**Custodian**	**Appropriate Executive Official**
Academic Records	Registrar	Academic Dean
Disciplinary	Academic Dean	President
Financial Aid	Financial Services Manager	VP of Financial Services
Placement	Registrar	Head of Student Services
News Releases	Public Relations Lead	Chancellor
Student Accounts	Financial Services Manager	VP of Financial Services

**Agora University uses highly encrypted cloud-based servers to ensure the protection of student records.

37 RECORDS RETENTION POLICY

Agora University's Records Retention policy establishes the types of University records and their retention period for records. It is based upon legal and operational requirements and provides a framework for the life cycle management of University records.
This policy is intended to assist the University in properly protecting and managing the records it needs to maintain, while eliminating the records

that are no longer legally or operationally required. This will help to ensure that the University is following all applicable laws and regulations governing records retention and eliminating unnecessary records storage costs.
This policy responds to the various local, state, and federal statutes and regulations and internal policies that apply to records retention.

37.1 Roles and Responsibilities

37.1.1 Office of the Dean

The Office of the Dean is responsible for identifying the academic records to be retained and determining the period of retention. The Office of the Dean must also make arrangements for the proper storage of the records and coordinate with outside vendors for that purpose, where appropriate. Finally, the Office of the Dean arranges for the handling of the disposal of records whose retention period has expired.

Faculty Records:
Agora University understands the necessity of maintaining the accuracy and confidentiality of faculty personnel records, and the importance of gathering and keeping records of employment history and performance for making informed personnel decisions.
The Office of the Dean in collaboration with the Office of People and Culture maintain a faculty personnel record for each faculty member that includes, at a minimum, the following:

- Documentation verifying the faculty member's highest earned degree that qualifies the faculty member for employment at the University
- Curriculum vita
- Annual certifications

The University receives the official transcripts directly from granting institutions by mail. The degrees are scanned and kept securely on Microsoft highly-encrypted SharePoint. The original transcripts are destroyed, and only the President, Dean, and People and Culture Lead have access to the digital files.

37.1.2 Office of the President

The Office of the President is responsible for providing guidance regarding the legal retention requirements for financial and administrative documents and coordinating document holds when litigation is ongoing, pending, threatened, or likely. The University's President will designate one or more individuals to serve as the point of contact.

37.1.3 Who should know about this Policy?

All University employees; All contractors who create, use, or store University records; All consultants who create, use, or store University records; All vendors who create, use, or store University records.

37.1.4 Exclusions and Special Situations

Any records relevant to pending or ongoing litigation, government investigation, or audit MUST BE RETAINED until such matters have been resolved, all appeals are exhausted, and the retention period has expired. All disposal of relevant records must cease, including the disposal of records according to approved retention periods, when such a document hold is in place. In cases where litigation is threatened or likely, consult the Office of the President to determine whether a litigation hold is required.

37.1.5 Policy Definitions

Definition of a Record: Records are documents and parts of documents contained on any media and in any format that: are made or received by the organization; provide evidence of its operations; document business decisions; and/or have value requiring their retention for a specific period of time.
Examples include, but are not limited to:

- Academic transcripts

- Letters, memoranda and correspondence
- Policies, procedures and methods
- Invoices and receipts
- Purchase orders, contracts and certificates
- Tax forms
- Data stored in computers, data processing equipment, and off-line media
- Computer programs and documentation

38 Social Media and Email Policy

Agora University expects each student to use social media responsibly and respectfully in ways that reflect the moral and ethical guidelines set forth by Agora University. Agora University is primarily an online institution, therefore, all courses and instructional materials and correspondence is conducted online. Please check your email account daily. We know life is busy, nonetheless, failure to be aware of updated policies, procedures or other information does not relieve you from responsibility or obligation.

39 Solicitation

Students, staff or outsiders may not sell to or survey the University community.

40 Speaking for the University

Students should refer media inquiries to the Public Relations office which reports to the Office of the Chancellor, which can answer questions accurately and speak officially for Agora University. Students are not to release information or grant interviews to the news media without first checking with the Public Relations office or being asked by that office to do so. In addition, students are not to speak for the University on social media.

41 Student Identity Verification Policy

Agora University's Student Identity Verification Policy is in compliance with the requirements set forth by the Higher Education Opportunity Act (HEOA). The HEOA requires that institutions offering online education have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; or
- New or other technologies and practices that are effective in verifying student identification.

41.1 Student ID and Password

All students registered for coursework at Agora University are provided with a secure user ID and password. Access to online courses is controlled by the use of the secure User ID and password.

41.2 Learning Management System (Populi)

Agora University uses Populi as its Learning Management System. Students access the LMS with their unique Student ID and Password. The

unique User ID and password are used to verify that a student who registers for an online course or program is the same student who participates in and completes the course or program.

The small faculty to student ratio ensures close interaction between students and faculty and the ability of faculty to manage student identity via for any sudden change in academic performance, change in writing style, online discussions, or email inquiries. More importantly, constant contact between the students and faculty by phone, Skype, or other technological means assures the faculty of the student's identity.

Students enrolled in courses at Agora University are responsible for providing complete and true information in any identity verification process.

41.3 Verification of Identity

All students submit a personal photograph and a government-issued photo ID at the time of admission. Staff and Faculty verify the identity of all students using Zoom for interviews, online lectures, academic advising and general inquiry live video sessions.

Holy Transfiguration College

42 About Holy Transfiguration College

Established in 2015 as Holy Transfiguration College (HTC), Agora University initiated innovative, interdisciplinary degree programs aimed at community-building through Orthodox Christian tradition thought across divergent domains. In March 2017, the institution was renamed Agora University, designating HTC as the college of History, Philosophy and Religion. HTC aims to be the nucleus of Agora University's vision to be a pioneering institute dedicated to the humanities from an Eastern Christian perspective. HTC continues to focus on developing interdisciplinary venues between the Eastern Christian tradition and the humanities. HTC is committed to providing high quality Orthodox Christian foundations while also maintaining a vigorous tradition of research on subjects pertaining to the intersection between theology and the humanities.

Our distinguished faculty come from renowned institutions worldwide including University of Oxford, University of St. Andrews, University of Aberdeen, UCLA, King's College London, University of Toronto, Pittsburg Theological Seminary, and Claremont Graduate University. Our diverse student body comes from multiple countries around the world including USA, Canada, UK, Spain, Egypt, Ethiopia, and India with various professional experiences ranging from engineering, medicine, social work to physics and ministry.

42.1 Faculty

42.1.1 Professors

Dr. Ani Shahinian, D.Phil.
Ani.Shahinian@agora.edu
Associate Professor of Armenian Studies and Apologetics

Ani Shahinian, D.Phil., Ph.D., holds a doctorate in History and Theology from the University of Oxford. Shahinian's doctoral research investigated the phenomenon of Christian martyrdom within the context of political, social, economic, and ecclesiastical history of medieval Armenia, particularly in the Lake Van region. Her research applied innovative approaches and strategies to understand complex, enduring issues, and questions related to Christian-Muslim relations in the region. She has lectured and held seminars in several faculties at the University of California, Los Angeles (UCLA), including courses on Philosophy of Mind, Political Philosophy, Holocaust and Genocide Studies, and International Relations. Shahinian's academic and professional interests meet at the intersections between the disciplines, where she endeavors to bridge different fields by exposing entwined questions of technology, ethics, and sustainability in uncertain

environments. Prior to her academic career, Shahinian worked for the United States Department of Justice (DOJ), where she assisted with investigations and prosecutions of human trafficking cases and criminal civil rights abuses. While working at the DOJ, she detected parallels between contemporary and historical human rights violations, and the evolving significance of the role of notional ethics. These realizations impelled her to seek answers hidden in history. Her academic career continues this journey of investigation and discovery, directing her research interests toward innovative methodologies to problem solving in an age defined by Artificial Intelligence (AI) and rapid technological advancement. Her work seeks to cultivate a more integrative understanding of the human person within this evolving landscape.

Dr. Andreas Andreopoulos, Ph.D.
FrAndreas@agora.edu
Professor of Eastern Christianity and Spirituality

Fr. Dr. Andreas Andreopoulos is Associate Professor of Theology and Philosophy at the King's Foundation School of Traditional Arts (UK) where he supervises doctoral theses on religious art, andVisiting Professor of Theology at Agora University (USA) where he teaches Patristics, Biblical Theology, Orthodox Spirituality, Church History and Pastoral Theology.
He studied in Greece, Canada and the UK, and worked as a researcher at the Pontifical Institute of Medieval Studies (Toronto, 1999-2003) and a professor at Universities in the USA (University of Pennsylvania 2003-2005) and the UK (University of Wales 2006-2010, University of Winchester 2010-2023). He has published several monographs on Orthodox theology, as well as a multitude of academic articles. His research interests include iconology and religious art, Patristics, modern Greek theology, liturgy and Biblical theology. He founded and directed for seventeen years a Master'sprogram in Orthodox Theology in the UK, and has supervised over twenty doctoral theses.
He is a priest of the Archdiocese of Thyateira and Great Britain (Ecumenical Patriarchate).

Dr. Brian Butcher, Ph.D.
Brian.butcher@agora.edu
Visiting Professor of Liturgical Theology and Early Christianity

Dr. Butcher is currently a sessional lecturer in the Toronto School of Theology and a Fellow of the Metropolitan Andrey Sheptysky Institute of Eastern Christian Studies, relocated in 2017 to the University of St. Michael's College from Saint Paul University in Ottawa. From 2011-2017, he taught courses at the latter in both Eastern and Western Christian traditions, after stints at Simon Fraser University, Catholic Pacific College/Trinity Western University and Corpus Christi College—all in Vancouver. Liturgical Theology After Schmemann: An Orthodox Reading of Paul Ricoeur, Brian's first major book, was published in 2018 by Fordham University Press. His professional associations include membership in the American Academy of Religion—where he is a member of the steering committee for the Eastern Orthodox Studies Unit—as well as the Society of Oriental Liturgy, the International Society for Orthodox Church Music, and the North American Academy of Liturgy. A subdeacon in the

Ukrainian Greco -Catholic Church, he also conducts the Ottawa-based Sheptytsky Institute Choir. He enjoys taekwondo, training for triathlons, performing Celtic and other folk music, and cooking.

Dr. Emmanuel Gergis, Ph.D.
Emmanuel@agora.edu
Associate Professor of Dogmatics and Systematic Theology

Dr. Emmanuel Gergis is Co-founder and President of Agora University. Prior to his academic career, he worked for two decades as Vice President of Technology and Chief Technology Officer in government and private sectors where he successfully led multi-million-dollar projects. After finishing his International Baccalaureate at the Mahindra United World College of India, he studied Business Administration at Concordia University. He holds a Master of Arts degree from the University of Balamand, and a Master of Letters degree from the University of St. Andrews. Emmanuel completed his doctorate from the University of Aberdeen in Scotland. He is an author, translator, and lecturer on various contemporary topics including Orthodox Systematic Theology, Theological Anthropology, Trinitarian Theology and Personhood, Theological Realism, and Coptic Christianity.

Fr. Jacob Joseph, Ph.D.
frjacob@agora.edu
Associate Professor of Christian Mission

Fr. Dr. Jacob Joseph, a Syrian Orthodox Priest, is a visiting lecturer at Agora University. Before joining his theological studies, he completed a Bachelor of Arts and a Master of Arts in English Literature from Mahatma Gandhi University, India, and Kerala University, India, respectively, and worked as a lecturer in India. After securing his Bachelor of Divinity and Master of Theology from Serampore University, Calcutta India, he served the church both in India and abroad in various capacities as a National Youth Director (USA and Australia), Director of the Holy Cross College of Management and Technology, Puttady, Kerala, India, Editor of Vision Journal, Mumbai, India and Mission Director, Latur, Maharashtra, India. Fr. Joseph completed his Ph.D. in Christology of St. Severus and Social Margins in India (Patristic Theology and Contextual Mission) from the University of Divinity, Melbourne, Australia. His research interests focus on Patristic, Liturgical, Missional, and Contextual Theology. Currently, he also serves as a lecturer (sessional) at St. Athanasius Coptic Theological Seminary, Melbourne, in Patristic Theology and Orthodox Mission Theology and as a visiting lecturer at Malankara Syrian Orthodox Theological Seminary, Ernakulam, India in Ecumenical and Mission Theology.

Dr. Joseph Youssef, Ph.D.
jyoussef@agora.edu
Associate Professor of Anthropology of Religion

Dr. Joseph Youssef is Associate Professor of the Anthropology of Religion at Agora University. He holds a Master of Arts degree in Anthropology from the University of Toronto. Joseph completed his doctorate in Anthropology from the University of Toronto where he focused on Coptic Orthodox Monasticism and its influence on Coptic laity. His research examines questions of exemplarity, virtue, and political

theology, both in Egypt and the Coptic Diaspora in North America. His research interests include: Exemplarity, Monasticism, Asceticism, Transnationalism, Diaspora, Morality and Ethics, Political Theology, and Pilgrimage.

Fr. Mebratu Kiros Gebru, Ph.D.
frmebratu@agora.edu
Visiting Professor of Liturgical Theology

Fr. Dr. Mebratu K. Gebru. Dr. Mebratu K. Gebru received his theological formation at the Holy Trinity Theological College of the Ethiopian Orthodox Church's Patriarchate in Addis Ababa. Upon completing his undergraduate studies at the college, he taught there as a graduate assistant instructor for about two years.

In 2003, Fr. Gebru received a scholarship to pursue his master's studies in theology at the University of St. Michael's College, University of Toronto. His master's thesis on the Christology of his own ecclesial tradition was revised and published by Gorgias Press under the title Miaphysite Christology: An Ethiopian Perspective.

While pursuing his Ph.D. in theology at the same university, he was ordained a priest in 2008 at St. Mary's Ethiopian Orthodox Cathedral in Toronto, where he served as a youth educator. His doctoral research focused on the theological and sacramental dimensions of creation in the Ethiopian liturgical rite, which he successfully defended in April 2012.

In 2020, he published an Amharic book titled Holy Qurbano: The Origin, Historical Development, and Structure of the Ethiopian Eucharistic Liturgy, which explores the historical development and distinctive aspects of the Ethiopian liturgical rite.

Beyond liturgy, Fr. Gebru's research interests include Ethiopian Christianity, Orthodox spirituality, and ecclesiology.

Dr. Michael Wingert, Ph.D.
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Dean of Holy Transfiguration College
Associate Professor of Old Testament and Syriac Studies

Dr. Wingert's research centers on the Hebrew Bible and Old Testament traditions, with a particular emphasis on their theological, linguistic, and cultural contexts within the ancient Near East. His work explores ancient medicine, Semitic scriptural literature, the philological and linguistic interplay of Semitic languages with neighboring speech communities, Northwest Semitic epigraphy, the philosophy of language, and ancient Near Eastern religions. At UCLA, Wingert developed an innovative undergraduate course on the origins of medicine, drawing from ancient Assyro-Babylonian, Egyptian, and biblical healing traditions, highlighting connections between medical practices and scriptural narratives of healing in the Old Testament. Additionally, he served as the lead research assistant on the Sinai Palimpsests Project, a collaboration between the UCLA Digital Library and the Early Manuscript Electronic Library, digitizing and recovering erased texts, including early Hebrew and Old Testament-related manuscripts, from St. Catherine's Monastery in Egypt's Sinai Peninsula. At Agora University, Wingert teaches courses such as Introduction to the Old Testament, Suffering and the Scriptures, Healing and the Word, and electives in Syriac studies, where he integrates insights from the Hebrew Bible and its interpretive traditions. In addition to

his role at Agora, Wingert serves on the Syriac Orthodox Patriarchal committee for missions and has previously advised the Assyrian Arts Institute. Fluent in Sureth (Northeastern Neo-Aramaic), which he speaks with his family, he is a dedicated advocate for preserving indigenous languages and cultures in the Middle East and beyond, with a special focus on their connections to biblical heritage.

Dr. Mary Ghattas, Ph.D.
Mary.Ghattas@agora.edu
Assistant Professor of Church History and Coptic Studies

Mary Ghattas earned her doctorate degree in the history of Christianity, with a regional emphasis on the Middle East. Her master's thesis examined ecclesial diplomatique in Medieval Egypt and Nubia. Her research projects explore the interstices between ecclesiastical relations and state politics in the East, the role that history and historiography play in shaping communal memory and narrative, and consequently, healing communal memory through history.
At Agora University, she teaches Church History II: Oriental Church History After Chalcedon and electives in Coptic Studies. She also serves as the Associate Dean of Academic Affairs. She is currently an Assistant Managing Editor for the Claremont Coptic Encyclopedia, helping to update and expand an invaluable online reference tool for Coptic Studies.

Dr. Myrto Theocharous, Ph.D
Myrto@agora.edu
Professor of Old Testament

Myrto Theocharous (Ph.D. University of Cambridge) was born in Nicosia, Cyprus, and is currently a lecturer of Hebrew and Old Testament at the Greek Bible College in Athens, Greece. She is the author of Lexical Dependence and Intertextual Allusion in the Septuagint of the Twelve Prophets: Studies in Hosea, Amos and Micah (LHBOTS 570; New York: T & T Clark, 2012), a commentary on Amos and Habakkuk for the Central Eastern European Bible Commentary, a commentary on the book of Deuteronomy for Zondervan Academic, and various other articles in both Greek and English. She is also a member of the editorial board of the Bulletin of Biblical Research and a board member of the Hellenic Bible Society.
Myrto also serves as the president of New Life, an organization against trafficking and sexual exploitation in Athens, Greece.

Fr. Michael Sorial, D.Min., Ph.D.
Frmichael@agora.edu
Assistant Professor of Ecclesiology, Missiology and Youth Ministry

Rev. Fr. Michael Sorial is Co-founder and Chancellor of Agora University. Since his ordination in 2005, and prior to his academic career, he also served as a Priest in the Coptic Orthodox Church. Prior to his ordination, Fr. Michael served in a dual role as US Director of Sales and Marketing and Director of Operations for a UK-based Biotech company. After completing his bachelor's in Biology with a Minor in Business from the University of Texas, he completed a Master of Letters degree in Divinity from the University of St. Andrews in Scotland, where he focused on Orthodox Ecclesiology, the incarnational theology of St. Athanasius of Alexandria, and the intersectionality with culture. Fr. Michael is

currently working on his doctorate at Pittsburgh Theological Seminary.

Dr. Norman Russel, Ph.D
Professor of Theology, Philosophy, and Church History

Norman Russell is a renowned Orthodox theologian, historian, and translator, internationally recognized for his scholarship in Patristic studies and early Christian theology. A Fellow of the Royal Historical Society, he has lectured and taught across the UK, Europe, and the U.S., engaging academic, ecclesial, and lay audiences alike.

He is the author of the influential book The Doctrine of Deification in the Greek Patristic Tradition, a landmark study that explores the transformative vision of the early Church Fathers. His research focuses on key figures such as St. Gregory of Nyssa, St. Maximus the Confessor, and St. John of Damascus, bridging historical theology and contemporary spiritual reflection.

In addition to his academic work, Russell has translated foundational Orthodox texts into English, making the spiritual and theological heritage of the Eastern Church accessible to wider audiences. His writings reflect a deep commitment to the living tradition of the Orthodox faith, offering both scholarly depth and spiritual insight.

Mehari Worku, M.A., Ph.D.
Mehari@agora.edu
Assistant Professor of Church History and Ethiopic Christianity

Dr. Mehari Worku is a scholar of Christian Near Eastern languages and literatures, specializing in the Ethiopic and Syriac traditions. He holds a PhD (2024) and MA (2018) in Christian Near Eastern Languages and Literatures from The Catholic University of America, where his research focused on the linguistic, literary, and theological intersections of the Christian East. He also earned an MA in African Languages and Applied Linguistics (2011) and a BA in Amharic Language and Literature with great distinction (2007) from Addis Ababa University. His scholarship is marked by a scholarly commitment to the Ethiopian heritage and Christian Near Eastern traditions. His publications reflect a wide-ranging intellectual engagement—from African philosophy and Syriac poetry to youth language practices and multilingual policy. Notable works include co-translations of The Hatata Inquiries (2023), and studies on Ephrem the Syrian and Jacob of Serugh, and Giyorgis Saglawi of Ethiopia.

42.1.2 Lecturers

Samuel Tadros, M.A.
Samuel@agora.edu
Assistant Professor of Church History

Mr. Tadros was previously distinguished visiting fellow in Middle Eastern Studies at the Hoover Institution, a professorial lecturer at Johns Hopkins University's School of Advanced International Studies (SAIS) where he taught Middle Eastern politics, and the co-host of Sam

& Ammar at Al Hurra TV, a program dedicated to covering Middle Eastern political and social developments from a classical liberal perspective. He is the author of Motherland Lost: The Egyptian and Coptic Quest for Modernity (2013) and Reflections on the Revolution in Egypt (2014), both published by Hoover Press. Mr. Tadros received his MA in democracy and governance from Georgetown University and his BA in political science from the American University in Cairo.

43 HTC Programs and Degrees

A growing number of learners are finding that online learning opens educational opportunities that normally would not be available. With online education and supervision through a strong teaching community, Agora University is an adequate solution for students who wish a flexible schedule for professional or family circumstances.

43.1 Certificate Programs

Agora University is currently offering four specialized graduate-level Certificate programs. Each program is comprised of 4 courses and can be completed in one calendar year. Students may proceed from any of the Certificate Programs toward the Master of Theological Studies – Maintaining Satisfactory Progress.

43.1.1 Certificate in Eastern Christian History

The Certificate of Eastern Christian History is a short-term graduate program focused on the history of Eastern Christian communities. The program provides students customizable training through a set of course offerings in Eastern Christian history courses appropriate to educators, church or parachurch ministries, and personal enrichment.

The program is comprised of the following courses:

MTH503 Church History I: The Early Church

The courses listed here are indicative, and there is no guarantee that they will run for the current academic year. Students will take the courses in the order they are made available.

Three Elective Courses in History from the List Below:

HIST 501 Oriental Church History – The Alexandrian Church I

HIST 503 Oriental Church History – The Alexandrian Church II

HIST 506 History of Ethiopic Christianity

HIST 508 History of Nubian Christianity

MTH 504 Church History II: The Oriental Church

Program Outcomes:

1. Recall a basic knowledge and matters important to the history, culture, and theology of early and Eastern Christianity through the focused study of Eastern Christian history.
2. Explain ideas and concepts pertinent to Orthodox Christian history.
3. Utilize research methods and theoretical frameworks rooted in Eastern Christian history for engaging contemporary challenges in society.

4. Think theologically and critically about the Orthodox Christian tradition both historically and within contemporary church and society.
5. Construct and defend a position rooted in Orthodox Christian history.
6. Produce new and original work articulating a holistic understanding of Orthodox Christian history.

43.1.2 Certificate in Eastern Christian Scripture

The Certificate of Eastern Christian Scripture is a short-term graduate program focused on the scriptural traditions of Eastern Christian communities and their reception. The program provides students customizable training through a set of course offerings in Eastern Christian biblical studies courses appropriate to educators, church or parachurch ministries, and personal enrichment.

The program is comprised of the following courses:

MTH505 Holy Scripture I: Introduction to the Old Testament

MTH506 Holy Scripture II: Introduction to the New Testament

The courses listed here are indicative, and there is no guarantee that they will run for the current academic year. Students will take the courses in the order they are made available.

Two Elective Courses in Sacred Scripture from the List Below:

MTS602 Suffering and the Scriptures

MTS603 Healing and the Word

SCRP 510 The Book of Genesis

SCRP 505 Second Temple Judaism and Its Literature

Program Outcomes:

1- Recall a basic knowledge and matters important to the history, culture, and theology of early and Eastern Christianity through the focused study of sacred scripture in the Eastern Christian tradition.
2- Explain ideas and concepts pertinent to Orthodox Christian biblical studies.
3- Utilize research methods and theoretical frameworks rooted in Eastern Christian approaches to and exegesis of sacred scripture for engaging contemporary paradigms.
4- Think theologically and critically about the Orthodox Christian approaches to scripture both historically and within contemporary church and society.
5- Construct and defend a position rooted in Orthodox Christian approaches to scripture.
6- Produce new and original work articulating a holistic understanding of Orthodox Christian approaches to sacred scripture.

43.1.3 Certificate in Contemporary Studies

The Certificate of Contemporary is a short-term graduate program focused on the intersection of contemporary studies and Eastern Christian communities. The program provides students customizable training through a set of interdisciplinary course offerings in Eastern Christian studies appropriate to educators, church or parachurch ministries, and personal enrichment.

The courses listed here are indicative, and there is no guarantee that they will run for the current academic year. Students will take the courses in the order they are made available.

Four Elective Courses in Contemporary Studies from the List Below:

MTS601	The Christian Doctrine of God and Diversity
MTS602	Suffering and the Scriptures
MTS603	Healing and the Word
MTS604	From Cult to Culture: Retrieval and Re-appropriation in Orthodox Liturgy
MTS605	Church, Culture, and Tradition
MTS606	Anthropology of Asceticism
MTS607	Human Will and Divine Will
MTS608	Theology and Encounter: Navigating the Christianity Reality
MTS609	An Orthodox Approach to Theology and the Arts

Program Outcomes:

1- Recall a basic knowledge and matters important to the history, culture, and theology of early and Eastern Christianity by engaging in interdisciplinary coursework.
2- Explain ideas and concepts pertinent to Orthodox Christianity in a contemporary setting.
3- Utilize research methods and theoretical frameworks rooted in Eastern Christian Studies for engaging contemporary paradigms.
4- Think theologically and critically about the Orthodox Christian tradition both historically and within contemporary church and society.
5- Construct and defend a position rooted in Orthodox Christian tradition as it intersects with contemporary issues.
6- Produce new and original work articulating a holistic understanding of Orthodox Christian theology as it pertains to the contemporary world.

43.1.4 Certificate in Servant Enrichment

The Certificate in Servant Enrichment is a short-term graduate program focused on enriching the knowledge base of those serving Eastern Christian communities. The program provides students customizable training through a formative set of course offerings in Eastern Christian studies appropriate to educators, church or parachurch ministries, and personal enrichment.

The program is comprised of the following courses:

MTS501	Doctrine I: Introduction to Theology and Methodology
MTS509	Pastoral Theology and Spirituality

The courses listed here are indicative, and there is no guarantee that they will run for the current academic year. Students will take the courses in the order they are made available.

One Elective Courses in History from the List Below:

MTS504	Church History II: The Oriental Church
MTS513	Oriental Church History – The Alexandrian Church I
MTS514	Oriental Church History – The Alexandrian Church II
MTS515	History of Ethiopic Christianity
MTS516	History of Nubian Christianity

One Elective Course from the List Below:

MTS502	The Theology of Mission
MTS507	Patristics: Greek, Latin and Syriac Fathers
MTH508	Liturgical Theology: Sanctification of Life

MTS605 Church, Culture, and Tradition

Program Outcomes:

1- Recall a basic knowledge and matters important to the history, culture, and theology of early and Eastern Christianity.
2- Explain ideas and concepts pertinent to Orthodox Christianity.
3- Utilize research methods and theoretical frameworks rooted in Eastern Christian Studies for engaging contemporary paradigms.
4- Think theologically and critically about the Orthodox Christian tradition both historically and within contemporary church and society.
5- Construct and defend a position rooted in Orthodox Christian tradition.
6- Produce new and original work articulating a holistic understanding of Orthodox Christianity.

43.1.5 Sample Certificate Study Plan

Term 1 – Fall	Term 2 – Spring	Term 3 – Summer
Required Course 1	Elective 1	Elective 2
Required Course 2		

43.2 Bachelor of Arts in Theology (BAT) degree completion program

The Bachelor of Arts in Theology (BAT) degree completion program aims to offer students with previous undergraduate coursework the opportunity to finish their bachelor's degree online with Agora University. The program aims to prepare graduates in theological studies rooted in the particularity of Eastern Christian traditions. Students pursuing the BA in Theology degree will have acquired appropriate coursework that can be completed at Agora. Students may transfer up to 84 semester units into Agora toward the completion of their BA in Theology degree.

43.2.1 Program Objectives

The BAT provides students critical research skills and methods for the purposes of conducting research, engaging with one’s community, and establishing a world-wide cadre of leaders able to bridge holistic education and theory with the contemporary world practice. The program focuses on producing future scholars knowledgeable with the roots and legacy of ancient Christianity, as particularly represented by the Orthodox Christian tradition.

43.2.2 Program Outcomes

This program is intended to prepare students to:

1. Recall a basic knowledge and matters important to the history, culture, and theology of early and Eastern Christianity.
2. Explain ideas and concepts pertinent to Orthodox Christian history, culture, and theology.

3. Utilize research rooted in Eastern Christian wisdom for engaging contemporary challenges in society.
4. Think theologically and critically about the Orthodox Christian tradition both historically and within contemporary church and society.
5. Construct a position rooted in Orthodox Christian thought.
6. Produce original work articulating a holistic understanding of Orthodox Christian religious heritage.

43.2.3 Entry Pathways

Agora University offers flexible and affordable bachelor's degree entry pathways designed to meet students where they are in their academic journey. Whether you are a recent high school graduate, a transfer student, or an adult learner returning to higher education, there is an entry pathway tailored to your background.

High School Graduate

Students who have completed high school may begin their bachelor's degree by first completing an approved pathway such as Sophia Learning that satisfies Agora's lower-division general education requirements before transitioning into their bachelor's program.

Transfer Student

Students who have previously attended an accredited college or university may transfer eligible credits toward their bachelor's degree, reducing both the time and cost required to complete the program. Transfer credit is awarded in accordance with the University's transfer credit policy.

Adult Learner

Adult learners with prior college coursework, professional experience, or alternative learning may combine eligible transfer credit with approved coursework such as Sophia Learning to accelerate degree completion, subject to University policies and credit evaluation.

43.2.4 Core Required Courses

THEO 100 - Orthodox Christian Spirituality **3 credits**

Course description: This course explores the rich tradition of Orthodox Christian spirituality, covering its theological foundations, historical development, key figures, and practical applications for contemporary life. Students will engage with texts, participate in discussions, and practice spiritual disciplines drawn from the Orthodox tradition.

SCRP 200 - The Pentateuch **3 credits**

Course description: This course offers a comprehensive study of the first five books of the Bible, focusing on their theological, historical, and literary dimensions within the context of the Orthodox tradition. The course examines key themes such as creation, covenant, law, and worship, alongside the narrative of Israel's relationship with God. Students will explore the Pentateuch's significance in shaping the Church's liturgy, doctrine, and spiritual life, with attention to patristic interpretations and ancient Near East backgrounds. By engaging with both primary texts and scholarly perspectives, students will develop a deeper appreciation of these foundational scriptures and their enduring influence on faith and practice.

SCRP 210 - The Gospels **3 credits**

Course description: This course explores the four Gospels, examining their historical context, literary structures, and theological themes. Students will engage with critical scholarship, comparing the Synoptic Gospels and John while analyzing key topics such as the Kingdom of God, Christology, and discipleship. Special attention will be given to the Gospels' use of Old Testament references, their relevance to Christian faith, and their impact on contemporary theology. Through lectures, discussions, and research, students will develop a deeper understanding of the message of Jesus and its significance for the Church and society today.

THEO 101 - Liturgical Theology **3 credits**

Course description: This undergraduate course introduces students to foundational concepts in liturgical theology, with a focus on the Orthodox perspective. Topics include the Orthodox vision of the liturgy, the concept of liturgy as primary theology (often described as "theology in motion"), an exploration of sacramental theologies, and the role of liturgical spirituality. This course serves as a prerequisite for more advanced studies in liturgical theology, such as courses on methods in liturgical theology.

PATR 200 - The Fathers Before Nicaea **3 credits**

Course description: This class examines the lives, writings, and theological contributions of key early Christian leaders who shaped the faith of the Church prior to the Council of Nicaea (325 CE). This course explores their responses to persecution, heresies, and the challenges of articulating Christian doctrine in a diverse cultural and philosophical landscape. Students will engage with primary texts from figures such as Ignatius of Antioch, Justin Martyr, Irenaeus of Lyons, and Tertullian, alongside the traditions and teachings preserved in the Orthodox Church. By the end of the course, students will appreciate the foundational role of these early Fathers in defining orthodoxy and their enduring relevance for theology and spiritual practice today.

THEO 200 - The Trinity **3 credits**

Course description: This course delves deeply into the Christian doctrine of the Trinity, a cornerstone of Orthodox theological tradition. By engaging with various texts by ancient and contemporary theologians, students will explore the formulation and evolution of Trinitarian theology from its scriptural roots to contemporary discussions. The course offers a rich, historical and theological investigation into how the concept of the Trinity shapes Christian belief and practice.

THEO 201 - Christian Ethics I **3 credits**

Course description: Introduction to Christian Ethics explores the principles guiding ethical decision-making within a Christian context. The course investigates philosophical frameworks, including consequentialism, deontology, and virtue ethics, alongside a historical survey of ethical thought from Socrates to Mill. Students will analyze Old and New Testament ethical teachings and examine the evolution of Christian ethics through early, mystical, and later Christian writings. Emphasis is placed on developing critical thinking skills to navigate complex ethical issues.

SCRP 201 - The Prophets and Wisdom Literature **3 credits**

Course description: This class offers a comprehensive study of the prophetic books and wisdom texts of the Hebrew Bible, focusing on their theological messages and historical contexts. The course explores the role of the prophets as God's messengers, addressing themes of justice, covenant, and hope, alongside the profound insights of wisdom literature on human existence, suffering, and divine order. Students will engage with texts such as Isaiah, Jeremiah, Ecclesiastes, and Proverbs, examining their significance within the Orthodox tradition and their enduring relevance for faith and spirituality. By the end of the course, students will gain a deeper appreciation of how these writings shape and inform Christian thought and practice.

SCRP 211 - Acts and the Epistles **3 credits**

Course description: This class explores the birth and growth of the early Church, as well as the theological and pastoral teachings of the apostles. This course examines the historical narrative of Acts alongside the epistles' guidance on issues such as faith, salvation, community, and ethical living. Students will study these texts within their historical and cultural contexts, emphasizing their relevance to the life and teachings of the Orthodox Church. By the end of the course, students will gain a deeper understanding of the apostolic witness, succession, and heritage and their influence on current Christian theology and practice.

THEO 301 - Liturgical Development **3 credits**

Course description: This course focuses on the textual and historical development of selected liturgical texts in the Church of Alexandria, examining all their components, including the prayers of the priest, hymns, and deacon's acclamations, from their earliest known forms to the modern era. This will be achieved through a critical analysis of these texts and the tracing of their origins in the oldest available sources, starting with Greek-Egyptian papyri and progressing to Bohairic Coptic manuscripts, which have shaped the Coptic liturgical tradition as it is known today. Additionally, the course explores the connections between this heritage and other Eastern traditions, with a particular emphasis on the Ethiopian tradition, which has preserved certain ancient elements that may contribute to reconstructing lost aspects of early Alexandrian liturgical practice.

PATR 201 - The Fathers After Nicaea **3 credits**

Course description: This class explores the lives, writings, and theological contributions of the Church Fathers who shaped Christian doctrine and spirituality following the First Ecumenical Council of Nicaea (325 CE). This course examines their role in addressing theological controversies, such as Christology and the Trinity, while also fostering the spiritual and liturgical life of the Church. Students will engage with key figures like Ephrem the Syrian, Basil the Great, Gregory of Nyssa, and Cyril of Alexandria, focusing on their enduring impact within the Orthodox Christian tradition. By the end of the course, students will gain a deeper understanding of how these Fathers defended and articulated the faith, influencing theology and practice for generations.

PATR 210 - The Desert Fathers **3 credits**

Course description: This course introduces the lives, sayings, and spiritual teachings of the Desert Fathers, the early Christian monks and hermits who shaped the foundations of Orthodox Christian monasticism in the deserts of Egypt, Syria, and Palestine. Students will explore the historical context of their ascetic movement (3rd–5th centuries), their theological insights on prayer, humility, and the pursuit of holiness, and their enduring influence on Orthodox spirituality and Church life. Key figures such as St. Anthony the Great, St. Macarius, and St. Pachomius, along with texts like The Sayings of the Desert Fathers (Apophthegmata Patrum), will be examined to understand their practices of solitude, fasting, and communal living. The course highlights how these desert ascetics embodied the Orthodox ideals of theosis (divinization) and resistance to worldly temptations, offering timeless lessons for contemporary faith.

THEO 302 - Pastoral Theology **3 credits**

Course description: This class explores the theological foundations and practical dimensions of pastoral ministry within the Orthodox Christian tradition. This course examines the roles and responsibilities of pastoral leaders in guiding, teaching, and serving the Church community, with an emphasis on spiritual

care and ethical leadership. Students will engage with scriptural, patristic, and contemporary resources to develop a deeper understanding of pastoral theology as both a vocation and a ministry. By the end of the course, students will be equipped to integrate theological principles with pastoral practice to meet the spiritual and pastoral needs of the Church in diverse contexts.

SCRP 301 - Women in the Holy Scriptures **3 credits**

Course description: This course explores the roles, narratives, and theological significance of women in the Old and New Testaments from an Orthodox Christian perspective. This course examines key female figures such as Eve, Sarah, Ruth, Esther, Mary the Theotokos, and others, highlighting their contributions to God's salvific work and their representation in the biblical narrative. Students will engage with scriptural texts, patristic interpretations, and contemporary scholarship to understand the depiction, influence, and legacy of these women in the Judeo-Christian tradition.

THEO 303 - The Christian Family **3 credits**

Course description: This course examines the theological, spiritual, and practical dimensions of family life within the Orthodox tradition. This course explores the biblical foundations of marriage and family, the sacramental understanding of marriage, and the roles and responsibilities of family members in fostering a Christ-centered home. Students will engage with scriptural teachings, patristic writings, and contemporary challenges to understand how the Christian family serves as the "domestic church" and a foundation for faith and virtue. By the end of the course, students will gain insight into the significance of family life in the Church's mission and its role in shaping Christian identity and community.

THEO 304 - Christian Apologetics **3 credits**

Course description: This course explores the art of Orthodox Christian apologetics through the lens of the Church Fathers from diverse traditions including Syriac, Armenian, Coptic, and Ethiopic. Students will engage with foundational texts, learn about historical contexts, and develop skills in defending and articulating the Orthodox faith using patristic methods with clarity, confidence, and theological depth. Students will engage with topics such as the existence of God, the reliability of Scripture, the problem of evil, and the uniqueness of Christ, while learning to respond thoughtfully in dialogue with other worldviews.

THEO 330 - Iconography and the Arts **3 credits**

Course description: This class explores the theological, spiritual, and cultural significance of sacred art, with a focus on the rich tradition of iconography in the Orthodox Christian tradition. This course examines the history, symbolism, and techniques of iconographic art, highlighting its role in worship, theology, and

the transmission of faith. Students will study the theological foundations of icons, their connection to the Incarnation, and the ways in which sacred art serves as a visual expression of divine truth. By the end of the course, students will gain a deeper understanding of the role of iconography and the arts in shaping Christian spirituality and liturgical life.

ANTH 300 - Christian Anthropology **3 credits**

Course description: This course explores Christian anthropology, examining humanity's nature, purpose, and destiny from a biblical and theological perspective. Students will engage with key questions about human origins, the fall, and the nature of personhood, comparing theological insights with secular anthropological perspectives. Through a study of Scripture, Church Fathers, and theological traditions, the course highlights Christological anthropology as the foundation for understanding humanity's true identity and future. Topics include the image of God, the implications of the fall, covenantal relationships, and the significance of the Trinity in defining ontology and personhood.

LANG 100 - Introduction to Biblical and Liturgical Greek **3 credits**

Course description: This course provides students with a foundational understanding of the Greek language as used in the Bible and the liturgical texts of the Church, focusing on essential grammar, vocabulary, and syntax. This class enables students to read and comprehend key passages from the Greek New Testament and early Christian liturgical writings. Emphasis will be placed on the theological and spiritual significance of the original texts within the Orthodox Christian tradition. By the end of the course, students will develop basic skills to engage with biblical and liturgical Greek, enriching their study of Scripture and Church worship.

LANG 110 - Introduction to Biblical Hebrew **3 credits**

Course description: Students are here offered a foundational understanding of the Hebrew language as used in the Old Testament Scriptures. This course focuses on essential grammar, vocabulary, and syntax, enabling students to read and comprehend key passages from the Hebrew Bible. Special attention will be given to the theological and spiritual significance of the original texts and their role in the Orthodox Christian tradition. By the end of the course, students will acquire basic skills to engage with biblical Hebrew, enhancing their study of Scripture and deepening their appreciation of the Old Testament’s richness.

LANG 120 - Introduction to Classical Syriac **3 credits**

Course description: This class provides students with a foundational understanding of the Syriac language, a key linguistic and cultural vehicle for the Orthodox Christian tradition. This course introduces essential grammar, vocabulary, and syntax, enabling students to read and comprehend foundational Syriac

texts, including portions of the Peshitta Bible and early Christian writings. Emphasis will be placed on the role of Syriac in the theological, liturgical, and spiritual heritage of the Church. By the end of the course, students will develop basic proficiency in Classical Syriac, enriching their engagement with the Scriptures, liturgy, and patristic texts.

THEO 103 - Orthodox Christian Spirituality II **3 credits**

Course description: This course advances students' study of Orthodox Christian spirituality, delving deeper into the theological foundations, historical developments, and practical applications of the spiritual life within the Eastern Christian tradition. Building on foundational concepts, it explores advanced themes such as the practice of hesychasm, the role of the sacraments in spiritual growth, and the pursuit of theosis (divinization) as the ultimate goal of human existence. Students will engage with key texts from scripture (e.g., the Psalms, the Sermon on the Mount), patristic writings, and monastic traditions (e.g., The Philokalia), examining how these sources shape Orthodox prayer, asceticism, and communal life. The course emphasizes the interplay between personal spiritual disciplines and their expression in the Church's liturgical and pastoral contexts, addressing their relevance to contemporary challenges such as secularism and personal crises.

HIST 300 - The Church until Chalcedon **3 credits**

Course description: This course surveys the development of the Christian Church from its apostolic origins through the pivotal Council of Chalcedon in 451 CE, with a focus on its theological, historical, and cultural evolution within the Orthodox Christian tradition. Students will explore the early Church's growth amidst persecution, the formation of its doctrinal foundations, and the emergence of key institutions and practices that shaped Eastern Christianity. Topics include the apostolic witness, the rise of episcopal authority, the theological controversies over Christology and the Trinity (e.g., Arianism, Nestorianism), and the ecumenical councils of Nicaea (325), Constantinople (381), Ephesus (431), followed by the council of Chalcedon (451). Drawing on scripture (e.g., Acts), patristic writings (e.g., Ignatius of Antioch, Athanasius, Cyril of Alexandria), and historical sources, the course examines how these formative centuries established Orthodox identity, liturgy, and spirituality.

HIST 301 - The Coptic Church after Chalcedon **3 credits**

Course description: This course examines the history, theology, and spiritual legacy of the Coptic Orthodox Church from the Council of Chalcedon (451 CE) to the present, focusing on its distinct identity within the Oriental Orthodox communion following the Christological schism. Students will explore the Coptic Church's response to Chalcedon, the continuation of miaphysite theology under leaders like Severus of Antioch and Dioscorus, and its resilience amidst Roman, Byzantine, and later Islamic rule. Key topics include the establishment of Coptic monasticism (e.g., St. Shenouda, St. Macarius), the preservation of liturgical traditions, the role of martyrdom and persecution, and the Church's contributions

to Christian theology and culture in Egypt and beyond. Drawing on Coptic hagiographies, conciliar texts, and modern scholarship, the course investigates how these historical dynamics shape contemporary Coptic Orthodoxy, including its diaspora and engagement with global Christianity.

THEO 202 - Christian Ethics II **3 credits**

Course description: This course deepens the exploration of Christian ethics within the Orthodox Christian tradition, building on foundational principles to address advanced theological and practical dimensions of moral life. Students will examine the Orthodox approach to ethical decision-making, rooted in scripture (e.g., the Beatitudes), patristic teachings (e.g., John Chrysostom, Basil the Great), and the Church's liturgical and sacramental ethos. Key topics include the ethics of stewardship and creation care, the moral implications of theosis (divinization), responses to social justice issues (e.g., poverty, violence), and the integration of personal virtue with communal responsibility. The course emphasizes the interplay between Orthodox theology—such as the call to love and holiness—and its application to contemporary ethical dilemmas, including bioethics, technology, and globalization.

THEO 203 - The Theology of Mission **3 credits**

Course description: This course introduces the theology of Christian mission, with a special focus on the Orthodox Christian tradition. Students will explore how mission theology has developed through biblical teachings (e.g., the Great Commission), Orthodox liturgical practices, and the writings of key mission theologians. The course highlights the importance of Orthodox mission theology in both global and local settings today, showing how it connects to the Church's call to share the Gospel. Through stories from different historical periods—such as early Church missions and later Orthodox outreach—students will see practical examples of Orthodox mission in action. The course also looks at mission theology in other Christian traditions to give a broader view and deepen understanding of the Orthodox approach.

THEO 204 - Ecclesiology **3 credits**

Course description: This course introduces the theology of the Church, or ecclesiology, with a primary focus on the Orthodox Christian understanding of the Church as the Body of Christ and the living presence of God's kingdom. Students will explore the biblical foundations of the Church (e.g., Acts, Ephesians), its historical development from the apostolic era, and its theological identity as expressed in Orthodox doctrine, liturgy, and tradition. Key topics include the Church's nature as a divine-human community, the role of the sacraments (e.g., Eucharist, Baptism) in its life, the significance of apostolic succession and episcopal governance, and the Church's mission in the world. Drawing on scripture, patristic writings (e.g., Ignatius of Antioch, Cyril of Alexandria), and modern Orthodox theology, the course examines how these elements shape Orthodox ecclesiology and distinguish it from other Christian perspectives. Designed for online delivery, "Ecclesiology" equips students to understand the Church's theological essence,

critically reflect on its historical and contemporary roles, and connect its heritage to the broader Orthodox Christian experience today.

SCRP 212 - Revelation **3 credits**

Course description: This course offers an in-depth exploration of the Book of Revelation, the final text of the New Testament, focusing on its theological significance, historical context, and spiritual implications within the Orthodox Christian tradition. Students will examine the apocalyptic imagery, themes of divine judgment, redemption, and eschatological hope, unpacking their meaning through a close reading of the text alongside patristic interpretations from figures such as Andrew of Caesarea and contemporary Orthodox scholarship. The course addresses key topics, including the nature of Christ's victory, the role of the Church in the end times, and the liturgical echoes of Revelation in Orthodox worship, such as the Divine Liturgy and hymnography. By engaging with primary scripture, historical backgrounds (e.g., first-century Roman persecution), and Orthodox theological perspectives, students will develop a deeper understanding of Revelation's message of perseverance and its enduring relevance to Christian faith and practice.

43.3 MASTER OF THEOLOGICAL STUDIES (M.T.S.)

The Master of Theological Studies (MTS) degree is designed for a wide range of learners and attracts a diverse profile of students ranging from moms to monks. This degree equips students who might be interested in preparing for doctoral studies, life of ministry, non-profit work, or simply personal enrichment. The master's degree can be completed over a period of two years. Each academic year has 3 terms: Fall, Spring, and Summer. Students can only take a maximum of 2 courses per term. This 36-credit hour degree is divided into 21 credits of core courses, 9 credits of elective courses, and 9 credit hour thesis.

43.3.1 Program Objectives

The MTS program is designed to offer a general introduction to Oriental Orthodox theology through the introductory graduate level study of church history, dogmatics, scripture, patristics, spirituality and liturgics. In addition to nearly two years of academic study, students are afforded the opportunity to write a master thesis in a specialized area of study.

43.3.2 Program Outcomes

The MTS program outcomes are intended to prepare students to:

1- Demonstrate a broad familiarity with Orthodox theology and history as expressed by the Orthodox Christian faith and tradition.
2- Articulate a holistic understanding of the Orthodox religious heritage.
3- Think theologically and critically about the Orthodox Christian tradition both historically and within contemporary church and society.
4- Communicate coherently, effectively, and persuasively in writing.
5- Construct in a thesis a coherent, sustained theological argument in an area of specialized study.

43.3.3 Core Required Courses

MTS 501 - Doctrine I: Introduction to Orthodox Theology and Methodology

3 credits

Description: This course explores an introductory discussion of the nature of theology. The aim of this course is to highlight the two-fold nature of theology both as an encounter of the human soul/heart and an expression of the human mind. Basic and fundamental themes and concepts of Orthodox theology will be discussed. Various sources, resources, and methodologies will be discussed to show the inner - coherence of theological loci and their relevance to everyday life.

MTS 503 - Church History I: The Early Church **3 credits**

Description: This course provides a survey of the history of the Christian Church from an Orthodox perspective from the coming of our Lord to the Council of Chalcedon (451). Topics to be covered include the Apostolic period, the Early Fathers, the Ecumenical Councils, and the development of the Church's ecclesiology noting the beginnings of East-West divergences.

MTS 508 - Liturgical Theology: Sanctification of Life **3 credits**

Description: Here the student is introduced to the subject of Liturgical theology, Liturgical science and traditions. The readings emphasize the integral character of Baptism, Chrismation, and Eucharist constituting together the beginning of the Christian life. Also, it emphasizes the understanding of sacrament or mystery as an action of the Church, rather than a "private" rite. The course also focuses on the sacraments of penance, unction, marriage, and holy orders as well as on the liturgical services of Vespers, Matins, and the Eucharistic liturgy. It focuses on how the prayer of the Church transfigures the life of the Christian.

MTS 505 - Holy Scripture I: Introduction to. the Old Testament **3 credits**

Description: This course provides a survey of the Old Testament within the context of Orthodox Christian theology as well as modern biblical criticism. The course content is divided into three parts, each focusing on different aspects of Old Testament studies: Part 1 focuses on the introduction to Old Testament studies as they are presented in the modern era; Part 2 is a (re)reading of the major portions of the Old Testament in light of the modern scholarly conversation; Part 3 looks at Byznato-Chalcedonian approach to the Old Testament in the modern era as a dialogue partner with our own Orthodox tradition within the non-Chalcedonian communion.

MTS 500 - Thought and Text: Introduction to Theological Discourse

3 credits

Description: This course aims to assist in preparing and developing students for graduate level theological writing. Particular attention will be given to writing effectiveness, to include essay structure, types of papers, the different models of reasoning in research, the crafting and assessment of arguments, elements of form and style, revision, peer review, and final editing. In addition, students will become familiar with logical reasoning as it pertains to sentence structure and crafting their ideas in writing.

MTS 506 - Holy Scripture II: Introduction to the New Testament 3 credits

Description: A survey of the New Testament, this course covers the life and redemptive work of our Lord and Savior Jesus Christ and the early development of the Church through the Acts of the Apostles and the Epistles. Readings outside of scripture set the historical background for the reading of the primary texts.

43.3.4 Elective Courses

Students Choose THREE Courses from the following:

MTS 509 - Pastoral Theology and Spirituality 3 credits

Description: The purpose of this course is to help the student understand the basics of pastoral care, with an emphasis on "foundations," covering both theories and types of personalities and various methods in pastoral care. It will also help the student to discern the most important elements of the Spiritual life in the Eastern Christian experience. The course will highlight the importance of prayer and encounter as a key to theology and the different aspects of spiritual life.

MTS 507 - Patristics: Greek, Latin and Syriac Fathers 3 credits

Description: This course surveys the Church Fathers of the East and the West. Despite the emphasis of the course on the Fathers who wrote in Greek and Latin, it will touch on the Fathers who wrote on other languages like Syriac, Coptic, and Arabic. This Course also introduces the student to the historical context of the various Church Fathers. It also aims to give biographic information about those Fathers, their writings, how their thoughts were shaped, and what contributed to their formation. It then explores the literature of the various Fathers, the specific characteristics of each of them, and the contribution of the literature on the overall Christian thought that was preserved by the Church. Introducing the Patristic literature would require us to be introduced to the heretical teachings that urged the Fathers to confront them by their orthodox teachings.

MTS 502 - The Theology of. Mission 3 credits

Description: This course explores the theological evolution of Christian Mission with particular emphasis on Orthodox theology of mission. It provides an account of multiple ranges of biblical, theological, and

liturgical perspectives of the theology of mission. By analyzing the works of Orthodox mission theologians, the course explains the relevance of the Orthodox mission theology in today's global and local contexts. It furnishes relevant missional narratives from various historical contexts for illustrating the Orthodox mission practices. The course also examines the salient features of mission theology in other Christian traditions to encourage a more comprehensive understanding of the theology of Orthodox Christian mission.

MTS 601 - Themes in Trinitarian Theology 3 credits

Description: The Christian faith confesses a Trinitarian God who is a diversity of persons in unity. This doctrine must present Christians with a model of appreciating diversity while also being rooted in a unity. This course traces the development of the Christian doctrine of God and related themes from Scripture to the 20th century. The course pays close attention to significant texts in the Christian tradition to discussions of the doctrine of the trinity and its relationship to diversity. We explore how our Trinitarian faith should be lived daily by reflecting on contemporary challenges surrounding diversity of religion, sexuality, culture, and biodiversity.

MTS 602 - Suffering and the Scriptures 3 credits

Description: In this course, we will be examining the phenomenon of human suffering as our approach to encountering the scriptures, focusing on the Old Testament. By exploring the notion of suffering in the human condition, we will unlock some of the more important points of Christian theology that will provide us with the exegetical framework for reading, understanding, and integrating the Old Testament narrative into our lives.

MTS 603 - Healing and the Word 3 credits

Description: This course looks at the matter of the textualization of the incarnation event as the remedy for the ailing human condition and is a companion piece to the course Suffering and the Scriptures. In this course, students will approach the message of the Gospel from the lens of healing, examining the formation of the New Testament in light of the early Christian movement amidst the backdrop of the emergence of rabbinical Judaism and the transition from Hellenic to Roman rule in the region.

MTS 604 - From Cult to Culture: Re-appropriation in Orthodox Liturgy Today 3 credits

Description: This course examines the fundamental elements of Eastern Christian worship as it developed in the early centuries of the Church, in order to historically ground subsequent theological discussion of contemporary renewal. After several weeks exploring the common repository of Orthodox liturgical tradition, we consider examples of current scholarship on the extant Rites in use among the Orthodox and Eastern Catholic Churches: Armenian, West Syrian, Coptic, Ethiopian, East Syrian and Byzantine. The

selected readings showcase key scholars in the field, highlight the value of comparative and interdisciplinary methodologies, and illustrate the challenges of integrating history and theology with pastoral practice. The final weeks invite students to synthesize what they have learned by means of reflection on their own identity as worshippers in the modern world—with all its challenges: how does the beauty of the Lex Orandi ("rule of prayer") relate to the truth of the Lex Credenda ("rule of belief"), while also cultivating the goodness of an authentic spirituality, that is, a faithful and fruitful Christian Lex Vivendi ("rule of living")?

MTS 605 - Church, Culture and Tradition 3 credits

Description: Church, Culture, and Tradition is a 3-credit module, which aims to investigate the meaning of the Church and its diverse expressions through a study of ecclesiology, Tradition and culture. The module will start by defining the term 'Tradition' followed by an overview of the true identity of the Church and its expression within different contexts throughout history. The module will then discuss our contemporary context and the appropriate ways of engaging with a theology of incultration by incarnating in a multi-cultural and pluralistic society.

MTS 609 - An Orthodox Approach to Theology and The Arts 3 credits

Description: What is beauty? Why does it matter so? How does it relate to the Christian experience of God and the Church's interpretation of divine revelation? What role should the arts play in contemporary Orthodox faith and witness? This course engages such perennial questions (and more) through a survey of the sources, themes and media characteristic of Eastern Christian aesthetic theory and practice, drawing also upon pertinent Western dialogue partners.

MTS 606 - Anthropology of Asceticism 3 credits

Description: One definition of asceticism is that it is a practice of bodily discipline and self-deprivation, usually for religious purposes. Some ascetical practices include prayer, fasting, prostration, and night - vigil. While asceticism plays an important role in cultivating morality in Christianity generally speaking, reducing these practices as simply reflections of religious belief diminish their broader social importance. In order to understand asceticism, this course uses anthropological tools to contextualize the wider conditions that influence how ascetical practices come to be understood in different Orthodox Traditions. What do people of various socio-cultural and Orthodox Traditions understand asceticism to be? How are ascetic practices linked to the wider-socio-political conditions of respective communities? How can we understand morality in relation to asceticism? Using ethnographic and historical examples, the course considers these questions as they relate to a wide range of Orthodox contexts. It offers an overview of the ways in which anthropological analyses of ascetical life can provide scholars new perspectives with which to make sense of larger questions of theology, religious identity, politics, imagined community, nationhood, and belonging.

MTS 607 - Human Will and Divine Will **3 credits**

Description: In this course, we will be examining the human will, divine will, and the paradox notion that arises from discussions on the freedom of the human will. The approach to the topic is grounded in how this phenomenon is envisioned in scriptures, then interpreted by church fathers, and medieval archimandrites in different schools of philosophical thought. By exploring the notion of human will (human desire) and divine will, the course offers venue into how to think about larger questions of what it means to be human, especially in our current technological world.

MTS 608 - Theology and Encounter: Navigating the Christian Reality **3 credits**

Description: This course explores the epistemological grounds for understanding Christianity's view of concrete truth. The concrete reality of truth in Christianity is fully revealed through a life of encounter and rational expression. While encounter is a mystical experience, theological expression is a colorful tradition that utilizes a spectrum of human philosophies and ideologies. This course traces the commonality of the Christian encounter while investigating the diversity of theological expression fr om ancient times until our post-modern frames of mind.

MTS 510 - The Book of Genesis **3 credits**

Description: This course investigates the book of Genesis. Various hermeneutical approaches to the book of Genesis will be undertaken, beginning with the Patristic reception of these texts and their subsequent life in the Church. Special emphasis will be placed on the theology, structure, composition, and themes of Genesis as pertaining to their significance for Christian faith, life, and ministry. Additionally, challenges posed by the content, construction, and assembly of the text by modern critical methods will be explored in order to calibrate the patristic response to such challenges.

MTS 513 - Oriental Church History: The Alexandrian Church I **3 credits**

Description: The aim of this class is for students to explore the marginalized voice of the Oriental Orthodox tradition, to get to know it on its own terms, and to refine this voice in its engagement with disciplinary discourse. The course will focus on the history of the Alexandrian Church and its legacy in Egypt, from the apostolic era of St. Mark until the Ottoman period. The class is designed for students to be able to understand and analyze the multi-faceted factors that shape the current Christian ecumenical dialogue today by looking back into the history of the most ancient native Christian traditions. It will provide students with the tools to aid their study of Oriental Orthodox Church history-students are the ultimate drivers of their education and are given free rein to pursue and research whichever topic piques interest.

MTS 514 - Oriental Church History: The Alexandrian Church II **3 credits**

Description: The aim of this class is for students to explore the marginalized voice of the Oriental Orthodox tradition, to get to know it on its own terms, and to refine this voice in its engagement with disciplinary discourse. The course will focus on the history of the Alexandrian Church and its legacy in Egypt, from the end of the Ottoman period unto the present day. The class is designed for students to be able to understand and analyze the multi-faceted factors that shape the current Christian ecumenical dialogue today by looking back into the history of the most ancient native Christian traditions. It will provide students with the tools to aid their study of Oriental Orthodox Church history-students are the ultimate drivers of their education and are given free rein to pursue and research whichever topic piques interest.

MTS 515 - History of Ethiopic Christianity **3 credits**

Description: The course will focus on the history of the Church in Ethiopia and Eritrea from its inception until the present day. As an important part of this class, students will learn about the multifaceted landscape of Christianity in the Horn of Africa. Students will study the major figures and events that shaped the Tewahedo Church in its various locales, languages, and cultures. Special attention will be given to the roles of Syriac and Coptic churches in the formation of Tewahedo Christianity. Students will wrestle with the challenges related to the Church in the Horn of Africa as it struggles with recent political persecution.

MTS 516 - History of Nubian Christianity **3 credits**

Description: The course will focus on the history of the Church in Nubia from its inception until the present day. As an important part of this class, students will learn about the unique cultures of the historical kingdoms in the Sudan. Students will study the major figures and events that shaped the Nubian Church. Special attention will be given to the roles of the Church of Alexandria in the formation of Nubian Christianity. Students will wrestle with the challenges related to documentation of the Church in Nubia and its eventual, albeit recent decline four centuries ago.

MTS 512 - Orthodox Ascetic Mysticism **3 credits**

Description: The Orthodox ascetic tradition, that spans more than ten centuries of contemplative prayer and theology, often describes the ascent towards God with the stages of Purification, Illumination and Union with God. The themes of illumination and deification especially, may be found throughout the entire theological and ascetic tradition of the Christian East. This tradition of contemplative prayer developed in the Egyptian desert, in Constantinople and in Syria, but its roots may be found in the Biblical and the Neoplatonist tradition. This module examines these writings within their historical, cultural, and

spiritual background, and presents the thought of significant writers such as Philo of Alexandria, Origen, John of the Ladder, Maximos the Confessor, Symeon the New Theologian and Gregory Palamas.

MTS 511 - Second Temple Judaism and Its Literature 3 credits

A study of early Jewish texts and of the historical background in which they were composed with the purpose of understanding the historical, social and religious world in which Christianity was born. Through the examination of these texts, we attempt to trace the culture and theology that characterized Judaism in both Palestine and the diaspora, as vital elements for a better understanding of the New Testament in its own context.

43.3.5 Required Thesis

MTS 650 - Master Thesis Writing 9 credits

Description: Students will research, write and submit their 14,000-word Master thesis under the guidance of a supervisor from the Faculty. Typically, students have six months to complete and submit the dissertation. The purpose of this course is to complete the capstone project in the Master degree programs and validating the students as master practitioners. Based upon the thesis proposal and recommendation of the thesis supervisor with the approval of the University faculty, students are able to complete their thesis writing. Upon successful completion of this module, in addition to satisfaction of all other required academic and financial obligations, the students are deemed qualified to graduate with the Master of Theology degree. In consultation with the thesis supervisor, each student will develop his or her own work schedule for the course. At the beginning of the course, all students are required to attend a virtual research and methodology orientation seminar. All students are entitled to a total of 10 hours of supervision per term by their thesis supervisor.

43.3.6 Sample Course Schedule

Date	*Task*
Week 1	Prepare work schedule and meet with the supervisor to work on the primary and secondary sources, the thesis statement, the research question, and the general outline of the thesis
Week 2-4	Conduct research, read primary and secondary sources, and formulate literature review
Week 5-7	Write Chapter 1
Week 8-10	Write Chapter 2
Week 11-13	Write Chapter 3
Week 14-15	Write Introduction and Conclusion
Week 16	Review, Format, and Submit Thesis

43.3.7 Sample MTS Study Plan

Term 1 – Fall	Term 2 – Spring	Term 3 – Summer	Term 4 – Fall
Intro to Theology	New Testament	Church History II	Elective
Old Testament	Church History I	Liturgical Theology	Elective

Term 5 - Spring	Term 6 - Summer
Elective	Thesis
Thesis	Thesis

43.4 DOCTOR OF THEOLOGY (THD)

43.4.1 Program Description

The Doctor of Theology (ThD) program aims to develop advanced theological researchers trained in the theological discourse of Eastern Christian traditions, preparing future leaders in interdisciplinary domains. The Doctor of Theology degree is a manageable program that provides the appropriate rigor for advanced research. This degree is aimed at students who may or may not pursue, be pursuing, or are ordained in clerical ministry, but who desire to use the knowledge and skills gained through pursuing a doctoral degree in order to serve their communities. As such, the program endeavors to form a network of highly trained persons in our communities in order to create educational excellence and opportunities for autonomous learning.

Students pursuing the ThD degree will have acquired appropriate theological training at the Master's level prior to entry into the program. The ThD provides students critical research skills and methods for the purposes of conducting original research, engaging with one's community, and establishing a world-wide cadre of theologians able to bridge historically rooted theology with the contemporary world. The program focuses on producing future scholars knowledgeable with the roots and legacy of ancient Christianity, as particularly represented by the Orthodox Christian tradition.

The Doctor of Theology is a 60 credit-hour program comprising doctoral seminars (42 credit-hours), comprehensive examinations, and a dissertation (18 credit-hours). The program culminates in the production of an original contribution to the field of theology through the research and writing of the doctoral dissertation.

43.4.2 Program Outcomes

Students pursuing the ThD program will by the end of their program be able to:

1. Recall an advanced knowledge important to the history, culture, and theology of early and Eastern Christianity.

2. Orally articulate ideas and concepts pertinent to Orthodox Christian history, culture, and theology.
3. Utilize appropriate research theories, methodology, and theoretical frameworks to address fundamental questions concerning Eastern Christian theology for engaging contemporary challenges in society.
4. Demonstrate theologically based critical thought and contemplation concerning the Orthodox Christian theological positions and their application, both historically as well as within contemporary church and society.
5. Construct and defend a position rooted in Orthodox Christian thought, demonstrating effective written communication sufficient to publish or present student's work within the appropriate theological research domains.
6. Produce new and original contributions to Orthodox Christian theological discourse, at a level appropriate to teaching at the community as well as collegiate or university levels.

Students will take the modules in the order they are made available. The modules listed here are indicative, and there is no guarantee that they will run for the current academic year.

14 courses of three-unit doctoral seminars (42 Credit-Hours):
One Core Course:
THEO 800 Research Methods

13 Elective Doctoral Level Courses from the List Below:

THD 802	The Two Ways of Knowing
THD 804	Theological Anthropology
THD 805	Orthodoxy in the Modern World
THD 806	Advanced Seminar in Christology
THD 807	Genocide in the Early 20th Century Middle East
THD 808	History and Memory
THD 810	Death in the Christian Tradition
THD 809	Advanced Topics in Litrugical Theology
THD 811	Comparative Translations of Scripture in Antiquity
THD 812	Scripture in its Ancient Near Eastern Context
THD 813	Scripture: Daniel

THD 814	Scripture: John
MTS 601	Themes in Trinitarian Theology

The end of the Doctor of Theology degree culminates in dissertation research (core):

THD 801 Dissertation Writing 18 Units

43.4.3 Core Required Courses

One Required Course:

THD 800 Doctoral Research Methods Seminar **3 Credits**

This course explores the basics of theological research and the appropriate formats necessary to accompany theological research. During the semester, students will engage in readings presented in seminar format and will undertake research activities across internal and external library resources. In addition, students will produce an annotated bibliography in the field of study under which the student has been admitted to the program, as well as a preliminary prospectus or research proposal.

Thirteen Elective Doctoral Level Courses from the List Below:

THD 802 - The Ways of Knowing **3 Credits**

This course explores the two types of knowledge in Orthodox Christianity: Knowledge of the mind (ἐπιστήμη) and knowledge of the heart (γνῶσις). The course will discuss the essence of Orthodox Christian knowledge through true encounter, and the expression of such experience in the diverse human epistemological and philosophical frames of mind. The course will also highlight the importance of establishing a priority for using a specific order of epistemological questions to accurately express the encounter. The course will then highlight Orthodox methodologies and their foundational dependence on a lifestyle of a 'change of mind' (μετάνοια) and the necessity of this change for a true Orthodox conversion, not just in form but also in essence.

THD 804 - Theological Anthropology **3 Credits**

This course aims to explore the historical, scriptural, and patristic sources to engage with contemporary issues in theological anthropology. The course will examine theological anthropology as outlined in Pauline literature. It will also examine the theology of the Cappadocian and Syriac Fathers, particularly Gregory of Nyssa, Gregory the Theologian, Ambrose of Milan, Basil the Great, Ephrem the Syrian, and Jacob of Serug to examine the diversity of interpretation and breadth of meaning for the mystery of humanity. The course will shed emphasis on establishing methodologies to address modern issues surrounding the origin of humanity.

THD 805 - Orthodoxy in the Modern World **3 Credits**

This module intends to familiarize students with the thought of some of the most important modern Orthodox theologians, as well as the challenges Orthodoxy faces today. To this end, the work of key theologians such as Sergei Bulgakov, Georges Florovsky, Paul Florensky, Vladimir Lossky, John Zizioulas, Christos Yannaras, Alexander Schmemann, and Dumitru Staniloae will be examined, as well as critical assessments of their work and contribution. Several challenges and problems of the Orthodox Church in the contemporary world will also be examined, such as the renewed importance to the Patristic legacy; the collapse and restoration of Mt Athos in the 20th century; the challenge of ecumenism.

THD 806 - Advanced Seminar in Christology **3 Credits**

The question Christ posed to His disciples, "who do people say I am?" has been answered in different ways since the earliest times of Christianity. Using Christ's query as a point of departure, this seminar investigates and presents a comprehensive synthesis of the Christological controversies that arose in both the Eastern and Western part of Christendom. Through a close reading of the writings of the Church fathers, the course also helps the students understand the mystery of the Incarnation of the Logos (Word of God) as the indispensable part of the divine plan of salvation.

THD 807 - Genocide in the Early 20th Century Middle East **3 Credits**

How did Christianity in Turkey decrease from 25% of its population to just 0.4% today? This doctoral seminar is designed to introduce students to the critical study of human genocide through an in depth examination of the Turkish driven genocide against its Christian minority communities. Students taking this course will examine the antecedents of genocide and the Christian response. Questions investigated in this course address religious and national identity, persecution, martyrdom, and the legacy of victimhood. The experience of Armenians and Assyrians (i.e., Syriac-speaking Christians) will especially be highlighted.

THD 808 - History and Memory **3 Credits**

History begets memory and memory begets history. Different groups of people hold differing historical narratives based on their communal memories. Communal memory creates historical narrative that ultimately intentionally seeks to forget, erase, and exclude events that are historically preserved. This class seeks to explore the history of the Oriental Orthodox tradition and how this history is shaped, remembered and forgotten, and preserved in communal memory.

THD 810 - Death in the Christian Tradition **3 Credits**

In this module students will engage with a range of biblical, classical and contemporary texts to explore how the Christian tradition has thought about death and what, if anything, might come 'after' it. Students will acquire a thorough grounding in the biblical perspectives on death and hope, noting how this develops and changes through the history of Israel and the early Christian era.
This will lay the foundation for the investigation of classic theological questions such as the relationship between sin and mortality, and the relationship of body and soul in Christian anthropology and hope. We will explore the increasing complexity of the ways in which Christians came to understand the possible post-mortem states of the person, and the debates which have circled around each of these: eternal bliss, eternal damnation (whether understood as conscious eternal torment or otherwise), and the various conceptions of Purgatory. Much of what the Christian tradition has to say about death is mediated through liturgy, and we will spend time investigating the significance of classic and contemporary funeral rites from diverse traditions. The willing embrace of death, whether through martyrdom or suicide (of course the distinction can be a blurred one), features much in contemporary cultural and political discourse. The course ends with a look at how the Christian tradition has approached both topics historically and in the present day.

THD 809 - Advanced Topics in Litrugical Theology **3 Credits**

This doctoral seminar examines the fundamental elements of Eastern Christian worship as it developed in the early centuries of the Church, in order to historically ground subsequent theological discussion of contemporary renewal. After several weeks exploring the common repository of Orthodox liturgical tradition, we consider examples of current scholarship on the extant Rites in use among the Orthodox and Eastern Catholic Churches: Armenian, West Syrian, Coptic, Ethiopian, East Syrian and Byzantine. The selected readings showcase key scholars in the field, highlight the value of comparative and interdisciplinary methodologies, and illustrate the challenges of integrating history and theology with pastoral practice. The final weeks invite students to synthesize what they have learned by means of reflection on their own identity as worshippers in the modern world—with all its challenges: how does the beauty of the lex orandi ("rule of prayer") relate to the truth of the lex credendi ("rule of belief"), while also cultivating the goodness of an authentic spirituality, that is, a faithful and fruitful Christian lex vivendi ("rule of living")?

THD 811 - Comparative Translations of Scripture in Antiquity **3 Credits**

How do the various ancient translations of the Bible convey the same meaning in essence but diverge in form? This doctoral seminar is designed to introduce students to the critical study of the Sacred Scriptures through an examination of the various languages traditions through which these writings are conveyed. Students will participate in weekly seminars of scripture reading with attention to issues in comparative translation. Students taking this seminar are expected to be proficient in Hebrew and Greek. Proficiency

in one or more languages of Christian and Jewish antiquity are highly encouraged: Aramaic (Targumic and Syriac) Armenian, Coptic, Ethiopic (Ge'ez), Georgian, and Latin.

THD 812 – Scripture in its Ancient Near Eastern Context 3 Credits

This doctoral seminar is designed to introduce students to the critical study of the religions of ancient Israel and Judah during the Iron Age and their development in relation to the ontological encounter of divine inspiration prior to the incarnation. In large part, the course is motivated by the question of how the image and likeness of God is imprinted upon those inside and outside the faith community of ancient Israel, and what this means for understanding the emergence of scripture and tradition before the dawn of Christianity. Engaging both the primary texts of scripture and the ancient near East, the course prepares students to analyze the similarities and differences between the beliefs and praxis of ancient Israel with those of their neighbors. An examination of the prominent secondary literature introduces students to the major theories of the nature and diachronic changes in Israelite religion. Research beginning with these primary and secondary texts will be measured against the concerns of Orthodox Christian theological anthropology. Students taking this course will be proficient in Classical Hebrew and ideally one other scriptural language from antiquity, such as: Greek, Targumic Aramaic, Syriac, Latin, Coptic, Armenian, or Ethiopic.

THD 803 - The Christian Doctrine of God and Diversity 3 Credits

Description: The Christian faith confesses a Trinitarian God who is a diversity of persons in unity. This doctrine must present Christians with a model of appreciating diversity while also being rooted in a unity. This course traces the development of the Christian doctrine of God and related themes from Scripture to the 20th century. The course pays close attention to significant texts in the Christian tradition to discussions of the doctrine of the trinity and its relationship to diversity. We explore how our Trinitarian faith should be lived daily by reflecting on contemporary challenges surrounding diversity of religion, sexuality, culture, and biodiversity.

THD 813 – The Book of Daniel 3 Credits

Description: The book of Daniel is a unique document within the literature of the Old Testament, intersecting with history, prophecy, apocalypse, and wisdom literature, in three different languages. Like all books of the scripture, the book of Daniel can be read entirely on its own as well as in concert with the entirety of scriptural tradition. In this course, we will be plunging deeply into the book of Daniel in order to better understand inner-biblical exegesis, the reception of the text within the tradition of the Church, and its place in modern biblical scholarship.

THD 814 – The Gospel of John **3 Credits**

Description: The course, The Gospel of John, involves an in-depth exploration of a particular theme or area in the study of theology. In this stream of the theology, we shall read the entire text of the Gospel according to John, chapter by chapter, in the context of modern historical research, but also with an eye to the Patristic commentaries and the spiritual reading of this text. The several strands of the text will be studied in a seminar form. The class will take into account several Biblical hermeneutic methodologies, but ultimately will concentrate on the text itself and the way it was understood and received in the early Christian communities.

The end of the Doctor of Theology degree culminates in dissertation research (Required):
THD 801 Dissertation Writing **18 Credits**

43.4.4 THD 801 Dissertation Writing and Doctoral Student Evaluation Criteria:

Doctoral Seminars: In doctoral seminars, students will be evaluated based on their participation and essay submission, which is graded according to the ThD Essay Grading Rubric.

Advancing to Candidacy

In order to advance to candidacy, students must successfully pass all doctoral seminars and comprehensive examinations. The following assessments are used to evaluate students advancing to candidacy:

Language Exams:

Students must satisfy one language requirement from each of the following categories:

1. Classical Greek
2. The Primary Language of a major tradition: Classical Armenian, Christian Arabic, Coptic, Ethiopic, or Syriac.
3. One modern research language: (E.g. Arabic, French, German, Greek, Hebrew, Italian, or Russian)

Students can show the fulfilment of the language requirement by a) submitting transcripts to show successful completion of these languages, b) sitting for language examination at one of the national testing centers [e.g. the Goethe Institute for the German language exam], c) by successfully passing Agora's faculty evaluation at the discretion of the Dean, where students will be presented with pertinent passages to translate from primary texts in the case of classical languages, or research articles in their modern research language.

Comprehensive Exams:

Comprehensive exams comprise two exams addressing the student's primary and secondary research areas. These examinations cover the dominant and relevant peer-reviewed literature in the appropriate field measuring the student's presentation of advanced scholarly theological knowledge, inclusion/use of theoretical and theological concepts, and evidence of specialized content areas specific to Orthodox Christian theology.

Dissertation Progress Defense:
Following the passing of language and comprehensive exams, doctoral students must pass their dissertation progress defense by producing a 10,000-word excerpt and sitting for an oral defense of their dissertation before a select committee from the faculty senate, excluding the student's supervisor. Upon passing the dissertation progress defense, students will advance to candidacy and be cleared to enter the dissertation writing phase of the program.
Dissertation Writing:
The student will write the dissertation with an original contribution to the field. The dissertation must be at least 65,000 words with a maximum of 75,000 words, excluding bibliography.
THEO 801 Learning Outcomes:
Students will solidify their acquisition of the program outcomes and develop specific skills particular to the doctoral dissertation that prepares students for conducting and completing future research. The following learning outcomes are aligned to the Th.D. program outcomes.

I. Research Skills:
- *Students shall utilize appropriate research theories, methodology, and theoretical frameworks to address fundamental questions concerning Eastern Christian theology for engaging contemporary challenges in society.*

a. Students will have exceeded the research skills particular to each course and expanded these to address the work necessary to major, sophisticated presentations in monograph format.
b. Students will know the major streams of research particular to their field: books, authors, journal databases, primary sources, etc.

II. Knowledge of their Field:
- *Recall an advanced knowledge important to the history, culture, and theology of early and Eastern Christianity.*
- *Orally articulate ideas and concepts pertinent to Orthodox Christian history, culture, and theology.*

a. Through their research undertaken, students will acquire specific knowledge and perspective on material directly and indirectly related to their research question. The research process is valuable not only for answering the specific research question, but also for learning valuable information within the context of uncovering data specific to the research. Generally, student research will yield 10x the information that will be directly necessary to include in the publication of the thesis.

III. Proper Analysis
- *Students shall demonstrate theologically based critical thought and contemplation concerning the Orthodox Christian theological positions and their application both historically as well as within contemporary church and society.*
- *Students shall be able articulate a specific position on their undertaken research producing an original contribution to the fields of theological discourse. Proper analysis displays a student's*

ability to not only conduct independent research, but to make sense of that research for the student's own benefit as well as for others.

IV. Written Communication

- *Students shall construct and defend a position rooted in Orthodox Christian thought, demonstrating effective written communication sufficient to publish or present the student's work within the appropriate theological research domains.*
  - Produce new and original contributions to Orthodox Christian theological discourse, at a level appropriate to teaching at the community as well as collegiate or university levels.

Upon completion of the dissertation, students will be able to display the acquisition of their ability to communicate their research and analysis in written format.

The Viva:
At the conclusion of the dissertation writing process with a minimum of 65,000 words and a maximum of 75,000 words, students will submit the completed project to their supervisor, who will forward it to the examination committee, comprised of three faculty members. The committee will determine a date for the viva no later than six months from the date of submission. The viva usually takes two hours, with a maximum of four hours.

43.4.5 Sample Full Time ThD Study Plan

Research Methods (THEO 800) is a mendatory module that will be offered as an initial course depending on the term the student is enrolled in the program.

Term 1 – Fall	**Term 2 – Spring**	**Term 3 – Summer**	**Term 4 – Fall**	**Term 5 - Spring**	**Term 6 - Summer**	**Term 7 - Fall**
The Two Ways of Knowing	Israelites Religion and its Ancient Near Eastern Context	Genocide in the Early 20th Century Middle East	The Christian Doctrine of God and Diversity	Cult to Culture	History and Memory	Theological Anthropology
Orthodoxy in the Modern World	Advanced Seminar in Christology	The book of Daniel	The Gospel of John	Comparative Translations of Scripture in Antiquity	Death in the Christian Tradition	Research

Term 8 - Spring	**Term 9 - Summer**
Research	Research

NAGUIB SAWIRIS SCHOOL OF BUSINESS

44 About Agora Naguib Sawiris School of Business

The Naguib Sawiris School of Business is a division of Agora University. Agora University is fully accredited in the United States by the Distance Education Accrediting Commission (DEAC). Our accreditation in USA reflects our commitment to delivering globally recognized, high-quality business education.

Inspired by Chairman Naguib Sawiris' vision, the School champions a practical, ethical, and human-centered approach—preparing future business leaders to drive meaningful change in their communities and industries.

44.1 Educational Objectives and Outcomes

- Provide quality distance education programs for graduate students to impact their communities.
- Provide credentialed faculty members who have experience in teaching. Our goal is that at least
- 90 percent of our faculty have doctorates in their fields. Others with at least exceptional expertise in the courses they teach.
- Provide adequate administrative staff to facilitate coordination of student services, financial accountability, and technological support.
- Provide structured graduate-level programs in a semester-long format that is readily accessible in a flexible manner through technologically sound, cost-effective educational systems.
- Provide effective interactions between students and faculty, as measured by at least a 90 percent positive rating on our end-of semester survey. All student complaints will be investigated by management within 14 days.

44.2 Agora Naguib Sawiris School of Business Learning Outcomes

- Develop a comprehensive understanding of entrepreneurship, including the entrepreneurial process and key success factors.
- Acquire the necessary knowledge and skills to launch, grow, and sustain a successful venture.
- Apply critical thinking and problem-solving skills to identify and evaluate business opportunities and challenges.
- Develop a strategic mindset to create and execute a comprehensive business plan that addresses market needs and capitalizes on trends.
- Demonstrate the ability to apply entrepreneurship knowledge and skills to a real-world business venture or project, making a positive impact in the market and society.
- Foster innovation and ethical decision-making with a global perspective, gaining hands-on learning experience to apply theoretical knowledge in real-world situations, while committing to creating positive social and environmental impacts.

45 FACULTY

Eusebio Scornavacca, Ph.D.
Professor of Management Information Systems

Dr. Eusebio Scornavacca is a Professor of Digital Innovation whose research examines digital entrepreneurship, disruptive innovation, and high-impact innovation. With more than 25 years of academic and industry experience, Dr. Scornavacca is recognized as a global scholar with an extensive network of research collaborations spanning multiple continents. His work has been published in leading international journals and has informed both scholarly understanding and practical approaches to innovation in the digital era.

Ghassan Yacoub, Ph.D.
Professor of Strategic Management

Dr. Ghassan YACOUB is a Professor of Innovation and Strategy and the MBA Academic co-Director at IESEG School of Management in Paris. He holds a PhD and Master's degrees and graduated with distinction from ESCP Business School, Bayes Business School (formerly Cass), and Imperial College London. His academic research lies around the sources, value capture, and management of strategic, innovation, and entrepreneurial processes within, outside, and between firms. Prior to his academic career, he worked as an M&A Investment Banker at advisory boutiques and at J.P. Morgan in London where he was responsible for transaction origination and execution of multi-billion cross-border M&A mandates. He also worked as a strategic consultant advising global clients on strategic planning, restructuring, and digital transformation.

Jason Beck, Ph.D.
Professor of Economics and Market Dynamics

Dr. Jason Beck is a Professor of Economics at Georgia Southern University in Savannah, Georgia, USA. His expertise is in Industrial Organization, Labor Economics, and Real Estate Economics. He holds an M.A. in Economics from Miami University and a Ph.D. in Economics from the University of Kentucky. Dr. Beck also directs the Coastal Georgia Center for Economic Education; a non-profit center focused on economics and personal finance education.

Kevin Carillo, Ph.D.
Professor of Data Analytics

Dr. Kevin Carillo is an Associate Professor of Data Science, Artificial Intelligence, and Information Systems at TBS Education (France). He serves as the Director of the Master of Science in Data Science & Artificial Intelligence and leads the Chair in Data Analytics and AI at TBS Education. Dr. Carillo holds a Ph.D. in Information Systems from the School of Information Management at Victoria University of Wellington, New Zealand.

Lilian Carvalho, Ph.D.
Professor of Marketing

Dr. Lilian Carvalho is an Assistant Professor of Marketing at Sao Paulo Business School (FGV/EAESP). She holds a Ph.D. in marketing from the same university and has worked as a visiting scholar at the John Molson Business School, Concordia University, in Canada.

In 2018, Dr. Carvalho was selected among candidates from all over the world to participate in the NASA Datanauts program, working in several communications projects for the Open NASA initiative. Her research interests focus on digital consumer behavior and digital marketing

strategies, having published several peer-reviewed articles and books on these topics.

Mark Morgan, J.D.
Professor of Business Law and Ethics

Mark Morgan is a litigator with experience in the trial of jury and non-jury cases involving contracts, securities, and intellectual property matters. He has assisted clients with strategies for the containment, management and resolution of legal crises occurring at the federal/state, criminal/civil and domestic/international levels, including the Supreme Court of New Jersey, U.S. Court of Appeals for the Second Circuit, U.S. District Court for the Southern District of New York, and U.S. District Court for the District of New Jersey.

Massimiliano Pellegrini, Ph.D.
Professor of Leadership and Organizational Behavior

Prof. Massimiliano M. Pellegrini is a full Professor of Organizational Studies and Entrepreneurial Behavior at the University of Rome "Tor Vergata," from which he also received his Ph.D. in 2011. Previously, he was a Senior Lecturer at Roehampton University Business School. During his career, he was a Lecturer at Princess Sumaya University for Technology (Jordan). He is the editor in chief of the International Journal of Globalisation and Small Business (ABS ranking 1*).

Robert Felix, Ph.D.
Professor of Accounting

Dr. Felix earned his Ph.D. from the University of Maryland in 2013. His research focuses on corporate governance, financial reporting and auditing. His research has appeared in scholarly journals such as Contemporary Accounting Research, Journal of Banking and Finance, and Accounting and Business Research. Dr. Felix teaches intermediate financial accounting, auditing and managerial accounting. He has taught undergraduate as well graduate students including at the MBA level. Prior to his academic career, Dr. Felix worked as an auditor and consultant for a public accounting firm. Dr. Felix also holds an MBA and a CPA license.

Tiago Ratinho, Ph.D.
Professor of Entrepreneurship

Dr. Ratinho is an energetic and innovative entrepreneurship educator. All his classes are experiential exposing students to real life challenges. Course work involves surveying customers, interviewing entrepreneurs, and consulting with industry experts as well as live presentations with invited experts. As a researcher, Dr. Ratinho is currently interested in finding out which types of Entrepreneurial Strategies lead to superior firm performance. As an active member of the Effectuation community, he has a keen interest in understanding how entrepreneurs practice through asking and how psychological variables explain entrepreneurial behavior. At the same time, he is fascinated with Entrepreneurship Support mechanisms, how and when those can impact entrepreneurial development.

46 PROGRAMS AND DEGREES

A growing number of learners are finding that online learning opens educational opportunities that normally would not be available. With online education and supervision through a strong teaching community, Agora School of Business is an adequate solution for students who wish a flexible schedule for professional or family circumstances.

46.1 BACHELOR OF BUSINESS ADMINISTRATIVE DEGREE COMPLETION PROGRAM

The Bachelor of Business Administration (BBA) degree completion program aims to offer students with previous undergraduate coursework the opportunity to finish their bachelor's degree online with Agora University. This program is ideal for working professionals, transfer students, or individuals seeking a flexible and efficient pathway to achieving their educational and career goals.

46.1.1 Program outcomes

The program will equip students to:

- Analyze and solve complex business problems using critical thinking and data-driven approaches.
- Synthesize ideas and concepts from multiple perspectives, integrate knowledge across disciplines, and propose actionable solutions.
- Cultivate entrepreneurial skills to identify business opportunities, develop innovative solutions, and launch or grow a business.
- Develop skills in team dynamics, conflict resolution, and effective collaboration to achieve shared business objectives.
- Apply ethical reasoning and sustainability practices to business decisions.
- Communicate effectively in professional contexts.

46.1.2 Courses

BBA360 – Principles of Marketing – 3 Credits

Course Description: This course provides an introduction to the fundamental principles of marketing, including market research, consumer behavior, branding, product development, pricing strategies, digital marketing, and global marketing trends. Students will explore how businesses create, communicate, and deliver value to consumers while building strong customer relationships. Through case studies, projects, and interactive discussions, students will develop analytical and strategic thinking skills essential for modern marketing success.

BBA330 – Managerial Accounting – 3 Credits

Course Description: Managerial Accounting focuses on internal financial analysis and decision-making processes within a business. Unlike financial accounting, which is concerned with external reporting, managerial accounting helps managers plan, control, and evaluate business performance.

This course covers cost behavior, budgeting, variance analysis, performance measurement, and decision-making techniques. Students will develop skills in cost-volume-profit analysis, activity-based costing, and financial performance evaluation, gaining a strategic understanding of how accounting supports business operations.

BBA350 – Fundamentals of Entrepreneurship– 3 Credits

Course Description: This course introduces students to the fundamental principles of entrepreneurship, including opportunity recognition, business model development, startup funding, and early-stage business operations.

Students will explore the entrepreneurial mindset, learn how to identify and assess market opportunities, develop minimum viable products (MVPs), and understand the challenges of launching and growing a business.

This hands-on course includes case studies, guest entrepreneurs, and a startup ideation project, preparing students for entrepreneurial careers or roles in high-growth businesses and innovation-driven industries.

BBA360 – Management Information Systems – 3 Credits

Course Description: This course provides an introduction to Management Information Systems (MIS) and their role in modern business operations. Students will explore how organizations use information technology to improve decision-making, efficiency, and competitiveness. Key topics include databases, enterprise systems, cybersecurity, data analytics, and emerging trends such as artificial intelligence and blockchain. The course emphasizes the strategic role of MIS in business and includes case studies, hands-on exercises, and group projects to reinforce learning.

BBA380 – Strategic Management – 3 Credits

Course Description: Strategic Management is the capstone course for business students, integrating knowledge from marketing, finance, operations, human resources, and leadership to develop strategic decision-making skills.

The course focuses on competitive analysis, strategic formulation, corporate governance, business sustainability, and global strategy. Students will explore real-world business challenges through case studies, simulations, and strategic planning projects.

This course prepares students for leadership roles by teaching them how to analyze dynamic business environments and develop strategies that foster sustainable competitive advantage.

BBA400 – Microeconomics – 3 Credits

Course Description: Microeconomics explores how individuals, firms, and markets interact to allocate scarce resources efficiently. The course covers fundamental economic concepts such as supply and demand, consumer behavior, production and cost analysis, market structures, and pricing strategies.

Students will learn to apply microeconomic theories to real-world business decisions, policy debates, and market analysis. The course integrates case studies, economic modeling, and problem-solving exercises to develop analytical skills useful in various industries.

BBA420 – Business Analytics – 3 Credits

Course Description: Business Analytics is the application of data-driven decision-making using data analysis, predictive modeling, and business intelligence tools. This course equips students with the skills to extract insights from data and apply them to real-world business problems.
Students will gain hands-on experience with Excel, SQL, Tableau Desktop, and Dataiku Data Science Studio to explore, clean, manipulate, visualize, and analyze business data. The course covers key topics such as data preparation, database querying, data visualization, predictive analytics, machine learning, and generative AI applications in business. Students will also examine ethical considerations and emerging trends in analytics.
By the end of the course, students will be able to apply descriptive, predictive, and prescriptive analytics techniques to drive business decisions, optimize performance, and develop strategic insights using industry-standard tools. The course includes case studies, practical exercises, and a final project, ensuring students can translate data into actionable business solutions.

BBA440 – Performance Marketing – 3 Credits

Course Description: Performance marketing focuses on data-driven strategies, emphasizing measurable results in digital advertising, lead generation, and customer acquisition. This course explores advanced marketing channels, campaign optimization, conversion tracking, and ROI-driven decision-making. Students will learn how to create, execute, and analyze marketing campaigns using real-world tools, including Google Ads, Meta Ads, email marketing automation, and affiliate marketing platforms.

Through case studies, simulations, and hands-on projects, students will develop the analytical skills necessary to optimize marketing budgets, maximize conversions, and improve customer lifetime value (CLV).

BBA460 – Business Finance – 3 Credits

Course Description:
This course provides an in-depth exploration of business finance, balancing the principles of investment finance and entrepreneurship finance. Students will learn how corporations and startups raise capital, manage risk, allocate resources, and create financial strategies to optimize growth and shareholder value.

Key topics include financial statement analysis, capital budgeting, risk-return trade-offs, venture capital financing, valuation methods, and financial forecasting. The course integrates real-world case studies, hands-on financial modeling in Excel, and discussions on funding options for both large corporations and startups.

By the end of this course, students will be equipped to make financial decisions in both corporate investment scenarios and entrepreneurial ventures.

BBA 340 - Organizational Behavior – 3 Credits

Course Description:
This course explores the behavior of individuals and groups within organizational settings. Topics include motivation, leadership, team dynamics, organizational culture, and communication. The course aims to equip students with the knowledge to manage and influence the behavior of employees effectively.

BBA 410 – Macroeconomics – 3 Credits

Course Description:
This course introduces the principles of macroeconomics and explores the economic dynamics at the national and global levels. Topics include national income, economic growth, unemployment, inflation, monetary and fiscal policy, and international trade and finance. This course aims to equip students with the ability to analyze macroeconomic conditions and policies.

BBA 390 - Business and Social Impact – 3 Credits

Course Description:
This course explores the ethical, social, and environmental challenges and responsibilities of businesses in the modern world. It aims to equip students with the understanding and tools necessary to make ethical decisions and to consider the social impacts of business activities relevant to local communities.

BBA 320 - Financial Accounting – 3 Credits

Course Description: Course Description: This course introduces students to the fundamentals of financial accounting. Students will learn how to prepare and interpret financial statements, understand the accounting cycle, and apply various accounting rules and methodologies. The course emphasizes the role of accounting information in making business decisions and in measuring the performance of business entities.

BBA 300 - Business Law and Ethics – 3 Credits

Course Description:
This course introduces students to the legal environment of business, covering key concepts in corporate law, employment and labor law, contracts, and property rights. It also explores ethical dilemmas in business and provides frameworks for making ethical decisions that align with corporate responsibility.

BBA 480 - Business Communication – 3 Credits

Course Description:
This course introduces students to effective business communication strategies and techniques essential for success in the workplace. Covering various forms of communication including writing, speaking, listening, and digital interactions, students will learn to communicate effectively in diverse business contexts.

BBA 370 - Operations Management – 3 Credits

Course Description:
This course introduces students to the fundamental concepts and analytical methods in operations management. Covering topics such as process analysis, supply chain management, quality control, and project management, this course aims to equip students with the tools necessary to manage operational processes effectively and enhance organizational performance.

BBA 430 - Human Resources Management – 3 Credits

Course Description:
This course offers an in-depth exploration of the fundamental aspects of human resources management, including recruitment, selection, training and development, compensation, and employee relations. Students will gain practical insights into how HRM practices contribute to an organization's strategic goals and competitiveness.

BBA 470 - Negotiations and Conflict Resolution – 3 Credits

Course Description:
This course provides students with a deep understanding of negotiation strategies and conflict resolution techniques that can be applied in personal and professional environments. The course emphasizes practical skills for effectively managing and resolving conflicts while maintaining relationships and achieving mutually beneficial outcomes. The course will cover best practices in Negotiations including Best Alternatives to a Negotiated Agreement.

BBA 450 - Digital Transformation – 3 Credits

Course Description:
This course explores the impact of digital technology on the business landscape. Students will learn about the strategies, technologies, and organizational changes necessary to implement digital transformation in various business sectors. The course covers topics such as big data analytics, cloud computing, the Internet of Things (IoT), artificial intelligence (AI), and blockchain technology, highlighting their role in transforming businesses.

BBA500 – Capstone – 3 Credits
Course Description:
This entrepreneurship-focused capstone course integrates key concepts from entrepreneurship, finance, marketing, operations, and leadership to develop scalable and sustainable startups.

Students will work in teams to create, validate, and pitch a fully developed business venture, applying Lean Startup methodology, Business Model Canvas, and growth hacking strategies. The course emphasizes innovation, risk management, funding strategies, and real-world problem-solving.

The final project requires students to launch and present a startup concept, showcasing their ability to develop a viable, investment-ready business.

46.2 Master of Business Administration – Program Description

Our accelerated online MBA program has been developed by a group of distinguished professors and entrepreneurs. It aims to fully equip students with comprehensive tools and hands-on experience for starting, managing and growing a successful business. This 33-credit hour program is designed to be completed in 1 year. It is composed of 9 modular courses. Each course is 4-week long with synchronous and asynchronous content and activities. Upon the completion of the 9 sequential modules, the program ends with a Capstone hands-on project which is delivered by an elite group of entrepreneurs and executives.

46.3 Program Outcomes

1. Develop a comprehensive understanding of entrepreneurship, including the entrepreneurial process and key success factors.
2. Acquire the necessary knowledge and skills to launch, grow, and sustain a successful venture.
3. Apply critical thinking and problem-solving skills to identify and evaluate business opportunities and challenges.
4. Develop a strategic mindset to create and execute acomprehensive business plan that addresses market needs and capitalizes on trends.
5. Demonstrate the ability to apply entrepreneurship knowledge and skills to a real- world business venture or project, making a positive impact in the market and society.
6. Foster innovation and ethical decision-making with a global perspective, gaining hands-on learning experience to apply theoretical knowledge in real-world situations, while committing to creating positive social and environmental impacts.

46.4 MBA Courses

MBA 501 Business Analytics and Data-Driven Decision Making 3 Credits
Duration: 4 Weeks

Description: The explosive growth in the amount of data created in the world by humans and machines continues to accelerate. This data deluge coupled with a societal awareness of the strategic value of data, has engendered a global business paradigm shift: the advent of a data-driven business era. In this new data-driven business world, the cards of competition, innovation, and productivity are being reshuffled as business analytics and artificial intelligence are disrupting most industries across the globe and providing new opportunities for successful ventures. This module provides students with the strategic and necessary skillset to become a successful entrepreneur in the domains of big data, data-driven business, business analytics, and artificial intelligence. It enables students to understand the challenges and opportunities that data and artificial intelligence represent in the business world and in our overall society.

MBA 502 Marketing and Branding 3 Credits
Duration: 4 Weeks

Description: This module aims to provide knowledge and skills on marketing strategy for entrepreneurs using the marketing mix, in an integrated and current perspective of Product, Price, Distribution, and Communication. Develop a practical vision of marketing and branding strategies development in a real context. Particular focus will be given to marketing elements related to startups.

MBA 503 Business Ethics and Legal Aspects of Entrepreneurship 3 Credits
Duration: 4 Weeks

Description: This module focuses on essential ethical viewpoints as a foundation and examines specific characteristics of business life through cases and examples. There is not one universal set of ethical behaviors followed in the business community, which is why determining appropriate ethical behavior to maximize profits poses a unique challenge to entrepreneurs today. Entrepreneurs and managers are faced with daily challenges where individual values conflict with those of teams, organizations, customers, and clients. We will explore the nature of morality and the various normative theories of ethics that touch on business, economics, workplace, and the environment.

MBA 504 Economics and Market Dynamics 3 Credits
Duration: 4 Weeks

Description: This module focuses on the application of micro and macroeconomic analyses for formulating and executing entrepreneurial business plans and corporate strategy. Students will learn the role of market structures and dynamics in influencing various market and organizational outcomes.

MBA 505 Strategic Management and Entrepreneurial Strategy 3 Credits
Duration: 4 Weeks

Description: In today's increasingly volatile, uncertain, complex, and ambiguous (VUCA) environment, making better strategic decisions is a crucial skill. This course addresses the fundamentals of strategic management and entrepreneurial strategy through current case studies, short lectures, and class discussions. To succeed in any corporate or entrepreneurial settings, managers and entrepreneurs must develop responsible strategic thinking by adequately performing a strategic analysis, formulating strategic choices, and successfully implementing their plans to gain and sustain competitive advantage.

MBA 506 Financial and Managerial Accounting 3 Credits
Duration: 4 Weeks

Description: This course provides an overview of the two broad disciplines of accounting, financial accounting and managerial accounting for entrepreneurship. The first half of the course will focus on financial accounting where the emphasis will be on understanding the information contained in the financial statements and analysis of those statements. The second half of the course will focus on managerial accounting which primarily focuses on how managers and entrepreneurs can use accounting information to assist them in planning, controlling and making decisions.

MBA 507 Digital Innovation and Entrepreneurship 3 Credits
Duration: 4 Weeks

Description: Digital technologies are playing a transformative role in the modern world. The changes associated with digital innovations such as social media, blockchain technology and smart embedded devices are rapidly disrupting a variety of industries across the globe and challenging institutions, organizational structures, and most importantly, the skill-set needed for successful new ventures. This module focuses on digital business transformation and digital entrepreneurship. It enables students to understand the challenges and opportunities of the dynamic complex and disruptive technological business environment of the digital age.

MBA 508 Leading Ventures and Organizational Dynamics 3 Credits
Duration: 4 Weeks

Description: Leading ventures and organizational dynamics require a deep understanding of organizations and the contexts in which they operate. It has become clear that this role, due to the rapid pace of change in the contexts in which organizations operate, is increasingly complicated. Therefore, it becomes imperative to have the tools that can support us in reading organizational dynamics. In this sense, this course aims to analyze how to lead ventures and organizational dynamics by distinguishing between three levels of analysis: 1) macro, i.e., the organization; 2) meso, i.e., work teams; 3) micro, i.e., the individuals.

MBA 509 Entrepreneurship and the Creative Mindset 3 Credits
Duration: 4 Weeks

Description: Entrepreneurship is a crucial skill for the 21st-century manager. This course unleashes students' creative abilities and channels them toward the development of a real new product or service idea to be introduced in a business context. Students learn how entrepreneurs think and act under uncertainty, assess their own values and means, and begin the process of ideation and feasibility testing for entrepreneurial opportunities.

The module uses an active, experiential learning approach in which students apply a range of practical skills and techniques associated with entrepreneurial action. By focusing on the entrepreneurial mindset and opportunity development, students will generate and refine a business idea and present an individual pitch to their peers. Learning is supported through lectures, case studies, interactive exercises, and reflective assignments.

MBA 510 Capstone Project 6 Credits
Duration: 6 Weeks

Description: This course is structured as a follow-up to the Entrepreneurship and Creative Mindset and designed to get students to apply entrepreneurial thinking to entrepreneurial doing. Working in teams, they will refine selected business ideas and engage in extensive field research, including customer interviews and mentor feedback. Throughout the course, they will tackle key strategic, marketing, financial, operational, and human resource questions that shape the viability of their ventures.
Using tools such as the Lean Startup methodology, business model canvas, storytelling, and pricing strategy frameworks, students will iteratively design, test, and present their venture. The capstone culminates in a final group pitch supported by a professional slide deck. As in the previous module, learning will be supported through lectures, case studies, live feedback sessions, and hands-on project work.

College of Professional Studies

47 College of Professional Studies

Agora College of Professional Studies (ACPS) was established to provide cutting-edge, career-focused education tailored to the evolving demands of the professional world. As a division of Agora University, ACPS integrates academic excellence with practical expertise, equipping students with the interdisciplinary skills needed to excel in their industries.
Committed to bridging the gap between theory and application, ACPS offers hands-on learning experiences led by industry experts, ensuring graduates are prepared to meet real-world challenges.

47.1 Faculty

47.1.1 Lecturer

Dr. Ani Shahinian, D.Phil.
Ani.Shahinian@agora.edu
Associate Professor of Armenian Studies and Apologetics
Ani Shahinian, D.Phil., Ph.D., holds a doctorate in History and Theology from the University of Oxford. Shahinian's doctoral research investigated the phenomenon of Christian martyrdom within the context of political, social, economic, and ecclesiastical history of medieval Armenia, particularly in the Lake Van region. Her research applied innovative approaches and strategies to understand complex, enduring issues, and questions related to Christian-Muslim relations in the region. She has lectured and held seminars in several faculties at the University of California, Los Angeles (UCLA), including courses on Philosophy of Mind, Political Philosophy, Holocaust and Genocide Studies, and International Relations. Shahinian's academic and professional interests meet at the intersections between the disciplines, where she endeavors to bridge different fields by exposing entwined questions of technology, ethics, and sustainability in uncertain environments. Prior to her academic career, Shahinian worked for the United States Department of Justice (DOJ), where she assisted with investigations and prosecutions of human trafficking cases and criminal civil rights abuses. While working at the DOJ, she detected parallels between contemporary and historical human rights violations, and the evolving significance of the role of notional ethics. These realizations impelled her to seek answers hidden in history. Her academic career continues this journey of investigation and discovery, directing her research interests toward innovative methodologies to problem solving in an age defined by Artificial Intelligence (AI) and rapid technological advancement. Her work seeks to cultivate a more integrative understanding of the human person within this evolving landscape.

Dr. Andreas Andreopoulos, Ph.D.
FrAndreas@agora.edu
Professor of Eastern Christianity and Spirituality
Dr. Andreas Andreopoulos is Reader in Orthodox Christianity at the University of Winchester, UK. He studied in Greece, Canada

and the UK, obtaining his PhD in Theology and Art at Durham University. Since then, he has worked all over the UK, America and Canada, in addition to delivering conference papers and lectures across the world. Dr. Andreopoulos has been at the University of Winchester since 2010 and is Program Leader for the MTh Orthodox Studies.

Dr. Michael Wingert, Ph.D.
Michael@agora.edu
Dean of Holy Transfiguration College
Associate Professor of Old Testament and Syriac Studies
Dr. Wingert's research centers on the Hebrew Bible and Old Testament traditions, with a particular emphasis on their theological, linguistic, and cultural contexts within the ancient Near East. His work explores ancient medicine, Semitic scriptural literature, the philological and linguistic interplay of Semitic languages with neighboring speech communities, Northwest Semitic epigraphy, the philosophy of language, and ancient Near Eastern religions. At UCLA, Wingert developed an innovative undergraduate course on the origins of medicine, drawing from ancient Assyro-Babylonian, Egyptian, and biblical healing traditions, highlighting connections between medical practices and scriptural narratives of healing in the Old Testament. Additionally, he served as the lead research assistant on the Sinai Palimpsests Project, a collaboration between the UCLA Digital Library and the Early Manuscript Electronic Library, digitizing and recovering erased texts, including early Hebrew and Old Testament-related manuscripts, from St. Catherine's Monastery in Egypt's Sinai Peninsula. At Agora University, Wingert teaches courses such as Introduction to the Old Testament, Suffering and the Scriptures, Healing and the Word, and electives in Syriac studies, where he integrates insights from the Hebrew Bible and its interpretive traditions. In addition to his role at Agora, Wingert serves on the Syriac Orthodox Patriarchal committee for missions and has previously advised the Assyrian Arts Institute. Fluent in Sureth (Northeastern Neo-Aramaic), which he speaks with his family, he is a dedicated advocate for preserving indigenous languages and cultures in the Middle East and beyond, with a special focus on their connections to biblical heritage.

Samuel Tadros, M.A.
Samuel@agora.edu
Assistant Professor of Church History
Mr. Tadros was previously distinguished visiting fellow in Middle Eastern Studies at the Hoover Institution, a professorial lecturer at Johns Hopkins University's School of Advanced International Studies (SAIS) where he taught Middle Eastern politics, and the co-host of Sam & Ammar at Al Hurra TV, a program dedicated to covering Middle Eastern political and social developments from a classical liberal perspective. He is the author of Motherland Lost: The Egyptian and Coptic Quest for Modernity (2013) and Reflections on the Revolution in Egypt (2014), both published by Hoover Press. Mr. Tadros received his MA in democracy and governance from Georgetown University and his BA in political science from the American University in Cairo

Mark Morgan, J.D.
Professor of Business Law and Ethics

Mark Morgan is a litigator with experience in the trial of jury and non-jury cases involving contracts, securities, and intellectual property

matters. He has assisted clients with strategies for the containment, management and resolution of legal crises occurring at the federal/state, criminal/civil and domestic/international levels, including the Supreme Court of New Jersey, U.S. Court of Appeals for the Second Circuit, U.S. District Court for the Southern District of New York, and U.S. District Court for the District of New Jersey.

Dr. Reda Fayek, PhD, MBA, PEng
Professor of Computer Science

Dr. Réda Fayek is currently a professor of engineering at Conestoga College, building a Cyber Systems Engineering program for accreditation. He holds a PhD in Systems Design Engineering from the University of Waterloo, a Masters in Systems and Computer Engineering from Carleton University, as well as an Executive MBA from Ivey School of Business of Western University. He temporarily served as an adjunct faculty in Electrical Engineering at the University of Waterloo.

Réda's research focused on robotics, autonomous navigation, (big) data abstractions for real-time decision-making. As executive in several startups, he lead the full commercialization of more than a dozen HardTech and MedTech products with successful exits realizing significant gains to shareholders. These leading technologies covered areas like genomic microarrays, microbiology automation, medical imaging, digital pathology, rapid point-of-care diagnostics, LiDAR and others.

Réda is contributing to the engineering profession through 20 years of volunteering at the Experience Requirements Committee of PEO (Professional Engineers Ontario), and academic accreditations with the CEAB (Canadian Engineering Accreditation Board). He is a Senior Member of IEEE (Institute of Electrical and Electronics Engineers), a Fellow of Engineers Canada, and received the Ontario Volunteer Service Award and the University of Guelph Outstanding Volunteer Award. He was nominated for the University of Waterloo Engineering Alumni Achievement Medal.

Justin Bosl, J.D
Professor of The Development of Law and Human Rights

Justin Bosl is an accomplished legal expert and Orthodox Christian leader with extensive experience in both civil litigation and theological education. With nearly two decades as a trial attorney specializing in complex civil cases, he secured numerous high-value verdicts and settlements. In his ecclesiastical role, he serves as the Archdeacon of the Metropolis of San Francisco, assisting with liturgical and administrative duties, teaching adult education, and leading ministry efforts, including Orthodox outreach at San Quentin State Prison. Holding multiple theological degrees, he actively contributes to legal and ecclesiastical scholarship, focusing on Orthodox Canon Law and First Amendment issues.

Christina Guirguis, J.D
Professor of Criminal Law

Christina Guirguis served as an Assistant Prosecuting Attorney at the Wayne County Prosecutor's Office in Detroit, MI for 15 years, where her assignments included General Trials, the Major Drug Unit and the Homicide Unit.
In 2018, Christina switched gears to the civil realm and worked at Lakeshore Legal Aid, a not-for-profit law firm serving low-income clients. In January of 2022, Christina became the Lead Attorney for the City of Detroit's Project Clean Slate, which handles expungements for Detroit residents. Christina has also served on the board of The Joseph Project which aims to connect human trafficking survivors with skilled pro bono legal counsel.

Paul Lipowski, Ed.D
Professor of Education

Dr. Paul Lipowski is a seasoned expert in nonprofit management and leadership, with a strong background in governance, operations, mission integration, and strategic planning. With a Doctor of Education, he brings a deep understanding of educational landscapes, culturally diverse learners, and the intersection of family, community, and education.

47.1.2 Instructors

Daniel Kakish, MA
Assistant Professor of History

Daniel Kakish is a dedicated historian and educator with extensive experience in teaching and curriculum development. With a Master of Arts in History from San Diego State University, he has taught at esteemed institutions such as National University, Columbia University, and Cuyamaca College. His passion for history is evident in his interactive lesson plans, student-centered approach, and commitment to fostering critical thinking through engaging discussions and diverse historical perspectives. Beyond the classroom, Daniel has contributed to the academic growth of students from multilingual and multicultural backgrounds, ensuring an inclusive and enriching learning environment.

47.2 Degrees and Programs

47.2.1 Bachelor of Arts in Integrative Studies - Degree Completion

The Bachelor of Arts (BA) in Integrative Studies degree completion program aims to offer students with previous undergraduate coursework the opportunity to finish their bachelor's degree online with Agora University. The program aims to prepare graduates in various interdisciplinary domains.

Students pursuing the BA in Integrative Studies (BAIS) degree will have acquired appropriate coursework that can be completed at Agora. Students may transfer up to 84 credit hours into Agora toward the completion of their BA degree. The BAIS provides students critical research skills and methods for the purposes of conducting research, engaging with one's community, and establishing a world-wide cadre of leaders able to bridge holistic education and theory with the contemporary world practice.

The program gives the student the flexibility to design their own program within various concentrations. The concentrations include:

1. Middle Eastern Studies
2. Education
3. Computer Science
4. Pre-Law

Each of these concentrations has four required courses. The student must select upper division electives from the courses listed below or from the pre-approved courses offered through our partnership with Sophia.org. For a complete list of approved Sophia.org courses, please visit https://agora.sophia.org

47.2.1.1 Program Outcomes

The program will equip students to:

1. Remember fundamental concepts, theories, and facts from interdisciplinary coursework to establish a strong foundational knowledge base.
2. Understand interdisciplinary connections and the significance of integrating knowledge from different fields to gain a holistic perspective.
3. Apply interdisciplinary methods and approaches to solve complex problems in both academic and real-world settings.

4. Analyze information and issues by deconstructing them into their component parts, identifying relationships, and drawing informed conclusions.
5. Evaluate the credibility and relevance of information from multiple sources, making informed judgments based on evidence and criteria from diverse disciplines.
6. Create innovative and coherent projects, presentations, or research papers that synthesize and articulate ideas from multiple disciplines.

47.2.1.2 Courses

47.2.1.2.1 Core Course

***WRIT 300 Study & Writing Skills* – 3 Credits**

Course description: This course is designed for students in a degree completion program to build foundational skills in English composition, time management, research, and online learning. Through practical exercises, readings, and reflective tasks, students will develop strategies to succeed in an academic environment. Emphasis is placed on writing clear and effective prose, managing time efficiently, conducting basic research, and navigating online learning tools. This course prepares students for advanced coursework by fostering critical thinking and self-directed learning.

47.2.1.2.2 Pre-Law Concentration Courses

***LAW 200 The Development of Law & Human Rights* – 3 Credits**

Course description: This course follows the development of law in the West from the Ancient Near East to the contemporary United States of America. A particular point of focus will be the development of private law, legal rights, and human rights. Students will then apply the principles learned from the development of the law to modern questions of war, international human rights, and recent U.S. jurisprudence relating to marriage, gender, and sexuality.

***LAW 301 Criminal Law* – 3 Credits**

Course description: This course provides an in-depth study of the principles of criminal law, using Joshua Dressler's "Understanding Criminal Law (Ninth Edition)" as the primary text. The course is designed for undergraduate students in a Pre-Law program, aiming to develop a foundational understanding of criminal law including its theory as well as its application.

***LAW 310 Business Law* – 3 Credits**

Course description: This course provides an introduction to the legal principles governing business transactions and relationships, offering a foundation for understanding the intersection of law and commerce. Topics include contract law, corporate governance, intellectual property, employment law, and the ethical dimensions of business practices. Students will analyze real-world case studies to develop practical skills in applying legal concepts to business scenarios. Rooted in a commitment to justice and ethical decision-making, this course prepares students to navigate the complexities of business law with integrity and a focus on social responsibility.

***PHIL 200 Introduction to Logic* – 3 Credits**

Course description: This course introduces the principles of formal logic, emphasizing critical thinking and reasoning skills essential for legal analysis and argumentation. Students will explore key topics such as propositional logic, syllogisms, logical fallacies, and the construction of sound arguments. Through practical exercises and case studies, the course fosters the ability to identify, analyze, and evaluate arguments in both legal and everyday contexts. Rooted in the values of clarity, precision, and ethical reasoning, this

class equips students with foundational tools for success in the study and practice of law.

47.2.1.2.3 Computer Science Concentration Courses

***CS 300 Data Structures & Algorithms* – 3 Credits**

Course description: This course focuses on problem-solving and software design through the use of efficient and effective data organization techniques. Key advanced data structures will be examined, analyzed, and implemented. Students will study and implement algorithms related to sorting, searching, and various data transformations. The course will also assess the efficiencies and costs associated with these algorithms. Additionally, students will explore how the choice of different algorithms impacts the performance of software systems.

***CS 301 Programming Techniques* – 3 Credits**

Course description: This course focuses on equipping students with the skills necessary to design and develop high-quality software applications. It emphasizes robust software design principles to create maintainable and scalable applications. Key topics include object-oriented programming (OOP), encapsulation, inheritance, and polymorphism, along with design patterns for modular and reusable code. It covers effective utilization of database systems and integration techniques for efficient data management. Agile methodologies, UI/UX design principles, and front-end and back-end frameworks pertaining to real-world software development challenges are explored.

***CS 302 Software Development* – 3 Credits**

Course description: This course provides students with a comprehensive understanding of the Software Development Life Cycle (SDLC) and its methodologies. The curriculum covers essential software quality assurance (SQA) practices, including the importance of SQA, relevant tools, and quality metrics. It explores various software testing methodologies, including manual and automated testing and tools. The course emphasizes the design and documentation of software products using the Unified Modeling Language (UML). Advanced topics such as continuous integration/continuous deployment (CI/CD) and industry best practices will be discussed. The curriculum includes algorithm analysis techniques like Big O notation and complexity assessments.

***CS 303 Software Security* – 3 Credits**

Course description: This course provides a comprehensive overview of critical security concepts and practices essential for safeguarding software systems. It covers emerging technologies such as mobile computing, IoT, and cloud security, alongside the implications of these technologies on security. The discusses identifying and analyzing common security vulnerabilities, including stack, heap, and buffer overflows, and emphasizes secure coding practices and vulnerability assessment techniques. It explores malware detection and analysis, as well as encryption methods, including symmetric and asymmetric techniques, and advanced topics like public key infrastructure and quantum cryptography. The course also addresses physical and network security measures, compliance with government and industry regulations, and the integration of security into the software development lifecycle (SDLC).

47.2.1.2.4 Middle Eastern Studies Concentration Courses

***MEST 300 Jerusalem: The Sacred & The Profane* – 3 Credits**

Course description: This course explores the complex history and multifaceted identity of Jerusalem, a city revered as sacred and contested as profane. Students will examine its religious significance to Judaism, Christianity, and Islam, alongside its political, cultural, and social dynamics throughout history. The course content will focus on the transformation of sacred space in Jerusalem as reflected by literary and archaeological evidence. Throughout the course, we will examine written records, material culture, architectural monuments, and iconography to better understand the creation of mythic Jerusalem. Through historical analysis and interdisciplinary approaches, the course offers a comprehensive understanding of Jerusalem as both a spiritual symbol and a center of geopolitical tension.

***MEST 301 Genocide & the Human Condition* – 3 Credits**

Course description: This course examines the phenomenon of genocide through historical, political, and philosophical lenses, with a particular focus on cases relevant to the Middle East, including the Armenian Genocide and other atrocities impacting minority communities. Students will explore the causes, consequences, and enduring impact of genocide on individuals, societies, and cultural identity. The course also addresses global efforts to prevent genocide and promote justice, encouraging critical reflection on the moral and ethical dimensions of human suffering and resilience. Ideal for students seeking to understand the complexities of genocide and its implications for humanity.

***MEST 302 Arabic Civilization* – 3 Credits**

Course description: This course provides an overview of the rich history and cultural heritage of Arabic civilization, exploring its development from the pre-Islamic era to the modern period. Students will examine key contributions in areas such as literature, philosophy, science, art, and architecture, with a focus on how these elements have shaped both the Arab world and global history. Ideal for students interested in understanding the cultural, intellectual, and historical foundations of the Arab world and its lasting influence.

***MEST 303 Modern Egyptian Politics* – 3 Credits**

Course description: This course explores Egypt's modern history and political evolution from Napoleon's 1798 invasion, marking the end of Ottoman stagnation, to the aftermath of the 2011 revolution, tracing the profound shifts in its political system, culture, and identity. It examines key developments—such as Mohamed Ali's military modernization, Ismail's European aspirations, British occupation, nationalist movements, Nasser's pursuit of dignity, Sadat's policy shifts, Mubarak's stagnation, the Muslim Brotherhood's brief rule, and the 2013 coup—while highlighting economic, social, and religious changes that both influenced and were shaped by these political forces. The course analyzes how Egypt's interactions with the West, efforts at modernization, and struggles with identity and nationalism have been recurring themes amid its ideological and structural transformations, offering a comprehensive historical review of the internal and external powers that have shaped its quest for a place in the modern world.

47.2.1.2.5 Education Concentration Courses

***EDU 200 The Landscape of Education* – 3 Credits**

Course description: This course provides an overview of the diverse landscape of education, exploring the history, trends, and challenges in educational systems both nationally and globally. Students will examine key issues such as access, equity, technology, policy, and reform, with a focus on how these factors impact teaching and learning. The course aims to develop an understanding of the complex forces that shape educational environments, preparing future educators to navigate and address various challenges in the field. Ideal for those seeking to gain a comprehensive view of education's past, present, and future.

***EDU 301 Understanding the Culturally Diverse Learner* – 3 Credits**

Course description: This course examines the complexities of cultural diversity among learners through eight key dimensions—socioeconomic class, ethnicity and race, gender, exceptionality, religion, language, geography, and age—and their profound impact on K-12 learning environments. Additionally, this course equips students to thoughtfully engage with the social, political, and pedagogical challenges of educating culturally diverse learners. As future educators and leaders, students will be challenged to navigate sensitive topics with grace, humility, and intellectual rigor. By engaging with diverse perspectives, we aim to cultivate a generation of educators who are not only culturally aware but also deeply committed to shaping positive and inclusive learning environments for all learners.

***EDU 302 Family, Community, and Education* – 3 Credits**

Course description: This course explores the dynamic relationships between family, community, and education. Students will examine the role of family and community in shaping educational experiences, fostering socialization, and supporting student development. The course also addresses the challenges and opportunities of integrating traditional beliefs with modern educational systems. Ideal for future educators seeking to understand the cultural, social, and familial factors that influence learning and development in diverse communities.

***EDU 310 Theories of Learning and Instructional Design* – 3 Credits**

Course description: This course focuses on strategies for designing and facilitating effective classroom instruction. Students will examine theory as well as explore resources to gain knowledge and understanding of how to design and implement instructional strategies in a variety of classroom settings. Topics include assessment, e-learning, emerging technologies, information and visual literacies, and product evaluation.

47.2.1.2.6 Electives

***PHIL 301 Greek Thought from Early to Late Antiquity* – 3 Credits**

Course description: This course traces the development of Greek philosophy from its origins in the Pre-Socratic era to its transformation in Late Antiquity, exploring the key thinkers, schools of thought, and intellectual movements that shaped the ancient world. Special attention is given to the influence of Greek philosophy as it develops from the

Classical period to the Roman era of Late Antiquity. Students will examine the philosophical debates on topics such as ethics, metaphysics, and the nature of the divine, assessing their impact on learning and cultural development.

***CIVL 300 From Voice to Vision: The History of Writing* – 3 Credits**

Course description: This course is designed for undergraduate students at both the lower and upper levels, focusing on the tangible methods of language representation through writing systems. We'll explore the earliest known forms of language from the Near East, dating back to the end of the 4th millennium BC, proceeding through civilizations like those in the Indus Valley, China, and Meso-America. The course will provide a detailed look at the basic characteristics of these early, sign-based scripts, assess the evolution to modern alphabetic systems, and explore the conceptual foundations of semiotic language representation. Students will leave the class with an understanding of the origins and development of early non-Western writing systems, an insight into how the Greco-Roman alphabet emerged in the first millennium BC, and how it compares with other contemporary writing systems.

***CIVL 310 Medicine in the Ancient World* – 3 Credits**

Course description: This course will survey the phenomenon of medicine and the healing arts in the ancient world by examining methods of ancient medical practitioners as they especially apply to the domains of magic and science. The course uses the foundations of early human civilization in the ancient Near East as a foil for understanding how medical practices emerge in other emergent civilizations of the ancient world, namely: China, India, Mesoamerica, and the Greco-Roman Mediterranean. In the course, we will primarily examine the pertinent written records and material culture of the ancient Near East to better understand the emergence of medicine as both an art and proto-science.

***CIVL 310 Myths of Mesopotamia & the Near East* – 3 Credits**

Course description: Explore the rich mythological traditions of Mesopotamia and the ancient Near East, uncovering the stories that shaped some of the world's earliest civilizations. This course examines epic tales like the Epic of Gilgamesh, creation myths, and divine narratives that reveal ancient understandings of humanity, the cosmos, and the divine. Through primary texts and archaeological insights, students will analyze how these myths influenced culture, religion, and governance in the region and their enduring legacy in later traditions. Ideal for those interested in history, literature, and the origins of mythological storytelling.

***ARTS301 Mystery and Imagination: Art and Civilization* – 3 Credits**

Course description: This course investigates the anthropology of the imagination, moving beyond the idea of "fantasy" to treat the imaginative as a site of social and cultural encounter. We will explore how different cultures navigate the boundaries between the visible and the invisible, challenging the assumption that the "imaginary" is merely a psychological state. Instead, this course focuses on the imaginary as a vital space where social and moral norms are actively (re)created in relation to materiality. Objects and images not only "represent" ideas, but mediate presence—acting as bridges between the mundane and the transcendent. Ultimately, the act of imagining is a mode for ethical and social deliberation through which individuals negotiate their place in the world in an attempt to negotiate and make sense of mystery and the unknown.

48 Student Community

Accomplishing the educational mission of Agora University requires an edifying community atmosphere and an environment that promotes spiritual growth. The student handbook is one way by which Agora University establishes a context for the student experience and indicates what we value. The Keyword in our University is "Community". We would encourage you to consider ways and opportunities to impact the world and correspond with the modern challenges that face our society.

Students are to attend each class for which they are registered. In addition, students are expected to respect both professors and fellow students and exhibit deportment that helps create a positive learning environment in each classroom.

Agora University wants all students to achieve their highest academic potential and makes faculty and academic support resources available to assist each student in meeting his or her academic goals. Students, however, are ultimately responsible for their own academic success and should take the initiative to ask for assistance as needed.

Faculty— Students needing assistance with a specific course should first seek the help of the professor. Maintaining continued contact with a professor and staying informed of one's academic status in a course is highly recommended.

Registrar— The Registrar is knowledgeable about the degree the student is pursuing and available to help the student plan his or her semester course sequence, course load and class schedule.

Students and faculty are brothers and sisters in one family, and we expect each to treat the other with respect both in and out of the classroom. Appropriate discourse in a reasoned fashion is part of the education process, and strong opinions informed by fact, logic, spiritual maturity and insight are valued. Students are not only welcome but invited to discuss any matter with their professors in and out of class in the spirit of appropriate decorum and mutual respect.

49 Student Services

49.1 Library Services

Virtual Librarian

Agora University has an online Virtual Librarian available to students during the following hours:

Librarian Service Hours

Monday - Friday (7AM EST to 9PM EST)

Saturday - Sunday (12PM EST to 7PM EST)

All students will have access to Electronic Databases including ATLA Religion and Periodicals, ProQuest, Cengage and other digital resources.

All our students will have access to our online platform Populi Web https://agora.populiweb.com . The programs we are offering are mainly based on regular Internet access to the Populi Web, and this will require both a basic competence in skills related to Internet use and easy access to suitable computer. Each module has a designated website granting immediate access to vital information, electronic resources of various sorts, and providing a site for regular on-line tutorials.

49.2 Change of Contact Information

If your information changes, please login to https://agora.populiweb.com to update your information.

49.3 Student ID Cards

Agora University can issue Student ID cards which might be helpful for local library use or other student services and discounts. If you are interested, please send an email to the Registrar's office. Student IDs are valid for two years and are renewed based on the registration status of the student. If you lost your student ID, a $10 replacement fee is required and paid to Agora University.

49.4 Graduation Ceremony

Upon graduation, all students are issued their diplomas and transcripts via the postal service. However, Agora University periodically organizes a graduation ceremony for those interested in attending. The Graduation Ceremony is not required.

49.5 Alumni Network

Establishing a community is an integral part of Agora University's Mission. We invite all our graduates to join our Alumni Network which provides our students and faculty to stay connected and provide support to the University community. Please contact our alumni coordinator at alumni@agora.edu

50 Quick Guide to Research and Writing

Critical Use of Sources

Identify your sources:

- Books (textbooks)
- Encyclopedia Articles
- Monographs
- Journal Articles
- Book Reviews
- Collection of Essays (Festschrift, Oxford/Cambridge Handbooks, Conference Papers)
- Primary Source

Getting the Most out of your Sources:

- Don't rely on your memory.
- Take notes.
- Notebook summary from books you read.
- Recording your notes on ideas and synthesis.
- Use Post-it notes.
- Always ask, why am I using this book or article, what do I hope to gain from it?

Primary Sources:

- Who is the author?
- What was his background?
- Was the source intended for publication (or was it a private letter?)
- Who were the intended audience?
- Do we know when it was written, and what was happening in the author's world at that date?

Secondary Sources:

- Who is the author? (he or she may be an eminent professor, or a very new post-doc, publishing a first article, or somewhere in between. (Do not suppose that new scholars are less important)
- Where is the work published?
- When was it written? It matters whether the book you are reading was written in 1969 or 2009.
- It is important to note that at some time you need to stop reading and start writing!

Academic Presentation:

All essays should be word-processed and set out with either 1.5 or double spacing. Footnotes or endnotes are included in the word count, but bibliographies are not.